

H.Q. Mitchell

# Traveller

beginners



student's book

mm publications

Listening	Speaking (Pronunciation*)	Writing	Functions
<ul style="list-style-type: none"> <li>• People greeting and saying goodbye</li> <li>• Three short dialogues (identifying relationships)</li> <li>• A dialogue (understanding personal information)</li> </ul>	<ul style="list-style-type: none"> <li>• Pairwork</li> <li>* The alphabet</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences giving personal information</li> <li>• Completing a form</li> </ul> <p><b>Developing skills:</b> Capital letters</p>	<ul style="list-style-type: none"> <li>• Greeting and introducing oneself</li> <li>• Spelling</li> <li>• Understanding and using classroom language</li> </ul>
<ul style="list-style-type: none"> <li>• Three short dialogues (identifying personal items)</li> <li>• Three short dialogues (understanding specific information)</li> <li>• A dialogue (identifying people / transferring from verbal to visual information)</li> </ul>	<ul style="list-style-type: none"> <li>• Pairwork</li> <li>• Group work</li> <li>• Guessing game</li> <li>• Role play</li> <li>* Numbers (sixteen vs sixty)</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences about one's family members</li> <li>• A description of a person</li> </ul> <p><b>Developing skills:</b> Punctuation and capital letters</p>	<ul style="list-style-type: none"> <li>• Greeting and saying goodbye</li> <li>• Asking about one's health</li> <li>• Introducing oneself and others</li> <li>• Exchanging basic personal information</li> <li>• Identifying relationships</li> </ul>
<ul style="list-style-type: none"> <li>• A street survey (understanding specific information)</li> <li>• A dialogue (understanding specific information)</li> <li>• Two phone conversations (understanding gist and specific information)</li> </ul>	<ul style="list-style-type: none"> <li>• Pairwork</li> <li>• Group work</li> <li>* Third-person singular -s</li> <li>* Intonation of questions</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences comparing people's daily routines</li> <li>• A paragraph about what one does on Saturday</li> </ul> <p><b>Developing skills:</b> Word order</p>	<ul style="list-style-type: none"> <li>• Identifying and describing objects</li> <li>• Expressing possession</li> <li>• Talking about one's family members</li> <li>• Discussing clothes</li> <li>• Expressing opinion</li> <li>• Describing people's physical appearance</li> </ul>
<ul style="list-style-type: none"> <li>• Three short dialogues (identifying the location of objects)</li> <li>• Three short dialogues (understanding directions and locating places on a map)</li> <li>• A dialogue (understanding gist and specific information)</li> </ul>	<ul style="list-style-type: none"> <li>• Pairwork</li> <li>• Game: Spot the differences</li> <li>• Group survey</li> <li>* Intonation</li> <li>* Word stress</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences describing a picture</li> <li>• A description of one's house / flat / dream house</li> </ul> <p><b>Developing skills:</b> How to list things</p>	<ul style="list-style-type: none"> <li>• Telling the time</li> <li>• Expressing likes and dislikes</li> <li>• Talking about free-time activities</li> <li>• Talking about routines</li> <li>• Discussing TV programmes</li> </ul>
<ul style="list-style-type: none"> <li>• A dialogue (understanding specific information)</li> <li>• A dialogue (understanding specific information)</li> <li>• Three monologues (identifying prices)</li> </ul>	<ul style="list-style-type: none"> <li>• Pairwork</li> <li>• Role play</li> <li>• Class survey</li> <li>• Game: Find someone who...</li> <li>• Class discussion</li> <li>* /ɪ/, /i:/</li> <li>* /g/, /dʒ/</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences about food preferences</li> <li>• A paragraph about eating habits</li> </ul> <p><b>Developing skills:</b> Linking words (and, but, or)</p>	<ul style="list-style-type: none"> <li>• Identifying the location of objects</li> <li>• Describing rooms and houses</li> <li>• Referring to the location of places in a town</li> <li>• Asking for, giving and understanding directions</li> <li>• Reading a map</li> <li>• Asking and answering about where one lives</li> </ul>
<ul style="list-style-type: none"> <li>• Two phone conversations (transferring from verbal to visual information)</li> <li>• A dialogue (understanding gist and specific information)</li> <li>• Three monologues (understanding specific information)</li> </ul>	<ul style="list-style-type: none"> <li>• Pairwork</li> <li>• Role play</li> <li>• Guessing game</li> <li>• Game: Spot the differences</li> <li>* /n/, /ŋ/</li> <li>* Intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences about one's talents and abilities</li> <li>• An e-mail to a friend</li> <li>• A paragraph describing what people are doing</li> </ul> <p><b>Developing skills:</b> Set phrases for letters and e-mails</p>	<ul style="list-style-type: none"> <li>• Expressing preference</li> <li>• Ordering food</li> <li>• Taking an order</li> <li>• Making, accepting, and refusing offers</li> <li>• Asking and answering about quantity and prices</li> <li>• Discussing food and eating habits</li> </ul>
<ul style="list-style-type: none"> <li>• Three short dialogues (identifying situations)</li> <li>• A quiz show (understanding specific information)</li> <li>• Four monologues (identifying places / understanding gist)</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Pairwork</li> <li>* -ed endings: /t/, /d/, /ɪd/</li> <li>* /θ/, /ð/</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences about past events</li> <li>• A paragraph about one's life story</li> </ul> <p><b>Developing skills:</b> Linking words (because, so)</p>	<ul style="list-style-type: none"> <li>• Talking about talents and abilities</li> <li>• Making a phone call</li> <li>• Offering help</li> <li>• Making suggestions and arrangements</li> <li>• Talking about current activities</li> <li>• Talking about the weather</li> </ul>
<ul style="list-style-type: none"> <li>• A dialogue (identifying objects)</li> <li>• An answering machine message (understanding gist and specific information)</li> <li>• Three short dialogues (understanding specific information)</li> </ul>	<ul style="list-style-type: none"> <li>• Pairwork</li> <li>• Group work</li> <li>* Strong and weak forms of <i>to</i></li> <li>* Silent letters</li> </ul>	<ul style="list-style-type: none"> <li>• An e-mail about one's holiday plans</li> <li>• A postcard</li> </ul> <p><b>Developing skills:</b> Using tenses</p>	<ul style="list-style-type: none"> <li>• Talking about past events</li> <li>• Discussing facts</li> <li>• Talking about famous people</li> <li>• Giving reasons</li> <li>• Talking about sports</li> <li>• Comparing past and present facts</li> <li>• Expressing opinion</li> </ul>
			<ul style="list-style-type: none"> <li>• Talking about a holiday</li> <li>• Making plans</li> <li>• Inviting</li> <li>• Accepting and refusing invitations</li> <li>• Talking about health problems</li> <li>• Asking for and giving advice</li> <li>• Referring to the past and future</li> <li>• Asking and answering about dates</li> </ul>

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## Vocabulary

- Greetings
- Names
- Alphabet
- Countries and nationalities
- Classroom language

- Greetings
- Countries and nationalities
- Relationships
- Numbers (0-100)
- Jobs

- Personal items
- Colours
- Items related to travelling
- Family members
- Clothes
- Opposite adjectives
- Physical appearance

- Telling time
- TV programmes
- Days of the week
- Free-time activities
- Daily routines
- Ways of getting around
- Household chores

- Rooms and parts of a house
- Furniture and appliances
- Places in a town/city
- Addresses
- Buildings
- Location and directions
- Ordinals
- Adjectives describing homes

- Food and drink
- Containers
- Prices
- Money

- Jobs
- Skills and abilities
- Everyday activities
- Phrases related to the environment
- Weather
- Computer parts
- Numbers over a hundred

- Accidents and injuries
- Parts of the body
- Opinion adjectives
- Years
- Academic subjects
- Life events
- Sports

- Seasons
- Months and dates
- Holiday activities
- Geographical features
- Ailments
- Sightseeing

## Grammar

- What's your name?
- I'm.../My name's...
- How do you spell...?
- Plurals (regular -s)
- Imperative (affirmative)

- The verb *be* (I, you, he, she, we, they)
- Possessive adjectives (my, your, his, her, our, their)
- Who?/What?/How?/Where...from?
- a / an

- this / that / these / those
- The verb *be* (it)
- Plurals (regular-irregular)
- Possessive case
- Whose?
- The verb *have got*
- Adjectives

- Present Simple
- What time? / When?
- Prepositions of time
- Adverbs of frequency

- There is / There are
- Prepositions of place
- a(n) / the
- Object personal pronouns
- Imperative

- a(n) / some
- Countable and uncountable nouns
- some / any
- would like + noun
- How much / How many?

- The verb *can*
- Present Progressive
- Let's / How about?

- Past Simple
- Time expressions
- Why? / Because
- Past Simple of the verb *be*
- Past Simple vs Present Simple

- Future *be going to*
- Time expressions
- want to / would like to
- The verb *should*

## Reading

- An advertisement in a TV guide: *Get together*
- A job blog

- A magazine page: *What's in your wardrobe?*
- A short film review: *Who is Edna Turnblad?*

- A short text: A 'day' in the life of *Gary Silver*
- A girl's diary page

- A note on a fridge door
- Three newspaper advertisements: *Property for rent*

- A magazine page: *Food Corner*
- A magazine article: *Breakfast!*

- Quiz: *Career Paths*
- A magazine article: *A digital world: Computers*

- Two short e-mails
- A magazine article: *From Tenez! to tennis*
- An interview: *The Maths genius who gave it all up...*

- Four e-mails about holiday plans
- A web page: *First-aid for travellers*
- A brochure: *Margarita Island*

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British and American English p.131

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# Hello

## 1. COMMON WORDS

Match. Then listen and check your answers.  
Do you know any other English words?



1

**computer**

2

**burger**

3

**basketball**

4

**telephone**

5

**stop**

9

**supermarket**

8

**coffee**

7

**hotel**

6

**jeans**

10

## 2. WHAT'S YOUR NAME?

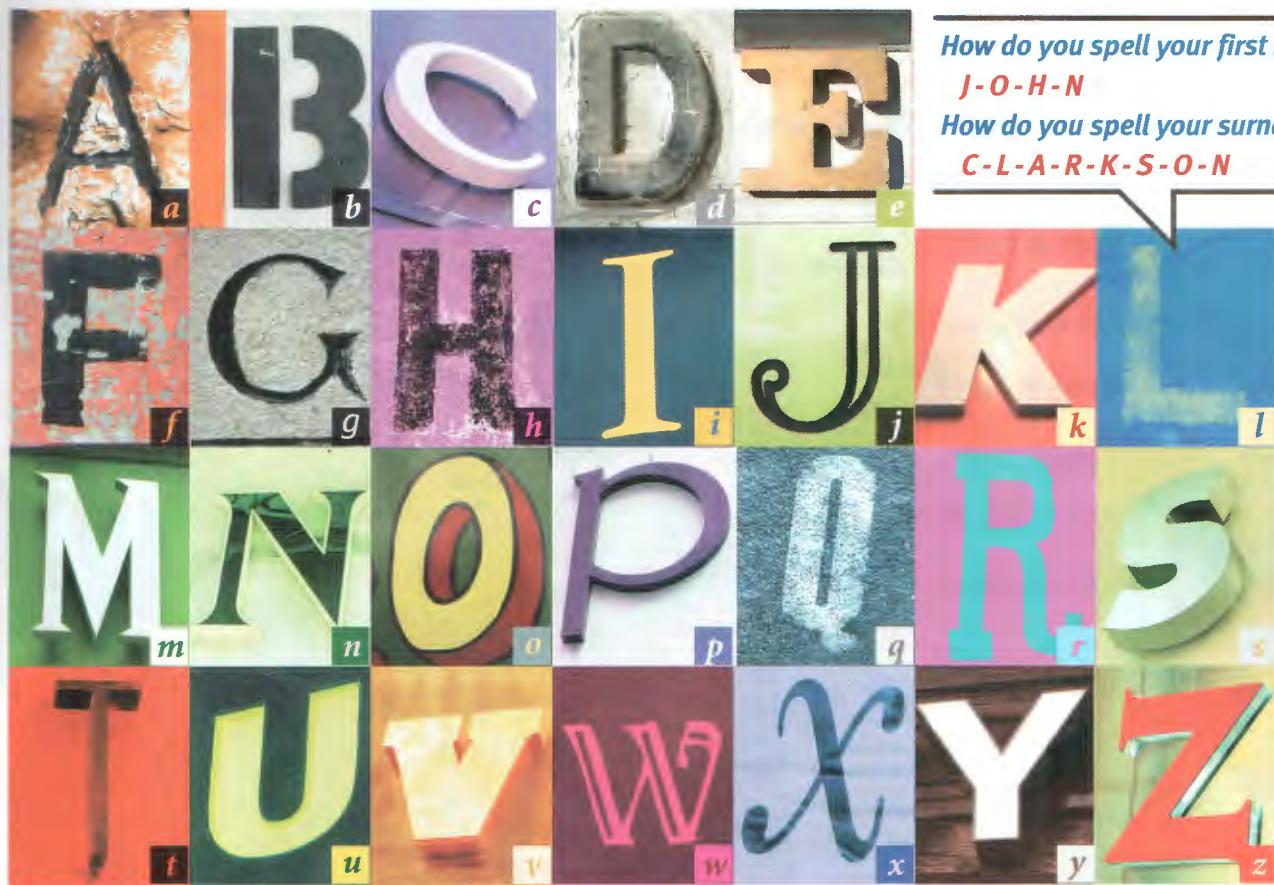
A. Listen and read.



B. Talk in pairs. Introduce yourself to your partner.

## 3. ALPHABET

A. Listen and repeat.



B. Talk in pairs.

How do you spell your first name?

J-O-H-N

How do you spell your surname?

C-L-A-R-K-S-O-N

# Hello

## 4. THE ENGLISH-SPEAKING WORLD



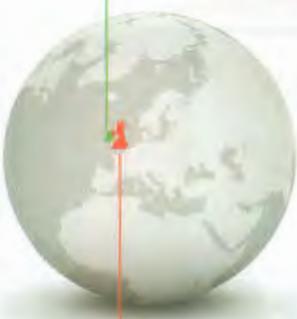
A. Listen and repeat.

Canada - Canadian



USA - American

Ireland - Irish



UK - British

South Africa - South African



Australia - Australian



New Zealand -  
New Zealander

B. Match the cities with the countries.

Montreal

London

Wellington

Johannesburg

Dublin

New York

Sydney

## 5. CLASSROOM LANGUAGE



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

What does this  
word mean?

Open your books.

Write a sentence.

I don't understand.

Speak in English.

Can you repeat that?

I don't know.

Listen to the CD.

Can I go out?

Look at the board.

How do you say ...  
in English?

Be quiet, please.

Close your books.

That's right.

Read the text.



a teacher

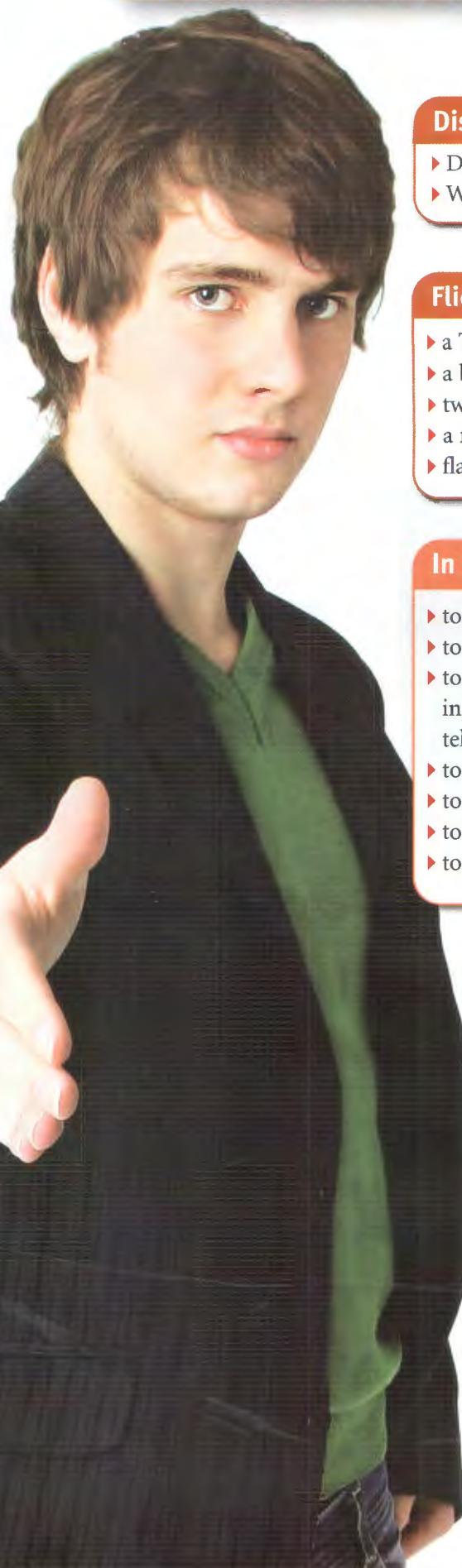
students

NOTE

a book → books



# Nice to meet you



## Discuss:

- Do you like meeting new people?
- What do you usually talk about?

## Flick through the module and find...

- a TV programme about a group of friends
- a blog about finding a job
- two friends greeting in the morning
- a man with a new phone
- flags from different countries

## In this module you will learn...

- to greet people and say goodbye
- to introduce yourself and others
- to ask for and give basic personal information (name, nationality, age, job, telephone number, e-mail, marital status)
- to complete a form
- to write about yourself
- to talk about relationships
- to use numbers 0-100

# 1a How are you?

## 1. VOCABULARY

Listen and repeat.



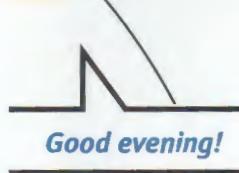
Good morning!



Good afternoon!



Good evening!



## 2. READ



Listen and read. Which phrases are formal, informal or both?



Jill Good morning, Brian.  
Brian Hi, Jill. How are you?  
Jill Not bad. And you?  
Brian I'm OK, thanks.



Paul Hello Leo!  
Leo Hi Paul! What's up?  
Paul Not much. How's it going?  
Leo Great!



Mrs Day Good afternoon, Mrs Ignes. How are you?  
Mrs Ignes Good afternoon, Mrs Day. I'm fine. And you?  
Mrs Day I'm very well, thank you.

### NOTE

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

## 3. SPEAK

Talk in pairs.

Good evening,...

Hello,... How are you?

Not bad. And you?



## 4. VOCABULARY

Listen and repeat.



Bye.

Goodbye.

Good night.

See you.

See you later.

See you tomorrow.

Take care.

Have a nice weekend.

## 5. LISTEN

A. Listen and choose the correct answer.

1. a. Good morning.  
b. Very well, thanks.
2. a. Have a nice weekend.  
b. Fine thanks. And you?
3. a. I'm Steven.  
b. Not bad.
4. a. Bye!  
b. I'm OK.
5. a. Take care.  
b. What's up?
6. a. See you tomorrow!  
b. Great!

B. Now, listen again and answer.

## 6. SPEAK

Talk in pairs.  
Practise greeting  
and saying  
goodbye in  
the following  
situations.



Hello...

Hi! How are you?



Bye!

Goodbye!

# 1b Where are you from?

## 1. VOCABULARY



Match the countries with the nationalities.

Then listen and check.



Practise the spelling and pronunciation of new words.

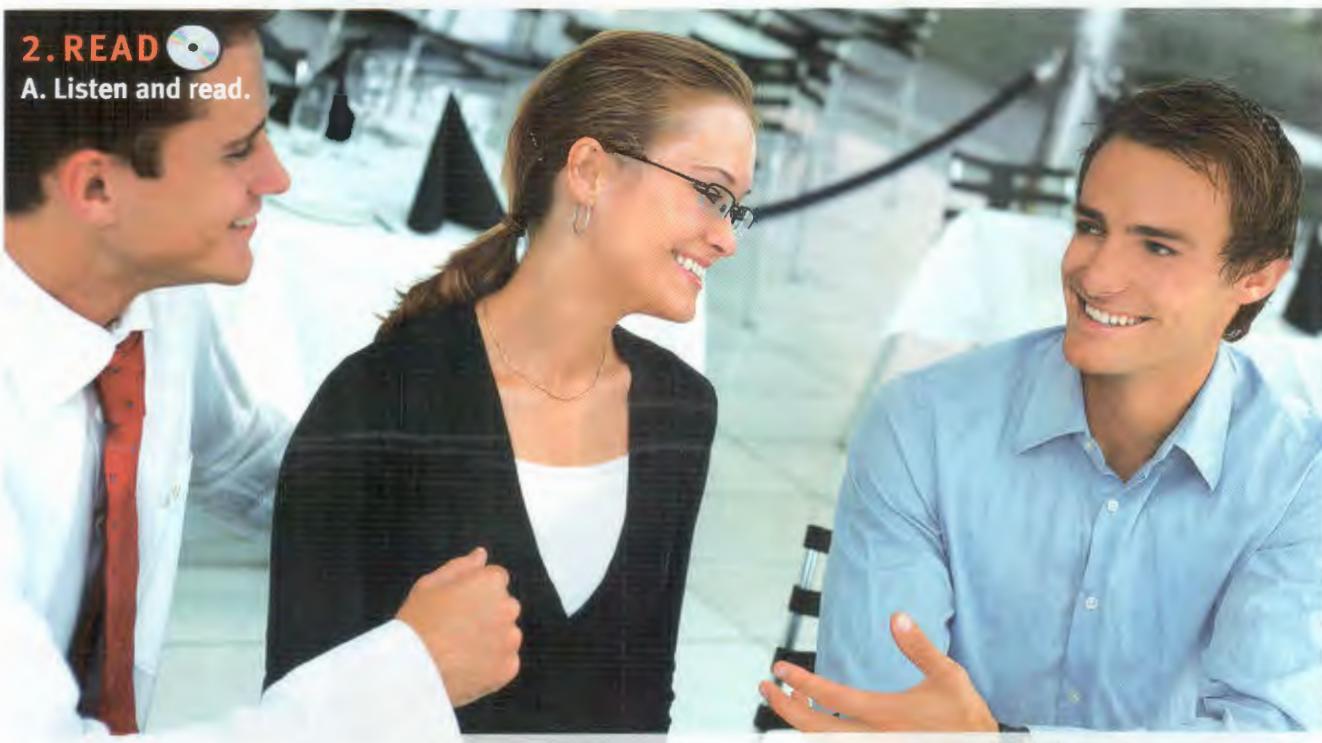


- |               |               |
|---------------|---------------|
| 1. Poland     | a. Turkish    |
| 2. Spain      | b. Spanish    |
| 3. Brazil     | c. Chinese    |
| 4. Mexico     | d. Italian    |
| 5. Italy      | e. Peruvian   |
| 6. China      | f. Colombian  |
| 7. Peru       | g. Polish     |
| 8. Turkey     | h. Venezuelan |
| 9. Hungary    | i. Brazilian  |
| 10. Colombia  | j. Hungarian  |
| 11. Venezuela | k. French     |
| 12. France    | l. Mexican    |

## 2. READ



A. Listen and read.



**Tom** Hello, Marek. This is my friend Isabel. Isabel, this is Marek.

**Isabel** Nice to meet you.

**Marek** Hi, Isabel. That's a nice name. Are you Italian?

**Isabel** No, I'm not. I'm Spanish. I'm from Madrid, but I live here in London. Where are you from?

**Marek** I'm from Poland.

**Isabel** Oh, so you're Polish.

**B. Read again and complete with Isabel, Marek or Isabel and Marek.**

1. "I'm not Italian." \_\_\_\_\_

2. "I'm from Madrid." \_\_\_\_\_

3. "I'm Polish." \_\_\_\_\_

### 3. SPEAK

Talk in groups of three.

*Mary, this is John.*

*John, this is Mary.*

*Nice to meet you, ...*

*Hi, ...*

### 4. GRAMMAR

**THE VERB be (I, you, we)**

**POSSESSIVE ADJECTIVES (my, your, our)**

Read the examples and write the short forms in the table.

- I'm from Colombia.      You're Polish.  
 I'm not from Venezuela.    You aren't Hungarian.  
 My name's Carlos.        Your surname's Dudek.  
  
 We're from Spain.  
 We aren't Mexican.  
 Our surname's Martin.

Are you English? ↗  
 Yes, I am. / Yes, we are.  
 No, I'm not. / No, we aren't.

Full forms	Short forms
I am	I'm
You are	
We are	
are not	

Grammar Reference p.125

### 5. PRACTICE

Circle the correct words.

- Ken** Good afternoon, I'm Ken and this is Sally.  
**Woman** What's your surname?  
**Ken** Our / Your surname's Jameson.  
**Woman** Are you / You are Scottish?  
**Ken** No, we am not / aren't.  
**Woman** Where / What are you from?  
**Ken** You're / We're American. I'm from New York.  
**Sally** I'm / I'm not from New York. I'm from Boston.

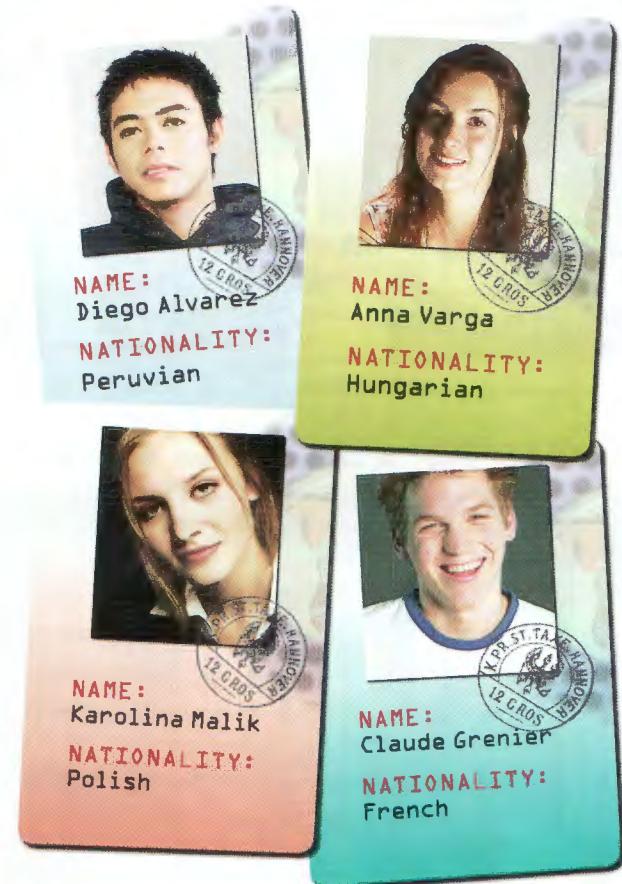
### 6. SPEAK

**GUESSING GAME**

Talk in pairs.

**Student A:** Read the cards below and choose a person.  
 Don't tell Student B.

**Student B:** Ask questions and guess who Student A is.



**Are you Polish?**

*Yes, I am.*

**So, you're...**

*Yes!*

**Are you Polish?**

*No, I'm not.*

**Where are you from?**

*I'm from...*

**So, you're...**

### 7. WRITE

Write a few sentences about yourself, as in the example.



I'm Marie Dupont.

I'm from France. / I'm French.

I live in Paris.

# 1c Who's that?

## 1. VOCABULARY

Listen and repeat.



classmates



friends



flatmates



neighbours



colleagues

boss

## 2. READ

A. Listen and read. Who's the star of the TV show?

This is Maria and Craig.  
They're married.

This is Fay. She isn't married. She's single.  
Maria is her best friend.

This is Barry. He's single, too. Fay and Barry are colleagues.

This is Norman. Norman and Barry aren't colleagues.  
They're flatmates.

Their favourite place is a café called...

# gettogether

channel 3 Mondays 9:00

B. Read again and answer the questions about the people in the pictures.

1. What's her name?



4. What's his name?



2. Is she married?

3. Who's her colleague?

5. Is he single?

6. Who's his flatmate?



7. What are their names?

8. Are they single?

### 3. GRAMMAR

**THE VERB be (he, she, they)**

**POSSESSIVE ADJECTIVES (his, her, their)**

Read the examples and write the short forms in the table.

He's Spanish. She's Mexican.

He isn't Mexican. She isn't Peruvian.

His name is Juan. Her name is Dora.

They're married.

They aren't single.

Their surname is Torres.

Is he/she single? Yes, he/she is.  
No, he/she isn't.

Are they classmates? Yes, they are.  
No, they aren't.

Full forms	Short forms
He is	
She is	
They are	
is not	
are not	
Who is...?	
What is...?	

Grammar Reference p.125

### 4. PRACTICE

Circle the correct words.

- 1.
- Susan There's Beata and her / their boss.  
 Carol What's her / his name?  
 Susan Antonio Panini.  
 Carol He is / Is he Italian?  
 Susan No, he isn't / aren't. His / He's Spanish.

- 2.
- David Susan and Tina is / are best friends.  
 Gary They are / Are they classmates, too?  
 David Yes, they are / are they.  
 Gary Who's they're / their favourite teacher?  
 David Mrs Garcia.  
 Gary Oh, yes, she is / isn't nice.

### 5. LISTEN

Listen to three short dialogues and choose a or b.

- Kevin and Gordon are \_\_\_\_\_.  
 a. flatmates      b. neighbours
- Mark and Ellie are \_\_\_\_\_.  
 a. friends      b. colleagues
- Linda and Emma are \_\_\_\_\_.  
 a. teachers      b. classmates

### 6. SPEAK

Write the names of people you know on a piece of paper. Then swap papers with your partner. Talk in pairs and try to find out who the people are.

**Who's Kevin? Is he your neighbour?**  
**Yes, he is. / No, he isn't. He's my...**



- Look at the example.
- Speak only in English.

**TIP**

# 1d What's your number?

## 1. VOCABULARY

Listen and repeat.



## 2. SPEAK

Talk in pairs.

*What's your phone number?*

**020 8446 1014**

### NOTE

for telephone numbers:  
0 = oh, 44 = double four

## 3. VOCABULARY

Listen and repeat.

10	11	12	13
ten	eleven	twelve	thirteen
14	15	16	17
fourteen	fifteen	sixteen	seventeen
18	19	20	21
eighteen	nineteen	twenty	twenty-one
30	40	50	60
thirty	forty	fifty	sixty
70	80	90	100
seventy	eighty	ninety	one hundred

## 4. PRONUNCIATION

A. Listen and repeat. Notice the difference in pronunciation.

sixteen – sixty      fourteen – forty

B. Listen and tick the correct number.

1. 15  50
2. 17  70
3. 13  30
4. 18  80
5. 19  90

## 5. SPEAK

Talk in pairs.

*How old are you?*

**I'm 27 (years old).**

## 6. READ

A. Listen and read.

Claire Hi, Simon. Happy Birthday!

Simon Thanks.

Claire How old are you?

Simon 25. Look! Here's my new phone.

Claire A present from Donna?

Simon That's right. Hey, Claire.

What's your number?

Claire 0786 213 2258.

Simon And what's your e-mail?

Claire claire76@gmail.co.uk.

Simon Thanks.

B. Read again and write S for Simon or C for Claire.

1. 25 years old

2. claire76@gmail.co.uk

3. 0786 213 2258

4. new phone

## 7. SPEAK

Talk in pairs.

What's your e-mail?

davidpeters762@yahoo.com

**NOTE**

luke davidson34@hotmail.com

for e-mail addresses we say:

Luke Davidson 34 'at' hotmail 'dot' com

## 8. GRAMMAR

**QUESTION WORDS (Who?/What?/  
How?/Where...from?)**

Match the questions with the answers.

1. Who are you?
  2. What's your phone number?
  3. What's your e-mail?
  4. How are you?
  5. How old are you?
  6. Where are you from?
- 
- a. I'm 41.
  - b. I'm OK.
  - c. katy15@gmail.com
  - d. I'm Roberta.
  - e. Hungary.
  - f. 020 8994 5563

**Grammar Reference p.125**

## 9. LISTEN



Listen and circle the correct answer.



**NAME :**

Dan Jones

Don Jones

**PHONE NUMBER :**

02087629940

02087629140

**E-MAIL :**

djones44@gmail.com

djones44@gmail.co.uk

# 1e What do you do?

## 1. VOCABULARY



A. Listen and repeat.



actor / actress



electrician



nurse



firefighter



dentist



doctor



police officer



reporter



hairdresser



architect



mechanic



chef

B. Read the note and make sentences.

**NOTE**

a dentist  
an electrician

*She's a dentist.*

## 2. READ



A. Listen and read the blog. Do the people know each other?

The screenshot shows a web browser window with the URL [www.jobblog.net](http://www.jobblog.net). The page title is "JOB BLOG". There are three posts:

- Hi! I'm Tim and I'm 24. I'm from London and I'm unemployed.**   
Posted by Tim Chaffer at 11:12.
- RE: Hello Tim. My name's Jenny. I'm 27 and I'm a mechanic. Go to [getajob.co.uk](http://getajob.co.uk). It's great!**   
Posted by Jenny Collins at 11:32.
- RE: Hi Tim! I'm Keith and I live in Manchester. I'm an electrician. Jenny's right, [getajob.co.uk](http://getajob.co.uk) is a great website.**   
Posted by Keith Ball at 11:56.

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

1. Tim is English.
2. Tim is a mechanic.

3. Jenny is 27.
4. Keith is an electrician.

### 3. SPEAK

A. Talk in groups of four about what you do.

What do you do?

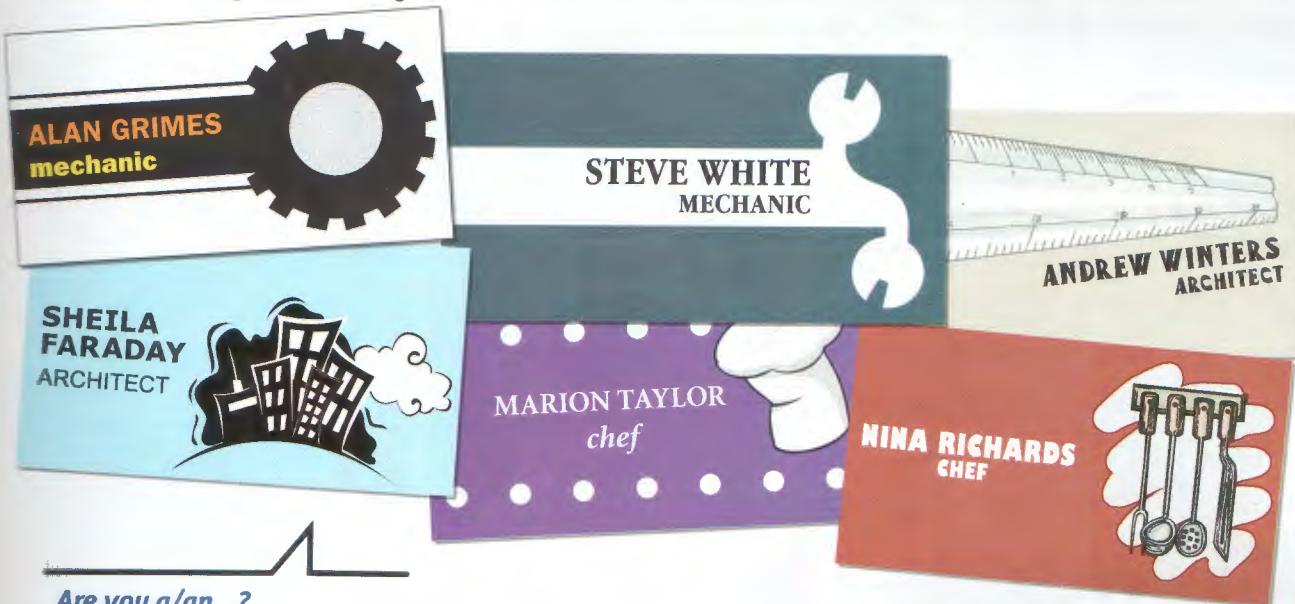
I'm a/an ... Are you a/an ...?

#### B. GUESSING GAME

Talk in pairs.

**Student A:** Choose a person from the cards below, but don't tell Student B.

**Student B:** Ask questions and guess who Student A is.



Are you a/an...?

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

Are you...?

### 4. WRITE

#### Capital letters

Use capital letters:

- with names/surnames
- with Mr/Mrs/Miss/Ms
- with cities/countries/nationalities

#### A. Add capitals where necessary.

1. Is mr martino your boss?
2. I'm from canada but I live in italy.
3. Are you british?
4. This is ms lipton.
5. My name is tanya white.
6. How are you, ben?

#### B. Complete the form on the right.

When completing a form,  
make sure you understand  
what information you are  
asked to give.

#### JOBCENTRE FORM

TITLE: Mr  Mrs  Miss  Ms

FIRST NAME: \_\_\_\_\_

MIDDLE NAME: \_\_\_\_\_

SURNAME: \_\_\_\_\_

AGE: \_\_\_\_\_

NATIONALITY: \_\_\_\_\_

MARITAL STATUS: \_\_\_\_\_

JOB: \_\_\_\_\_

DAYTIME PHONE NUMBER: \_\_\_\_\_

EVENING PHONE NUMBER: \_\_\_\_\_

MOBILE PHONE NUMBER: \_\_\_\_\_

E-MAIL: \_\_\_\_\_

I confirm that, to the best of my knowledge, the information given on this form is correct. (Print and sign)

# 1 Round-up

## VOCABULARY

A. Cross out the odd word. Then add one more.

1. Canada – Ireland – Mexican – Spain – \_\_\_\_\_
2. French – Italy – Polish – Australian – \_\_\_\_\_
3. friend – flatmate – neighbour – single – \_\_\_\_\_
4. classmate – electrician – chef – actress – \_\_\_\_\_
5. twenty – one – thirteen – age – \_\_\_\_\_

## GRAMMAR

B. Complete with *a* or *an*.

1. Chris is \_\_\_\_\_ teacher.
2. Here's \_\_\_\_\_ present for your birthday.
3. Amanda's \_\_\_\_\_ doctor and her flatmate is \_\_\_\_\_ nurse.
4. Is Darren \_\_\_\_\_ architect?
5. I'm not \_\_\_\_\_ police officer. I'm \_\_\_\_\_ actor.

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

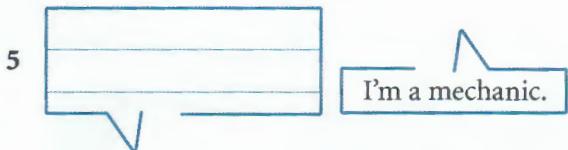
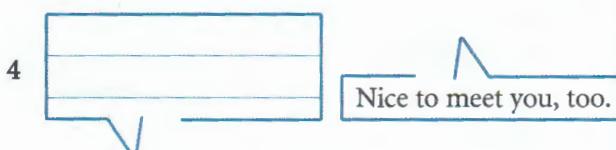
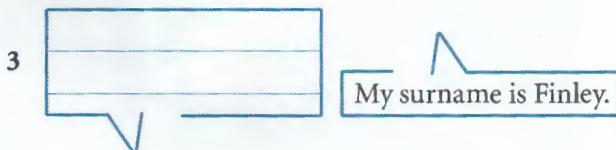
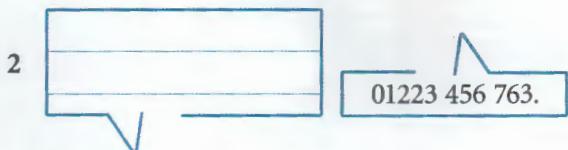
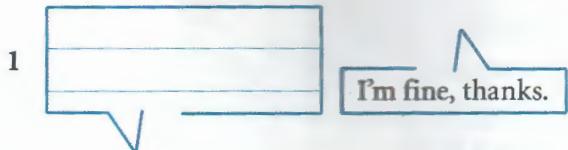
1. I'm from the USA. \_\_\_\_\_ name's Jack.  
a. His      b. My      c. Your
2. Sophie is a hairdresser. \_\_\_\_\_ e-mail is sophie@gleeson.net  
a. She      b. His      c. Her
3. A: Are Mark and Jane married?  
B: Yes, they are.  
A: What's \_\_\_\_\_ surname?  
a. your      b. their      c. our
4. A: Who's Lee Jones?  
B: \_\_\_\_\_ our boss.  
a. He's      b. His      c. I'm

D. Circle the correct words.

1. Who's / What's your phone number?
2. We isn't / aren't British. We is / are Irish.
3. A: How am / are you?  
B: You're / I'm fine.
4. Donna and Betty is / are students, but we / they aren't classmates.
5. A: Are you / Is he your boss?  
B: No, he aren't / isn't. He is / are my colleague.

## COMMUNICATION

E. Complete the situations.



F. Match the questions with the answers.

1. What's your e-mail?      a. Not much.
2. Where are you from?      b. Turkey.
3. Who's your favourite teacher?      c. No, she's single.
4. Is she married?      d. jennyo58@gmail.com
5. What's up?      e. Mr Howard.

G. Reply to the questions/phrases below.

1. Good morning! \_\_\_\_\_
2. How's it going? \_\_\_\_\_
3. How old are you? \_\_\_\_\_
4. Where are you from? \_\_\_\_\_
5. Goodbye! \_\_\_\_\_

## SPEAK

### ROLE PLAY

Talk in groups of three.

**Student A and B:** Look at the picture, pretend you are the man or the woman and come up with personal information (name, age, nationality, job, phone number).

**Student C:** Look at the picture and pretend you are the nurse. Ask Students A and B questions.



*Good morning. What's your name, please?*

*Gary Hibbard.*

*And your name?*

*Delia Hibbard.*

*OK. And how old are you, Mr Hibbard?*

*.....*

## WRITE

Write sentences about yourself.



My name's... I'm... years old.

## 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...

- › say where I'm from and where I live
- › introduce myself and others
- › ask and answer personal questions
- › greet people and say goodbye
- › talk about my marital status
- › say how old I am
- › say my telephone number and e-mail
- › say what I do
- › write some basic information about myself
- › complete a form
- › ask about one's health
- › use numbers 0-100
- › talk about relationships

<input type="checkbox"/>

# Cross-curricular page

## Geography

A. What's the difference between the UK, Great Britain and England? Listen, read and find out.



### THE BRITISH ISLES: TERMINOLOGY



#### GEOGRAPHICAL

The British Isles are basically two islands. They are called Great Britain and Ireland.



#### POLITICAL

In the British Isles, there are two nations: the United Kingdom and The Republic of Ireland.



#### THE UK

In the United Kingdom (UK) there are four countries: England, Scotland, Wales and Northern Ireland.

A person from the UK (England, Scotland, Wales and Northern Ireland) is called British. But they are also English, Scottish, Welsh and Irish and often prefer these nationalities.



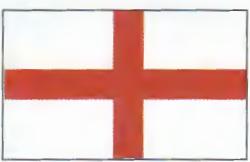
### THE UNION JACK

The national flag of the United Kingdom is called the Union Flag or Union Jack. It is actually three flags put together.



St Andrew's Cross  
(Scotland)

+



St George's Cross  
(England)

+



St Patrick's Cross  
(Ireland)

=



Union Jack

### SONG

“Nice to  
meet you”

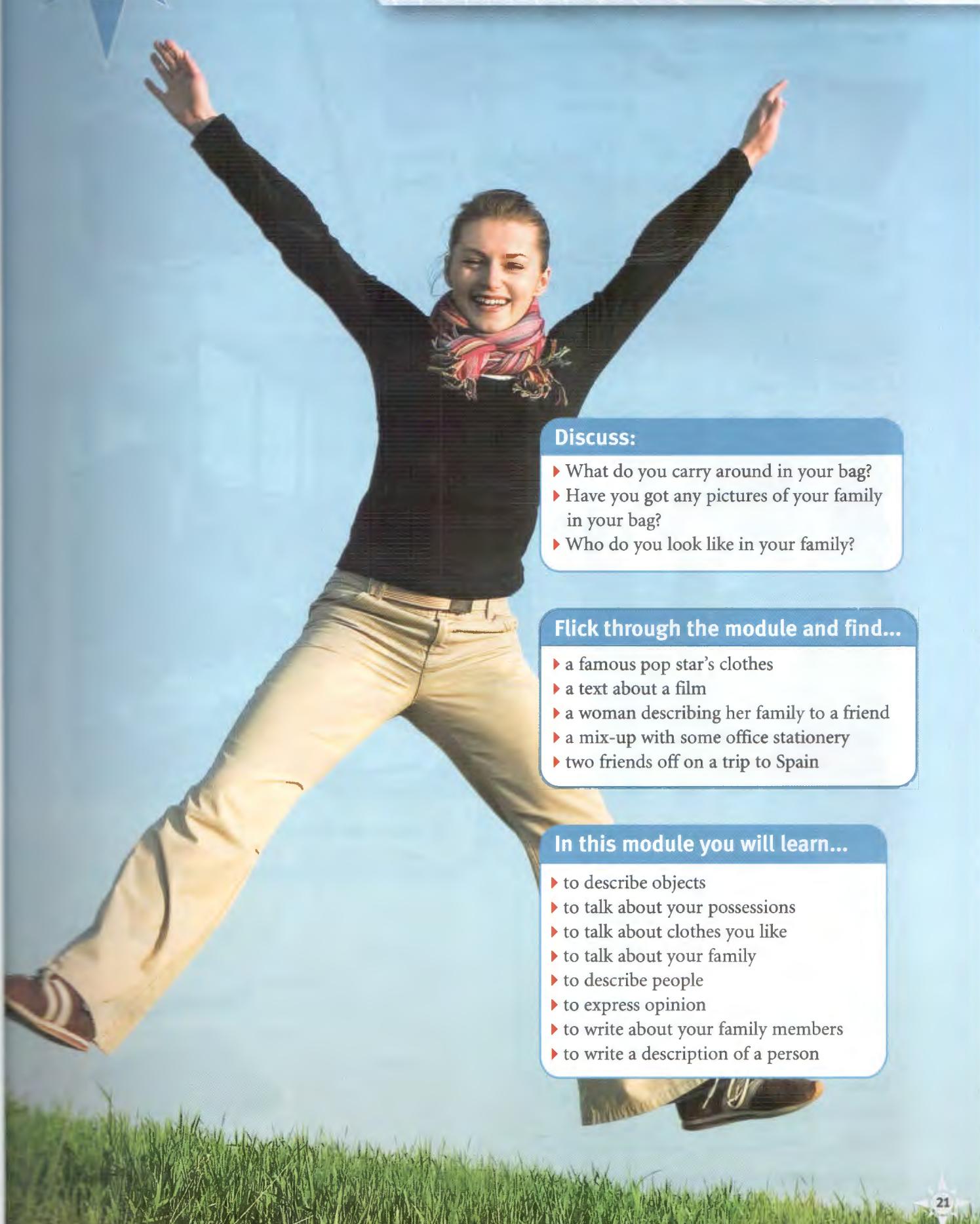
Go to page 124.

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

1. Great Britain is an island of the British Isles.
2. There are four countries in the British Isles.
3. England is a country of the UK.
4. A person from Wales is British and Welsh.
5. The Union Jack is England's national flag.



# All about me



## Discuss:

- ▶ What do you carry around in your bag?
- ▶ Have you got any pictures of your family in your bag?
- ▶ Who do you look like in your family?

## Flick through the module and find...

- ▶ a famous pop star's clothes
- ▶ a text about a film
- ▶ a woman describing her family to a friend
- ▶ a mix-up with some office stationery
- ▶ two friends off on a trip to Spain

## In this module you will learn...

- ▶ to describe objects
- ▶ to talk about your possessions
- ▶ to talk about clothes you like
- ▶ to talk about your family
- ▶ to describe people
- ▶ to express opinion
- ▶ to write about your family members
- ▶ to write a description of a person

# 2a What colour is it?

## 1. VOCABULARY

Listen and repeat.

What's this?



a pink folder



a black and white pen



an orange and yellow pencil case



a purple notebook



a green pencil



a red and blue umbrella



a brown bag

## 2. READ

A. Listen and read.



Gareth Oof!

Susan Oops! I'm so sorry. Are you OK?

Gareth Yes, I'm fine. And you?

Susan I'm OK. Is this your blue folder?

Gareth No, it isn't. That's my blue folder over there.

Susan OK and here's your yellow folder. Now, where's my pen?

Gareth What colour is it?

Susan It's blue and yellow.

Gareth Here it is.

Susan Thanks.

B. Match the people with the things.

Gareth



Susan



### 3. GRAMMAR

#### THE VERB be (it) - this, that

Read the examples and write the short forms in the table.



This is my bag. It's red.



That isn't my bag. It isn't red.

What colour is your pen? Is it orange?

Yes, it is.  
No, it isn't.

Is this that your pencil?

Yes, it is.  
No, it isn't.

Full forms	Short forms
It is	
is not	
That is	

Grammar Reference p.125

### 4. PRACTICE

Complete the dialogues.

- Lee Hey, that's my notebook.  
Jenny No, \_\_\_\_\_. Your notebook \_\_\_\_\_. green. This is blue.
- Andrew Sam, is \_\_\_\_\_ your umbrella over there?  
Sam Yes, \_\_\_\_\_.
- Shannon \_\_\_\_\_ your pencil, Gina?  
Gina No, \_\_\_\_\_. My pencil \_\_\_\_\_ over there.

- John \_\_\_\_\_ your bag black or brown?  
Lauren \_\_\_\_\_ black.  
John Here \_\_\_\_\_ is.

- Karen What colour \_\_\_\_\_ your pencil case?  
Cecil \_\_\_\_\_ pink.  
Karen \_\_\_\_\_ this your pencil case?  
Cecil Yes, \_\_\_\_\_.

### 5. LISTEN

Listen and choose the correct picture a or b.



1. Jerry



2. Bella



3. Ruth

Is your folder brown?

No, it isn't.

What colour is it?

It's pink and purple.

### 6. SPEAK

Talk in pairs about the things you usually have in class.

# 2b In my backpack

## 1. VOCABULARY

Listen and repeat.



### TIP

Write the translation of new words in your notebook.

## 2. READ

### A. Listen and read.

- Brad Are you ready for our trip to Barcelona?  
Andy Of course, I'm so excited!  
Brad Hey, nice backpack!  
Andy Actually, it isn't my backpack.  
Brad Whose is it?  
Andy It's my flatmate's. Now, train tickets, passports, map. I think everything is here.  
Brad Here take these, too.  
Andy What are these?  
Brad They're dictionaries. A Spanish-English dictionary and a Catalan-English dictionary.  
Andy Good idea.

### B. Read again and tick the correct things.

1. a  b
2. a  b
3. a  b

## 3. GRAMMAR

### A. PLURALS - THESE / THOSE

Look at the table. What do you notice about the formation of plural nouns?

Plural nouns
map → maps
toothbrush → toothbrushes
country → countries

Read the examples. When do we use *these* and *those*?

This is my camera. → These are my cameras.  
That is a map. → Those are maps.

### B. POSSESSIVE CASE – WHOSE?

Read the dialogue. What colour are Jane's sunglasses?

Mary Whose are these blue sunglasses? Are they your sunglasses, Jane?  
Jane No, they aren't. They're Betty's. My sunglasses are orange.

Grammar Reference p.125

## 4. PRACTICE

### A. Write the sentences in the plural.

1. That is my dictionary. \_\_\_\_\_
2. This is a backpack. \_\_\_\_\_
3. That's Tina's camera. \_\_\_\_\_
4. My friend is an actress. \_\_\_\_\_

### B. Circle the correct words.

1. Whose / Who's toothbrush is this? Is it Anne's / Anne?
2. My best friends / friend's name is James.
3. These aren't my notebooks. They're my flatmate / flatmate's.
4. Whose / Who's Mr Jones? Is he our new neighbour / neighbour's?

## 5. PRONUNCIATION

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

- a. maps      b. cameras      c. torches

B. Listen and tick the sound you hear.

	maps /s/	cameras /z/	torches /iz/
pencils			
students			
phones			
toothbrushes			
tickets			
backpacks			
pens			
actresses			

## 6. SPEAK

Talk in pairs. Whose are the things below? Discuss as in the example.



Lisa

Greg

Whose is this mobile phone?

I think it's Greg's.

Whose are these ...?

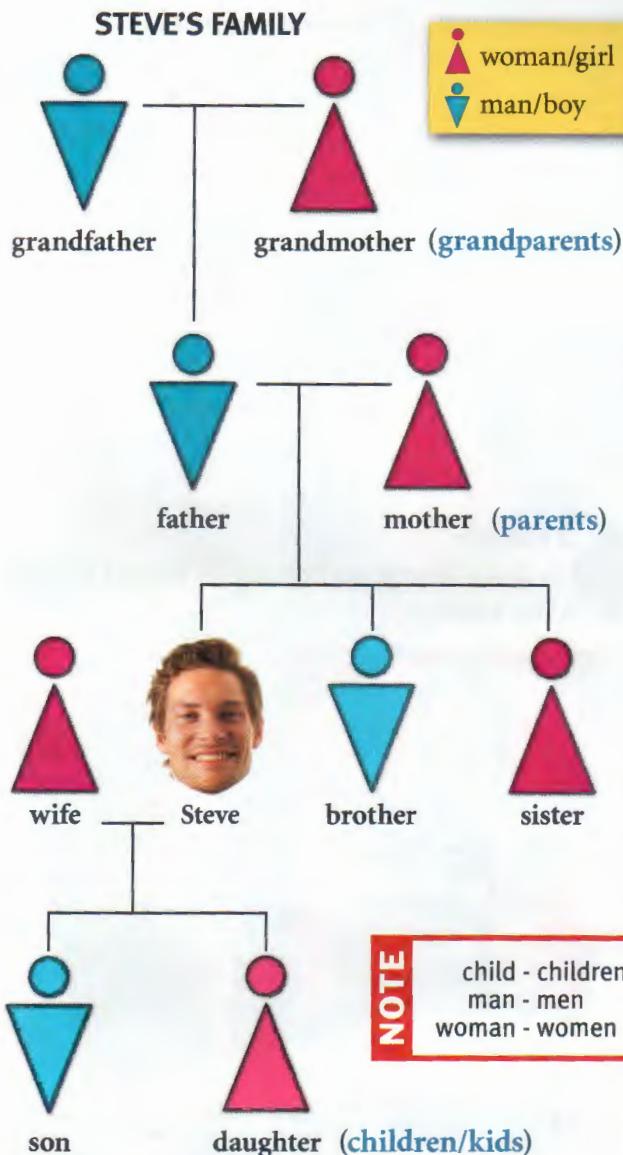
I think they're ...



# 2C Family ties

## 1. VOCABULARY

Listen and repeat.



## 2. SPEAK

Present different people you know.

*My mother's/wife's name is Tanya. She's an architect.*

## 3. READ

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



- Tom Hi, Jess. This is my friend, Linda.  
 Jess Hello, Linda.  
 Linda Nice to meet you.  
 Jess You look familiar. Have you got a sister?  
 Linda Yes, I have. Her name's Sandy. She's an actress.



- Mrs Lee This is my daughter and her husband.  
 Mr Park What's your daughter's name again?  
 Mrs Lee Sun.  
 Mr Park Has she got any children?  
 Mrs Lee Yes, she's got a baby boy, Chin.  
 Mr Park So, you're a grandmother!



- Paula** Have you got any brothers or sisters?  
**Olivia** Yes, I've got two brothers and two sisters.  
**Paula** Really? That's nice.  
**Olivia** What about you?  
**Paula** I'm an only child.

### B. Read again and complete the sentences.

1. Sandy is Linda's \_\_\_\_\_.
2. Sandy is an \_\_\_\_\_.
3. Sun is Mrs Lee's \_\_\_\_\_.
4. Chin is Sun's \_\_\_\_\_.
5. \_\_\_\_\_ is an only child.

## 4. GRAMMAR

### THE VERB have got

Read and complete.

Affirmative
I've got
He's/She's/It's
We/You/They've got

Negative
I haven't got
He/She/It hasn't got
We/You/They haven't got

Questions
Have I got?
Has he/she/it got?
we/you/they got?

Short Answers
Yes, I have.
Yes, he/she/it
Yes, we/you/they have.
No, I haven't.
No, he/she/it hasn't.
No, we/you/they

**NOTE**

've got = have got  
's got = has got  
haven't got = have not got  
hasn't got = has not got

## 5. PRACTICE

Complete with the correct form of the verb *have got*.

1. A: \_\_\_\_\_ you \_\_\_\_\_ kids?  
B: No, I \_\_\_\_\_.
2. My husband \_\_\_\_\_ two brothers, but he \_\_\_\_\_ a sister.
3. A: Is that Simone's son?  
B: No! Simone \_\_\_\_\_ a son. She \_\_\_\_\_ a daughter.
4. I \_\_\_\_\_ a brother or a sister. I'm an only child.
5. A: Oh, no! We \_\_\_\_\_ a camera for our trip.  
B: \_\_\_\_\_ your flatmate \_\_\_\_\_ a camera?  
A: Yes, he \_\_\_\_\_. Good idea!

## 6. SPEAK

A. Talk in groups of five. Ask and answer questions using the verb *have got* and the words in the box.

brother      sister      son      daughter

**Have you got a brother?**

**Yes, I have. / No, I haven't.**

Don't forget to look at the examples and to use the prompts given.



B. Report the results to the class.

**Three people in my group have got ....**

## 7. WRITE

Write sentences about some members of your family.



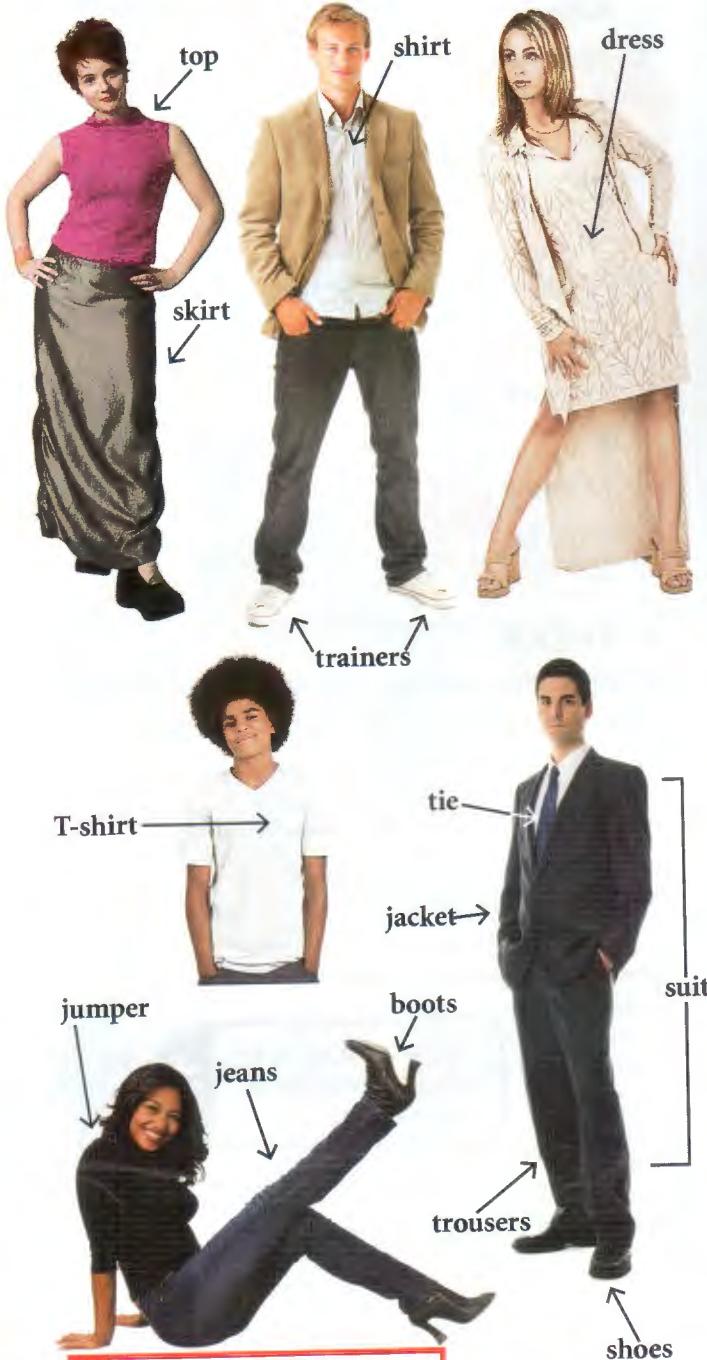
I've got a brother. His name is ... He's a/an ...

# 2d My favourite clothes

## 1. VOCABULARY



A. Listen and repeat.



**NOTE**

The words **trousers** and **jeans** are plural nouns.

B. Match the opposites. Then listen and check your answers.

big  
new  
nice  
cheap

expensive  
small  
horrible  
old

## 2. READ

A. Listen and read. Where would you find a text like this? What is it about?

# What's in your

This week the pop singer:  
**Alesha Knowles**



This is my favourite dress. It isn't very trendy, but I like it.



These are my new trainers. I think they're very trendy.

### 3. GRAMMAR

#### ADJECTIVES

The words in bold are adjectives. What do you notice about their form and position?

That T-shirt is nice. That's a **nice** T-shirt.  
Those shoes are **trendy**. Those are **trendy** shoes.

Grammar Reference p.126

This is my new leather jacket. Leather jackets are great, but they're expensive. I have three others in my wardrobe.



I've got a lot of shirts but they are all old. My favourite shirt is green.



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

1. Alesha's favourite dress is trendy.
2. Alesha's got new trainers.
3. Alesha's got only one leather jacket.
4. Alesha's green shirt is new.

### 4. PRACTICE

Complete the second sentence so that it means the same as the first sentence.

1. a. Tom's suit is new.  
b. Tom's got a \_\_\_\_\_.
2. a. You've got trendy trainers.  
b. Your \_\_\_\_\_.
3. a. These jeans are cheap.  
b. They are \_\_\_\_\_.
4. a. That's a horrible top.  
b. That \_\_\_\_\_.
5. a. My boots are old.  
b. I've got \_\_\_\_\_.

### 5. PRONUNCIATION



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

a. shoes      b. skirt      c. cheap

B. Listen and tick the sound you hear.

	shoes /ʃ/	skirt /s/	cheap /tʃ/
shirt			
teacher			
electrician			
French			
officer			
passport			
children			
suit			
tissues			

### 6. LISTEN



Listen to three dialogues and choose *a* or *b*.

1. Mary's got \_\_\_\_\_ trainers.  
a. blue      b. purple
2. The dress in the shop is \_\_\_\_\_.  
a. expensive      b. cheap
3. Luke's tie is \_\_\_\_\_.  
a. new      b. old

### 7. SPEAK

#### PAIRWORK

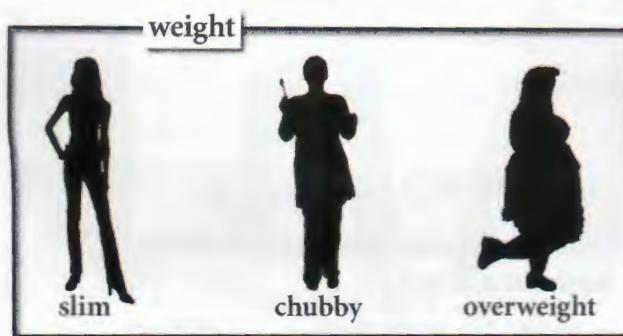
Go to page 119.

# 2e Looking good

## 1. VOCABULARY

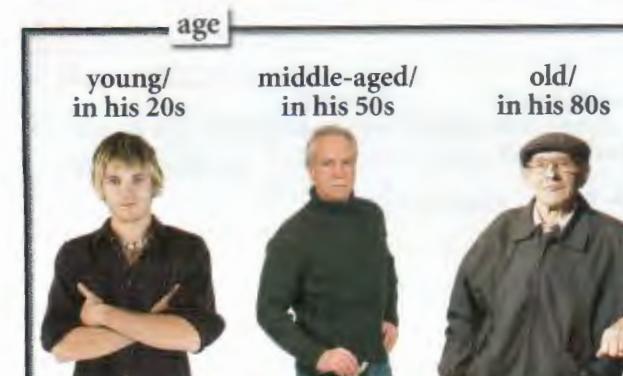
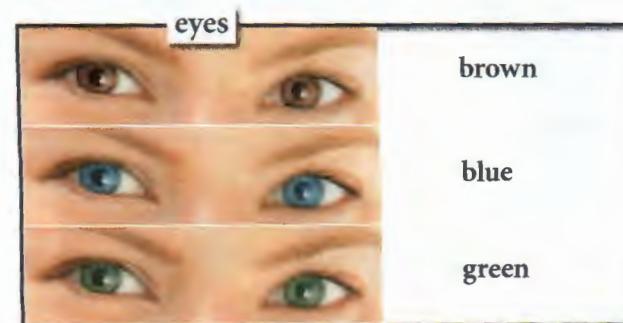


A. Listen and repeat.



B. Use the vocabulary in A to make true sentences about your classmates.

*Chris is tall and he has got dark hair.*



## 2. READ

A. Look at the picture from the film *Hairspray*. Who do you think the actor is? Choose a, b or c.

- a. Jennifer Aniston
- b. John Travolta
- c. Mike Myers

B. Now read, listen and check your answer.

**WHO IS  
EDNA  
TURNBLAD?**

*Hairspray* is a film about a girl called Tracy Turnblad. Tracy is chubby but she's a great dancer. In the film, John Travolta plays Edna Turnblad, Tracy's mother. Of course, he is very different. Edna is overweight and she's got medium-length hair. In real life, Travolta isn't overweight and he's got short dark hair. Also, Travolta's eyes are blue, but in the film Edna's got brown eyes. It is a big difference!

### 3. LISTEN

A. Look at the pictures and describe the women.



a



b



B. Two men are talking about their colleague, Linda. Who is Linda? Tick picture a, b or c.



c



C. Read again and answer the questions.

1. What's *Hairspray* about?
2. Has Edna got medium-length hair?
3. Is John Travolta overweight in real life?
4. What colour are Edna's eyes?

### 4. SPEAK

GUESSING GAME

Go to page 119.

### 5. WRITE

#### Punctuation

- In English, affirmative and negative sentences end with a full stop (.) .
- Questions end with a question mark (?).

#### Capital letters

Use capital letters:

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

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

To... tanyaf76@hotmail.com  
 From... roger\_227@yahoo.co.uk  
 Subject: My new flatmate

how's it going my new flatmate is very nice her name is annie she's tall and chubby she's got medium-length dark hair and green eyes she's from australia and she's an english teacher

B. Write a description of someone you've recently met.

Remember to check punctuation and capital letters in your writing.



# 2 Round-up

## VOCABULARY

### A. Cross out the odd word. Then add one more.

1. pen – notebook – green – folder – \_\_\_\_\_
2. camera – torch – mobile phone – train – \_\_\_\_\_
3. boy – grandmother – sister – son – \_\_\_\_\_
4. shirt – shoes – short – suit – \_\_\_\_\_
5. tall – hair – slim – chubby – \_\_\_\_\_
6. leather – purple – brown – white – \_\_\_\_\_

## GRAMMAR

### B. Write the sentences in the plural.

1. That woman's umbrella is yellow.  
\_\_\_\_\_

2. This dictionary is old.  
\_\_\_\_\_

3. My sister has got a red dress.  
\_\_\_\_\_

4. Whose tie is this?  
\_\_\_\_\_

5. That child has got a new camera.  
\_\_\_\_\_

### C. Choose a or b.

1. \_\_\_\_\_ jacket is this? Is it Alison's?

a. Who's                  b. Whose

2. \_\_\_\_\_ pens are Julian's.

a. These                  b. This

3. My husband \_\_\_\_\_ a brother.

a. haven't got            b. hasn't got

4. \_\_\_\_\_ she got her passport with her?

a. Have                  b. Has

5. Are your \_\_\_\_\_ in your backpack?

a. notebooks            b. notebook's

6. What colour are your \_\_\_\_\_ sunglasses?

a. father                  b. father's

### D. Complete the blanks.

My name is Emily and I (1) \_\_\_\_\_ got a big family. I've (2) \_\_\_\_\_ five sons and one daughter. My (3) \_\_\_\_\_ name (4) \_\_\_\_\_ Kirsty and she's three years old. Kirsty (5) \_\_\_\_\_ long brown hair but all my sons (6) \_\_\_\_\_ fair hair. My husband's name is Jack. (7) \_\_\_\_\_ hair is fair, too. Well, it's also grey.

## COMMUNICATION

### E. Match the questions 1-7 with the answers a-g.

1. Is that your jumper?
2. Has James got orange trainers?
3. What colour is your pencil case?
4. Whose tissues are these?
5. Where are my red boots?
6. Is Graham overweight?
7. Who's got a torch?

- a. No, it's Delia's.
- b. It's black and grey.
- c. No, he's slim.
- d. They're my mother's.
- e. Here they are.
- f. Tony.
- g. Yes, he has.

### F. Complete the questions.

Jan \_\_\_\_\_ this jacket?

Kelly It's Gary's brother's jacket.

Jan \_\_\_\_\_ two brothers?

Kelly Yes, he has. Their names are Bob and Phil.

Jan \_\_\_\_\_?

Kelly Phil is in his 20s.

Jan \_\_\_\_\_ dark hair?

Kelly No, he hasn't. He's got fair hair.

Jan I know Phil! He's a student at my school.

### G. Answer the questions.

1. Have you got any brothers or sisters?

2. What have you got in your backpack?

3. Has your grandmother got a mobile phone?

4. What colour are your eyes?

5. What are your favourite clothes?

6. Are you tall?

## SPEAK

A. Talk in pairs. Describe the people below.

Simone



Amy



Grace



Roger



Hilary



Tim



I think Simone is in her 40s.

Roger has got blue jeans.

## B. GUESSING GAME

Talk in pairs.

**Student A:** Describe someone in the picture to Student B.

**Student B:** Close your book and guess who Student A is talking about from his/her description.

She's in her 20s and she's got jeans.

Is it Simone?

No, it isn't.

## WRITE

### CLASS GAME

Write a description of yourself on a piece of paper. Put all the pieces of paper in a box and mix them up. Choose a description from the box, read it out and try to guess who it is.

### SELF ASSESSMENT

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

#### Now I can...

- › talk about my possessions
- › identify and describe objects
- › talk and write about my family
- › describe clothes
- › describe people
- › use plurals
- › write a description of a person
- › express opinion
- › use the verb *have got*

# Culture page

A. How many words for parents and grandparents do you know? Listen, read and find out.



## Mum, Mom, Mummy, Mommy, Mama or Ma?

These are all names for *mother* and they are all common in spoken language. *Mother* is more common in written language. *Mum* and *Mummy* are British English and *Mom*, *Mommy*, *Mama* and *Ma* are American English. *Mummy* and *Mommy* are names children use.



## Grandma, Granny, Gran, Nan or Nanna? Grandpa, Granddad, Gramps or Grandpappy?

Grandparents have got lots of different names, too. *Grandmother* and *grandfather* are usually written language. Children have usually got four grandparents, so it is common to have a *Grandpa* and a *Granddad*, so there's no confusion.

Also, some grandparents are *Grandpa* John or *Granny* Ruth, so they are different. In the USA, many children have got parents from different countries. In this case, it is common for them to have an *Abuelo* and an *Abuela* (Spanish) or an *Opa* and *Oma* (Dutch).

# How many names for family members?

## Dad, Daddy, Papa, Pappy, Pop or Old man?

There are lots of words for *father*, too. *Daddy* is also a name children use. *Papa*, *Pappy* and *Pop* are American English and they are old-fashioned. *Old man* is both American and British English, and it can also mean husband.

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

1. *Mommy* is usually spoken English.
2. Children usually call their father *Daddy*.
3. *Old man* is a father and a husband.
4. A child's father's father is only called *Grandpa*.
5. *Opa* is Spanish for grandfather.

## 3

# Everyday life

**Discuss:**

- What's your daily routine like? How busy are you?
- What do you do in your free time?
- Do you prefer spending time at home or going out?

**Flick through the module and find...**

- two girls getting ready to go jogging
- a woman doing a street survey
- a girl who's tired of housework
- a TV guide
- Gary Silver's daily routine

**In this module you will learn...**

- to tell the time
- to talk about free-time activities
- to talk about your daily routine
- to talk about your likes and dislikes
- the days of the week
- to say how often you do things
- to talk about TV programmes
- to write about your and other people's daily routines

# 3a What time is it on?

## 1. VOCABULARY

A. Match the clocks 1-5 with phrases a-e. Then listen and check your answers.

**NOTE**

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

What's the time?

1



2



3



4



5



- a. It's three o'clock.    b. It's three-oh-five.    c. It's three fifteen.    d. It's three thirty.    e. It's three forty-five.

B. Listen and repeat. Can you find any of these programmes in the TV guide below?



sports



sitcom



documentary



the news



soap opera



game show



chat show



the weather

## tvguide

MONDAY 15th

### BBC1

- 3:15► **Planet Earth**
- 4:00► **Eastenders**
- 5:00► **News and weather**
- 6:30► **The Mighty Boosh**, fun with Vince and Howard
- 7:00► **LIVE tennis**: from Paris



### ITV1

- 3:00► **Man United vs Arsenal** **LIVE**
- 5:30► **Who wants to be a millionaire?**
- 6:00► **FILM**: The Lord of the Rings: The Return of the King
- 8:15► **Parkinson** with guests, Kylie Minogue and David Beckham
- 9:30► **Pop Idol**



reality show

## 2. SPEAK

Look at the TV guide and talk in pairs.

**What time's the news on?**

**It's on at five o'clock.**

**NOTE**

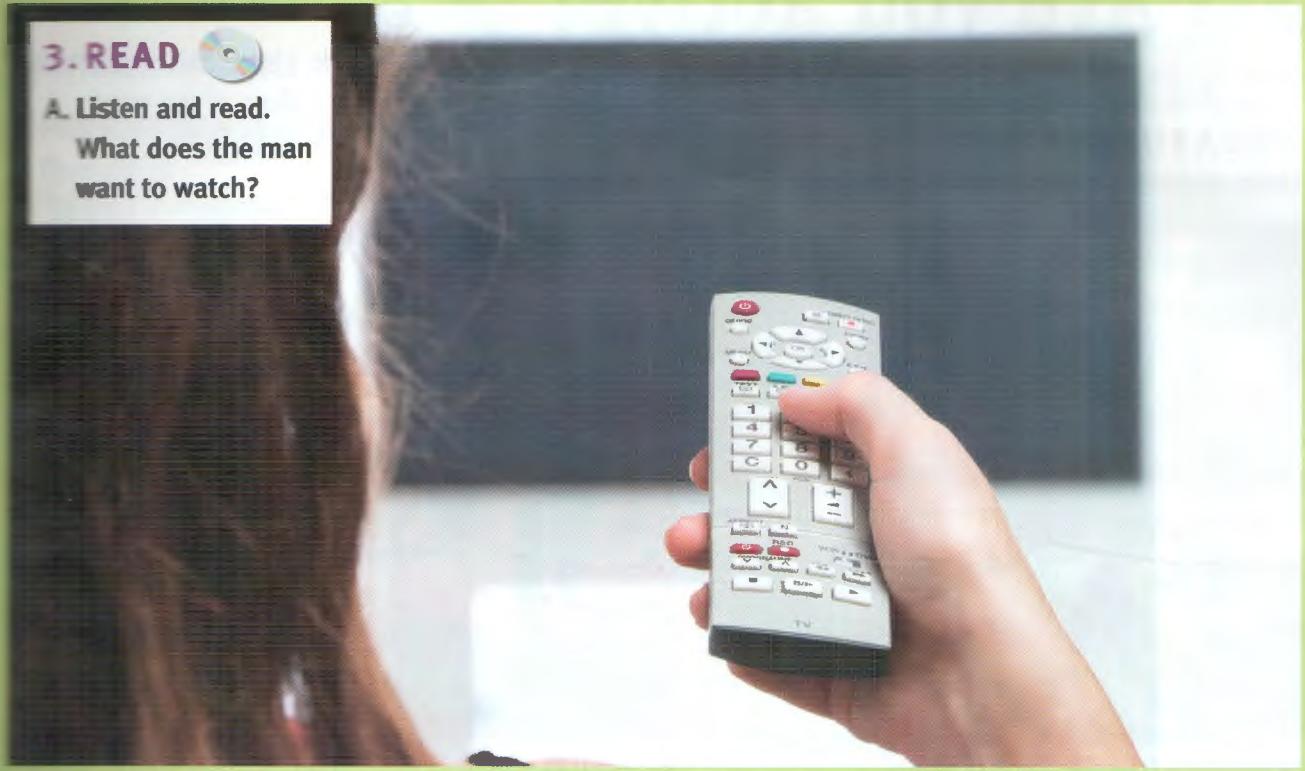
at + time

### 3. READ



A. Listen and read.

What does the man want to watch?



Dave What's on?

Melissa Albion Street. It's really good. Let's watch it.

Dave No, thanks. I don't watch soap operas.

Melissa OK, there's a good documentary on later.

Dave Oh, I like documentaries.

Melissa Me too.

Dave What time is it on?

Melissa At 3.15.

Dave And what's the time now?

Melissa It's 3.00.

Dave Wait a minute! Where's the remote control? There's live football on Channel 6.

Melissa Oh no, not again! I don't like football.

### B. Read again and write D for Dave, M for Melissa or B for Both.

1. I watch soap operas.

2. I like documentaries.

3. I like football.

### 4. GRAMMAR

#### PRESENT SIMPLE (I, you, we, they)

#### Affirmative and negative

Read the examples. What do you notice about the formation of the negative form?

I

You

We

They

like / watch sitcoms.

don't like / don't watch documentaries.

Grammar Reference p.126

### 5. PRACTICE

Read the sentences and change them into the negative.

1. We like game shows.

2. They watch reality shows.

3. They like sports.

4. I like films.

5. We watch the news.

### 6. SPEAK

Talk in groups about the TV programmes you like and don't like.

When you speak, try to use language you've learnt.



*I don't like chat shows. I watch sitcoms.*

*Me too.*

*I like sitcoms, too.*

# 3b Are you active?

## 1. VOCABULARY

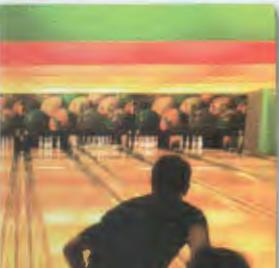
A. Listen and repeat. Which of the activities below are active and which aren't?



play tennis



go to the cinema/theatre



go bowling



hang out with friends



go jogging



go bowling



go shopping



read the newspaper



go to the gym

B. Listen and repeat the days of the week.

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

weekend

## 2. SPEAK

Talk in pairs.

I go bowling on Thursdays.  
What about you?

I go bowling at the weekend.

## NOTE

on Monday/Sundays, etc  
at the weekend

## 3. READ

A. What do you think the two girls are talking about? Listen, read and find out.



- Anna Hi, Sophie. Are you ready?  
Sophie Give me a minute.  
Anna Do you go jogging only on Sundays?  
Sophie No, I don't. I go on Saturdays, too. What about you?  
Anna I only go jogging on Sundays. You see, I'm not very active. I watch a lot of DVDs and I read magazines. What else do you do in your free time?  
Sophie I go to the gym and I play tennis.  
Anna When do you play?  
Sophie I play on Tuesdays and Thursdays after work.  
Anna OK. Ready now?  
Sophie Yep. Let's go!

## 4. GRAMMAR

### PRESENT SIMPLE (I, you, we, they)

#### Questions

Read the examples. What verb do you use in short answers?

A: What do you do in your free time?

B: We go to the cinema.

Do you play football? Yes, I do.  
No, I don't.

Grammar Reference p.126

## 5. PRACTICE

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

Dan When \_\_\_\_\_ you \_\_\_\_\_ (go) to the gym?

Will I \_\_\_\_\_ (go) on Mondays and Fridays after work.

Dan \_\_\_\_\_ you \_\_\_\_\_ (play) sports?

Will Yes, \_\_\_\_\_. I \_\_\_\_\_ (play) basketball at the weekend.

Dan You're very active!

\_\_\_\_\_ you \_\_\_\_\_ (go) jogging at the weekend, too?

Will No, \_\_\_\_\_. I \_\_\_\_\_ (hang out) with friends at home.

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



Sophie

1. I only go jogging on Saturdays.
2. I play tennis at the weekend.
3. I'm very active.



Anna

4. I don't go to the gym.
5. I go jogging on Saturdays and Sundays.
6. I read magazines in my free time.

## 6. LISTEN

Listen to a woman answering questions for a survey and tick the correct boxes.

#### SURVEY:

# ARE YOU ACTIVE?

NAME: Grace Simpson

AGE: 24

1. Do you go to the gym?

Yes  No

2. When do you go?

Mon  Tues  Wed  Thurs

Fri  Sat  Sun

3. Do you play sports?

Yes  No

4. What sports do you play?

football  basketball

tennis  none

Before you listen, read the questions and answers carefully.



## 7. SPEAK

Talk in pairs.

**Are you active?**

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

**What do you do in your free time?**

**I ...**

**When do you...?**

**On...**

# 3C Daily routine

## 1. VOCABULARY

Listen and repeat.



get up



have a shower



have breakfast/  
lunch/dinner



go to work/school/university



have lessons



work from... to...



get home



go to bed

## 2. SPEAK

Talk in pairs.

I get home in the afternoon.

I get home in the evening.

NOTE

in the morning/afternoon/evening  
at night

## 3. READ

- A. Look at the picture and the title of the text.  
What does Gary Silver do? Does he work day or night? Listen, read and check your answers.

### A 'day' in the life of

# GARY SILVER



Gary Silver is a radio DJ for Downtown Radio 97.2FM. His show is on every night, so his daily routine is a bit unusual. Every day he gets up at three o'clock in the afternoon. He has a shower, but then he doesn't have breakfast, he has lunch. He relaxes for the rest of the day and has dinner at about ten o'clock in the evening. Then he goes to work. He starts at 11pm and finishes at 6am. He gets home at about seven in the morning and he goes to bed.

### B. Read again and complete the sentences with the correct time.

1. Gary gets up at \_\_\_\_\_.
2. He has dinner at \_\_\_\_\_.
3. He starts work at \_\_\_\_\_.
4. He finishes work at \_\_\_\_\_.
5. He gets home from work at \_\_\_\_\_.



## 4. GRAMMAR

### PRESENT SIMPLE (he, she, it)

#### Affirmative and negative

Read the tables. What do you notice about the formation of the third person singular (he, she, it)?

I	work don't work	BUT	He She It	works doesn't work
You				
We				
They				

Grammar Reference p.126

## 5. PRACTICE

Complete with the Present Simple of the verbs in brackets.

1. Fred \_\_\_\_\_ (go) to bed at eleven o'clock.
2. They \_\_\_\_\_ (get) home at 7:30pm.
3. She \_\_\_\_\_ (not work) on Saturdays.
4. Megan \_\_\_\_\_ (have) lunch at one o'clock.
5. I \_\_\_\_\_ (not finish) work at 5 o'clock.  
I \_\_\_\_\_ (finish) at 5:30pm.

## 6. PRONUNCIATION



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

- a. starts      b. reads      c. finishes

B. Now listen and tick the sound you hear.

	gets	goes	watches	works	relaxes	plays	likes
starts /s/							
reads /z/							
finishes /ɪz/							

## 7. WRITE

Think of someone you know well (mother, father, wife, husband, best friend, etc.) and write a few sentences comparing your daily routines.



I get up at seven o'clock. My best friend gets up at eight.



I ....

He....

# 3d Getting around

## 1. VOCABULARY

Listen and repeat.



use the underground



take a taxi



take the bus



ride a bike



walk



ride a  
motorbike

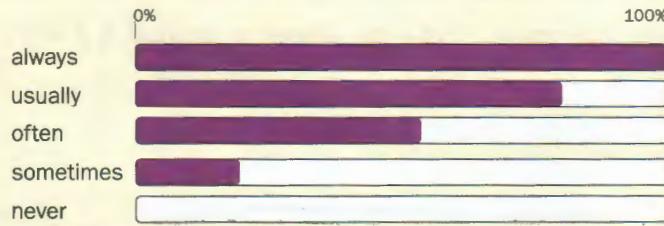


drive a car

## 2. GRAMMAR

### ADVERBS OF FREQUENCY

Look at the graph and read the examples. What do you notice about the position of adverbs of frequency?



My wife **never** walks to work.

Julie doesn't **usually** ride her bike to school.

Robert is **always** at work in the morning.

**Grammar Reference p.126**

## 3. SPEAK

Talk in pairs. Think about how you get to work, school, the gym, etc.

**How do you get to work?**

**I usually take a taxi. What about you?**

## 4. READ

A. Look at the pictures. Linda Jones is doing a survey about transport. Match the two columns. Then listen, read and check your answers.

Linda Jones

university student

Man

reporter

Woman

architect



Linda Jones

Man

Excuse me, do you work?

Yes, I'm an architect. I work in the city centre.

Linda Jones

Man

How do you get to work?

My sister usually gives me a lift.

Linda Jones

Man

Does she work with you?

Yes, she does.

## 5. GRAMMAR

### PRESENT SIMPLE (he, she, it)

#### Questions

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

How does Jane get to school every day? She walks.

Does Brian drive to work?  
Yes, he does.  
No, he doesn't.

Grammar Reference p.126



- Linda Jones Excuse me, how do you get to work?  
Woman I haven't got a job actually. I'm a university student. My husband works.  
Linda Jones How does he get to work?  
Woman He uses the underground, then, he takes the bus.  
Linda Jones Does he ever take a taxi?  
Woman Only when he's late.  
Linda Jones I see. Thank you.

#### 6. Read again and complete.

1. The man works in \_\_\_\_\_.
2. The man's \_\_\_\_\_ gives the man a lift to work.
3. The woman hasn't got a(n) \_\_\_\_\_.
4. The woman's \_\_\_\_\_ uses two means of transport to get to work.
5. The woman's husband doesn't often take \_\_\_\_\_ to work.

## 6. PRACTICE

Complete the dialogue.

Mrs Drake \_\_\_\_\_ your husband give you a lift to work?

Mrs Wilson No, \_\_\_\_\_. He usually gets up late.

Mrs Drake \_\_\_\_\_ work in the evening?

Mrs Wilson Yes, \_\_\_\_\_.

Mrs Drake What time \_\_\_\_\_ start work?

Mrs Wilson At ten.

Mrs Drake Wow! And \_\_\_\_\_ get home after six in the morning?

Mrs Wilson Yes, \_\_\_\_\_. He gets home at seven.

## 7. PRONUNCIATION



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

- a. Do you work?      b. How do you get to work?

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

- |                              |                                   |
|------------------------------|-----------------------------------|
| 1. Have you got a car?       | 4. When do you go to university?  |
| 2. Does he ride a motorbike? | 5. Is she a doctor?               |
| 3. Where are you from?       | 6. What time does the film start? |

## 8. LISTEN



Listen to a dialogue between two friends and choose **a** or **b**.

1. Who is never late for classes?  
a. Zoe                          b. Luke
2. What time does Zoe get up?  
a. At 6am.                    b. At 8am.
3. How does Zoe get to the university?  
a. She takes two buses      b. Her sister gives and the underground.      her a lift.
4. Who has got a car?  
a. Luke                        b. Luke's brother

# 3e At home

## 1. VOCABULARY



A. Listen and repeat. Do you do housework?



do the washing-up



iron my clothes



tidy the house



take out the rubbish



hoover

## B. Say what

housework you  
always do and  
what you never do.

*I always take out the rubbish.  
I never cook.*

## 2. READ



A. Look at the girls in the picture.  
What is their relationship?



B. Listen and read Wendy's diary and check your answer.

16 February 2008

I can't stand my new flatmate Alison!  
She doesn't help with the housework at all.  
On Saturday mornings, she gets up early but  
she doesn't stay at home. She goes to the  
gym. Then she hangs out with her friends all  
day. They often come round and make a mess.  
They eat and watch DVDs for hours. Of course,  
Alison never does the washing-up. Then on  
Sundays, she sleeps all day. I usually do all the  
housework, so I don't go out with my friends.  
I hate weekends!



cook



wash the car



do the washing



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

1. Alison sometimes does housework.
2. Wendy and Alison hang out at the weekend.
3. Alison's friends do the washing-up on Saturdays.
4. Alison stays at home on Sundays.
5. Wendy thinks weekends are great.

### 3. LISTEN

A. Listen to two different women talking on the phone and answer the questions below. Choose a or b.

1. Who is the woman?  
a. John's mother      b. Joseph's mother
2. Who is the woman?  
a. Ms Steinberg      b. a cleaner

B. Listen again and tick or cross the boxes.

	John	Ms Hudson
hoovers	<input type="checkbox"/>	<input type="checkbox"/>
does the washing	<input type="checkbox"/>	<input type="checkbox"/>
irons clothes	<input type="checkbox"/>	<input type="checkbox"/>
does the washing-up	<input type="checkbox"/>	<input type="checkbox"/>
cooks	<input type="checkbox"/>	<input type="checkbox"/>

**4. SPEAK** Go to page 120.

**5. WRITE**

**Word order**

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

**Subject + verb**

I	hoover	on Saturdays.
Sam	doesn't iron	his clothes.

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

1. brother / uses / my / underground / the
2. at / Lucy / 6:15 / gets up
3. don't / shows / watch / I / reality
4. football / Ben's / play / friends / don't
5. finish / at / I / midnight / work

**B. Write a short paragraph about what you do on Saturdays.**



In the morning, I...

In the afternoon, I...

In the evening, I...

- Remember to check the word order in your writing (subject + verb, adverbs of frequency).
- Remember to use prepositions of time correctly. (e.g. at 7 o'clock, in the morning, on Saturday afternoon)



# 3 Round-up

## VOCABULARY

### A. Match.

- |          |                 |
|----------|-----------------|
| 1. go to | a mess          |
| 2. read  | the underground |
| 3. go    | lessons         |
| 4. have  | the newspaper   |
| 5. do    | shopping        |
| 6. use   | bed             |
| 7. make  | housework       |

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

hang from rides lift shower remote

1. I don't drive so my brother gives me a \_\_\_\_\_ every day.
2. Kelly and Julie \_\_\_\_\_ out with their friends at the weekend.
3. Where's the \_\_\_\_\_ control? There's a new game show on TV.
4. Fred usually \_\_\_\_\_ his motorbike to work.
5. I always have a \_\_\_\_\_ in the evening.
6. My dad works \_\_\_\_\_ 9 to 5.

## GRAMMAR

### C. Complete with *in*, *on* or *at*.

1. There's a nice sitcom on TV \_\_\_\_\_ seven o'clock.
2. I play tennis \_\_\_\_\_ Mondays and Wednesdays.
3. What do you do \_\_\_\_\_ the weekend?
4. Andy usually gets up early \_\_\_\_\_ the morning.
5. I don't go jogging \_\_\_\_\_ night.
6. \_\_\_\_\_ my free time, I usually read magazines.

### D. Complete with the Present Simple of the words in brackets.

1. Donna \_\_\_\_\_ (never / watch) soap operas.
2. Peter \_\_\_\_\_ (cook) dinner every day.
3. We \_\_\_\_\_ (not finish) school at two.  
We \_\_\_\_\_ (finish) at three.
4. The girls \_\_\_\_\_ (not / usually / get) home at three o'clock.

5. Ben \_\_\_\_\_ (sometimes / take) the bus to work.
6. Paul and Wendy \_\_\_\_\_ (often / go) out with their friends at the weekend.
7. I \_\_\_\_\_ (not like) football.

## COMMUNICATION

### E. Complete the questions for the answers below.

1. A: \_\_\_\_\_ basketball?  
B: No, I don't.
2. A: \_\_\_\_\_?  
B: It's six o'clock.
3. A: \_\_\_\_\_ have dinner?  
B: At seven.
4. A: \_\_\_\_\_ on Saturday evening  
B: They usually go to the cinema.
5. A: \_\_\_\_\_ the washing-up?  
B: No, he doesn't.
6. A: \_\_\_\_\_ to the gym?  
B: On Mondays, Wednesdays and Fridays.

### F. Complete the dialogues. Choose a or b.

1. A: What's on?  
B: \_\_\_\_\_

- a. A chat show.  
b. At nine.

2. A: Do you like housework?  
B: \_\_\_\_\_

- a. Yes, I like it, too.  
b. No, I can't stand it.

3. A: When does Anna tidy the house?  
B: \_\_\_\_\_

- a. She never does it.  
b. Yes, but she doesn't Hoover.

4. A: \_\_\_\_\_  
B: He walks.

- a. Does Jack walk to work?  
b. How does Jack get to work?

## 6. Answer the questions.

1. What's your favourite TV programme?

2. What do you do on Saturdays?

3. Do you go bowling?

4. How do you get to school/work?

5. When do you relax?

6. When do you do the housework?

## SPEAK

Talk in pairs or small groups. Choose one of the people below and talk about their daily routine.



## WRITE

### CLASS GAME

Write three sentences about your daily routine, including one lie. Then take turns to read your sentences to the class. Your classmates must find the sentence that is not true about you.

- I always go to the cinema on Saturdays.
- I tidy my room on Sundays.
- I do the washing-up every day.

*I think he's very active. He goes to the gym after school every day.*

*He also likes ...*

## 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...

- › tell the time
- › 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 about TV programmes
- › write about my and other people's daily routines

<input type="checkbox"/>

A. Look at the pictures. What can you guess about the lives of the Tembé Indians?  
Listen, read and check your answers.

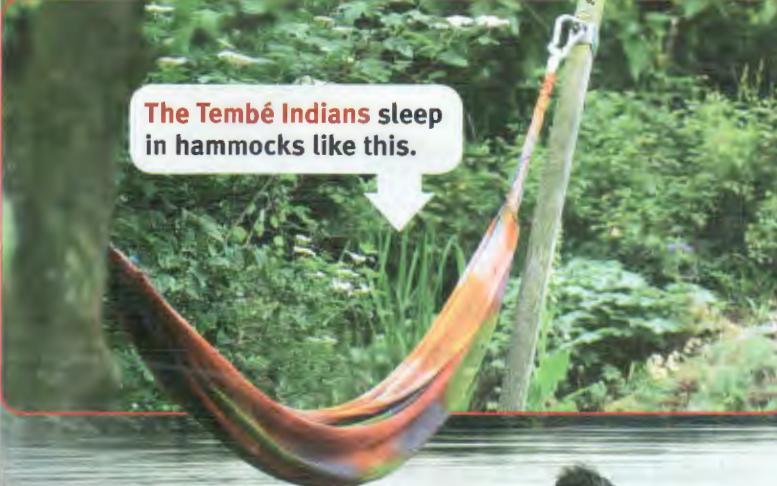
## The Tembé Indians of the Amazon

A different way of life



The Tembé Indians live in the Amazon rainforest of Brazil. They speak Portuguese but at school children also learn Tembé.

The Tembé Indians live in wooden houses by the river. They eat fish from the river but sometimes they catch alligators, too. They sleep in hammocks and they don't have showers, so they wash in the river. They do the washing there, too.



### SONG

“Busy, busy,  
busy”

Go to page 124.



They never wear shoes and they haven't got many clothes because it's usually very warm there. But it rains every day.



Young people don't watch TV because they haven't got televisions. In their free time they swim in the river. But they are always careful because there are alligators and piranha fish.



B. Read again and answer the questions.

1. What languages do the Tembé Indians speak?
2. What do they eat?
3. Where do they sleep?
4. Where do they do their washing?
5. What do young people do in their free time?

# 4

# Places

## Discuss:

- Do you like where you live?
- What would you like to change about your house or flat?

## Flick through the module and find...

- two men lost in the city
- a hotel room
- homes for rent
- a girl showing pictures of her new house to a friend
- a note on a fridge door

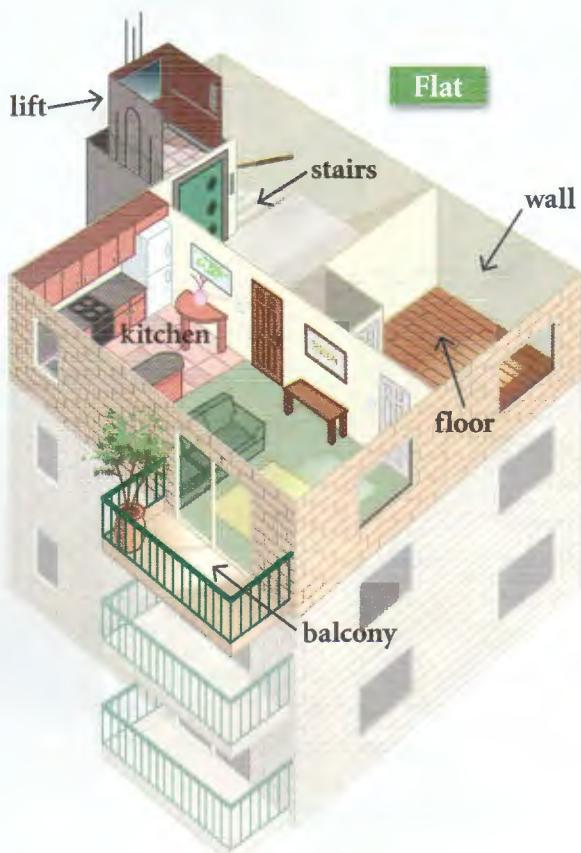
## In this module you will learn...

- to identify the location of objects
- to give your address
- to describe a room
- to describe your house or flat
- to talk about furniture and appliances
- to ask for and give directions
- to refer to the location of places in a town
- to read a map
- to write about your house/flat/dream house

# 4a What's your house like?

## 1. VOCABULARY

Listen and repeat.



## 2. READ

A. Listen and read. Does Claire like her new house?



Claire Hey, Lucy! Check this out.  
 Lucy What is it?  
 Claire It's a picture of my new house.  
 Lucy No!  
 Claire Yes!  
 Lucy Where do you live now?  
 Claire On Cross Street.  
 Lucy My friend Tina has got a flat there. What's your address?  
 Claire It's 24 Cross Street.  
 Lucy So, what's your new house like?  
 Claire It's great. Downstairs there's a big living room, a lovely kitchen and a small bathroom.  
 Lucy What about upstairs?  
 Claire There are two small bedrooms, one large bedroom and a big bathroom.  
 Lucy Is there a garden?  
 Claire Yes, there is. And there's even a fish pond in it.  
 Lucy Nice!  
 Claire Hey, come round for coffee later.  
 Lucy Sure. See you later.

### B. Read again and answer the questions.

- Who's got a flat on Cross Street?
- What's Claire's new address?
- Are there two large bedrooms in Claire's house?
- Where's the big bathroom?
- What's special about the garden?

### 3. GRAMMAR

#### There is / There are

Read the examples and make sentences with *there is/are*.

There's a big bathroom upstairs.

There isn't a garage.

Yes, there is.

Is there a garden?

No, there isn't.

There aren't three windows in the bedroom.  
 There are only two.

Are there four bedrooms  
 in your house?

Yes, there are.

No, there aren't.

**Grammar Reference p.126**

### 4. PRACTICE

Complete the dialogues with the correct form of *there is/are*.

1. Mr Miles \_\_\_\_\_ a big window in the bedroom?

Mrs Stone No, \_\_\_\_\_, but \_\_\_\_\_ a large window in the living room.

2. \_\_\_\_\_ three bedrooms in my house.  
 They are all upstairs.

3. Tony \_\_\_\_\_ two bathrooms in Andy's new flat?

Jane Yes, \_\_\_\_\_.

4. \_\_\_\_\_ two red ties in the wardrobe.  
 \_\_\_\_\_ only one.

5. Betty What's your flat like?

Henry It's lovely. \_\_\_\_\_ two bedrooms,  
 a bathroom and a kitchen.

Betty \_\_\_\_\_ a living room?

Henry Yes, of course.

### 5. SPEAK

Talk in pairs.

**Where do you live?**

...

**What's your address?**

...

**Do you live in a house or flat?**

...

**What's your house/flat like?**

...

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

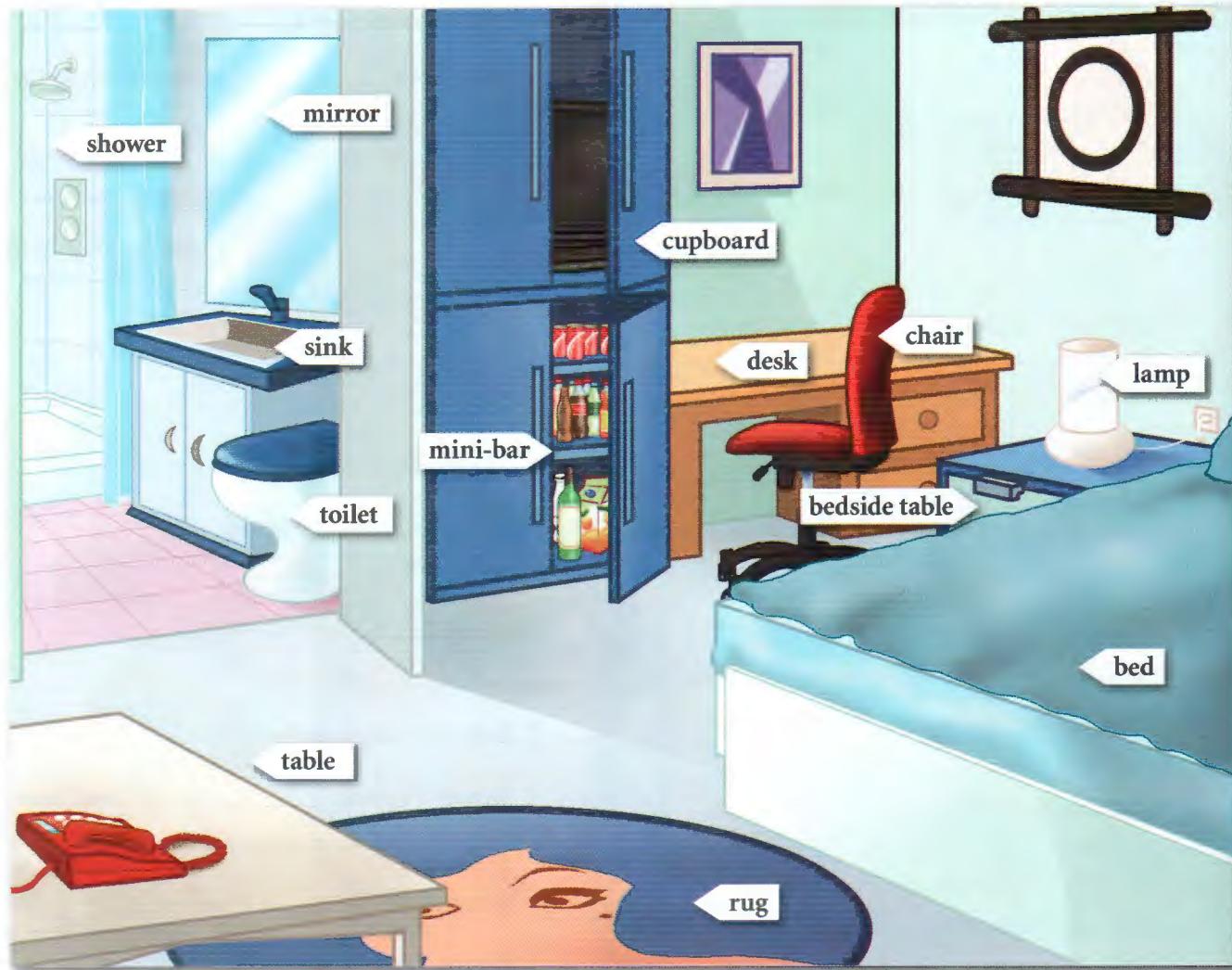


# 4b Enjoy your stay

## 1. VOCABULARY



Listen and repeat.



## 2. READ



A. Listen and read. Where are the people? What are they talking about?

**Man** This is your room. Room 315.

**Woman** Thank you.

**Man** The TV is in this cupboard.

**Woman** And the remote control?

**Man** It's on the bedside table, next to the telephone.

**Woman** OK. Where's the mini-bar?

**Man** It's next to the cupboard.

**Woman** Right. And the bathroom...

**Man** It's right this way.

**Woman** Oh, it hasn't got a bath!

**Man** No. All the bathrooms in our hotel have only got a shower.

**Woman** Well, I guess it doesn't matter... The mirror is nice and big and...

**Man** Do you need anything else?

**Woman** No, thank you. This is for you.

**Man** Oh, thank you madam. Enjoy your stay.

B. Read again and correct the sentences below.

1. The telephone is in the cupboard.
2. There is a TV next to the telephone.
3. The mini-bar is next to the wardrobe.
4. The bathroom has got a bath.
5. The mirror in the bathroom is small.

### 3.GRAMMAR

#### PREPOSITIONS OF PLACE

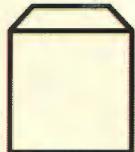
Look and make sentences.



on



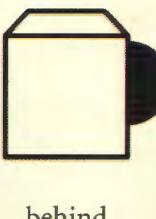
in



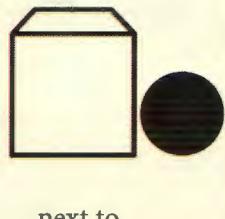
under



in front of



behind



next to

Grammar Reference p.127

### 4.PRACTICE

Look at the picture in activity 1 and circle the correct words.

1. The rug is **under** / **in front of** the bed.
2. The desk is next to the **mini-bar** / **chair**.
3. The lamp is **on** / **behind** the bedside table.
4. The **rug** / **mirror** is in the bathroom.
5. The telephone is on the **table** / **desk**.
6. The toilet is **in front of** / **next to** the sink.
7. The TV is **under** / **in** the cupboard.
8. The bedside table is next to the **bed** / **cupboard**.

### 5.PRONUNCIATION



Listen and repeat. Notice the intonation and rhythm.

1. A: Where's the yellow lamp?  
B: It's on the desk.
2. A: Where's the rug?  
B: It's in front of the bed.
3. A: Where's the TV?  
B: It's in the cupboard.
4. A: Where are the shoes?  
B: They're under the bed.

### 6.LISTEN



Listen to the dialogues and choose picture a or b.

1.



a



b

2.



a



b

3.



a



b

### 7.SPEAK

GAME: SPOT THE DIFFERENCES

Student A go to page 120.  
Student B go to page 122.

### 8.WRITE

Choose one of the pictures on pages 120 and 122 and describe it.



The Lamp is next to the bed...

# 4C Make yourself at home

## 1. VOCABULARY

Listen and repeat. Which of the following have you got at home?



cooker



fridge



bookcase



dishwasher



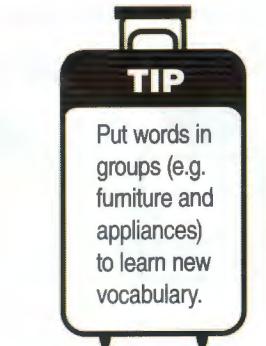
washing machine



microwave



sofa



### TIP

Put words in groups (e.g. furniture and appliances) to learn new vocabulary.



armchair

## 2. READ

### A. Listen and read.

Who is the note for?

Good morning!

Make yourself at home. I've got classes all day today. I'm sorry.

Please take Rocky for a walk and then feed him. The dog food is next to the microwave. Rocky's got a red bowl and a blue bowl. The blue bowl is for his food and the red bowl is for his water. They're both outside on the balcony.

I know you don't like washing up, but please do it. There's something wrong with the dishwasher. And something else: I've got clothes in the washing machine. Please hang them outside. Thanks sis!

There's a surprise for you in the fridge - chocolate cake! Enjoy!

See you tonight,  
Brian



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

1. Brian is at work.
2. Brian has got two dogs.
3. The dishwasher doesn't work.
4. Brian's got clothes outside.
5. The cake is for Brian's sister.

(1)

### C. Read again and find who or what these words refer to.

1. I (line 1): \_\_\_\_\_
2. him (line 4): \_\_\_\_\_
3. They (line 6): \_\_\_\_\_
4. it (line 9): \_\_\_\_\_
5. them (line 11): \_\_\_\_\_
6. you (line 12): \_\_\_\_\_

(5)

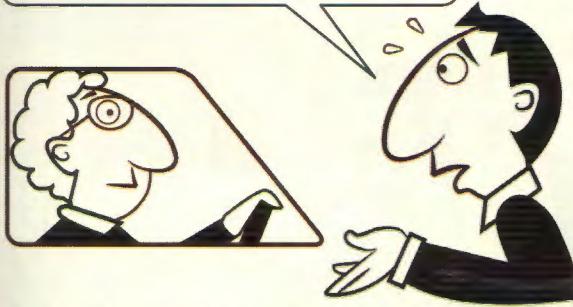
(10)

### 3. GRAMMAR

#### OBJECT PERSONAL PRONOUNS

Read the examples. What do you notice about the words in bold?

I'm late for work. Give **me** a lift, please.



You look familiar. I think I know **you**.

Dan Who's Mr Adams?

Frank He's my new boss. I can't stand him.

I like Tina. **She** is very nice. I hang out with **her** every day.

Alice Where's my burger?

Tom It's in the microwave. Eat it.

We don't understand. Help **us**, please.

Look at these armchairs. **They're** leather. I like **them**.

**Grammar Reference p.127**

### 4. PRACTICE

Complete with object personal pronouns.

1. Your room is a mess. Tidy \_\_\_\_\_.

2. Those are my sunglasses. Give \_\_\_\_\_ to me, please.

3. I know that girl. I have English lessons with \_\_\_\_\_.

4. Robert and I are late. Please drive \_\_\_\_\_ to school.

5. Sue Greg!

Greg What?

Sue I need \_\_\_\_\_ in the kitchen. There's something wrong with the fridge.

6. That actor is horrible. I can't stand \_\_\_\_\_.

### 5. GRAMMAR

#### a(n) vs the

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

I've got **an** armchair and **a** sofa in my living room. The armchair is black and **the** sofa is white.

**Grammar Reference p.127**

### 6. PRACTICE

Complete with **a(n)** or **the**.

1. There are two bookcases in our flat, \_\_\_\_\_ small bookcase and \_\_\_\_\_ big bookcase.

\_\_\_\_\_ big bookcase is in \_\_\_\_\_ living room and \_\_\_\_\_ small bookcase is in \_\_\_\_\_ bedroom.

2. Ted There's \_\_\_\_\_ jacket and \_\_\_\_\_ umbrella on \_\_\_\_\_ sofa. Whose are they?

Kate \_\_\_\_\_ jacket is Lucy's and \_\_\_\_\_ umbrella's her brother's.

### 7. PRONUNCIATION



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

a. washing      b. machine

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

dishwasher

microwave

tonight

behind

bookcase

bathroom

today

hotel

chocolate

toilet

surprise

cupboard

# 4d In the city

Before you read, look at the picture. It helps you understand the situation.

**TIP**

## 1. VOCABULARY

Listen and repeat.



police station



cathedral



hospital



park



restaurant



museum



bank

## 2. READ

A. Look at the picture below. What do you think the people are talking about? Listen, read and check your answers.



Girl Need any help, guys?

Dave Yes, where's the Museum of Modern Art?

Girl It's opposite the hospital on Westbourne Road.

Nigel How do we get there?

Girl Go down this road and turn left at the traffic lights. Then go straight on and turn left again at the bank. The museum is on your right between the cathedral and the police station.

Nigel Is it far?

Girl It's about a twenty-minute walk.

Dave It's far. Let's take a taxi.

Girl No, don't take a taxi. Take the underground to Westbourne Station. It's near the museum. Visit the cathedral, too. It's beautiful.

Nigel OK, thanks.

Girl No problem.

### NOTE

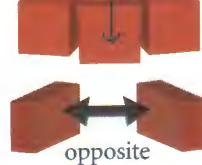
Go straight on



Turn left

Turn right

between



opposite

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

- The museum is on Westbourne Road.
- The museum is a 20-minute walk from the hospital.
- The museum is next to the cathedral.
- The museum is opposite the police station.
- The museum is near Westbourne Station.

### 3. GRAMMAR

#### IMPERATIVE

Look and write:  
Walk! Don't walk!



1.



2.

Grammar Reference p.127

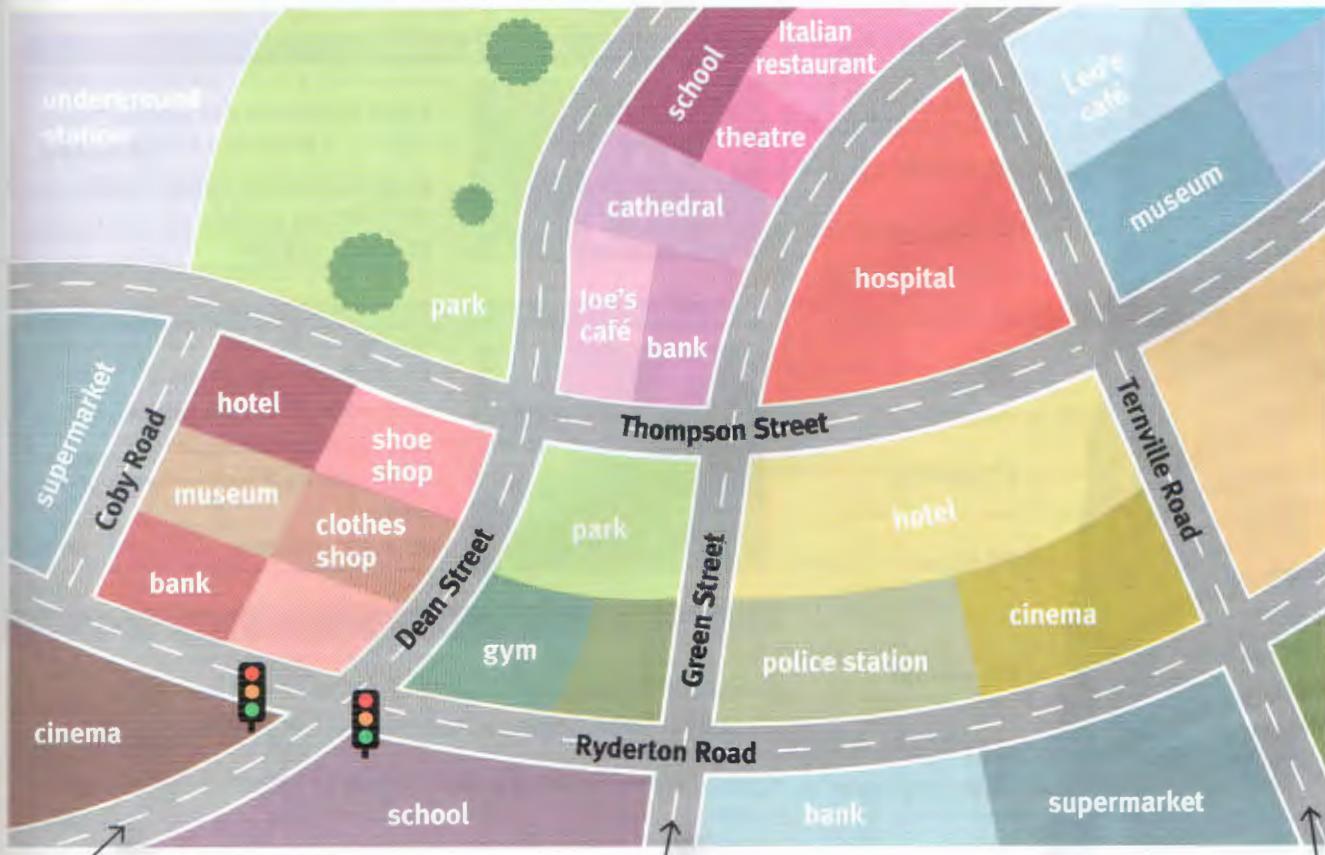
### 4. PRACTICE

Complete the dialogues with the correct form of the verbs in the box.

- |          | go                                     | not write                       | turn | not go     | not use   | visit        |
|----------|--|---------------------------------|------|------------|---|--------------|
| 1. Henry | _____                                  | the microwave. It doesn't work. |      | 3. Teacher | Eddie! Please _____                             | on the desk. |
| Louise   | Oh, OK.                                |                                 |      | Student    | Sorry, Miss.                                    |              |
| 2. Diane | _____                                  | the museum on King Street.      |      | 4. Man     | How do I get to the bank?                       |              |
| Paul     | What about the Natural History Museum? |                                 |      | Woman      | _____ down this road and _____                  |              |
| Diane    | No, _____ there. It isn't open today.  |                                 |      |            | left at the traffic lights. It's on your right. |              |

### 5. LISTEN

Look at the map, listen and write where the people want to go.



1. Mike: \_\_\_\_\_

2. Jenny: \_\_\_\_\_

3. Olivia: \_\_\_\_\_

### 6. SPEAK

Talk in pairs. Look at the map above.

**Student A:** Imagine that Student B is at the traffic lights. Choose a place and imagine you are there, but don't tell Student B. Give him/her directions to this place.

**Student B:** Imagine you are at the traffic lights. Follow Student A's directions. Where is he/she?

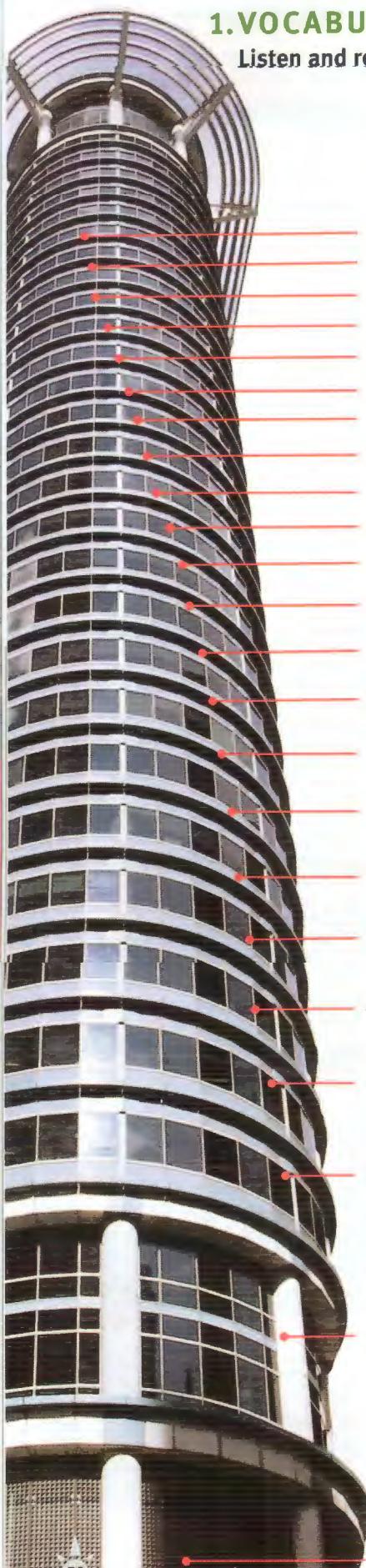
Go down...



# 4e House-hunting

## 1. VOCABULARY

Listen and repeat.



- 22<sup>nd</sup> twenty-second
- 21<sup>st</sup> twenty-first
- 20<sup>th</sup> twentieth
- 19<sup>th</sup> nineteenth
- 18<sup>th</sup> eighteenth
- 17<sup>th</sup> seventeenth
- 16<sup>th</sup> sixteenth
- 15<sup>th</sup> fifteenth
- 14<sup>th</sup> fourteenth
- 13<sup>th</sup> thirteenth
- 12<sup>th</sup> twelfth
- 11<sup>th</sup> eleventh
- 10<sup>th</sup> tenth
- 9<sup>th</sup> ninth
- 8<sup>th</sup> eighth
- 7<sup>th</sup> seventh
- 6<sup>th</sup> sixth
- 5<sup>th</sup> fifth
- 4<sup>th</sup> fourth
- 3<sup>rd</sup> third
- 2<sup>nd</sup> second
- 1<sup>st</sup> first
- ground floor

## 2. READ

A. Look at the advertisements below. What information do you think they include? Listen, read and check your answers.



**PROPERTY  
FOR RENT**

**2-bedroom flat £850 per month**



4th-floor flat with 1 bathroom, WC, modern kitchen and living room. Gas central heating. Balcony with fantastic view. 5-minute walk from city centre.  
☎ 01923 333 784

**2-bedroom house £930 per month**



Large wardrobes and gas central heating. Garage and front and back garden. In quiet neighbourhood, near primary school.  
☎ 01923 189 654

**4-bedroom house £1150 per month**



Big kitchen, living room, 2 bathrooms, WC, gas central heating, large back garden. 10-minute walk from underground station.  
☎ 01923 259 798

B. Read the situations below and the advertisements above. Then decide which house/flat is best for each.

- Mr and Mrs Samson live in a noisy neighbourhood and they need a change. Mr Samson is a mechanic and Mrs Samson is unemployed and she doesn't drive. They've got a nine-year-old daughter.
- Lance wants a place to stay with his brother. They both go to university and get around on bikes. Lance's brother also works in a restaurant in the city centre.
- Mr and Mrs Nelson have got three children. They've also got two dogs and a cat. They both work in the city centre but they don't want to live there.

### 3. LISTEN

- A. Listen to a woman talking to an estate agent about a flat. Does the woman like the flat? Why/Why not?
- B. Listen again and complete her notes.

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



## FLAT IN STANFORD

- (1) \_\_\_\_\_ floor flat
- only (2) \_\_\_\_\_ bedrooms
- large living room
- (3) \_\_\_\_\_ kitchen with a (4) \_\_\_\_\_, a cooker and a microwave
- new, big bathroom
- no (5) \_\_\_\_\_

### 4. SPEAK

- A. Interview two students in your class and complete the table below. Then complete the table about yourself.

	Student 1	Student 2	You
house/flat			
2 or 3 bedrooms			
2 bathrooms			
WC			
garden			
garage			
balcony			

**Do you live in a house or flat?**

I live in a ...

**Are there 2 or 3 bedrooms?**

There are ...

- B. Report your answers to the class.

Tony and I live in a flat, but Fay lives in a house.

### 5. WRITE

#### Description of a house/flat

When writing a description of a house/flat, don't forget to use:

- there is / there are and have got / has got.

*There are four bedrooms in my house.*

*My house has got four bedrooms.*

- commas and and to list things.

*In my living room there is a sofa, an armchair and a coffee table.*

#### A. Circle the correct words.

1. There are / Have got two bookcases in the living room.
2. My brother there is / has got a modern desk in his room.
3. In the kitchen there is / has got a big table and four chairs.
4. My new flat has got / there is a small balcony.

#### B. Join the sentences as in the example.

1. The flat's got two bedrooms. It's got a small living room. It's got a kitchen. It's got a bathroom.  
*The flat's got two bedrooms, a small living room, a kitchen and a bathroom.*
2. My sister's got a big bed in her room. She's also got a desk. She's got a bookcase, too.  
\_\_\_\_\_

3. The house is big. It's also modern. It's cheap, too.  
\_\_\_\_\_

4. Upstairs there's a bathroom. There's a WC. There are three bedrooms.  
\_\_\_\_\_

C. Write a paragraph about your house or flat.  
Use the ideas you discussed in activity 4.



I live in a ...

Remember to use  
prepositions of place.

**TIP**

# 4 Round-up

## VOCABULARY

### A. Write:

three things you would find in a kitchen.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

three things you would find in a bathroom.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

three things you would find in a bedroom.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

three things you would find in a living room.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

### B. Circle the correct words.

1. Turn left at the **traffic** / **street** lights.
2. My sister is a nurse. She works at a **hospital** / **bank** in the city.
3. The cathedral isn't **far** / **near**. Walk there.
4. There is a **restaurant** / **museum** on the 21st floor and the food is very good there.
5. This is your room Mr Charles. **Visit** / **Enjoy** your stay.

## GRAMMAR

### C. Complete.

My best friend, Lisa, lives in (1) \_\_\_\_ very nice house with her parents. It's very big and it's got two floors. There (2) \_\_\_\_ two beautiful gardens. (3) \_\_\_\_ front garden is small, but (4) \_\_\_\_ back garden is big. There (5) \_\_\_\_ also a big balcony with a fantastic view. All the rooms are very modern. Lisa (6) \_\_\_\_ got a nice bedroom upstairs, but that isn't her favourite room. Her favourite room is (7) \_\_\_\_ living room. (8) \_\_\_\_ are two big sofas and (9) \_\_\_\_ armchair in there. Lisa always sits on (10) \_\_\_\_ sofa next to the window and reads books. She loves books.

### D. Circle the correct words.

1. There is coffee **on** / **in** the table for you.
2. The police station is **next to** / **under** the park.

3. What's that **behind** / **on** the floor?

4. My backpack is **between** / **in** the wardrobe and the bookcase.

5. There's a big garden **in front** / **behind** of the house.

6. The underground station is **opposite** / **next** my house.

### E. Complete with object personal pronouns.

1. A: What's Martha's new house like?

B: I don't know. Let's visit \_\_\_\_\_.

2. Mark hasn't got a car. I give \_\_\_\_\_ a lift to work every day.

3. Look at that dishwasher. It's very modern. I like \_\_\_\_\_.

4. A: Look at the board and listen to \_\_\_\_\_.

B: Yes, Miss.

5. My neighbour's kids are very noisy. I can't stand \_\_\_\_\_.

## COMMUNICATION

### F. Complete the dialogues with the sentences.

a. How do I get there?

b. Where's the Italian restaurant?

c. Go down Iffley Road and turn right at the park.

d. It's about a 15-minute walk.

e. Go straight on.

Tina Hey, Roger. (1) \_\_\_\_\_

Roger It's next to the National Museum.

Tina Where's that? Is it far?

Roger No, it isn't. (2) \_\_\_\_\_

Tina Great. (3) \_\_\_\_\_

Roger Go down Station Road and turn left at the traffic lights. (4) \_\_\_\_\_ Then turn left at the supermarket. That's Iffley Road. (5) \_\_\_\_\_ The restaurant is on your left between the museum and the police station.

Tina Thanks, Roger.

f. I guess it doesn't matter then.

g. There's something wrong with it.

h. Check out the lift at this hotel.

i. Where's our room?

Fay Hey, Kate. (6) \_\_\_\_\_ It's so modern.

Oh, no. (7) \_\_\_\_\_

Kate Let's use the stairs.

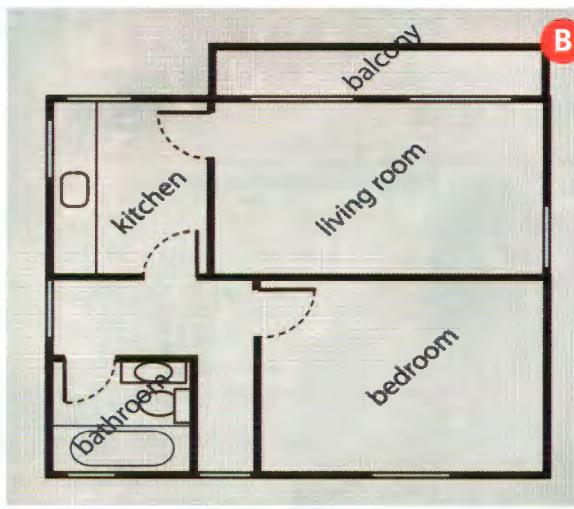
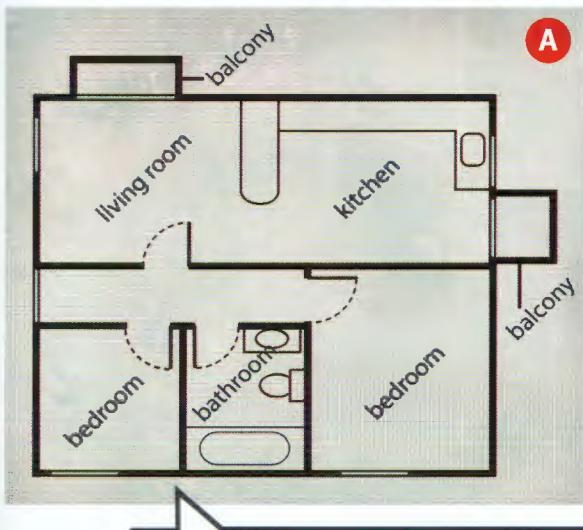
Fay The stairs? (8) \_\_\_\_\_

Kate It's on the second floor.

Fay (9) \_\_\_\_\_

## SPEAK

Talk in pairs. Imagine that you and your partner are going to be flatmates. Look at the plans below. Discuss and decide which flat you are going to rent.



*There are two bedrooms in flat A, but there's a small living room.*

*Flat A has also got...*

## WRITE

Write a paragraph about your dream house. Write about some of the following:

- the neighbourhood
- the view
- the garden
- how many floors it's got
- the rooms
- the furniture and appliances



My dream house is in a ..... neighbourhood.



It has got ..... floors. In my dream house

there are .....

## G. Write the questions.

1. A: \_\_\_\_\_

B: 21 Speedwell Street.

2. A: \_\_\_\_\_

B: No, there's only one bathroom and it's upstairs.

3. A: \_\_\_\_\_

B: The supermarket is between the museum and the bank.

4. A: \_\_\_\_\_

B: I think the newspaper is on the table in the kitchen.

5. A: \_\_\_\_\_

B: Go straight on. The bank is on your right.

## 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...

- › say where things and buildings are located
- › describe my house or flat
- › ask for and give directions
- › use prepositions of place
- › talk about furniture and appliances
- › give my address
- › describe a room
- › read a map
- › write about my house/flat/dream house
- › use object personal pronouns
- › use the Imperative

# Culture page

A. What have the buildings in the pictures got in common? Listen, read and find out.



## What's up there?

**B**uckingham Palace is one of the Queen's many homes. It's got 775 rooms! There are about 200 bedrooms and 78 bathrooms. It has even got a swimming pool, a cinema and a post office. Around the palace, there's a lovely large garden with a beautiful lake in it.



▼ **O**ne Canada Square is a large building in East London. Over 9000 Londoners work there. This building has got 50 floors.

There are 32 lifts and they take you to the 50th floor in only 40 seconds. It's also got 3960 windows and 4388 steps. On top of the building, there is a warning light for planes. It flashes 40 times a minute. That's 57,600 times a day!

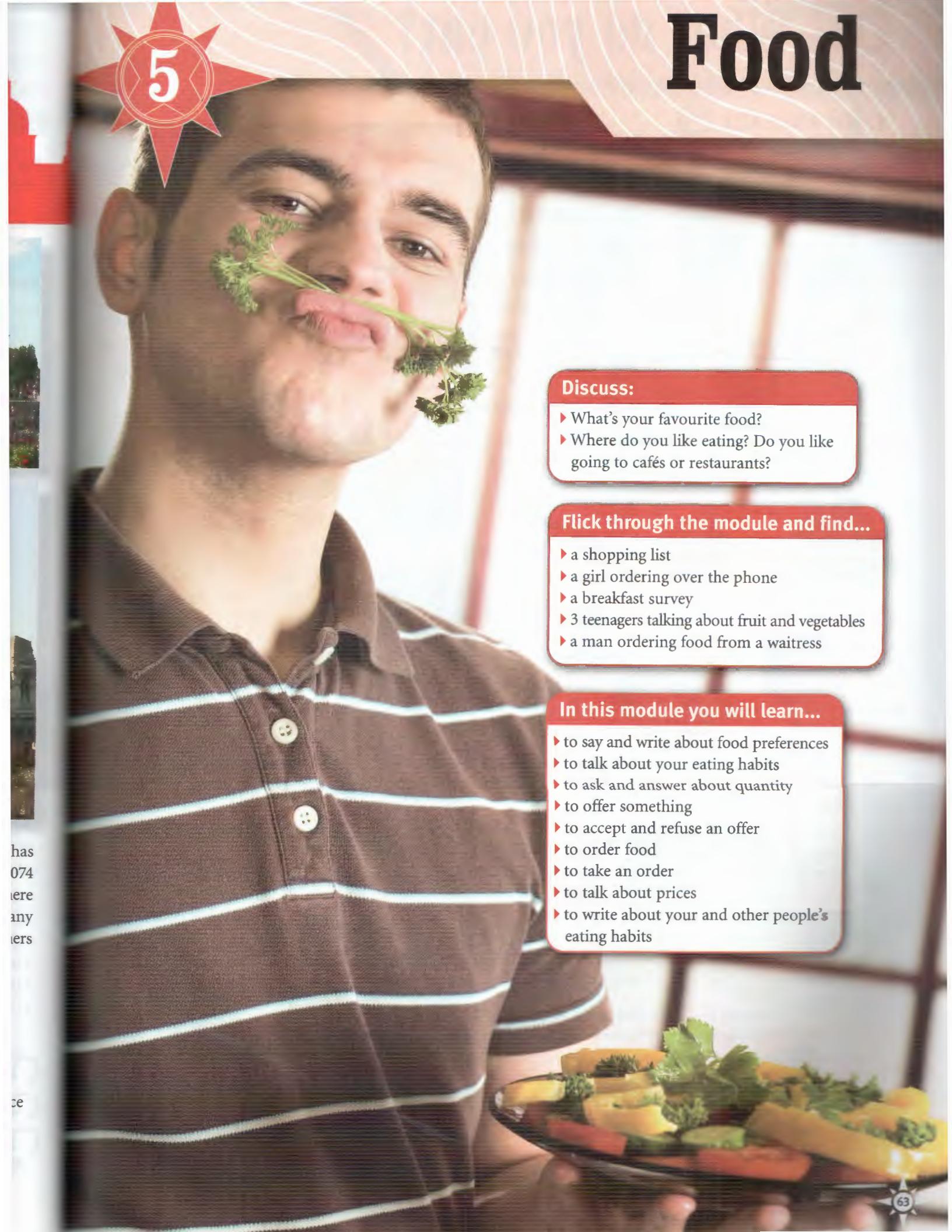


**30** St Mary Axe is a building people stop to look at. It has got 41 floors and about 5500 windows. There are 2074 steps, but people use one of the 23 lifts. At the very top, there is a fantastic restaurant with a great view. There aren't any walls around this restaurant, just windows. Many Londoners go up there for lunch or dinner and to enjoy the view.

B. Read again. What do the numbers refer to? Match.

1. 78
2. 23
3. 3960
4. 775
5. 32
6. 5500

- a. the number of lifts in 30 St Mary Axe
- b. the number of windows in One Canada Square
- c. the number of rooms in Buckingham Palace
- d. the number of bathrooms in Buckingham Palace
- e. the number of windows in 30 St Mary Axe
- f. the number of lifts in One Canada Square



# 5

# Food

## Discuss:

- What's your favourite food?
- Where do you like eating? Do you like going to cafés or restaurants?

## Flick through the module and find...

- a shopping list
- a girl ordering over the phone
- a breakfast survey
- 3 teenagers talking about fruit and vegetables
- a man ordering food from a waitress

## In this module you will learn...

- to say and write about food preferences
- to talk about your eating habits
- to ask and answer about quantity
- to offer something
- to accept and refuse an offer
- to order food
- to take an order
- to talk about prices
- to write about your and other people's eating habits

# 5a What do you eat?

## 1. VOCABULARY

Listen and repeat. What other food can you add to these categories?

fruit



strawberry



apple



banana



peach



orange

vegetables



lettuce



onion



carrot



mushroom



tomato



potato

dairy products



yoghurt



cheese



milk

meat



sausage



steak

## 2. READ

A. Listen and read. Where would you find this text?

teenweekly

# FOOD CORNER

this week: Do you eat your fruit and veg?

I usually have some vegetables with my meat, like carrots or mushrooms, but I don't like them very much. I love fruit. I eat all kinds of fruit, but I don't eat strawberries. I'm allergic to them.

Darren, Bournemouth



### 3.GRAMMAR

#### COUNTABLE AND UNCOUNTABLE NOUNS /

a(n) - some

Read the examples a-c and match.

- a. There's a **steak** on the table.
- b. There are **some sausages** in the bag.
- c. There is **some yoghurt** in the salad.

1. some + plural countable nouns

2. a(n)+ singular countable nouns

3. some + uncountable nouns

**Grammar Reference p.127**

I don't eat oranges. I can't stand them, but I eat a banana every day. And I usually have some strawberries or an apple after my lunch. Vegetables aren't my favourite food, but I try to eat some every day.  
**Samantha,**  
**Huddersfield**

I like vegetables very much and I love salads. They're very good for you. I always make a salad in the evening, with some lettuce, a tomato, some cheese and some mushrooms. It's delicious!  
**Oscar, Leatherhead**



#### B. Read again and answer the questions.

1. What fruit doesn't Darren eat?
2. What fruit does Samantha eat every day?
3. What is in Oscar's salad?
4. Who usually has some fruit after lunch?

### 4.PRACTICE

Complete with **a, an** or **some**.

1. Mark Let's make a salad.

Debbie OK. There are \_\_\_\_\_ tomatoes and \_\_\_\_\_ carrot in the fridge.

Mark And here's \_\_\_\_\_ onion.

2. Kevin Mum, I want \_\_\_\_\_ cheese, please.

Mum Sure.

3. I've got \_\_\_\_\_ banana and \_\_\_\_\_ peaches in my bag.

4. Have \_\_\_\_\_ fruit with your yoghurt. It's delicious!

### 5.PRONUNCIATION

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

a. milk                  b. meat

B. Listen and tick the sound you hear.

milk /ɪ/	meat /i:/
peach	
hospital	
these	
live	
cheese	
police	

### 6.SPEAK

Talk in pairs about your likes and dislikes.

**I like vegetables very much. Do you eat vegetables?**

**No, I don't like them. I like...**

### 7.WRITE

Write a few sentences about what food you like and don't like.

# 5b Can I take your order?

## 1. VOCABULARY

Listen and repeat.



## 2. READ

A. Look at the pictures and try to match the phrases a-d with the two dialogues. Then listen, read and check your answers.



- Tess So, what would you like?  
 Ian I'd like some crisps and a coke.  
 I'm not very hungry. And you?  
 Tess Those sandwiches look nice.  
 I'd like a tuna sandwich.  
 Ian Anything else? Do you want  
 a coke?  
 Tess No, thanks. I'm not thirsty.  
 Get me a coffee.  
 Ian Milk and sugar?  
 Tess Yes.

- a. Get me a coffee.  
 b. Can I take your order?  
 c. Anything else?  
 d. I'm afraid we haven't got  
 any ice cream.

### TIP

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



- |          |   |
|----------|---|
| Waitress | Can I take your order?  |
| Mike     | I'd like some pasta with mushroom sauce.                        |
| Waitress | OK. Would you like a drink with that?                           |
| Mike     | Yes, please. I'd like some water.                               |
| Waitress | OK. Is that all then?   |
| Mike     | Yes... No wait! I'd like some strawberry ice cream for dessert. |
| Waitress | I'm afraid we haven't got any ice cream.                        |
| Mike     | Then I'd like some cheesecake.                                  |
| Waitress | Thank you, sir.   |

### 3. GRAMMAR

some / any

Read the examples. In which cases do we use **some** and **any**?

There's **some** soup in the bowl.

There are **some** carrots in my salad.

Would you like **some** water?

There isn't **any** water in the fridge.

Have we got **any** eggs?

**Grammar Reference p.127**

### 4. PRACTICE

Complete with **some** or **any**.

1.

A: Are you hungry? There are (1) \_\_\_\_\_ cheese sandwiches in the fridge and there are (2) \_\_\_\_\_ sausages on the table.

B: I want a sandwich, but I don't want (3) \_\_\_\_\_ sausages.

A: Would you like (4) \_\_\_\_\_ ketchup with your sandwich?

B: Sure.

A: Oops, we haven't got (5) \_\_\_\_\_ ketchup.

B: That's OK.

2.

A: Have we got (6) \_\_\_\_\_ pasta?

B: No, we haven't. Get (7) \_\_\_\_\_ from the supermarket.

A: OK. What about milk and orange juice?

B: Well, we've got (8) \_\_\_\_\_ milk, but we haven't got (9) \_\_\_\_\_ orange juice. We need (10) \_\_\_\_\_ tea, too.

A: OK.

B. Read again and find the mistakes in each picture.

1.



2.



3.



### 5. LISTEN

Listen to the people ordering and write M for Man and W for Woman on the menu below.

# DAVE'S PLACE

**DRINKS**

tea	<input type="checkbox"/>
coffee	<input type="checkbox"/>
orange juice	<input type="checkbox"/>
water	<input type="checkbox"/>

**SALADS**

tomato salad	<input type="checkbox"/>
potato salad	<input type="checkbox"/>
green salad	<input type="checkbox"/>

**DESSERTS**

chocolate cake	<input type="checkbox"/>
ice cream: banana	<input type="checkbox"/>
chocolate	<input checked="" type="checkbox"/>
strawberry	<input type="checkbox"/>
cheesecake	<input type="checkbox"/>

**SANDWICHES**

cheese and tomato	<input type="checkbox"/>
chicken and mushroom	<input type="checkbox"/>
tuna	<input type="checkbox"/>

**PASTA**

mushroom	<input type="checkbox"/>
tomato and mushroom	<input type="checkbox"/>
tuna	<input type="checkbox"/>

### 6. SPEAK

#### ROLE PLAY

Talk in pairs.

**Student A:** Imagine you are a waiter/waitress at DAVE'S PLACE. Look at the menu above and cross out three items. Then talk to Student B and take his/her order.

**Student B:** Imagine you are at DAVE'S PLACE and you want to order. Student A is the waiter/waitress. Give him/her your order.

*Can I take your order?*

*Yes, I'd like...*

*Would you like...?*

# 5C At the supermarket

## 1. VOCABULARY

A. Listen and repeat.

a bottle of...



ketchup



milk

a glass of...



orange juice



water

a cup of...



hot chocolate



coffee

B. Look at the pictures below and name the items.

a can of...



tuna



lemonade

a slice of...



cake



bread

a packet of...



biscuits



pasta



## 2. READ

A. Look at the picture. What do you think the girls are talking about? Listen, read and check your answers.

Carla Hey, let's get some crisps for the trip.

Sandy Sure. How many packets do you want?

Carla Just four.

Sandy We need drinks, too. How much water do we need?

Carla I drink lots of water so get three bottles. But I want a can of coke, too.

Sandy Me too. What about some fruit?

Carla No, thanks. But we need a big packet of biscuits.

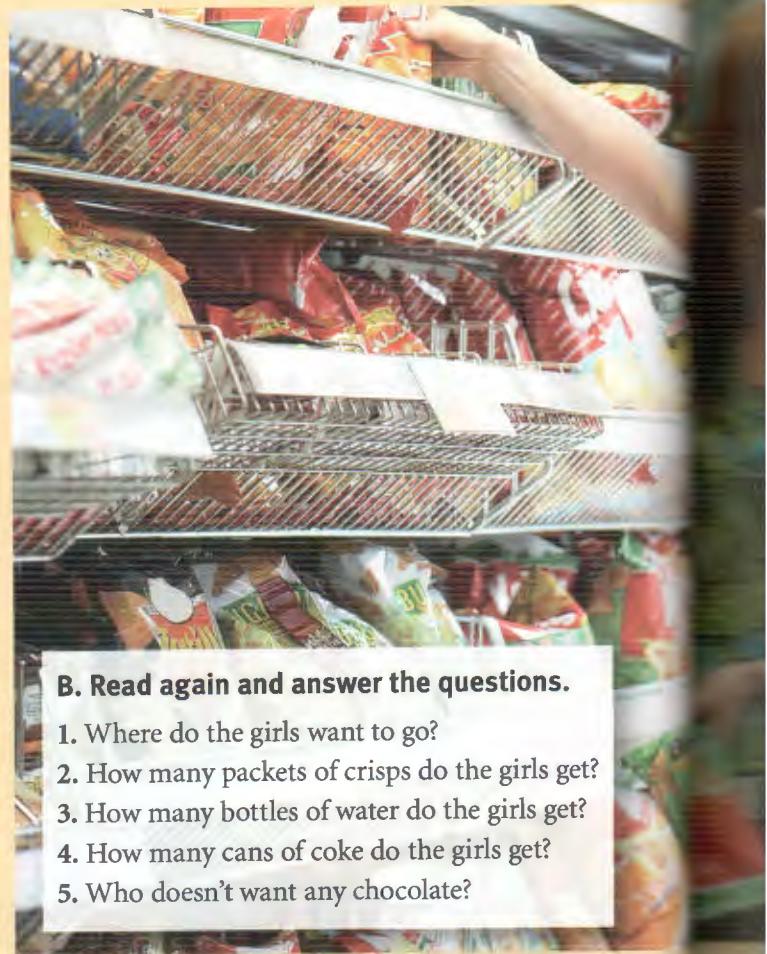
Sandy And chocolate.

Carla Not for me, I'm on a diet.

Sandy Diet? What diet? You've got crisps, coke, biscuits...

Carla Calm down. It's a long way to Blackpool, remember?

Sandy Let's get some chocolate, then.



B. Read again and answer the questions.

1. Where do the girls want to go?
2. How many packets of crisps do the girls get?
3. How many bottles of water do the girls get?
4. How many cans of coke do the girls get?
5. Who doesn't want any chocolate?

### 3. GRAMMAR

#### HOW MUCH? / HOW MANY?

**Read the examples.**

**How much** water do you drink?

I drink about two bottles a day.

**How many** glasses of milk do you drink a day?

I drink four glasses of milk a day.

**Choose a or b.**

1. We use **How much** with

- a. countable nouns.
- b. uncountable nouns.

2. We use **How many** with

- a. countable nouns.
- b. uncountable nouns.

**Grammar Reference p.127**

### 4. PRACTICE

Complete the dialogues with *how much* or *how many*.

1. Barry \_\_\_\_\_ tomatoes do you need for your salad?

Peter Just one. But I also need some lettuce.

2. Adam \_\_\_\_\_ coffee do you drink a day?

Diego I only drink one cup of coffee in the morning.

3. Gina \_\_\_\_\_ milk do you need for the cake?

Paola I need four cups.

Gina OK. We've got a bottle in the fridge.

\_\_\_\_\_ eggs do you want?

Paola Three.

Gina Oh, no. We've only got two.

### 5. LISTEN



A. Two people are shopping in a supermarket.

Listen and complete the woman's shopping list.



#### TIP

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

- |             |                    |
|-------------|--------------------|
| 5           | _____ onions       |
| a           | _____ of carrots   |
| a packet of | rice               |
| a           | _____ of mushrooms |

B. Listen again. What don't they need to buy?

### 6. SPEAK

#### CLASS SURVEY

Talk in groups. Go to page 122.

# 5d Fast food

## 1. VOCABULARY

A. Listen and repeat.



pizza



fish and chips



noodles



tacos



kebab



burger

B. Listen and repeat. Then say how much the food above costs in your country.



### money

- 5** £5.85 = five pounds and eighty-five pence  
 €13.59 = thirteen euros and fifty-nine cents  
 \$49.15 = forty-nine dollars and fifteen cents

## 2. READ

A. Look at the pictures. What do you think the people are ordering? Listen, read and check your answers.



- Fred Hi, I'd like a burger and chips, please.  
 Woman Do you want ketchup and mustard?  
 Fred Just mustard.  
 Woman Here's your hot dog and chips.  
 Fred Great. How much is that?  
 Woman \$4.85.  
 Fred Here's \$5.  
 Woman And here's fifteen cents change.



- Tony Hi, I'd like a slice of chicken and mushroom pizza.  
 Man Sure. That's €2.75, please.  
 Tony Sorry, but it says €2.50 on here.  
 Man No, that's just mushroom pizza.  
 Tony Oh, you're right.  
 Man Anything to drink?  
 Tony Umm... I'd like a lemonade, please.  
 Man Medium or large?  
 Tony Medium. How much is that?  
 Man €4.  
 Tony There you go.  
 Man Enjoy!

### 3. PRONUNCIATION

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

- a. burger      b. orange

B. Listen and tick the sound you hear.

	burger /g/	orange /dʒ/
sugar		
juice		
change		
yoghurt		
sausages		
enjoy		
hungry		
vegetables		
glass		



- Man Dragon's Den. What's your phone number, please?
- Jasmine 294 5573.
- Man 27 Garrett Street, flat number 8, Miss Cooper. Is that right?
- Jasmine Yes.
- Man OK. What would you like?
- Jasmine I'd like some chicken noodles and some fried rice.
- Man OK.
- Jasmine How much is that?
- Man £11.50.
- Jasmine Thanks.

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

1. Fred wants ketchup and mustard on his burger.
2. A burger is \$4.85.
3. A slice of chicken and mushroom pizza is €2.50.
4. Tony orders a medium lemonade.
5. Jasmine lives in a flat on Garrett Street.
6. Jasmine orders noodles and rice.

### 4. LISTEN

Listen and write the prices.



### 5. SPEAK

#### ROLE PLAY

Talk in pairs.

Student A: Imagine that you work at Burger Palace. Take Student B's order.

Student B: Decide what you want to eat and order at Burger Palace.

BURGER PALACE			
burger	€ 2.00	salad	
cheeseburger	€ 2.50	medium	€ 2.50
chicken burger	€ 2.50	large	€ 3.00
burger special	€ 3.00		
chicken sandwich	€ 2.50	chips	
chicken sandwich special	€ 3.00	medium	€ 1.00
		large	€ 1.50
kebab		coke/lemonade	
medium	€ 3.00	medium	€ 1.00
large	€ 4.00	large	€ 1.50

*What would you like?*

*I'd like a cheeseburger.*

*Would you like chips with that?*

*Yes, please. Medium chips. How much is that?*

*€3.50, please.*

*Here's €4.*

*And here's 50 cents change. Enjoy your meal!*

# 5e Eating habits

## 1. VOCABULARY

Listen and repeat. Do you ever have any of these for breakfast?



cereal



pancakes



porridge



beans + toast



waffles + honey

## 2. READ

A. What do people in Britain and in the USA have for breakfast? Listen, read and find out.

# BREAKFAST!

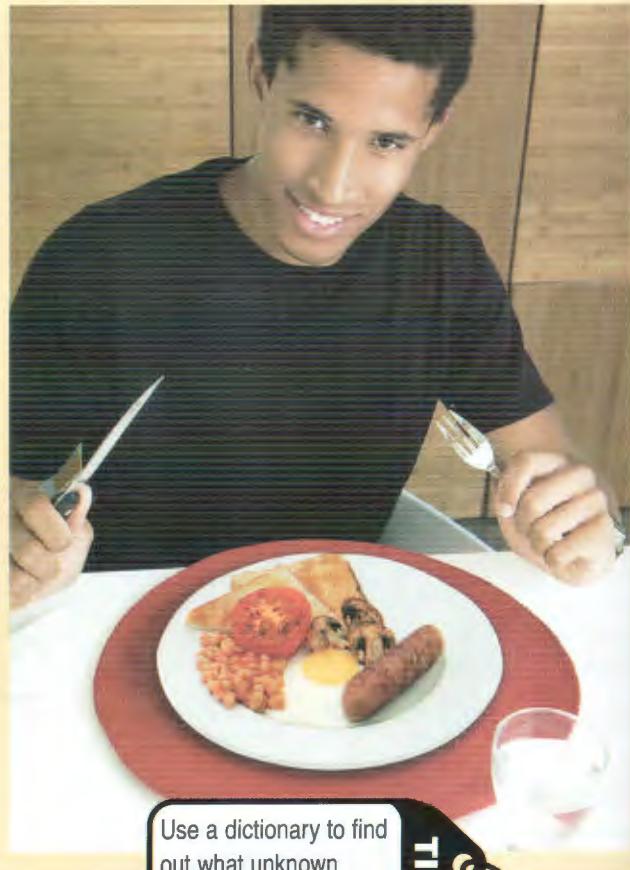
The first meal of the day!

### Full English Breakfast

"The only way to eat well in England is to have breakfast three times a day!" (Somerset Maugham)  
The traditional English breakfast is a hot meal. It includes eggs, sausages, fried tomatoes, baked beans, mushrooms, toast, black pudding and tea or coffee. Not many British people eat it during the week. They prefer cereal, porridge, toast, fruit, yoghurt and tea or coffee. They usually enjoy a Full English at the weekend. Cafes or 'greasy spoons' serve this breakfast at any time of the day.

### American Breakfast

The traditional breakfast in the US and Canada isn't very different from the Full English. It's a hot meal usually without any vegetables. It includes pancakes with maple syrup, waffles, croissants, etc. This breakfast is popular but, during the week, Americans just have toast or cereal and coffee. Some people don't have breakfast at all. Coffee shops or diners serve breakfast all day and many people usually go there at the weekend.



Use a dictionary to find out what unknown words mean.



B. Read again and write E for Full English Breakfast, A for American Breakfast or B for Both.

1. People eat this breakfast in diners.
2. This breakfast includes vegetables.
3. People usually have this breakfast at weekends.
4. People eat this breakfast in 'greasy spoons'.
5. This breakfast includes cooked food.



**croissant + butter + jam**



**omelette**



**doughnuts**

## 4. WRITE

### Linking words

- We use **and** to join similar ideas.

*For lunch, I have a sandwich.*

*For lunch, I also have an apple.*

***For lunch, I have a sandwich **and** an apple.***

- We use **but** to join two opposite ideas.

*I like yoghurt.*

*I don't like milk.*

***I like yoghurt, **but** I don't like milk.***

***I don't like milk, **but** I like yoghurt.***

- We use **or** to show that there is a choice or alternative.

*Do you want ice cream for dessert?*

*Do you want cheesecake for dessert?*

***Do you want ice cream **or** cheesecake for dessert?***

### A. Complete with **and**, **but** or **or**.

- I'd like some chocolate \_\_\_\_\_ some cake. What have we got?
- My parents love beans, \_\_\_\_\_ I think they're horrible.
- We never have pancakes for breakfast, \_\_\_\_\_ we sometimes have omelette.
- For dinner, I usually have a steak \_\_\_\_\_ a salad.
- Jerry always has coffee \_\_\_\_\_ tea with his breakfast.
- For breakfast, I have cereal \_\_\_\_\_ a glass of orange juice.
- I don't eat vegetables, \_\_\_\_\_ I like fruit.
- I usually put cheese, tomato \_\_\_\_\_ mushrooms on my pizza.

### B. Write a paragraph about your eating habits.



#### My eating habits

For breakfast, I usually have...

For lunch,...

For dinner,...



# What do you have for breakfast?

- \_\_\_\_\_ has cereal.  
 \_\_\_\_\_ has porridge.  
 \_\_\_\_\_ has coffee.  
 \_\_\_\_\_ has pancakes.  
 \_\_\_\_\_ has an omelette.  
 \_\_\_\_\_ has toast and butter.  
 \_\_\_\_\_ has a doughnut.  
 \_\_\_\_\_ has yoghurt.  
 \_\_\_\_\_ has fruit.  
 \_\_\_\_\_ has pizza.

**Do you have cereal for breakfast?**

**Yes, I do. / No, I don't.**

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



# 5 Round-up

## VOCABULARY

### A. Put the words in the correct category.

yoghurt cheesecake chicken apple  
doughnut sausage steak burger milk  
butter lettuce pizza onion orange carrot  
peach chocolate kebab

dairy products	fruit	vegetables
meat	fast food	desserts

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

glass packet slice cup can bottle

- Remember to get a \_\_\_\_\_ of pasta and a \_\_\_\_\_ of soup, too.
- Would you like a \_\_\_\_\_ of tea?
- There's a \_\_\_\_\_ of water in the fridge.
- You look thirsty. Would you like a \_\_\_\_\_ of lemonade?
- Sorry. There's only one \_\_\_\_\_ of bread.

## GRAMMAR

### C. Complete with *some*, *any* or *a(n)*.

- A: I want to make a fruit salad. Have we got \_\_\_\_\_ fruit?  
B: Yes. There are \_\_\_\_\_ bananas and strawberries in the fridge.
- A: I'm hungry.  
B: Make \_\_\_\_\_ sandwich.  
A: I'm afraid there isn't \_\_\_\_\_ bread.  
B: Oh, no.
- A: Have we got \_\_\_\_\_ eggs at home?  
B: Yes, I think there are \_\_\_\_\_ eggs in the fridge. Do you want to make \_\_\_\_\_ omelette?

A: No. I want to make \_\_\_\_\_ pancakes for breakfast tomorrow.

B: Great idea! I love pancakes.

4. A: I'm so thirsty. Is there \_\_\_\_\_ orange juice in the fridge?

B: No, there isn't. Would you like \_\_\_\_\_ coke or water?

### D. Circle the correct words.

1. A: How much / How many milk is there in the fridge?

B: There are two bottles.

2. A: How much / How many is that?

B: That's €9.60, please.

3. A: Alice get me some tomatoes from the supermarket, please.

B: OK. How much / How many tomatoes?

A: Three or four.

4. A: How much / How many sugar do you want in your coffee?

B: I don't want any sugar. I'm on a diet.

5. A: How much / How many slices of cheese do you need for the sandwiches?

B: Four.

## COMMUNICATION

### E. Match the questions with the answers.

- |                              |  |
|------------------------------|--|
| 1. Would you like a dessert? | a. No, thanks. I'm on a diet.                |
| 2. How much is that?         | b. Yes, I'd like a potato salad, please.     |
| 3. Is that all then?         | c. No, I'd like some cheesecake for dessert. |
| 4. Can I take your order?    | d. Yes, I like them very much.               |
| 5. Do you eat vegetables?    | e. That's €4.50, please.                     |

## F. Put the sentences in the dialogues in order.



- A cup of coffee.
- Anything else?
- 1 Can I take your order?
- OK some coffee. Is that all then?
- No wait! I'd like some cheesecake for dessert.
- Yes, I'd like some pasta with tomato sauce.
- Thank you, sir.

- Medium or large?
- I'm afraid we haven't got any orange juice.
- Yes, please. I'd like some orange juice.
- Then I'd like some lemonade.
- 1 Would you like a drink with that?
- Medium.

- Thanks. How much is that?
- 1 Here are your chips. Would you like some ketchup?
- Here's €3.
- And here's forty cents change.
- Yes, please.
- €2.60.
- There you go.

## SPEAK

### CLASS DISCUSSION

Talk about the eating habits of people in your country.

What do people in your country have for breakfast?

What do people in your country have for lunch?

What do people in your country have for dinner?

What is a popular dish in your country?

What kind of fast food is popular in your country?



## WRITE

Write a paragraph about the eating habits of people in your country.



For breakfast, .... usually have....

For lunch, ....

For dinner,....

## 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...

- › say and write about my food preferences
- › order food
- › take an order
- › offer something
- › accept and refuse an offer
- › talk about prices
- › talk and write about my eating habits
- › talk and write about the eating habits of people in my country
- › ask and answer about quantity
- › use *some* and *any*

A. What is a jacket potato? Listen, read and find out.

# JACKET POTATOES!

Jacket potatoes are delicious, healthy and very easy to make.



What to do:

1. Heat the oven to 200°C.
2. Take some large potatoes, wash them well and make holes in them with a fork.
3. Put butter or oil on the potatoes and put them in aluminium foil.
4. Bake them for 1-2 hours.
5. Use a fork to see when they are ready.

You can also put them in the microwave and bake for 8-10 minutes.

### The fun bit

There are lots of different fillings or toppings for your jacket potato. When it's ready, just cut your potato open and fill it up. You can keep it simple, or you can go wild! It's up to you. Here are a few ideas to get you started.



The classic:  
beautiful butter!



Mmmmm...cheese!



Tuna and sweetcorn:  
The perfect match!

Cheese,  
onion and  
sweetcorn:  
Delicious!



Cheese, onion and mayonnaise!

### SONG

“Friday night dinner”

Go to page 124.

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

1. The first thing to do is heat up the oven.
2. You need to make holes in the potato with a fork.
3. You put butter or oil on the aluminium foil.
4. You need to cook them in the microwave for 1-2 hours.

# Get busy

**Discuss:**

- How busy are you in your everyday life?
- What would you like to change about your life?

**Flick through the module and find...**

- a man trying to call a friend
- a woman talking on the phone in the rain
- a quiz about what job is for you
- information about computers
- different ways to help the environment

**In this module you will learn...**

- to talk about your abilities
- expressions used when making a phone call
- to make suggestions and arrangements
- to talk about things that are happening now
- to use numbers over one hundred
- to write a letter / an e-mail
- to talk about the weather
- some useful vocabulary related to the environment

# 6a What can you do?

## 1. READ

A. Which of the following do you like?

using computers    singing and dancing    sports    reading    playing a musical instrument    art

B. Read the quiz. Answer the questions, follow the arrows and find out what career is for you.



## 2.GRAMMAR

### THE VERB can

Read and complete the tables.

Affirmative		
I		dance
He / She / It		
We / You / They		
Negative		
I		can't dance
He / She / It		
We / You / They		
Questions		
I		dance?
he / she / it		
we / you / they		
Short Answers		
I		I
Yes, he / she / it can.		No, he / she / it
we / you / they		we / you / they

Grammar Reference p.127

## 3.PRACTICE

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

1. Matt I think Mr Franklin is a great musician.  
He (1) \_\_\_\_\_ (play) the piano  
and the guitar very well.

Bruce Really? (2) \_\_\_\_\_ (he / play)  
the flute well, too?

Matt Oh, I don't know about that.

2. Carl (3) \_\_\_\_\_ (your sister / use)  
a computer?

Brian Of course, (4) \_\_\_\_\_ .

Carl (5) \_\_\_\_\_ (she / speak) Spanish  
and French?

Brian No, (6) \_\_\_\_\_ , but she  
(7) \_\_\_\_\_ (speak) German.

3. Alison I (8) \_\_\_\_\_ (not / ride) a  
motorbike.

Debbie (9) \_\_\_\_\_ (you / drive) a car?

Alison No, (10) \_\_\_\_\_ .

## 4.SPEAK

### ROLE PLAY

Talk in pairs.

**Student A:** Imagine that you work for a local TV station. You are looking for a presenter for a children's TV programme called **WOW! GET ACTIVE**. Student B is an applicant. Interview him/her and complete the application form.

**Student B:** Imagine that you are applying for the job of a presenter for a children's TV programme. Answer Student A's questions.

*Hello!*

*Hi! I'm here about the job.*

*Right. So, what's your name?*

*Can you...?*

**WOW! GET ACTIVE**  
APPLICATION FORM

FIRST NAME:.....

SURNAME:.....

AGE:.....

**TALENTS:**

- dance
- sing well
- play a musical instrument
- draw well
- \_\_\_\_\_
- \_\_\_\_\_

**LANGUAGES:**

- English
- French
- Spanish
- \_\_\_\_\_
- \_\_\_\_\_

**OTHER ABILITIES:**

- swim
- ride a bike
- cook
- use a computer

## 5.WRITE

Imagine that you are applying for a job and that this is part of your application form. Write a few sentences about your talents and abilities.

I can...

# 6b On the phone

## 1. VOCABULARY

Listen and repeat. Which of these actions do you do every day?

Learn whole phrases  
(e.g. verb + noun), not  
just isolated words.



take a nap

listen to music



talk on the phone



check e-mails



study for an exam /  
do homework



surf the Net

## 2. READ

### A. Listen and read. Why is Justin calling?

Secretary Mad Mag, how may I help you?  
Justin Hello, is Tom Wilson there, please?  
Secretary No, he isn't working today. He has the day off.  
Justin OK. Thank you.  
Secretary No problem.



### B. Where does Justin call next? Guess. Then listen, read and find out.

Mrs Wilson Hello?  
Justin Hello, Mrs Wilson. Can I speak to Tom, please?  
Mrs Wilson He isn't at home at the moment. He's at Jay's house. I think they're studying for an exam. Call him on his mobile.  
Justin He isn't answering.  
Mrs Wilson Do you want Jay's home number?  
Justin Yes, please.  
Mrs Wilson It's 638 0679.  
Justin Thank you, Mrs Wilson.



### 3.GRAMMAR

#### PRESENT PROGRESSIVE (affirmative-negative)

Read the examples. These actions are happening now. What do you notice about the formation of the Present Progressive?

Amanda is doing her homework now. She isn't talking on the phone.

The children are taking a nap. They aren't listening to music.

**Grammar Reference p.128**



#### C. Listen and read. Why can't Justin speak to Tom?

- Jay Hello?  
Justin Hi, Jay. This is Justin. Is Tom there?  
Jay Yeah, we're studying together. Well, I'm making us some sandwiches at the moment. Tom! Justin's on the phone. Tom?... Hold on... Hmm...  
Justin What's up?  
Jay He's taking a nap on his books. Tom!  
Justin No, don't wake him up.  
Jay Can I take a message?  
Justin Just tell him that I can't go bowling with him tonight.

#### D. Read the dialogues again and match to make true sentences.

- |        |  |
|--------|--|
| Justin | • has the day off.<br>• is studying for an exam.<br>• calls Mad Mag.<br>• isn't answering his mobile.<br>• is at a friend's house.<br>• is making sandwiches.<br>• is sleeping.<br>• wants to speak to a friend. |
| Tom    |  |
| Jay    |  |

### 4.PRACTICE

Complete with the Present Progressive of the verbs in brackets.

1. Tanya \_\_\_\_\_ (not surf) the Net.  
She \_\_\_\_\_ (study).
2. Harry \_\_\_\_\_ (check) his e-mails.  
He \_\_\_\_\_ (not sleep).
3. The girls \_\_\_\_\_ (not watch) TV. They \_\_\_\_\_ (play) football in the garden.
4. Karen \_\_\_\_\_ (do) housework and Ellis \_\_\_\_\_ (cook) dinner.
5. Dylan \_\_\_\_\_ (not have) a guitar lesson.  
He \_\_\_\_\_ (work) at the restaurant.

### 5.PRONUNCIATION



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

- a. listen      b. listening

B. Listen and tick the sound you hear.

	listen /n/	listening /ŋ/
young	<input type="checkbox"/>	<input type="checkbox"/>
chicken	<input type="checkbox"/>	<input type="checkbox"/>
hang	<input type="checkbox"/>	<input type="checkbox"/>
taking	<input type="checkbox"/>	<input type="checkbox"/>
iron	<input type="checkbox"/>	<input type="checkbox"/>
surfing	<input type="checkbox"/>	<input type="checkbox"/>
woman	<input type="checkbox"/>	<input type="checkbox"/>

### 6.SPEAK

Talk in pairs.

**Student A:** Imagine you are friends with Student B's sister, Jane, and you call her at home. Student B answers the phone. Ask for his/her sister.

**Student B:** Imagine you're at home and your sister, Jane, is busy doing one of the activities shown on page 80. Student A calls and wants to speak to her. Talk to him/her as in the example.

**Hello?**

**Hi, is Jane there?**

**Yes, but she can't talk right now.**

**She's... Can I take a message?**

**Yes. I'm Kate. Tell her that I can't...**

# 6C Get involved

## 1. VOCABULARY

Listen and repeat. Do you do any of these activities?

**6 WAYS**  
to help protect the environment

- 1** Recycle magazines, newspapers, bottles and cans.
- 2** Throw rubbish in bins.
- 3** Plant trees.
- 4** Save energy. Turn off lights.
- 5** Save water. Turn off the tap.
- 6** Use public transport.



## 2. READ

A. Look at the picture. Where do you think the people are? What do you think the people are doing? Listen, read and find out.

**Reporter** I'm Mark Booker and I'm at Bellview Lake. Today is Earth Day and there are about 150 volunteers here. Let's talk to one of them. Hello. What's your name?

**Steven** Hi, I'm Steven Jefferson.

**Reporter** I can see you're wearing a red shirt.

**Steven** Yes, I'm in the red team. Right now we're collecting rubbish. It's sad, but some people just don't care about the environment.

**Reporter** I know... What are those people doing?

**Steven** Who? The yellow team? They're carrying trees.

### 3.GRAMMAR

#### PRESENT PROGRESSIVE (questions)

Read the examples. How is the question formed?

What are Greg and Nigel doing at the moment?  
They're reading a book.

Is Diane talking on the phone?   
 Yes, she is.  
No, she isn't.

Grammar Reference p.128

### 4.PRACTICE

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

1. A: \_\_\_\_\_ Sam \_\_\_\_\_ (sleep)?

B: No, he isn't. He's busy in the garden. He  
\_\_\_\_\_ (plant) vegetables.

2. A: \_\_\_\_\_ Alan and Mark \_\_\_\_\_  
(clean) their room?

B: No, they aren't. They \_\_\_\_\_ (watch)  
a DVD.

3. A: Hey, look at Christine! What \_\_\_\_\_  
she \_\_\_\_\_ (do)?

B: She \_\_\_\_\_ (carry) old magazines  
and newspapers. She \_\_\_\_\_ (take)  
them to the recycling bin. Let's help her.

### 5.LISTEN

Listen to two dialogues and answer the questions.  
Choose picture a or b.

1. What is Louisa doing?



2. What is Ruth doing?



### 6.SPEAK

#### GUESSING GAME

Talk in pairs.

Student A go to page 121.

Student B go to page 123.

Reporter I see. And the people in the green team  
are planting them, right?

Steven Yes. Teamwork is important.

Reporter What's the blue team doing in the lake?  
Are they cleaning it?

Steven Yes, they are.

Reporter Wow, you're all very busy.

Steven Join us!

Reporter OK. That sounds like a good idea.

#### B. Read again, match and make sentences.



carry / trees



collect / rubbish



clean / lake



plant / trees

# 6d Let's do something

## 1. VOCABULARY

Listen and repeat. What's the weather like today?



It's sunny.



It's cloudy.



It's windy.



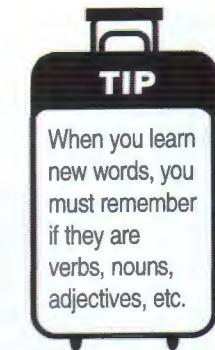
It's raining.



It's snowing.



It's hot.



It's cold.

## 2. READ

A. Listen and read. Name the people in the pictures below.

**Abbie** Hey, let's decide what to do today. How about going for a coffee by the beach?

**Cindy** Sounds great, but I've got a lesson later. How about going tomorrow?

**Abbie** OK. Let's ask Fiona to come with us.

**Cindy** But she lives in Manchester with her cousin now.

**Abbie** I know, but she wants to come down for the weekend.

**Cindy** Call her.

**Abbie** That's what I'm doing... Hi Fiona!

**Fiona** Hi! How's it going?

**Abbie** Great. I'm here with Cindy. What's the weather like there?

**Fiona** It's raining and it's cold again.

**Abbie** Well, it's lovely and sunny here.

**Fiona** I'm jealous!

**Abbie** How about coming down for the weekend?

**Fiona** I can't. I've got a job now, and I work on Saturday.

**Abbie** Too bad. How about coming for the concert next week?

**Fiona** Maybe.

**Abbie** Well, don't forget to call and let us know.

**Fiona** OK. Take care.



### 3.GRAMMAR

#### LET'S / HOW ABOUT?

Read the examples below. What do you notice about the verb form after *let's* and *how about*?

Let's watch the basketball game tonight.  
How about watching it at my house?

Grammar Reference p.128

### 4.PRACTICE

Complete the dialogues with *let's* or *how about*.

1. Jim (1) \_\_\_\_\_ taking the bus home?

Anna No, it's raining. (2) \_\_\_\_\_ get a taxi.

Jim (3) \_\_\_\_\_ wait for the bus for ten minutes. Then, get a taxi.

Anna OK.

2. Kieran It's a lovely sunny day.

(4) \_\_\_\_\_ going to the beach?

Chelsea Nice idea. (5) \_\_\_\_\_ call Sue and David.

Kieran OK. (6) \_\_\_\_\_ all go together in my car.

Chelsea Great!

3. Jo (7) \_\_\_\_\_ have sandwiches for lunch.

Ian Sure. (8) \_\_\_\_\_ having lunch in the garden today?

Jo But it's cold.

Ian No, it isn't. It's just windy.

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

1. Cindy can't go for a coffee today.
2. Cindy and Abbie decide to have coffee together tomorrow.
3. Fiona calls Abbie on her mobile.
4. It's raining in Manchester.
5. There's a concert in Manchester next week.

### 5.PRONUNCIATION

Listen and repeat. Notice the intonation and rhythm.

1. A: How about going out for dinner?

B: Good idea.

2. A: Let's go for a coffee after work.

B: I'm sorry, I can't.

3. A: How about making pasta for lunch?

B: Oh I don't know. I don't really like pasta.

### 6.LISTEN

A. Listen to a dialogue. What's the relationship between Fred and Anne?

- a. They are brother and sister.
- b. They are husband and wife.
- c. They are colleagues.

#### TIP

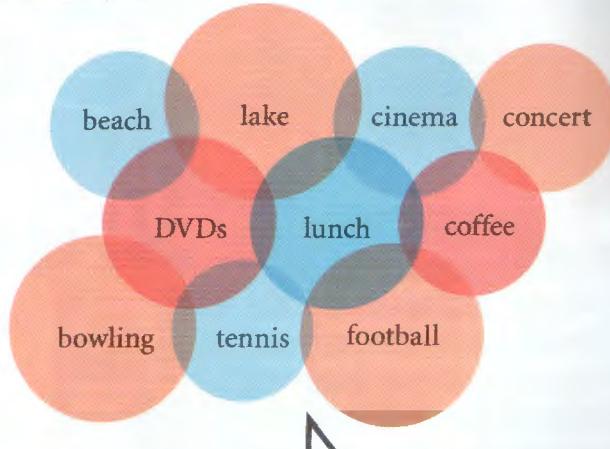
While listening, try to understand the general idea, not every single word.

B. Listen again and complete.

1. Fred is at \_\_\_\_\_.
2. The weather is bad today; it's \_\_\_\_\_.
3. Fred usually \_\_\_\_\_ to work.
4. Fred decides to \_\_\_\_\_ today.
5. Fred's \_\_\_\_\_ can help him with his car.

### 7.SPEAK

Talk in pairs. Have conversations using the ideas below and the weather words from activity 1, as in the example.



*Let's go to the lake.*

*No, it's cold and windy today.*

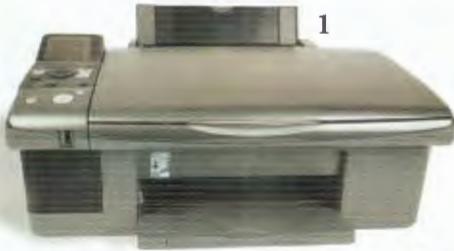
*How about watching a DVD?*

*Good idea.*

# 6e Click here

## 1. VOCABULARY

- A. Match the words with the items in the picture.  
Then listen and check your answers.



keyboard



screen



printer



mouse

USB flash drive

- B. Look at the numbers in the box. Listen and repeat.

**278** two hundred and seventy-eight

**3456** three thousand, four hundred and fifty-six

**4,125,000** four million, one hundred and twenty-five thousand

**5,000,000,000** five billion

**NOTE**

1500 ← one thousand five hundred  
or  
fifteen hundred

## 2. READ

- A. Read the questions below and guess the answers. Then listen, read and check your answers.

1. How many people use the Internet in the US?  
a. 30% of the population      b. 50% of the population      c. 70% of the population
2. What's the average age of computer game players in the US?  
a. 13      b. 23      c. 33

## A digital world:

# Computers

Computers are a part of our everyday life.

People use computers for many reasons. Some people use them for work and others for fun. They play games, watch films and listen to music. People also surf the Net to find information. Of course, they use computers to communicate with each other, usually by sending e-mails.

### Amazing facts: USA

- Almost 1,320,000,000 of about 6,600,000,000 people around the world are Internet users. In the US, there are over 300 million people and about 215 million (70%) of them use the Internet. That's over half the population.
- 2/3 of the population (207,786,000) play computer and video games. The average age of these people is 33. About half of them are women.
- Over half of US office workers check their e-mails about five times a day during their working hours. About half of them check their e-mails when they are on holiday.

### 3. LISTEN

You will hear three monologues. Circle the correct answers.

1. The population of Berlin is 3,400,000 / 1,700,000.
2. At *Click Here* they haven't got keyboards / printers.
3. There are 4,000 / 400,000 people working for *Computer Tec.*



### B. Read again. What do the numbers below refer to? Match.

- |                  |                          |                |                          |
|------------------|--------------------------|----------------|--------------------------|
| 1. 1,320,000,000 | <input type="checkbox"/> | 4. 215,000,000 | <input type="checkbox"/> |
| 2. 207,786,000   | <input type="checkbox"/> | 5. 300,000,000 | <input type="checkbox"/> |
| 3. 6,600,000,000 | <input type="checkbox"/> |                |                          |

- a. the number of Internet users around the world
- b. the number of computer and video game players in the US
- c. the number of Internet users in the US
- d. the population of the US
- e. the world population



### 4. WRITE

#### Set phrases for letters and e-mails

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

- to start with **Dear** or **Hi / Hello + first name**

Dear Neil,     Hi Betty,     Hello Ted,

- to use a set phrase,

How are you?   How's it going?

I hope you're fine.   I'm writing to tell you about...

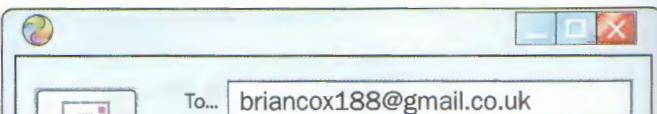
- to end with a set phrase and write your first name under this.

Yours,   Your friend,   Love,   Bye for now,

See you soon,   Best wishes,   Write back soon,

### A. Read the e-mail below and complete it with the words in the box.

how's     Louisa     bye     fine     dear



(1) \_\_\_\_\_ Brian,

(2) \_\_\_\_\_ it going? I hope you're  
(3) \_\_\_\_\_. I'm at work now in front of  
my computer screen. What about you? I've got  
some great news. I've got a new computer. Can you  
come round tonight and help me set it up? I finish  
work at 5.30, so you can come after 6.00. Let me  
know soon.

(4) \_\_\_\_\_ for now,  
(5) \_\_\_\_\_

### B. Write an e-mail to a friend.

Don't forget to:

- use appropriate phrases.
- tell him/her what you are doing at the moment.
- ask him/her to do something for you.

Think about what you want to include in your e-mail.  
Make some notes before you start writing.

Tip

# 6 Round-up

## VOCABULARY

### A. Circle the correct words.

1. Don't collect / throw rubbish in the lake.
2. Turn off the lights / tap! I'm taking a nap.
3. How can I save / protect energy?
4. Give me those newspapers, Eve. I want to join / recycle them.
5. Teamwork is very important / busy. Let's all work together.
6. A: How do you communicate with your cousin in Paris?  
B: I check / send her e-mails.
7. Shannon is calling / talking on the phone at the moment.
8. There's something wrong with the printer / keyboard. I can't use the computer.

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

tell      cold      hot      answer      ask

1. Wear your jacket outside. It's \_\_\_\_\_.
2. A: Where's Sam?  
B: I don't know. \_\_\_\_\_ his brother.
3. Please \_\_\_\_\_ the phone. I'm busy right now.
4. It's \_\_\_\_\_ today. Let's go to the beach.
5. Don't \_\_\_\_\_ Harry about the trip. It's a surprise.

### C. Complete the table.

895	
3,256,000	
	five thousand, two hundred and thirty-nine
7,541,000	
	six billion

## GRAMMAR

### D. Complete with the Present Progressive of the verbs in brackets.

1.

A: Hey, Brian. What \_\_\_\_\_ (you / do)?  
\_\_\_\_\_(you / write) an e-mail?

B: No, I'm not. I \_\_\_\_\_ (do) my homework.

A: On the computer?

B: Yes, I \_\_\_\_\_ (surf) the Net. I want to find information about Internet users around the world.

2.

A: It's Earth Day today. Our neighbours \_\_\_\_\_ (collect) rubbish in the park. Let's do something about the environment, too. Let's use public transport to go to work.

B: We have the day off, remember?

A: Oh, right. Let's plant some trees, then.

B: It \_\_\_\_\_ (rain), Celia. Let's stay at home.

3.

A: \_\_\_\_\_ (Ethan / watch) TV, again?

B: Yes, but he \_\_\_\_\_ (not watch) sports or a reality show. His friend Tony is here and they \_\_\_\_\_ (watch) a documentary together.

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

1.

A: \_\_\_\_\_ (you / play) the guitar, Brad?

B: No, \_\_\_\_\_. But I \_\_\_\_\_ (play) the flute and the piano.

A: \_\_\_\_\_ (you / sing), too?

B: No, \_\_\_\_\_. But I \_\_\_\_\_ (dance) very well.

2.

A: \_\_\_\_\_ (your brother / use) a computer?

B: Of course, \_\_\_\_\_. He's a computer engineer!

3.

A: Betty \_\_\_\_\_ (speak) six languages.

B: Really? \_\_\_\_\_ (she / speak) Chinese?

A: No, \_\_\_\_\_, but she \_\_\_\_\_ (speak) Japanese.

## COMMUNICATION

F. Complete the dialogues with the sentences a-f.

a. Can I take a message?

c. How can I help you?

e. Very well, Sir.

b. I'm talking to Justin on my mobile.

d. Hold on.

f. Can you call her a bit later?

1.

Mrs Martin Hello?

Mary Hello, Mrs Martin. Can I speak to Lisa, please?

Mrs Martin (1) \_\_\_\_\_ She's outside in the garden at the moment. Lisa! Lisa! Mary's on the phone.

Lisa I can't speak to her right now. (2) \_\_\_\_\_

Mrs Martin Sorry, Mary. She can't come to the phone. (3) \_\_\_\_\_

Mary Sure. Thank you.

2.

Secretary Larry Donaldson's office. (4) \_\_\_\_\_

Mr Dupont Can I speak to Mr Donaldson, please?

Secretary I'm afraid he can't speak to you right now. (5) \_\_\_\_\_

Mr Dupont Yes. My name's Jean Dupont, his son's French teacher. Please tell him that I can't have a lesson with his son tonight. I'm busy.

Secretary (6) \_\_\_\_\_

G. Reply to the phrases below using *Let's* or *How about*.

1. I'm hungry. \_\_\_\_\_

2. I want a new keyboard. \_\_\_\_\_

3. There's football on TV. \_\_\_\_\_

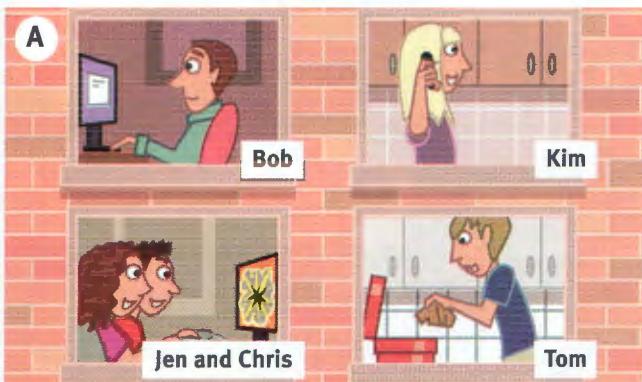
4. Look! It's snowing! \_\_\_\_\_

5. My room's a mess. \_\_\_\_\_

## SPEAK

### GAME: SPOT THE DIFFERENCES

Talk in pairs. Look at the pictures and find the differences.



In picture A Bob is checking his e-mails, but in picture B he is playing video games.

## WRITE

Write a paragraph describing one of the pictures in the activity above.



In picture A Bob is checking his e-mails.

## 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 abilities
- have a conversation on the phone
- make suggestions and arrangements
- talk about things that are happening now
- use numbers over one hundred
- write a letter / an e-mail
- talk about the weather

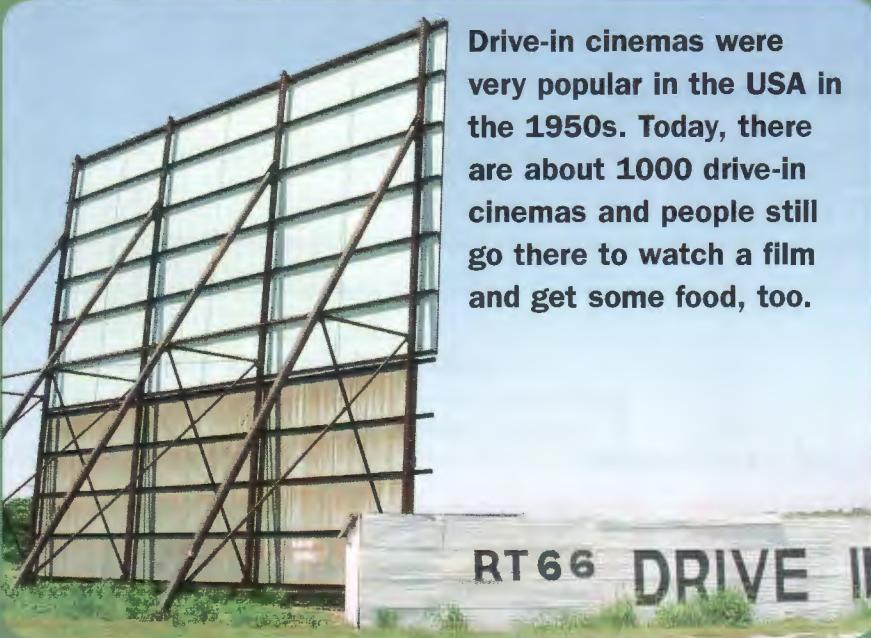
<input type="checkbox"/>

# Culture page

A. Do you know what a drive-in cinema is? Listen, read and find out.

## Life in the fast lane...

In the USA, they like cars a lot. There are about 250,000,000 cars in the States and Americans spend a lot of time in them, doing lots of different everyday activities.



Drive-in cinemas were very popular in the USA in the 1950s. Today, there are about 1000 drive-in cinemas and people still go there to watch a film and get some food, too.



In this picture, a couple is getting married at a drive-through wedding chapel.



In this picture a woman is getting some money out from a drive-through bank.

Drive-through places are also very popular. They are usually fast-food restaurants but you can also find drive-through cafés and even drive-through supermarkets. So, no more looking for parking spaces! Other drive-through places include banks and chemist's.

Las Vegas is famous for its wedding chapels. It's a fast and cheap way to get married. Well, now there are drive-through wedding chapels. Here, you can get married without getting out of your car!

So, with all these things you can do, why do we need to ever get out of our cars?

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

1. Americans don't go to drive-in cinemas today.
2. There are 1000 drive-through restaurants in the States.
3. All restaurants in the States are drive-through.

- |                          |  |                          |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | 4. You can order coffee from your car at a drive-through café. | <input type="checkbox"/> |
| <input type="checkbox"/> | 5. It's expensive to get married in Las Vegas.                 | <input type="checkbox"/> |
| <input type="checkbox"/> | 6. Drive-through wedding chapels are very popular.             | <input type="checkbox"/> |

# Looking back



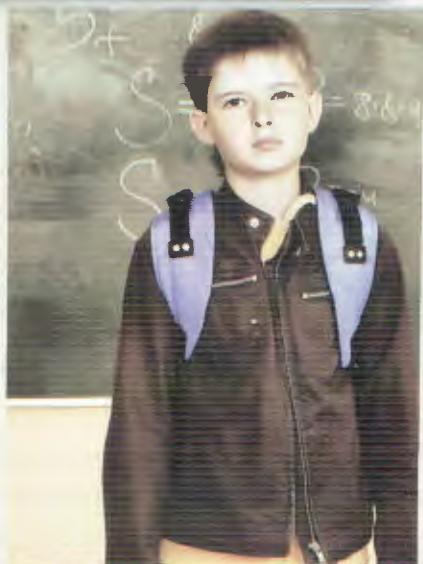
**Discuss:**

- ▶ What did you do last weekend?
- ▶ Did you have a good time?



**Flick through the module and find...**

- ▶ a young Maths genius
- ▶ a woman looking for some new chairs
- ▶ a man with a broken foot
- ▶ two tennis players from the 19th century
- ▶ two friends talking about a party



**In this module you will learn...**

- ▶ to give reasons
- ▶ to talk and write about events in the past
- ▶ to talk about sports
- ▶ the parts of the body
- ▶ to write a paragraph about your life
- ▶ to talk about famous people
- ▶ to compare past and present facts
- ▶ to express opinion



# 7a What a day!

## 1. READ

A. Look at the e-mails below. Listen, read and tick the statements that are true.

- a. Sally and John had the day off.
- b. John had a good time.
- c. Sally had a nice day.



To... dylanrobson82@yahoo.com  
From... sallyday342@hotmail.com

Send

What's up? I had fun today! John and I went shopping and I bought 4 fantastic chairs. Then we visited Jenny and we all had lunch together. We ate Jenny's famous pasta. Delicious!! Then John came to my place and helped me with the housework. He's great!

To... dylanrobson82@yahoo.com  
From... johnrichards22@gmail.com

Send

How are you? I'm tired. Sally and I both had the day off. In the morning, we went shopping. Sally bought some chairs for her new flat. They're horrible! Then we went to Jenny's - Sally's cousin, remember? Jenny made lunch for us. Yuck! She's a really bad cook. After lunch, I went to Sally's and helped her with the housework. I left at about eight, and now all I want to do is sleep. What a day!

B. Read again and complete the paragraph with words from the texts.

Sally and John went (1) \_\_\_\_\_ together. Sally bought (2) \_\_\_\_\_. John thinks they're (3) \_\_\_\_\_. They had lunch with Sally's (4) \_\_\_\_\_. She cooked (5) \_\_\_\_\_ for them. Sally (6) \_\_\_\_\_ the meal, but John thinks Jenny is a (7) \_\_\_\_\_. After that, Sally and John went to (8) \_\_\_\_\_ and did (9) \_\_\_\_\_. John got home very tired.

## 2. GRAMMAR

### PAST SIMPLE (affirmative)

Read the tables. What do you notice about the formation of the Past Simple of regular verbs?

Regular Verbs		Irregular Verbs	
I		I	
You		You	
He	(visit→) visited	He	
She	(like→) liked	She	(go→) went
It	(tidy→) tidied	It	
We	(stop→) stopped	We	
You		You	
They		They	

### Other Irregular Verbs

have → had	come → came
get → got	eat → ate
buy → bought	leave → left
make → made	do → did

For a list of irregular verbs go to p.130

### Time Expressions

- yesterday / yesterday afternoon, etc.  
*We went to the cinema yesterday evening.*
- last night / week / Monday, etc.  
*Dave played computer games last Sunday.*

Grammar Reference p.128

## 3. PRACTICE

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

- Mary and Kevin \_\_\_\_\_ (stay) at home yesterday and \_\_\_\_\_ (watch) TV.
- Yesterday afternoon I \_\_\_\_\_ (study) for my exam and then I \_\_\_\_\_ (play) computer games.
- The boys \_\_\_\_\_ (have) dinner late last night.
- Harry \_\_\_\_\_ (go) jogging with his friends last Saturday afternoon and then they \_\_\_\_\_ (eat) at a fast-food restaurant.
- Carol \_\_\_\_\_ (enjoy) the concert last week.
- My mum and I \_\_\_\_\_ (do) the washing yesterday morning.

## 4. PRONUNCIATION

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

- a. washed      b. lived      c. visited

B. Listen and tick the sound you hear.

washed /t/	lived /d/	visited /ɪd/
watched		
wanted		
listened		
liked		
started		
helped		
stayed		
played		

## 5. SPEAK

Talk in groups about the things you did last Saturday. Use some of the ideas below.

- stay at home
- watch TV
- study
- surf the Net
- have lunch/dinner with friends
- tidy room
- do housework
- go out with friends
- go to the cinema/theatre
- go to the gym
- play tennis/football/basketball
- go shopping
- go bowling



*Last Saturday, I did the housework, visited friends and studied for an exam. What about you?*

*Well, in the morning, I...*

# 7b Unlucky days

## 1. VOCABULARY

Match the words with the parts of the body. Then listen and check your answers.



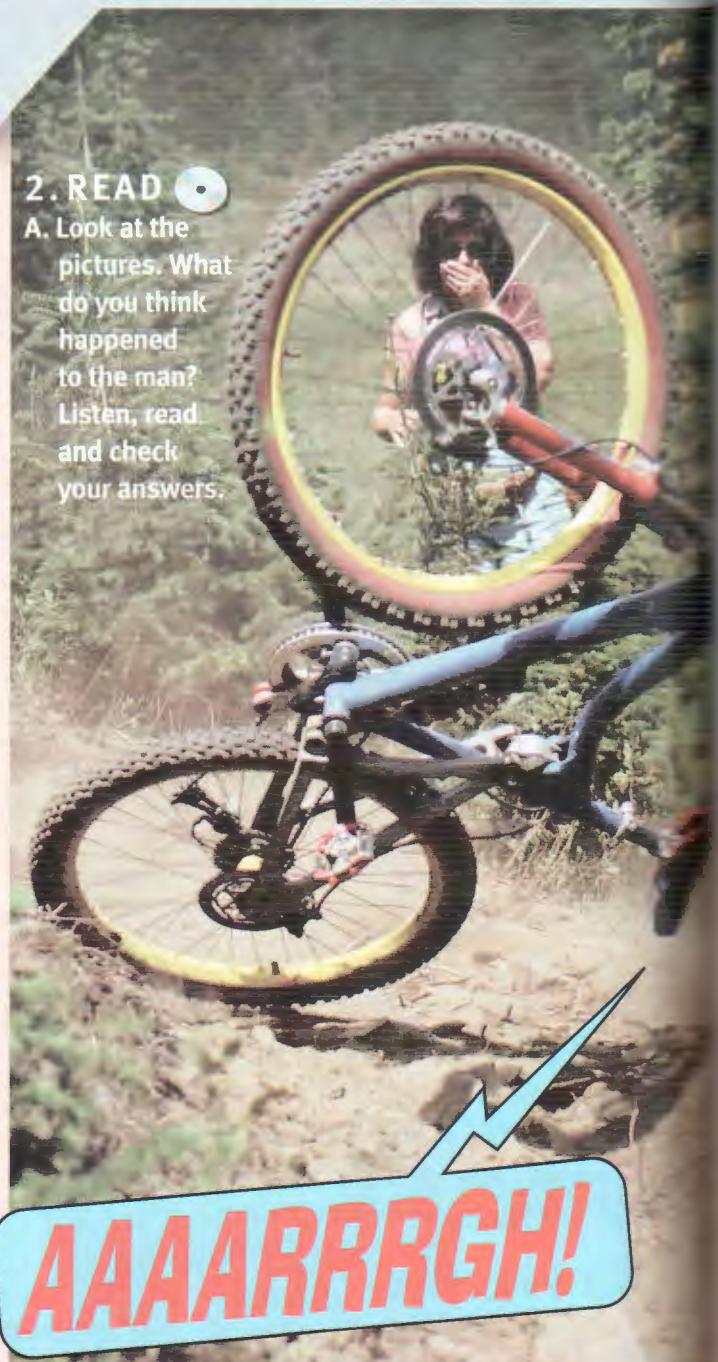
**NOTE**

foot - feet  
tooth - teeth

arm	<input type="checkbox"/>	leg	<input type="checkbox"/>	nose	<input type="checkbox"/>
face	<input type="checkbox"/>	back	<input type="checkbox"/>	ear	<input type="checkbox"/>
hand	<input type="checkbox"/>	foot	<input type="checkbox"/>	teeth	<input type="checkbox"/>
head	<input type="checkbox"/>	mouth	<input type="checkbox"/>		

## 2. READ

A. Look at the pictures. What do you think happened to the man? Listen, read and check your answers.



- Dave      Ouch!  
 Woman    Are you OK?  
 Dave      I think so.  
 Woman    What happened?  
 Dave      I didn't see that stone, I hit it and I fell off the bike.  
 Woman    It's lucky you didn't crash into that tree.  
 Did you hit your head?  
 Dave      No, I didn't. I hurt my foot.  
 Woman    Come on, I can take you to hospital.  
 Dave      Thanks. Oh no! Look at the bike. I'm in big trouble.  
 Woman    Why's that?  
 Dave      Because it isn't my bike. It's my son's. I just borrowed it for the afternoon.

### 3.GRAMMAR

#### PAST SIMPLE (negative - questions)

Read the examples. Which verb do you use to form the negative and question?

Brian didn't crash into a car. He crashed into a tree.

I didn't break my leg. I broke my arm.

When did the accident happen? Yesterday evening.

Did Alison hurt her head? Yes, she did.  
No, she didn't.

#### Other irregular verbs

see	→	saw	hurt	→	hurt
fall	→	fell	take	→	took
break	→	broke	say	→	said
hit	→	hit			

Grammar Reference p.128



Three weeks later...

Doctor Well, Mr Williams, your foot is doing just fine.  
Dave Oh, that's good news. When can I take the plaster off?  
Doctor Well, you didn't break your foot badly, so in a week or so.  
Dave That's OK.  
Doctor What did your son say about his bike?  
Dave He shouted at me when he saw it, but he's happy now.  
Doctor Well, he just wants his dad to be well.  
Dave Not really. You see, I bought him a new bike.

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

- Dave had an accident with his son's bike.
- A woman took Dave to hospital.
- Dave borrowed his son's bike.
- Dave went back to the hospital to check his foot.
- Dave bought a new bike for his son.

### 4.PRACTICE

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

1. A: Theo's at home, in bed. He \_\_\_\_\_ (have) a car accident.

B: How \_\_\_\_\_ it \_\_\_\_\_ (happen)?

A: I don't know, but he's OK. He \_\_\_\_\_ (not break) anything.

2. A: Why \_\_\_\_\_ you \_\_\_\_\_ (take) my backpack?

B: I \_\_\_\_\_ (not take) it. I \_\_\_\_\_ (borrow) it.

A: OK, why \_\_\_\_\_ you \_\_\_\_\_ (borrow) my backpack?

B: Because I \_\_\_\_\_ (need) it.

A: But you \_\_\_\_\_ (not ask) me!

B: Sorry.

### 5.LISTEN

Listen to three dialogues and match them with the correct pictures.

Dialogue 1



a

Dialogue 2



b

Dialogue 3



c

### 6.SPEAK

Talk in pairs. Think about an unlucky day or an accident you had. Ask and answer questions, as in the example.

When did the accident happen?

Last Saturday.

What happened?

I fell off my motorbike.

Did you hurt/break anything?

Yes, I did. I hurt my arm.

# 7C How was it?

## 1. VOCABULARY

Look, listen and read. What do the adjectives in bold mean? Do they have a positive or negative meaning?



This is Cranberry Stadium. Everybody is watching an **interesting** match between the Rovers and the Vikings...



I'm at the new shopping centre and the bookshop is **crowded**!



This party is so **boring**!



The weather's **awful** here at Fields Swimming Pool, but we've got an **exciting** race...

Try to guess  
the meaning of  
unknown words.



## 2. READ

A. Listen, read and choose the correct summary sentence.

- a. Peter enjoyed the party but didn't like the club.
- b. Peter enjoyed the evening and really liked the club.
- c. Peter had a good time but didn't like the music.



**Mark** Hey Peter! What's up? You look tired.

**Peter** Well, I went to bed late last night. I went to Lesley's party.

**Mark** So, how bad was it? Lesley's parties are usually so boring!

**Peter** Actually, I had a great time!

**Mark** Are you joking?

**Peter** No.

**Mark** Were there lots of people there?

**Peter** Well, it wasn't crowded, but something exciting happened.

**Mark** What?

**Peter** At around 11pm there was a blackout. Suddenly, the music stopped and the lights went out.

**Mark** What did you do?

**Peter** We all drove to the city centre and found a club on Gilbert Street.

**Mark** Really? How was it?

**Peter** It was fantastic! Everybody liked it. And the music was great!

**Mark** Was it live?

**Peter** No, it wasn't. But I thought the DJ was really good.

**Mark** What about Lesley? Was she upset about her party?

**Peter** Not at all. She wants to have her party at the club every year.

## B. Read again and answer the questions.

1. Why is Peter tired?
2. What are Lesley's parties usually like?
3. Were there lots of people at the party?
4. Why did the party finish early?
5. Where did everybody go after they left Lesley's house?
6. Was there a live band at the club?

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

think

find

drive

## 3.GRAMMAR

### PAST SIMPLE of the verb *be*

Read the examples. How do we form the negative and questions?

- A: Were you and James at the new Chinese restaurant yesterday afternoon?  
B: No, we weren't. We were at the Chinese market.
- A: Where was your sister yesterday morning? I called her but she wasn't at home.  
B: She was at the gym.
- There were lots of drinks at the party but there wasn't any food.

Grammar Reference p.129

## 4.PRACTICE

Complete the dialogues with *was*, *wasn't*, *were*, *weren't*.

1. A: Where \_\_\_\_\_ you yesterday afternoon?  
B: I \_\_\_\_\_ at the park with the kids.  
A: \_\_\_\_\_ Kate with you, too?  
B: No, she \_\_\_\_\_. She \_\_\_\_\_ at work.
2. A: Did you and Charlie go to the swimming pool yesterday?  
B: Yes, we did. We \_\_\_\_\_ there from 11am to 1pm. Why didn't you come?  
A: I \_\_\_\_\_ tired. \_\_\_\_\_ there many people there?  
B: No, there \_\_\_\_\_ and the water \_\_\_\_\_ lovely. It \_\_\_\_\_ cold at all.

## 5.SPEAK

Imagine you were at one of the places shown below yesterday. Talk in pairs, as in the example. Use the prompts and the adjectives given.



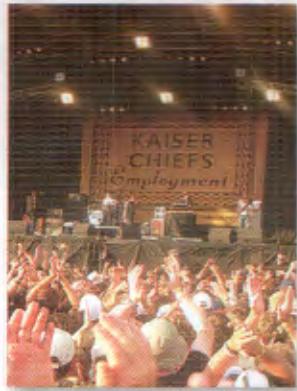
film?



weather?



match?



music, people?

interesting	fantastic	exciting	lovely
crowded	boring	horrible	awful
cold	hot	sunny	windy

Where were you yesterday morning/afternoon/evening?

I was at the cinema.  
Really? How was the film?  
It was boring.

## 6.WRITE

Write a few sentences about yesterday. Use the ideas from activity 5 and answer the questions below.

- Where were you?
- How was it?
- Who were you with?
- What was the weather like?
- Were there lots of people there?

# 7d A good sport

## 1. VOCABULARY



A. Listen and repeat. Which sports are indoor and which are outdoor?



swimming



volleyball



hockey



skiing



athletics



golf



cricket



pool



gymnastics

B. Look at the box and read the years a-e aloud. Then listen and check your answers.

**1998** We say: nineteen ninety-eight  
**2009** We say: two thousand and nine

- a. 2004      b. 1765      c. 1999  
 d. 2022      e. 1341

**NOTE**

in + years, centuries  
*I joined a volleyball team in 2006.*

Find key words in the text. They help you to understand the main ideas.



## 2. READ

A. Listen and read. Which of the following topics are mentioned?

- history of tennis
- famous tennis players
- how you can win a game
- players' clothes
- types of rackets
- who won the first gold medal
- types of tennis balls



## From Tenez! to tennis

Tennis first appeared in England and France in the 16th century. It was called *real* (royal) tennis and only kings and queens played it. It was an indoor sport and players started the game by saying "Tenez!" (Hold! or Play!) and that's how it got its name.

Modern tennis appeared in the 1860s. It was first called 'Lawn Tennis' and players only played on grass. The first tennis tournament was at Wimbledon, London in 1877. Nowadays, players play on other kinds of courts, too.

In the past, players didn't use plastic rackets. They used wooden rackets and they were quite heavy. Men wore trousers and shirts and women wore long dresses. The



first person to wear shorts at Wimbledon was Bunny Austin in 1933. In the past, players also wore shoes but today, players wear trainers.

Today, tennis is an Olympic sport. It is also part of the Paralympics and athletes play in wheelchairs.



### 3.GRAMMAR

#### PAST SIMPLE VS PRESENT SIMPLE

Read the examples and explain why each tense is used.

I usually play volleyball on Tuesday evenings, but last week I played on Wednesday.

### 4.PRACTICE

Circle the correct words.

1. A: Do / Did they go to the swimming pool yesterday?

B: No, they don't / didn't. They never go / went there at the weekend.

2. A: What do you usually have / had for breakfast?

B: I usually have / had cereal, but this morning I have / had pancakes.

3. A: Is that a new racket?

B: Yes, I buy / bought it last week. Do / Did you like it?

A: Yes, it's great.

#### B. Read again and answer the questions.

1. Who played *real* tennis?
2. What did players say to start a game of *real* tennis?
3. What was modern tennis first called and where did they play it?
4. What was the problem with wooden rackets?
5. What did women tennis players wear in the past?

#### C. Find the Past Simple of the verbs below on page 98.

win

start

appear

wear

use

### 5.SPEAK

Talk in pairs about the sports you play. Use the prompts.

What sports / you / play?

When / you / usually / play?

When / you / play / last week?

Who / you / play with / last week?

What sports do you play?...  
I play...

### 6.PRONUNCIATION



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

a. athlete      b. weather

B. Listen and tick the sound you hear.

	athlete /θ/	weather /ð/
brother		
thousand		
thanks		
these		
third		
bathroom		
clothes		

### 7.LISTEN



A. Before you listen, read the statements below. Do you think they are true or false?

**50/50**

**TRUE OR FALSE????**

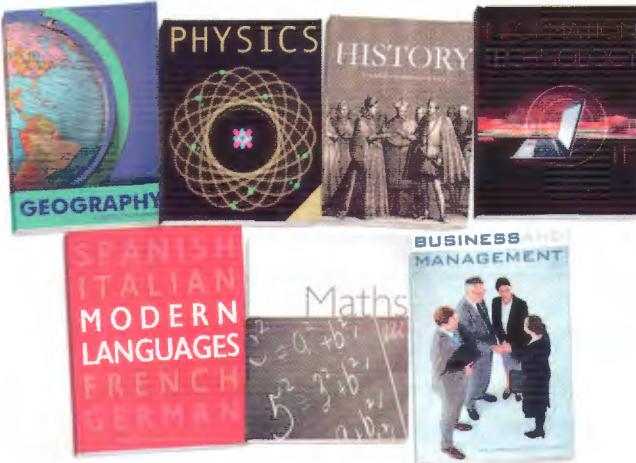
1. An indoor athletics track is 200m.
2. Gymnastics first appeared in the Olympics in 1954.
3. One player on a volleyball team wears a different colour shirt.
4. Golf started in Scotland in 1456.

B. Now listen and check your answers.

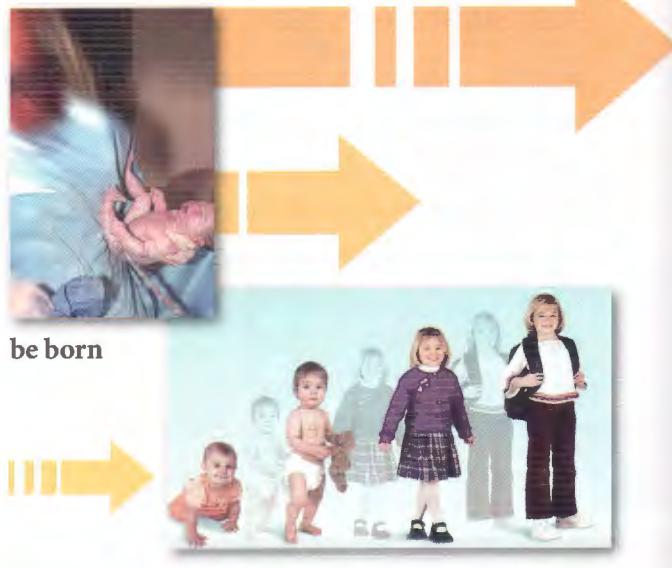
# 7e My life story

## 1. VOCABULARY

A. Listen and repeat.



B. Listen and repeat.



## 2. READ



A. Read the interview quickly and match the questions a-f with the paragraphs 1-6. Then listen and check your answers.

- Was it difficult to get a degree in Maths?
- When did you become interested in Maths?
- What did you decide to do?
- Was Maths the only subject you liked at school?
- So, why did you decide to end your Maths career?
- How old were you when you won the National Maths Competition?

### B. Read again. Find sentences to prove that the statements below are wrong.

- Jamie liked all subjects at school.
- Jamie became interested in Maths when he started school.
- All the contestants at the competition were the same age.
- Jamie ended his Maths career because he didn't get his PhD.
- Jamie isn't happy with his new career.

**NOTE**

Ago is a time expression we use with the Past Simple.  
Alice got married five years ago.



## The Maths genius who gave it all up...

This week Y interviews maths genius Jamie Bodwin. Jamie Bodwin gave it all up to become a musician...

1

Jamie Yes, and I was very good at it. I found other subjects, like History, boring.

2

Jamie From a very early age, before I went to school. You see, my grandfather was a Maths teacher and he taught me lots of things. He was a great teacher and made me love Maths.

3

Jamie I was nine. All the other contestants were university students, and I don't think they liked losing to a little kid.

4

Jamie For me, university was really easy.

5

Jamie Because I wasn't happy. At eighteen, I was at university studying for my PhD. I woke up one day and I thought: 'This is not for me,' so I decided I needed a change.

6

Jamie I always liked music so I became a musician. I got a Music degree in 2007 and, a month ago, I got a job at a music school. Music is quite difficult for me, but it's exciting and it makes me happy!



get a degree



have children



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

wake

give

become

teach

### 3. SPEAK

#### INFORMATION GAP ACTIVITY

Talk in pairs.

Student A go to page 121.

Student B go to page 123.

### 4. WRITE

#### Linking words

- We use **because** to show reason.

*Ethan studied Physics at university because he was good at it.*

- We use **so** to express result or consequence.

*Ethan was good at Physics so he studied it at university.*

#### A. Complete with **because** or **so**.

- Nora was tired \_\_\_\_\_ she decided not to go to the cinema.
- Anne didn't have lunch today \_\_\_\_\_ she had a lot of work to do.
- It was very cold \_\_\_\_\_ we didn't go swimming.
- Jim never goes shopping \_\_\_\_\_ he hates it.
- Ryan is bad at art \_\_\_\_\_ he didn't win the art competition.
- Mary can speak French very well \_\_\_\_\_ she grew up in Paris.
- Josh woke up late \_\_\_\_\_ he took a taxi to work.
- My mother gave up her teaching career \_\_\_\_\_ she wanted to get married and have children.

#### B. Write a paragraph about your life story.



I was born in ..... in .....

I grew up in .....

I started / finished school in .....

Now, I .....

Write the events in chronological order.  
Use the Past Simple for the events that happened in the past. Use the Present Simple for things that are true now.

**TIP**

# 7 Round-up

## VOCABULARY

### A. Cross out the odd word.

1. club - bookshop - skiing - stadium
2. mouth - nose - ear - foot
3. volleyball - ball - hockey - gymnastics
4. wooden - shorts - plastic - gold

### B. Choose a, b or c.

1. Monica broke her \_\_\_\_\_ last night and now she can't walk.  
a. hand      b. leg      c. arm
2. My sister went shopping yesterday and she \_\_\_\_\_ a new jacket.  
a. borrowed      b. wore      c. bought
3. Yesterday, I went to the cinema and had a good time. The film was very \_\_\_\_\_.  
a. boring      b. interesting      c. awful
4. The shopping centre is always \_\_\_\_\_ on Saturdays.  
a. crowded      b. heavy      c. live
5. Sophie and Luke got \_\_\_\_\_ two years ago, but they haven't got children.  
a. married      b. a degree      c. born

### C. Complete with the words in the box.

difficult    race    leave    come    easy    match

1. What time did you \_\_\_\_\_ Erin's house yesterday?
2. I find Information Technology very \_\_\_\_\_. Can you help me?
3. Lewis doesn't want to \_\_\_\_\_ to the swimming pool with us. He hates swimming.
4. Thomas didn't win the \_\_\_\_\_ because he crashed into another car.
5. We watched the football \_\_\_\_\_ on TV last night.
6. Amber is very good at Modern Languages and she thinks that it's \_\_\_\_\_ to learn French.

## GRAMMAR

### D. Complete with the Past Simple of the words in the box.

find    decide    make    join    take    get

1. When Tony \_\_\_\_\_ his degree in Modern Languages, he \_\_\_\_\_ to travel around the world.
2. Jason loves hockey. He \_\_\_\_\_ a hockey team last week.
3. I \_\_\_\_\_ a cake yesterday. It was delicious!
4. My cousin \_\_\_\_\_ a dog in the street and she \_\_\_\_\_ it home.

### E. Complete with the Past Simple of the verbs in brackets.

- A: Where (1) \_\_\_\_\_ (you, be) last night? I (2) \_\_\_\_\_ (call) you at about nine and you (3) \_\_\_\_\_ (not answer).
- B: Yeah. I (4) \_\_\_\_\_ (be) out with my brother.
- A: Where (5) \_\_\_\_\_ (you, go)?
- B: We (6) \_\_\_\_\_ (go) to Amy's house.
- A: (7) \_\_\_\_\_ (she, have) a party?
- B: No, she didn't. She (8) \_\_\_\_\_ (make) us dinner.
- A: Really? Is she a good cook?
- B: Not really. She (9) \_\_\_\_\_ (cook) burgers and they (10) \_\_\_\_\_ (be) awful.
- A: Oh, no.

### F. Circle the correct words.

1. Alex **has** / **had** a car accident three years ago, and now he is afraid to drive.
2. I usually **get up** / **got up** early in the morning, but today I **wake up**/**woke up** at 11.
3. In the 1860s, people **play** / **played** tennis only on grass.
4. Charlie always **wins** / **won** when we play golf.
5. Tyler always **wants** / **wanted** to become a doctor, but when he **grows up** / **grew up** he **becomes** / **became** a Maths teacher.

## COMMUNICATION

### G. Complete the dialogue with the sentences.

- a. Did you have a good time?
- b. Where were you last night?
- c. But you're not interested in football.
- d. I think so, why?
- e. Are you joking?

Kyle Hi Steve. (1) \_\_\_\_\_

Steve I went to a football match.

Kyle (2) \_\_\_\_\_

Steve I know, but a friend had some free tickets.

Kyle (3) \_\_\_\_\_

Steve Yes, it was great. I talked to the players after the game.

Kyle (4) \_\_\_\_\_

Steve No, I'm not. We saw them coming out of the stadium and said hello.

Kyle Did you see Freddie Turner?

Steve (5) \_\_\_\_\_

Kyle He's my favourite player!

### H. Complete the questions for the answers below.

1. A: \_\_\_\_\_ to the cinema yesterday?

B: Yes, I did. The film was great.

2. A: \_\_\_\_\_ at home last Saturday?

B: Because I was tired and I didn't want to go out.

3. A: \_\_\_\_\_ the party?

B: It was fantastic.

4. A: \_\_\_\_\_ your arm?

B: I broke it yesterday.

5. A: \_\_\_\_\_ people at the new shopping centre?

B: Yes, there were. It was crowded.

### I. Answer the questions.

- 1. When were you born? \_\_\_\_\_
- 2. Where did you grow up? \_\_\_\_\_
- 3. What did you do last night? \_\_\_\_\_
- 4. When did you last go to a party? \_\_\_\_\_
- 5. Did you have a good time? \_\_\_\_\_

### LISTEN

#### A. Listen to four people talking about what they did last night. Match their names with the places.

Max	club
Louise	restaurant
Dennis	cinema
Sally	party

#### B. Listen again and match the people with the sentences.

Max	My friends liked it but I didn't.
Louise	I danced a lot.
Dennis	I thought the music was bad.
Sally	I didn't like the food.

### SPEAK

Talk in pairs about what you did last Saturday. Ask and answer the following questions.

- Where were you?
- Who were you with?
- What did you do?
- How was it?
- What was the weather like?

  
**Where were you last Saturday?**  
**I was at the park.**

### 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 and write about events in the past
- › talk about sports
- › identify parts of the body
- › write a paragraph about my life
- › give reasons
- › express my opinion
- › talk about famous people
- › compare past and present facts

# Cross-curricular page

## History

A. Who was the first man to get to the South Pole? Listen, read and check your answers.



# The race to the South Pole

At the beginning of the 20th century, two men went on a difficult journey. They both wanted to be the first to get to the South Pole in the Antarctic. It wasn't an easy race!

**4 Jan 1911**

Scott and his team arrived on the ship *Terra Nova* and set up camp.

**1 Nov 1911**

Scott's team began their journey to the South Pole.

**17 Jan 1912**

Scott arrived at the South Pole. He found a Norwegian flag and understood he was second to get there.

ROSS SEA

MT EREBUS

RAY OF WHALES

**29 Mar 1912?**

Scott and all his team died on the journey home. They were just 17km from one of their camps.

**ROALD AMUNDSEN** was born in 1872 in Norway. His father was a shipowner and he taught him to love the sea and exploring. He gave up university at 21 for a life at sea.



**ROBERT FALCON SCOTT** was a British Naval officer and an explorer. He was born in 1868 and he went on two trips to Antarctica.



**19 Oct 1911**

Amundsen and his team arrived on the ship *Fram* and began their journey. They travelled quickly on sledges pulled by dogs.

## SONG

"What a day"

Go to page 124.

B. Read again and answer the questions.

**14 Dec 1911**

Amundsen became the first man to get to the South Pole.



1. What was the name of Amundsen's ship?
2. How did Amundsen travel across the ice?
3. What did Scott find at the South Pole?
4. Who arrived at the South Pole first?
5. What happened to Scott and his team on the way home?



# On holiday

**Discuss:**

- Where do you usually go on holiday?
- What do you usually do?

**Flick through the module and find...**

- a man making a holiday checklist
- a brochure about a tropical island
- four e-mails about holiday plans
- two friends on a cruise around the Mediterranean
- first-aid tips for travellers

**In this module you will learn...**

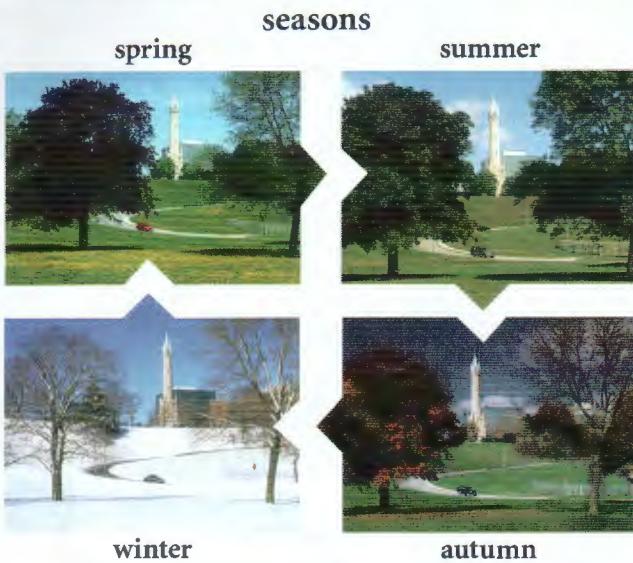
- to talk about dates and seasons
- to talk and write about your future plans
- to invite
- to accept or refuse invitations
- to ask for and give advice
- to write a postcard
- to talk about holidays
- to talk about health problems



# 8a All year round

## 1. VOCABULARY

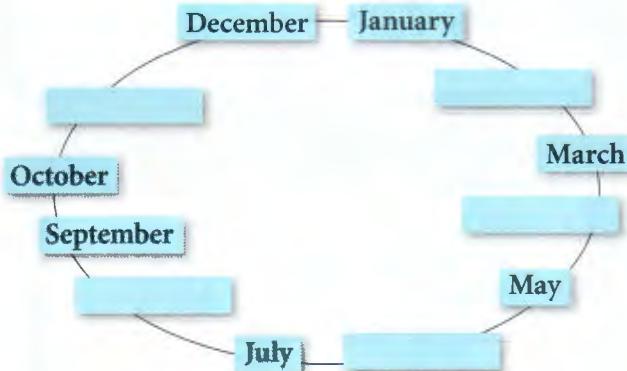
A. Listen and repeat.



B. Complete the missing months. Then listen and check your answers.

April    August    November    June    February

### months



## 2. SPEAK

Talk in pairs.

**What's the date today/tomorrow?**

**It's 23 May.**

**When's your birthday?**

**It's in November.**

**It's on 14 November.**

## NOTE

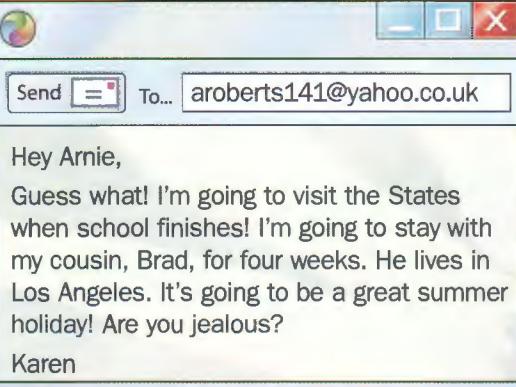
**Dates:** We write: 23 May or 23rd May  
We say: the twenty-third of May

in + seasons/months  
on + dates

## 3. READ

A. Listen, read and complete the table.

PLACE	SEASON
Karen	
Jennifer	
Henry	
Kim	



## 4. GRAMMAR

### FUTURE *be going to* (affirmative - negative)

Read the example. How do we form the Future *be going to* affirmative and negative?

Paul is going to visit Spain next month, but he isn't going to stay in Madrid.

The girls are going to cook pasta. They aren't going to cook chicken.



It isn't necessary to say or write **to go** with the Future *be going to*.

*I'm going (to go) to London next weekend.*

### Grammar Reference p.129

## 5. PRACTICE

Complete the dialogues with the Future *be going to* and the verbs in brackets.

1. A: Are these tickets for the football match?

B: Yes, my brother and I \_\_\_\_\_ (see) the match together tonight. What about you?

A: No, I can't. It's my sister's birthday today. She \_\_\_\_\_ (cook) Chinese for us.

2. A: Hey, when's your birthday?

B: It's on 30th April, and guess what! I \_\_\_\_\_ (get) a car! My parents \_\_\_\_\_ (buy) me one next week.

3. A: What did they say about the weather?

B: It \_\_\_\_\_ (not rain) but it \_\_\_\_\_ (be) cold and cloudy all weekend.

## 6. SPEAK

Say two things that you're going to do this summer and two things that you aren't going to do.

*I'm going to go on holiday.*

*I'm going to travel around Europe.*

## 7. WRITE

Write a short e-mail to a friend telling him/her about your plans for a trip. Think about:

- where you are going to travel to
- who you are going with
- when you are going



Hi Lee,  
I'm going to travel to...

# 8b Pack your bags

## 1. VOCABULARY



Look at the pictures and complete the sentences with the words in the box. Then listen and check your answers. Can you guess what the highlighted phrases mean?

money    taxi    tickets    plane    bags



1. A: Can you help me pack my                 ?

B: OK. Where are your clothes?



2. Jason went to a travel agent yesterday and booked                  for July.



3. I've got euros, but I need dollars. Where can I exchange some                 ?



4. I'm not going to take my car to the airport, so please order a                  for 7am tomorrow morning.



5. A: Do you often travel by                 ?

B: No, it's my first time.



## 2. READ

A. Look at the picture. What do you think the man is doing? Listen, read and check your answers.

Kevin Hey, Alison! Help me make a list for my trip.

Alison Sure. So you're going to fly to Budapest, right?

Kevin Yes, I booked the flight last week. I'm going to collect my plane ticket tomorrow.

Alison OK. Write down TICKET. What else? Are you going to exchange money before you go?

Kevin No, I don't think so. I'm going to do that at the airport. And I'm going to take my credit card with me, of course. So, CREDIT CARD.

Alison OK. Are you going to order a taxi to the airport?

Kevin That's a good idea. TAXI.

Alison Also, before you pack your clothes, check the weather in Budapest on the Net.

### 3.GRAMMAR

#### FUTURE *be going to* (questions)

Read the examples. How do we form short answers?

A: What are you going to take with you on your trip?  
B: I'm not sure.

Are you going to make a list? Yes, I am.  
No, I'm not.

Grammar Reference p.129

### 4.PRACTICE

Complete the dialogues with the Future *be going to* of the verbs in brackets. Give short answers where possible.

1. A: (1) \_\_\_\_\_ Dennis \_\_\_\_\_ (go) on holiday this summer?

B: No, he (2) \_\_\_\_\_. What about you?

A: I (3) \_\_\_\_\_ (travel) to New York.

B: Really? (4) \_\_\_\_\_ you \_\_\_\_\_ (take) your family?

A: Of course.

2. A: How (5) \_\_\_\_\_ we \_\_\_\_\_ (get) to the party tonight?

B: I (6) \_\_\_\_\_ (order) a taxi.

A: OK. (7) \_\_\_\_\_ you \_\_\_\_\_ (call) Sunshine Taxis?

B: No, I (8) \_\_\_\_\_. They're always late.

Kevin Of course. WEATHER.

Alison Now, write down the word PASSPORT.

Kevin Come on, I'm not going to forget that.

Alison Just write it down. I forgot it once, and it was a nightmare.

Kevin Maybe you're right.

#### B. Read again and answer the questions.

- When did Kevin book tickets for Budapest?
- What is Kevin going to do tomorrow?
- What is Kevin going to do at the airport?
- How is Kevin going to get to the airport?
- What is Kevin going to check on the Internet?
- What happened to Alison once?

### 5.LISTEN

Look at the pictures below and tick what Sue is going to take with her on her trip.

a



b



c



d



e



f



h



g

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.



### 6.SPEAK

Talk in pairs. Look at the activities on page 108 and make a list of things to do before you go on a trip. Decide what you would do first, second, etc.

So, what are we going to do first?

Let's book the flight first.

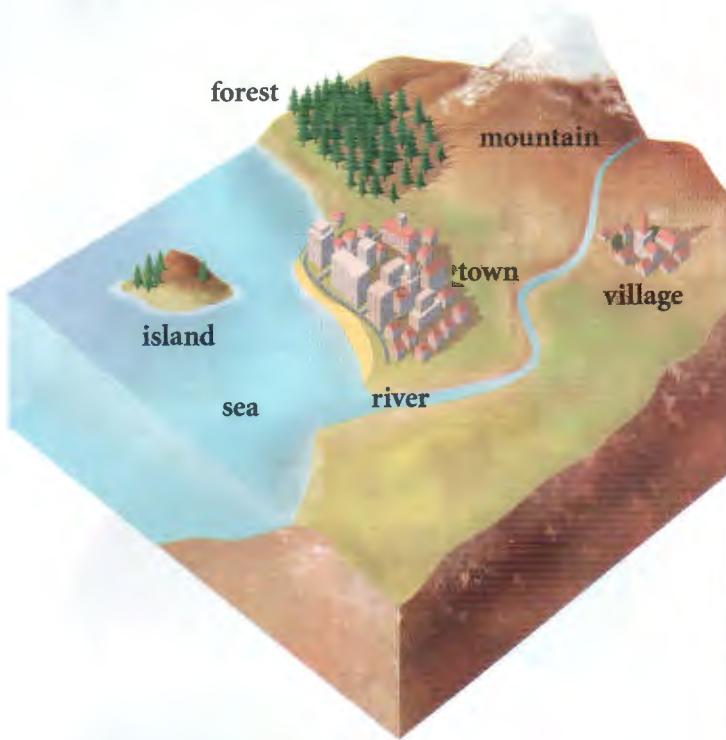
And what are we going to do next?

...

# 8C Would you like to come?

## 1. VOCABULARY

A. Listen and repeat.



B. Listen and repeat. Then decide where you can do these activities. Use the vocabulary from A.



do water sports



go on a cruise



go sightseeing



go hiking



buy souvenirs



sunbathe



go camping

## 2. READ

A. Read the dialogues and put them in the correct order. Then listen and check your answers.

a.

Zoe Are you ready to have some fun, then?  
Eva Yeah. What time does the ship leave?  
Zoe In about thirty minutes. This is going to be your first cruise, right?  
Eva Yes, I'm very excited.  
Zoe I'm going upstairs with the girls. Do you want to join us?  
Eva No, thanks. Maybe later.  
Zoe OK. Would you like to have dinner all together later?  
Eva I'd love to.  
Zoe See you later, then.

b.

Zoe Where are you going to go on holiday this summer?  
Eva I'm not sure.  
Zoe Have a look at these brochures. I'm going to go on a cruise around the Mediterranean with some friends. Would you like to come?  
Eva That sounds brilliant. Are you sure it's OK?  
Zoe Of course.  
Eva Great. Thanks for inviting me.

c.

Eva This is the perfect holiday!  
Zoe Yeah, I can't wait to see Cairo tomorrow. Do you want to go shopping with us? We want to buy some souvenirs.  
Eva Sorry, I can't. I'm going to visit the Pyramids with Toby.  
Zoe Who's Toby?  
Eva This guy I met yesterday.  
Zoe OK, then. Have a nice day.  
Eva Thanks. Talk to you later.

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

1. Eva decides to go on holiday with Zoe and her friends.
2. Eva is excited about the trip.
3. Zoe invites Eva to have dinner with her friends.
4. Eva is going to go sightseeing tomorrow.
5. Toby is a friend of Zoe's.

### 3. GRAMMAR

#### would like to – want to

Read the examples. What do you notice about the verb that comes after **would like** and **want**?

- A: Would you like to go camping with me?  
B: Yes, I'd love to.  
C: I'm sorry, I can't.
- A: I'm going to go shopping. I want to buy a present for Tony. Do you want to come with me?  
B: Sure. I'd like to buy him a present too.

Grammar Reference p.129



### 4. PRONUNCIATION

A. Listen and repeat. What do you notice about the pronunciation of **to**?

- A: Would you like to do some water sports?  
B: Yes, I'd love to.

B. Now listen to the examples in the grammar section and repeat.

### 5. SPEAK

Talk in groups of three.

**Student A:** Invite your partners to do something together. Use ideas from activity 1B or your own.

**Students B and C:** Accept or refuse Student A's invitation and discuss. Use phrases from the boxes.

Accept	Refuse
Yes, I'd love to.	I'm sorry, I can't.
Sure, why not?	I'm afraid I'm busy/tired.
Of course!	Sorry, I've got other plans.
Sounds brilliant/great!	No, thanks!
Great idea!	Maybe some other time.
Thanks for inviting me.	Isn't it a bit late?

*Would you like to go hiking in the forest with me tomorrow?*

*I'm sorry, I can't. I'm going to go swimming.*

### 6. LISTEN

A. Listen to a message on an answering machine. Why is Paul calling?

- a. To invite John to go sightseeing with him.
- b. To give John information about the trip.
- c. To tell John that he can't go hiking.

B. Listen again and tick the correct picture **a** or **b**.



# 8d Be prepared

## 1. VOCABULARY

Listen and repeat.



What's wrong?



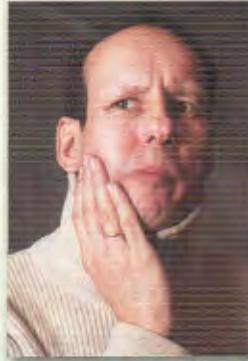
I've got a headache.



I've got a sore throat.



I've got backache.



I've got toothache.

## 2. READ



A. Read the text and match the questions a-c with the advice in paragraphs 1-3. Then listen and check your answers.

www.first-aidfortravellers.net

**a. I use a high factor sunscreen and I don't stay in the sun for too long. But, I still get sunburnt. Any advice?**

*Wendy, Bristol*

**b. I usually get terrible stomach aches when I'm on holiday. Any ideas?**

*Sally, St Albans*

**c. I always take painkillers when I travel by plane because I get bad headaches. What should I do?**

*Darren, Luton*

**First-aid for Travellers**

1. \_\_\_\_\_  
This is a problem for many people. You should try to get some sleep on the plane. Also, you should drink lots of water and move around.

2. \_\_\_\_\_  
You should be careful what you eat and drink. Never drink tap water, only bottled water. Brush your teeth with it, too. Also, don't buy drinks with ice in them.

3. \_\_\_\_\_  
Don't forget to put sunscreen on every hour and after swimming. You can also wear a T-shirt when on the beach. Remember that you can get sunburnt on cloudy days, too.

**B. Read again and answer the questions.**

- When should you drink lots of water?
- How should you brush your teeth when on holiday?
- What shouldn't you have in your drink?
- What should you wear on the beach?
- What can happen on cloudy days?

**TIP**  
Decide in which part of the text you can find the information you need.



I've got a temperature.



I've got a stomach ache. I've got the flu.

### 3. GRAMMAR

#### THE VERB should

**Read the examples. What do you notice about the verb that comes after *should*?**

A: I've got a headache. What should I do?

B: You **should** take a painkiller and you **shouldn't** play computer games all day.

**Grammar Reference p.129**

### 4. PRACTICE

Complete with **should** or **shouldn't** and the verbs in brackets.

1. A: I've got a temperature. What should I do?

B: You \_\_\_\_\_ (go) to bed.

2. A: I want to go to New York for New Year's.

B: You \_\_\_\_\_ (book) your tickets early.

3. A: I've got terrible toothache.

B: You \_\_\_\_\_ (eat) chocolate all the time.

4. A: I haven't got any money.

B: You \_\_\_\_\_ (spend) all your money on expensive clothes.

### 5. LISTEN



**Listen to three dialogues and choose the correct answer **a** or **b**.**

1. What should Ricky do?

- a. go to the doctor's
- b. go to the dentist's

2. What's wrong with Alice?

- a. She's got the flu.
- b. She's got a sore throat.

3. What shouldn't Rupert do?

- a. go to the gym
- b. go to work

### 6. PRONUNCIATION



**A. Listen and repeat. Which letters are silent?**

- a. should
- b. know

**B. Read the words below and underline the silent letters. Then listen and check your answers.**

would

flight

answer

autumn

bought

island

### 7. SPEAK

**Talk in pairs.**

**Student A:** Imagine you have one of the problems in activity 1. Ask Student B for advice.

**Student B:** Student A isn't feeling well. Ask what's wrong with him/her. Then tell him/her what he/she should/shouldn't do. Use some of the ideas in the box.

go/gym	take/painkiller	visit/dentist
stay/bed	eat/chocolate	drink/tea
watch TV	visit/doctor	get/sleep

**What's wrong with you?**

**I've got... What should I do?**

**You should/shouldn't...**

# 8e What a holiday!

## 1. VOCABULARY



Match the map symbols with the words. Write 1-6 in the boxes. Then listen and check your answers.

castle

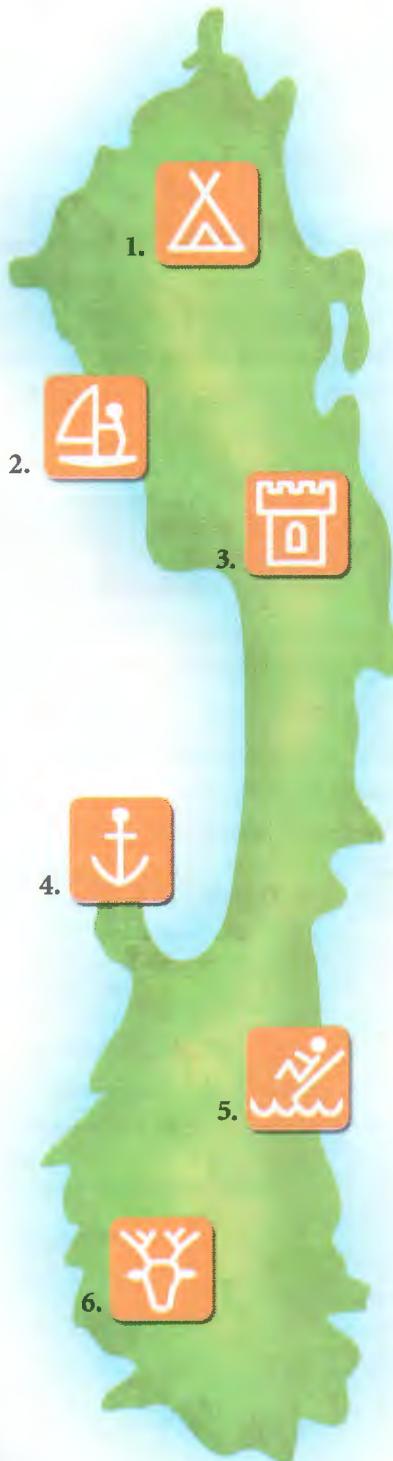
national park

port

water sports

campsite

waterpark



Read the text quickly to understand the main idea.



## 2. READ



A. Read the text quickly and match the headings a-c with the paragraphs 1-3. Then listen and check your answers.

a. Tour the island!

c. Enjoy the beaches!

b. Enjoy nature!

# Margarita Island

Margarita Island is a beautiful tropical Caribbean island near Venezuela and has got many things you can do.

1.

There are lots of beaches: quiet, crowded, cold, warm, large, small, windy or not windy. Go to a different beach every day! For windsurfers and windsurfing competitions, Playa El Yaque is the perfect place. Of course, there are many other water sports you can do on the island.



2.

There are many places to visit. Go on an organised tour or rent a car and drive around. Don't miss the fantastic castles, like the Castle of Pampatar. Also, visit the town El Cercado and buy impressive souvenirs!

3.

Have fun at Margarita Tropical Gardens and Labyrinth. Walk around a maze, see beautiful flowers and trees and try to find your way out. See snakes and monkeys, and taste local fruit and drinks.



Don't forget to visit La Restinga National Park and take a boat ride on the river through the mangrove forest.



### 3.WRITE

#### Using tenses

When you write a postcard, be careful which tenses you use.

- Use the Past Simple to describe what you did.
- Use the Future *going to* for your future plans.

**A. Look at the words/phrases in the box. Which of them refer to the past and which refer to the future?**

in 2006    in two days    two days ago    next week  
yesterday    soon    tomorrow    last Saturday

**B. Expand the notes into sentences.**

1. last summer / we / stay / campsite / by / beach

2. cousins and I / tour / island / tomorrow

3. I / visit / waterpark / two weeks ago

4. Stephanie / buy / impressive souvenirs / yesterday

5. Greg and John / try / windsurfing / next week

**C. Imagine you're on holiday. Write a postcard to a friend telling him/her about it. Use the following ideas and the postcard in activity 2B as a guide.**

- Say where you are
- Say what you did/saw yesterday
- Say what you are going to do/see today/tomorrow
- Say what you want to do/see today/tomorrow



**TIP**

After you finish, check your writing.

Check:

- punctuation
- capital letters
- spelling
- word order
- grammar
- vocabulary
- linking words

Hi ...!

Greetings from...

Yesterday,...

Tomorrow,...

Read the text carefully to understand specific details.



# 8 Round-up

## VOCABULARY

### A. Circle the correct words.

1. I always **be** / get sunburnt in the summer.
2. Did you **take** / **order** a taxi for Mrs Franklin?
3. We want to **go** / **get** on a cruise around the world.
4. Let's **take** / **have** pictures of those beautiful birds.
5. Tell William to **be** / **come** along. We're going to go windsurfing.
6. I'm going to travel to Euston in / **by** train.
7. Don't forget to **buy** / **take** souvenirs for Rose and Keith.
8. **Be** / Get careful. There's a snake near your foot.

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

taste      learn      brush      wait  
arrive      book      invite

1. You should always \_\_\_\_\_ your teeth in the morning.
2. I'm not going to \_\_\_\_\_ Ben to the party.
3. Max wants to \_\_\_\_\_ German.
4. I can't \_\_\_\_\_ for the summer holidays.
5. What time does Samuel's plane \_\_\_\_\_ ?
6. Lucy's going to \_\_\_\_\_ her ticket tomorrow morning.
7. I want to \_\_\_\_\_ some of that cake. It looks delicious.

## GRAMMAR

### C. Write questions and answers as in the example. Use the Future **going to** and the prompts.

1. A: Samantha / go camping / Tuesday?  
B: No / go hiking  
A: Is Samantha going to go camping on Tuesday?  
B: No, she isn't. She's going to go hiking.
2. A: Linda and Fay / do water sports / Sunday?  
B: No / go sightseeing

3. A: Peter / visit / national park / tomorrow?

B: Yes

4. A: the boys / have / fish?

B: No / have / pasta

5. A: Greg / tour / the island?

B: Yes

## COMMUNICATION

### D. Choose a or b.

1. A: Would you like to come to the cinema with us?

B: \_\_\_\_\_ I love the cinema.

a. Yes, I'd love to.

b. No thanks!

2. A: Do you want to go bowling on Saturday?

B: \_\_\_\_\_ I'm going to go to the theatre with Tom.

a. Sounds brilliant.

b. Sorry, I've got other plans.

3. A: Do you want to watch a DVD?

B: \_\_\_\_\_ I've got a terrible headache.

a. Great idea.

b. Maybe some other time.

4. A: Would you like to go for a walk in the forest?

B: \_\_\_\_\_ It's a beautiful day.

a. Sure, why not?

b. Isn't it a bit late?

### E. Match.

1. What's wrong?

2. What's the date?

3. What are you going to do first?

4. Are you going to come?

5. When are you going to tour the island?

6. I've got a sore throat. Any ideas?

a. It's 17 March.

b. On 28 August.

c. You should drink some hot tea.

d. I've got a headache.

e. No, I've got other plans.

f. Pack my bags, then order a taxi.

**F. Complete the situations. Use *should/shouldn't* and the prompts in the box.**

visit/dentist take/painkiller eat/chocolate visit/doctor drink/tea go/gym

1. A: I've got a headache.

B: \_\_\_\_\_

2. A: I've got toothache.

B: \_\_\_\_\_

3. A: I've got backache.

B: \_\_\_\_\_

4. A: I've got a sore throat.

B: \_\_\_\_\_

5. A: I've got the flu.

B: \_\_\_\_\_

6. A: I've got a stomach ache.

B: \_\_\_\_\_

## SPEAK

**A. Talk in pairs. Imagine that you and your partner have decided to go to Florida for your summer holiday. Look at the brochure below and decide what you are going to do and why. Choose three things.**

**Holiday in Florida!**

- **Panama City Beach**  
Swim, sunbathe, do water sports!
- **SeaWorld Adventure Park**  
See whales, dolphins, sharks! Watch sea animal shows!
- **Walt Disney World**  
Spend time with your favourite Disney characters!
- **National Museum of Naval Aviation**  
See over 140 different types of planes!
- **Everglades National Park**  
Go for a walk or boat tour and see birds, alligators and crocodiles!

**So, what are we going to do?**

**Let's go to Panama City Beach and do water sports.  
I love water sports.**

**Sure. I want to try windsurfing. How about going to...?**

**No, I don't want to go there. It sounds boring.**

**B. Report your answers to the class.**

**We are going to go to Panama City Beach and do water sports. We are also going to...**

## WRITE

**Write an e-mail to a friend about a day trip you are going to go on. Include the following:**

- where you are going to go
- when you are going to go
- who is going to be with you
- what you are going to do
- invite your friend to come along

## 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...

- › say the date
- › say my date of birth
- › talk about future plans and arrangements
- › discuss preparations for a trip
- › invite someone to do something
- › accept and refuse invitations
- › ask for and give advice
- › talk about my holidays
- › write a postcard
- › talk about health problems
- › write an e-mail about my holiday plans

# Culture page

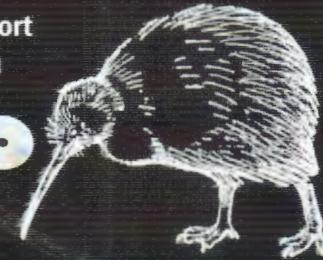


travelling to

## NEW ZEALAND

New Zealand has got everything; from a traditional holiday by the beach to really exciting adventure holidays!

A. Look at the pictures. What sort of holidays do you think you can go on in New Zealand? Listen, read and find out.



Zorbing



Hiking on a glacier



A Tall Ship

### Taking pictures of dolphins



### Wildlife

Many people come to New Zealand just to see the wildlife. You can go on a boat trip and swim with seals or take pictures of dolphins and whales. You can even see penguins in some parts of the country. Eco-tours are also becoming very popular. You can see New Zealand's beautiful wildlife and help the environment, too.

### Adventure

Travel on a Tall Ship. It's the perfect way to experience life at sea and visit some of New Zealand's best tourist sights, too. New Zealand is an excellent place for hiking, and trips to glaciers. Horse riding, rafting and skiing are also very popular and there are great waves for surfing. But for real excitement, you need to try bungee-jumping or even zorbing, rolling down a hill in a big plastic ball.



Whitewater rafting

### Culture

Wellington and Auckland have got interesting museums. But to see real New Zealand culture you need to visit a Maori art and craft workshop. Here, you can see Maori people painting and making jewellery. You can buy some art or you can also make your own. Maori people are also famous for their traditional dances, like the *Haka*.



Maori art  
and craft

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

1. A trip on a Tall Ship is very expensive.
2. Zorbing is a kind of adventure sport.
3. You can make your own art at the museums in Wellington and Auckland.
4. The *Haka* is a traditional Maori dance.
5. You need to take a boat trip to see penguins.

# Pairwork activities

2d

Talk in pairs. Look at the magazine page below and talk about the items.

## Fashion...

time



This jumper's nice.

*Yes, it's trendy and cheap.*

I think these jeans aren't trendy.

*Yes, and they're a bit expensive, too.*

2e

Talk in pairs.

**STUDENT A:** Choose one of the actors/actresses below, but don't tell Student B. Answer his/her questions.

**STUDENT B:** Ask Student A questions to guess the actor/actress.

Is it a man or a woman?

*A man.*

Has he got blue eyes?

*Yes, he has. / No, he hasn't.*



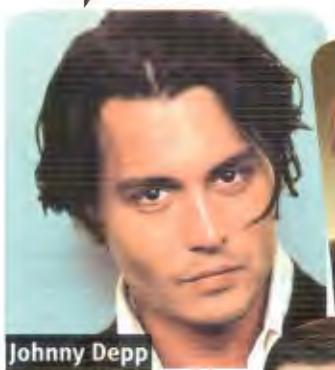
Scarlett Johansson



Russell Crowe



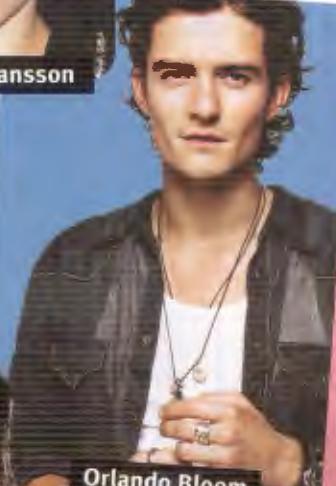
Liv Tyler



Johnny Depp



Leonardo DiCaprio



Orlando Bloom



Jennifer Aniston

Brad Pitt

Angelina Jolie

## Pairwork activities

**3e**

Complete the chart below according to what you do on Saturdays. In the red column, write down what you do. In the blue column, write down how often (always, usually, often, sometimes) you do these things. Then talk in pairs. Look at the example given.

		MY SATURDAY		
		Morning	Afternoon	Evening
Housework	Housework			
Free-time activities at home				
Sports				
Going out				

		MY SATURDAY		
		Morning	Afternoon	Evening
Housework	tidy house	sometimes		
	iron		usually	
Free-time activities at home	read magazines	often		
	watch DVDs			always

**What do you do on Saturdays?**

*In the morning, I sometimes tidy the house and I often read magazines. What about you?*

*In the morning, I... What do you do in the afternoon?*

**4b**

**STUDENT A**

Look at the picture and discuss the things in the box as in the example.



armchair      mirror      rug  
lamp      TV      telephone

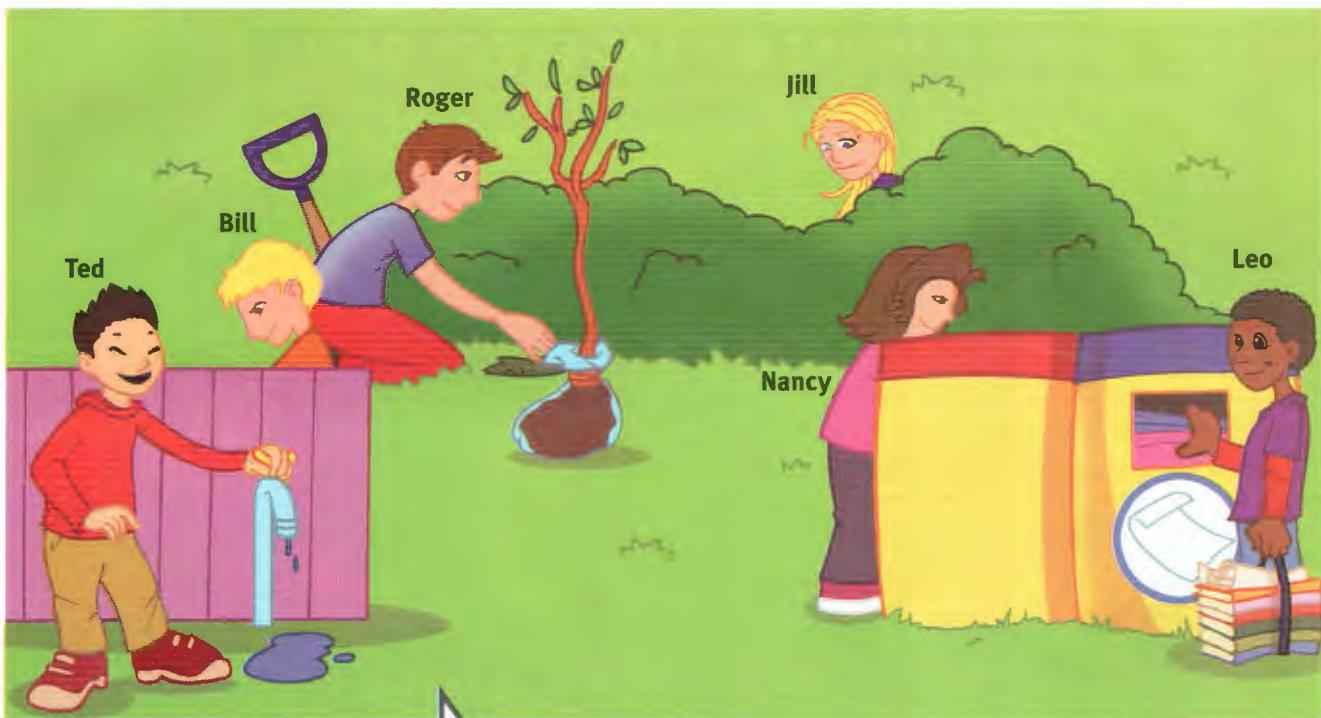
**Where's the armchair in your room?**

*In my room, the armchair is next to the bed.*

*In my room, it's in front of the table.*

**6c****STUDENT A**

Look at the picture below and try to guess what the people are doing. Ask Student B questions and discuss as in the example. Then answer Student B's questions.



**What's Bill doing? Is he planting trees?**  
**No, he isn't. He's throwing rubbish in the bin.**

**7e****STUDENT A**

A. Look at the chart about J. K. Rowling and answer Student B's questions.

B. Ask Student B questions about J. R. R. Tolkien and complete the chart below.



J. K. Rowling	J. R. R. Tolkien
When / born?	1965
Where / born?	England
When / start / school?	1971
When / go / university?	1983
What / study?	French
When / get / degree?	1987
When / write / first book?	1995

**When was ... born?**  
**He/She was born in ...**

## Pairwork activities

5c

A. Talk in groups of five. Use *How much / How many* to ask the members of your group questions about their eating habits and complete the table.

### CLASS SURVEY: WHAT WE EAT EVERY DAY!

Name	milk	water	tomatoes	apples	oranges	eggs

*How much milk do you drink a day?*

*I drink three glasses of milk a day.*



B. Report your answers to the class.

*Three students in my group drink 3 bottles of water a day.*

4b

STUDENT B

Look at the picture and discuss the things in the box as in the example.



armchair    mirror    rug  
lamp    TV    telephone

*Where's the armchair in your room?*

*In my room, the armchair is in front of the table.*

*In my room, it's next to the bed.*

**6c****STUDENT B**

Look at the picture below and answer Student A's questions. Then try to guess what the rest of the people are doing. Ask Student A questions and discuss as in the example.



**What's Ted doing? Is he planting trees?**

**No, he isn't. He's turning off the tap.**

**7e****STUDENT B**

A. Ask Student A questions about J. K. Rowling and complete the chart below.

B. Look at the chart about J. R. R. Tolkien and answer Student A's questions.



J. K. Rowling	J. R. R. Tolkien
When / born?	1892
Where / born?	South Africa
When / start / school?	1900
When / go / university?	1911
What / study?	English
When / get / degree?	1915
When / write / first book?	1936

**When was ... born?**  
**He/She was born in ...**

# Song Page

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



## MODULE 1

### Nice to meet you

Hi, nice to meet you.

Hello, what's your name / surname?

I'm Thomas Hughes.

Hi, Thomas. My name's Jane.

So, how's it going / doing?

I'm fine. What do you do?

I am an actor.

My friend's a(n) doctor / actor, too!

Where are you from?

The UK, but I live in Spain.

Right. Good night / Goodbye, Jude.

Actually, my name's Jane.

I'm sorry. Take care, Jane.

See you later / tomorrow, OK?

Have a fine / nice weekend.

And you have a nice day!

## MODULE 5

### Friday night dinner

I come home, but there's no food / dinner for me.  
I go to the kitchen / fridge and what do I see?  
There's some pasta / pizza, but it's a bit cold  
And look at that, it's also a week old!

All I want is a good meal.  
I don't think it's a big deal.  
What's there to eat?  
What's there to eat?

I want to make some chicken salad / soup.  
But the chicken and vegetables don't look good.  
I'd like to have a nice hot dog / burger.  
Where's that phone? I think it's time to order.

All I want is a good meal.  
I don't think it's a big deal.  
What's there to eat?  
What's there to eat?

## MODULE 3

### Busy, busy, busy

I get up at eight / six and take the bus / train to work.

I work and work all day.

When I get home, don't think that I relax / sleep.

There's housework to do and no play.

Busy, busy, busy always busy!

Is the weekend near?

Busy, busy, busy always busy!

Weekends are the best, oh yeah!

I talk on the phone, watch chat / reality shows,  
Hang out with friends all day.

I play tennis / football or I go to the gym / cinema.  
Oof! Another tiring day!

Busy, busy, busy always busy!

Is the weekend near?

Busy, busy, busy always busy!

Weekends are the best, oh yeah!

## MODULE 7

### WHAT A DAY!

It started bad, I woke up late  
I dropped my toast / cereal  
and I broke the plate.

What a day! Oh, what a day! Oh, oh what a day!

I left the house with  
butter / ketchup on my shirt  
I missed the bus and I drove / rode to work.

What a day! Oh, what a day! Oh, oh what a day!

I saw a friend / girl I really like  
I smiled at her and I fell / crashed off my bike.

What a day! Oh, what a day! Oh, oh what a day!

I hurt my arm / face, I hit my head  
I woke up in a hospital bed / room.

What a day! Oh, what a day! Oh, oh what a day!

The nurse / doctor came in with some tea  
She fell and threw it all over me!

What a day! Oh, what a day! Oh, oh what a day!

## spelling

British English	American English
centre	center
colour	color
doughnut	donut (also doughnut)
favourite	favorite
grey	gray
neighbour	neighbor
organise	organize
theatre	theater
traveller	traveler
yoghurt, yogurt	yogurt

## words and phrases

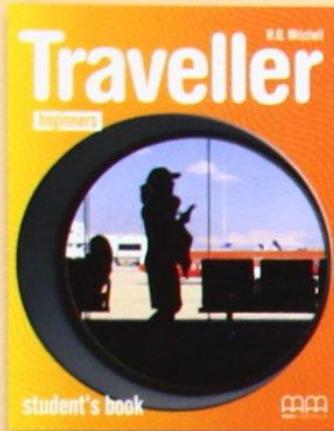
British English	American English
aluminium (foil)	aluminum (foil)
athletics	track and field
autumn	fall
bath	bathtub
bedside table	nightstand
bin	garbage can
biscuit	cookie
brackets	parentheses
café	coffee shop
chemist's	drugstore
chips	(french) fries
cinema (the building)	movie theater
city centre	downtown, downtown area
come round	come over
cooker	stove, oven
crisps	potato chips
do the washing	do the laundry
do the washing-up	do the dishes
estate agent	realtor
fair (hair)	blond (hair)
film	movie (also film)
flat	apartment
flatmate	roommate
flick	flip
football	soccer
free, spare time	spare time
fridge	refrigerator
garden	yard
go to the cinema	go to the movies
ground floor	first floor
have a shower	take a shower
holiday	vacation
hoover (verb)	vacuum
I've got a temperature	I have a fever
jumper	sweater
lift	elevator
match	game
Maths	Math
mobile phone	cell phone
motorbike	motorcycle
mum / mummy	mom / mommy
opposite	across from
painkiller	painreliever
plaster (cast)	cast
primary school	elementary school, grade school
rubbish	garbage, trash
shop	store
shop assistant	salesperson
shopping centre	(shopping) mall
soft drink	soda, pop
surname	last name
tap	faucet
tick (✓)	check (✓)
tidy my room	clean my room
torch	flashlight
trainers	sneakers
trousers	pants
TV programme	TV show
underground	subway
university	college
use the underground	ride the subway
wardrobe	closet

## grammar and usage

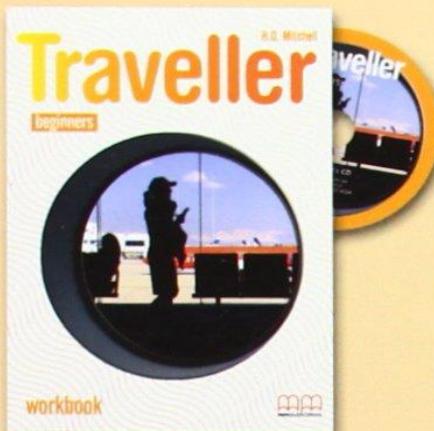
British English	American English
I've got	I have
Have you got?	Do you have?
I haven't got	I don't have
I've got backache	I have a backache
I've got toothache	I have a toothache
at the weekend	on the weekend
in hospital	in the hospital
in the team	on the team
4 January	January 4
4th January	January 4th

# Traveller

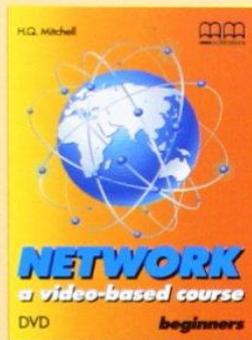
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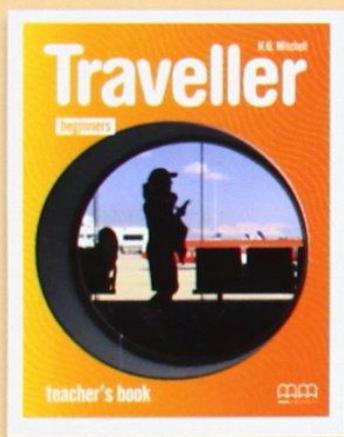
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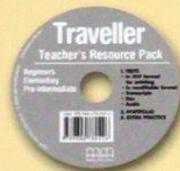
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