

Beginners (A1.1)

Elementary (A1.2)

Traveler

H.Q. Mitchell

beginners A1 American edition

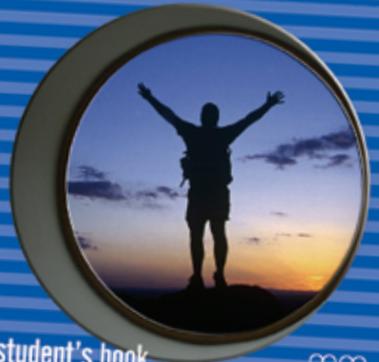


student's book

Traveler

H.Q. Mitchell

elementary A1.2 American edition



student's book

Traveler

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pre-intermediate A2 American edition



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Pre-Intermediate (A2)

Traveler

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Intermediate (B1)

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Level B1+ American edition



student's book

Level B1+

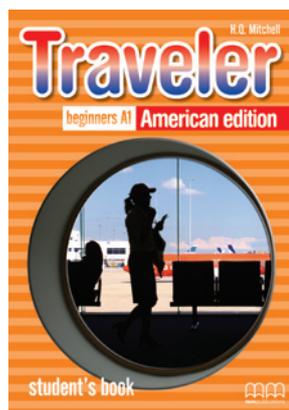
sample pages
catalogue



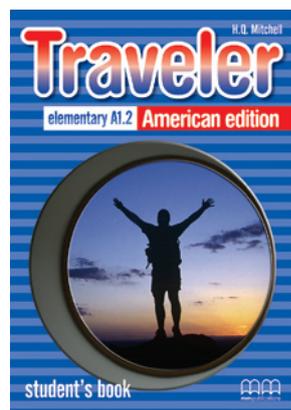
Traveler

is an exciting course for teenage and young adult learners, that takes them from **Beginner** to **Upper-Intermediate** level.

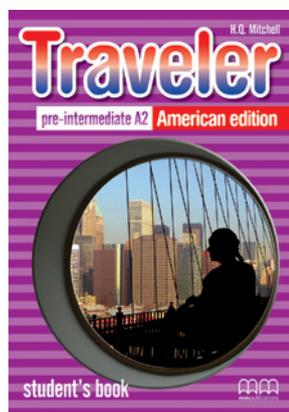
CEF level **A1.1**



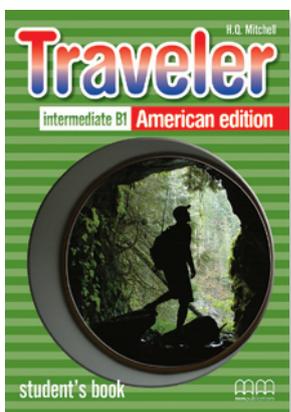
CEF level **A1.2**



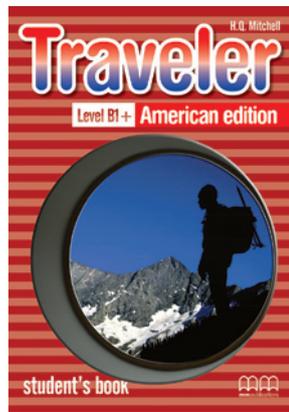
CEF level **A2**



CEF level **B1**



CEF level **B1+**



IT FOLLOWS:

- the requirements of the **Common European Framework of Reference**
- the **modular approach** and is organized into **8** topic-based modules

KEY FEATURES:

- Motivating and contemporary topics with multicultural and cross-curricular information
- Lively dialogues presenting real spoken English
- An integrated approach to the development of the four skills
- Special emphasis on vocabulary building
- Grammar presented and practiced in context
- Systematic development of reading and listening skills and subskills
- A variety of communicative exam oriented tasks
- Step-by-step approach to writing
- Activities encouraging critical thinking and personal response
- Practical tips helping students to become autonomous learners
- A round-up section in each module providing regular revision and consolidation
- A grammar reference section
- Culture pages with Web links
- Songs

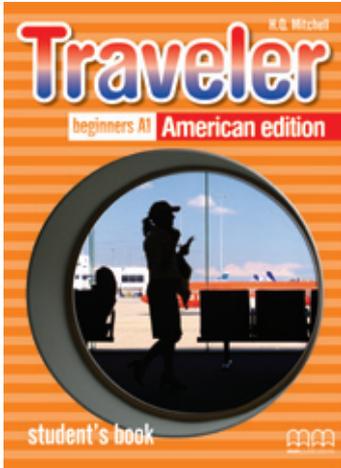
Interactive Whiteboard Material also available

CATALOGUE CONTENTS

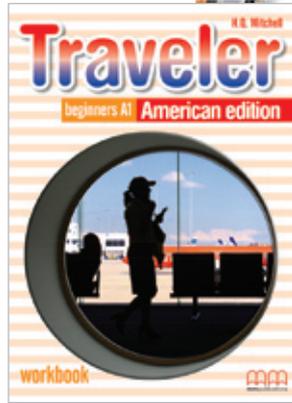
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COMPONENTS FOR STUDENTS



Student's Book



Full-color Workbook including extra vocabulary and grammar section + Audio CD/CD-ROM

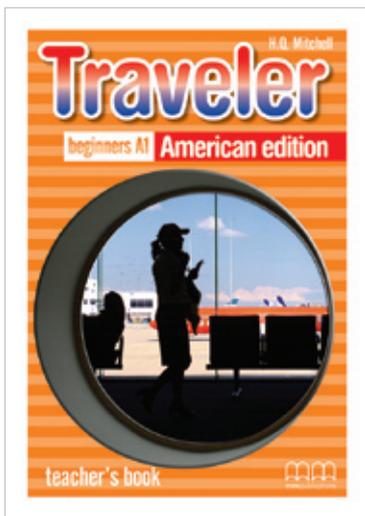


Grammar Book



DVD Activity Book

COMPONENTS FOR TEACHERS



Interleaved Teacher's Book



Full-color Workbook Teacher's Edition



Class CDs



Placement test



DVD

Teacher's Resource CD/CD-ROM with

- Tests
- Portfolio including projects
- Extra practice on: grammar & vocabulary, reading and speaking
- Grammar Tests
- Key to Grammar Book activities

for extra material visit:
www.mmpublications.com



Interactive Whiteboard Material



CONTENTS

Traveler Beginners

	STRUCTURES
Hello	<ul style="list-style-type: none"> • What's your name? • I'm.../My name's... • How do you spell...? • Plurals (regular -s) • Imperative (affirmative)
Module 1	<ul style="list-style-type: none"> • The verb <i>be</i> (I, you, he, she, we, they) • Possessive adjectives (my, your, his, her, our, their) • Who?/What?/How?/Where...from? • a / an
Module 2	<ul style="list-style-type: none"> • this / that / these / those • The verb <i>be</i> (it) • Plurals (regular-irregular) • Possessive case • Whose? • The verb <i>have</i> • Adjectives
Module 3	<ul style="list-style-type: none"> • Present Simple • What time? / When? • Prepositions of time • Adverbs of frequency
Module 4	<ul style="list-style-type: none"> • There is / There are • Prepositions of place • a(n) / the • Object personal pronouns • Imperative
Module 5	<ul style="list-style-type: none"> • a(n) / some • Countable and uncountable nouns • some / any • would like + noun • How much / How many?
Module 6	<ul style="list-style-type: none"> • The verb <i>can</i> • Present Progressive • Let's / How about?
Module 7	<ul style="list-style-type: none"> • Past Simple • Time expressions • Why? / Because • Past Simple of the verb <i>be</i> • Past Simple vs. Present Simple
Module 8	<ul style="list-style-type: none"> • Future <i>be going to</i> • Time expressions • want to / would like to • The verb <i>should</i>

Traveler Elementary

	STRUCTURES
Hello	<ul style="list-style-type: none"> • What?/ How?/ How old?/ Where... from? • this/that • Imperative (affirmative-negative)
Module 1	<ul style="list-style-type: none"> • The verb <i>be</i> • These / Those • Plurals • Possessive adjectives • Possessive case • The verb <i>can</i> • a/an • Who...?
Module 2	<ul style="list-style-type: none"> • Present Simple • Prepositions of time • would like to / want to • like / love / enjoy / hate / can't stand + -ing • Adverbs of frequency • How often...? Once / Twice, etc. • When...?
Module 3	<ul style="list-style-type: none"> • Present Progressive • Whose...? • Possessive Pronouns • There is / There are • a(n) / the • Present Simple vs. Present Progressive • Why?/ Because...
Module 4	<ul style="list-style-type: none"> • Countable / Uncountable nouns • some/any/no • How much...? / How many...? • much/many/a lot of/lots of/a few/a little • Object Personal Pronouns • The verb <i>should</i>
Module 5	<ul style="list-style-type: none"> • Past Simple • Past Simple of the verb <i>be</i> • The verb <i>could</i> • Adjectives-Adverbs of manner
Module 6	<ul style="list-style-type: none"> • Future <i>be going to</i> • <i>can, could, may, will, would</i> for requests • The verb <i>have to</i> (affirmative) • Compounds of some, any, no, every • Let's... / How about...? / Why don't we/you...? • Which...?
Module 7	<ul style="list-style-type: none"> • one / ones • too / enough • Comparative Forms • Superlative Forms
Module 8	<ul style="list-style-type: none"> • Present Perfect Simple (ever, never, before) • Present Perfect Simple vs. Past Simple • Reported Speech (Commands-Requests)

Traveler Pre-Intermediate

	STRUCTURES
Module 1	<ul style="list-style-type: none"> • Present Simple vs. Present Progressive • Stative verbs • Past Simple • used to • Prepositions of time • Quantifiers
Module 2	<ul style="list-style-type: none"> • Past Progressive • Past Simple vs. Past Progressive • Time Clauses (when, while, as, as soon as) • Present Perfect Simple • Present Perfect Simple vs. Past Simple
Module 3	<ul style="list-style-type: none"> • can, could, may, be able to • have to, don't have to, need to, don't need to, needn't, must, mustn't • Indirect questions • Comparisons
Module 4	<ul style="list-style-type: none"> • Future <i>will</i> • will have to, will be able to • Time clauses (when, after, before, until, as soon as) • too-enough • Relative clauses (who-which-that-where)
Module 5	<ul style="list-style-type: none"> • Infinitives • -ing form • should - had better • Passive Voice (Present Simple - Past Simple)
Module 6	<ul style="list-style-type: none"> • may, might, could • Conditional Sentences Type 1 • if vs when • so / neither / too / either • Present Perfect Progressive • Present Perfect Progressive vs. Present Perfect Simple
Module 7	<ul style="list-style-type: none"> • Question tags • Negative questions • Exclamatory sentences • Clauses of result • Reflexive pronouns • Past Perfect Simple
Module 8	<ul style="list-style-type: none"> • Reported speech (statements, questions, commands, requests) • Conditional Sentences Type 2 • Wishes and unreal past

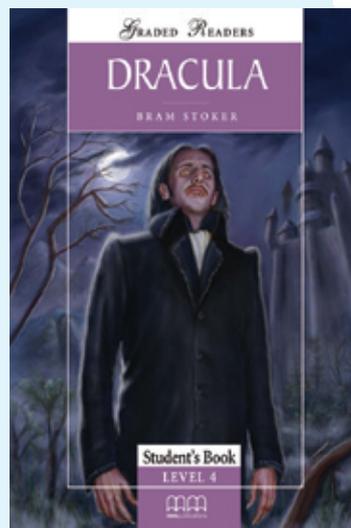
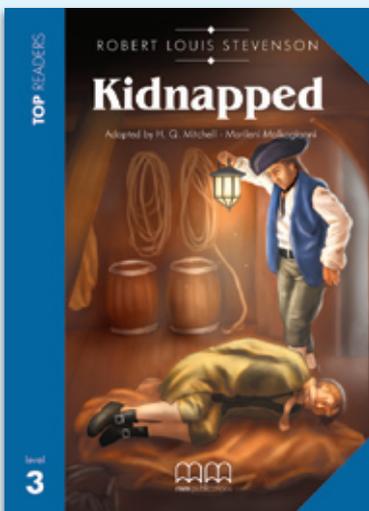
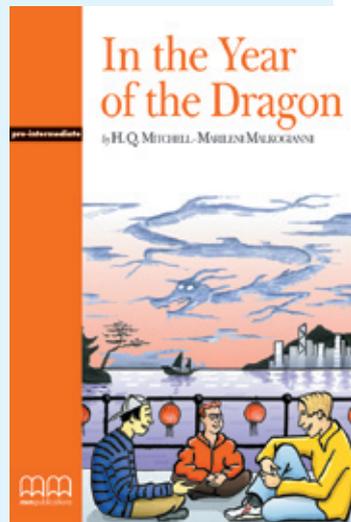
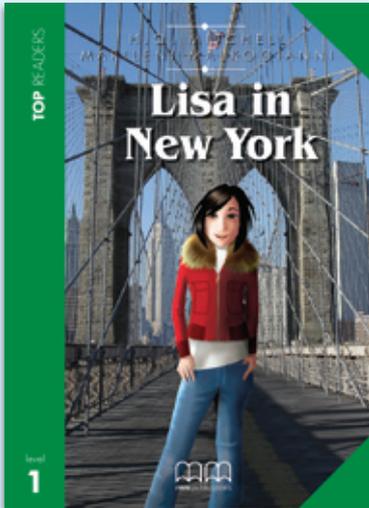
Traveler Intermediate B1

	STRUCTURES
Module 1	<ul style="list-style-type: none"> • Present Simple - Present Progressive • Stative verbs • Questions and Question words • Indirect questions • Past Simple • used to - be/get used to
Module 2	<ul style="list-style-type: none"> • Past Progressive • Past Simple vs. Past Progressive • Relative clauses • Adjectives - Adverbs of manner • Comparisons
Module 3	<ul style="list-style-type: none"> • Present Perfect Simple – Present Perfect Progressive • must, have to, need, would rather, had better • may, might, could • must, can't
Module 4	<ul style="list-style-type: none"> • Future tenses • Time clauses • Conditional sentences (Types 1, 2) • Articles - Nouns - Determiners
Module 5	<ul style="list-style-type: none"> • Past Perfect Simple - Past Perfect Progressive • Reported Speech (statements) • Reported Speech (questions, commands and requests)
Module 6	<ul style="list-style-type: none"> • Passive Voice I • Clauses of reason, concession, purpose • Passive Voice II
Module 7	<ul style="list-style-type: none"> • Infinitives and -ing forms • Causative form • Modal verbs + have + past participle
Module 8	<ul style="list-style-type: none"> • Conditional sentences (Type 3) • Wishes and Unreal Past • all / both / neither / none • both... and... / neither... nor... / either... or...

Traveler B1+

	STRUCTURES
Module 1	<ul style="list-style-type: none"> • Present Simple - Present Progressive • Stative verbs • Comparisons • Countable and uncountable nouns
Module 2	<ul style="list-style-type: none"> • Past Simple - Past Progressive • Past Perfect Simple - Past Perfect Progressive • used to - would - was/ were going to
Module 3	<ul style="list-style-type: none"> • Present Perfect Simple - Present Perfect Progressive • Relative clauses • should - ought to - had better
Module 4	<ul style="list-style-type: none"> • Future tenses • Other future forms • Time clauses • Conditional sentences (Type zero, 1, 2) • must - have to - need
Module 5	<ul style="list-style-type: none"> • Infinitives and -ing forms • may - might - could • must - can't • Question tags
Module 6	<ul style="list-style-type: none"> • Passive Voice • Clauses of concession
Module 7	<ul style="list-style-type: none"> • Reported Speech (Statements, questions, commands and requests) • Clauses of result
Module 8	<ul style="list-style-type: none"> • Unreal past • Conditional sentences (Type 3) • Causative Form

RECOMMENDED READERS FOR TRAVELER



Recommended Readers for:

Traveler Beginners

Lisa in New York
The Happy Prince
The Table, the Ass and the Stick

Traveler Elementary

The Mix Up
Beauty and the Beast
The Wizard of Oz
White Fang
Huck Finn
20,000 Leagues Under the Sea
The Magic Ring
A Connecticut Yankee in King Arthur's Court
The Railway Children
Lisa in China

Traveler Pre-Intermediate

Save the Forest
In the Year of the Dragon
The Canterville Ghost
The Mysterious Island
Treasure Island
Oliver Twist
Kidnapped
Swiss Family Robinson

Traveler Intermediate B1

The Last of the Mohicans
Excalibur
Lost in the Cave
Frankenstein

Traveler B1+

Captain Grant's Children
The Phantom of the Opera
The Turn of the Screw
Great Expectations
Dracula

introduction to the topic of the module through various activities

5

Food



Discuss:

- ▶ What's your favorite food?
- ▶ Where do you like eating? Do you like going to coffee shops or restaurants?

Flip 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

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objectives of module clearly presented

5a What do you eat?

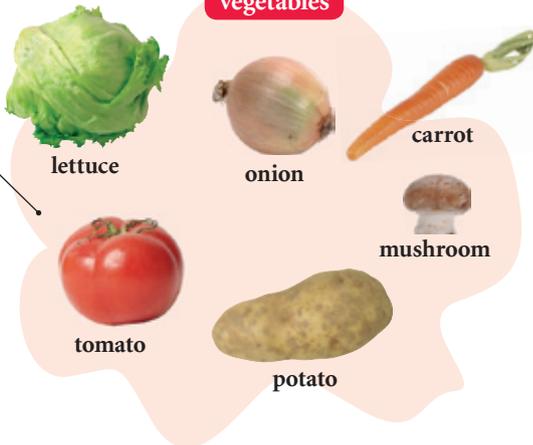
1. VOCABULARY

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

fruit



vegetables

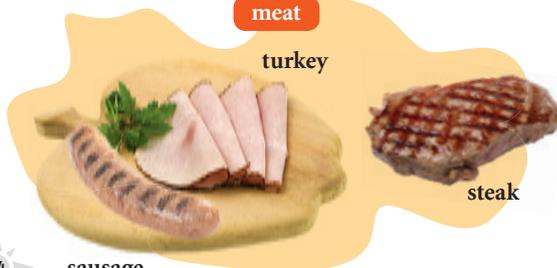


special emphasis on vocabulary building (lexical sets)

dairy products



meat



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, Seattle



various types of texts



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 favorite food, but I try to eat some every day.
Samantha, Indianapolis

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, Portland

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?

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 yogurt** in the salad.

1. some + plural countable nouns
2. a(n)+ singular countable nouns
3. some + uncountable nouns

Grammar Reference p.127

grammar presented and practised in context

4. PRACTICE

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

1. **Mark** Let's make a salad.
Debbie OK. There are _____ tomatoes and _____ carrot in the refrigerator.
Mark And here's _____ onion.
2. **Kevin** Mom, I want _____ cheese and ham, please.
Mum Sure.
3. I have _____ banana and _____ peaches in my bag.
4. Have _____ fruit with your yogurt. It's delicious!

5. PRONUNCIATION 

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

- a. milk
- b. meat

B. Listen and check the sound you hear.

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

pronunciation activity

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.

short writing activity

5b Can I take your order?

1. VOCABULARY

Listen and repeat.

vocabulary presented through visual prompts



soup



tea



cheesecake



rice



chicken



ice cream



pasta



egg



tuna



ketchup



sandwich



orange juice



potato chips

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 potato chips 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 don't have 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 don't have 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 refrigerator.

Do we have **any** eggs?

Grammar Reference p.127

4. PRACTICE

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

- A: Are you hungry? There are (1) _____ cheese sandwiches in the refrigerator 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 don't have (5) _____ ketchup.

B: That's OK.
- A: Do we have (6) _____ pasta?

B: No, we don't. Get (7) _____ from the supermarket.

A: OK. What about milk and orange juice?

B: Well, we have (8) _____ milk, but we don't have (9) _____ orange juice. We need (10) _____ tea, too.

A: OK.

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

-
-
-

5. LISTEN

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

listening activity

DAVE'S PLACE

DRINKS

tea

coffee

orange juice

water

SALADS

tomato salad

potato salad

green salad

SANDWICHES

cheese and tomato

chicken and mushroom

turkey and cheese

DESSERTS

chocolate cake

ice cream: *banana*

chocolate

strawberry

cheesecake

PASTA

mushroom

mushroom

tuna

tomato and

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...?

50 At the supermarket

1. VOCABULARY

A. Listen and repeat.

a bottle of...



ketchup

a glass of...



milk



orange juice



water

a cup of...



hot chocolate



coffee

a can of...



tuna



soda



cake



bread



cookies



pasta

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



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 chips for the trip.

Sandy Sure. How many bags 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 box of cookies.

Sandy And chocolate.

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

Sandy Diet? What diet? You have chips, coke, cookies...

Carla Calm down. It's a long way to Chicago, 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 bags of chips 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?

lively dialogues
presenting real
spoken English

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.

- We use **How much** with
 - countable nouns.
 - uncountable nouns.
- We use **How many** with
 - countable nouns.
 - 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 have a bottle in the refrigerator. _____ eggs do you want?

Paola Three.

Gina Oh, no. We only have two.

5. LISTEN

A. Two people are shopping in a supermarket.

Listen and complete the woman's shopping list.



practical tips helping students to develop skills and become autonomous learners

TIP

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

5 _____
_____ onions
a _____ of carrots
a box 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



French fries



noodles



tacos



kebab



burger

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



money

£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 fries, please.
 Woman Do you want ketchup and mustard?
 Fred Just mustard.
 Woman Here's your burger and fries.
 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 turkey and mushroom pizza.
 Man Sure. That's \$2.75, please.
 Tony Sorry, but it says \$2.50 on here.
 Man No, that's just turkey pizza.
 Tony Oh, you're right.
 Man Anything to drink?
 Tony Umm... I'd like a soda, 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 check the sound you hear.

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



- Man Dragon's Den. What's your phone number, please?
- Jasmine 555 - 5573.
- Man 27 Park Street, apartment 8, Miss Cooper. Is that right?
- Jasmine Yes.
- Man OK. What would you like?
- Jasmine I'd like 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.

- Fred wants ketchup and mustard on his burger.
- A burger is \$4.85.
- A slice of turkey and mushroom pizza is \$2.50.
- Tony orders a medium soda.
- Jasmine lives in an apartment on Cooper Street.
- 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		
turkey sandwich	\$ 2.50	fries	
chicken sandwich	\$ 3.00	medium	\$ 1.00
		large	\$ 1.50
kebab		coke/soda	
medium	\$ 3.00	medium	\$ 1.00
large	\$ 4.00	large	\$ 1.50

a variety of communicative tasks

What would you like?

I'd like a cheeseburger.

Would you like French fries with that?

Yes, please. Medium fries. 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



oatmeal



beans + toast



waffles + syrup

2. READ

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

activities focusing on reading for gist

BREAKFAST!

The first meal of the day!

American Breakfast

The traditional breakfast in the U.S. and Canada is a hot meal usually without any vegetables. It includes pancakes with maple syrup, waffles, croissants, scrambled or fried eggs, etc. This breakfast is popular but, during the week, Americans just have toast or cereal and coffee, milk or orange juice. Some people don't have breakfast at all. Coffee shops or diners serve breakfast all day and many people usually go there on the weekend.

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 and 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, oatmeal, toast, fruit, yogurt and tea or coffee. They usually enjoy a Full English on the weekend. Coffee shops or "greasy spoons" serve this breakfast at any time of the day.



Use a dictionary to find out what unknown words mean.

TIP

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

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

activities focusing on reading for detail



croissant + butter + jam



omelet



donuts

3. SPEAK

GAME

Go around the class, ask questions and complete the sentences. Be the first to complete five of the sentences with different names and you're the winner!

What do you have

- _____ has cereal.
- _____ has oatmeal.
- _____ has coffee.
- _____ has pancakes.
- _____ has an omelet.
- _____ has toast and butter.
- _____ has a donut.
- _____ has yogurt.
- _____ has fruit.
- _____ has pizza.

for breakfast?

Do you have cereal for breakfast?
 Yes, I do. / No, I don't.

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 yogurt.

I don't like milk.

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

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

- 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 do we have?
- My parents love beans, _____ I think they're terrible.
- We never have pancakes for breakfast, _____ we sometimes have an omelet.
- 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, turkey _____ mushrooms on my pizza.

B. Write a paragraph about your eating habits.

My eating habits

For breakfast, I usually have...

For lunch,...

For dinner,...

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

TIP



useful advice to promote writing skills

vocabulary, grammar and communication revision activities

5 Round-up

VOCABULARY

A. Put the words in the correct category.

yogurt cheesecake chicken apple
donut turkey steak hot dog 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 box 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 refrigerator.
- You look thirsty. Would you like a _____ of orange juice?
- Sorry. There's only one _____ of bread.

GRAMMAR

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

- A: I want to make a fruit salad. Do we have _____ fruit?

B: Yes. There are _____ bananas and strawberries in the refrigerator.
- A: I'm hungry.

B: Make _____ sandwich.

A: I'm afraid there isn't _____ bread.

B: Oh, no.
- A: Do we have _____ eggs at home?

B: Yes, I think there are _____ eggs in the refrigerator. Do you want to make _____ omelet?

- 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 refrigerator?
- B: No, there isn't. Would you like _____ water?

D. Circle the correct words.

- A: **How much / How many** milk is there in the refrigerator?

B: There are two bottles.
- A: **How much / How many** is that?

B: That's \$9.60, please.
- A: Alice, get me some tomatoes from the supermarket, please.

B: OK. **How much / How many** tomatoes?

A: Three or four.
- A: **How much / How many** sugar do you want in your coffee?

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

speaking activity
for further practice

F. Put the sentences in the dialogues in order.



- A cup of coffee.
- Anything else?
- I 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 don't have any orange juice.
- Yes, please. I'd like some orange juice.
- Then I'd like a soda.
- I Would you like a drink with that?
- Medium.

- Thanks. How much is that?
- I Here are your fries. 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,....*

writing activity for
further practice

SELF-ASSESSMENT

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

a self-assessment
section fostering
learner autonomy

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*



songs accompanied by an activity

Cross-curricular page Home Economics

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

BAKED POTATOES!

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



What to do:

1. Heat the oven to 400°F.
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 aluminum 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 part

There are lots of different fillings or toppings for your baked 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!



Sour cream and chives! The perfect match!



Turkey and cheese. Delicious!



Broccoli and cheese!

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 aluminum foil.
4. You need to cook them in the microwave for 1-2 hours.

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

SONG
"Friday night dinner"
Go to page 124.

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 / last name?
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 U.K., 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 2

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 shows,
Go / Hang out with friends all day.
I play **tennis / football** or I go to the **gym / movies**.
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 5

Friday night dinner

I come home, but there's no food / dinner for me.
I go to the **kitchen / refrigerator** 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 / hamburger**.
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 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!

texts giving cultural and cross-curricular information

Cross-curricular page Social Studies

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

The Temb  Indians of the Amazon

A different way of life

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

The Temb  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 wash their clothes there, too.

The Temb  Indians sleep in hammocks like this.

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

Young people don't watch TV because they don't have televisions. In their spare 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 Temb  Indians speak?
2. What do they eat?
3. Where do they sleep?
4. Where do they wash their clothes?
5. What do young people do in their spare time?

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

SONG
"Busy, busy, busy"
Go to page 124.

Web links

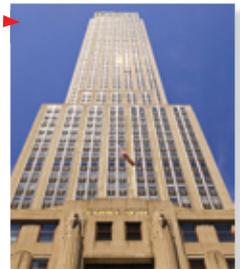
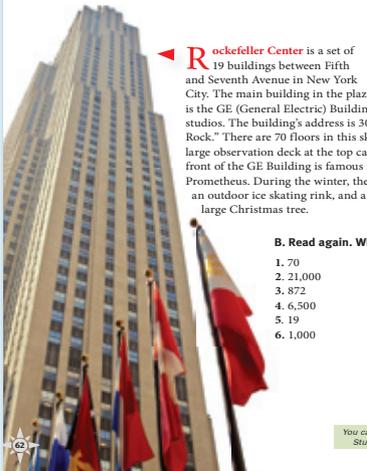
Culture page

A. What do you know about these buildings?
Listen, read and check your answers.

What's up there?

The Empire State Building is on Fifth Avenue in New York City. The whole building is about 1,453 ft. tall, and there are 103 floors. There are 6,500 windows and 73 elevators. It takes under a minute to ride the elevator from the 1st floor to the observation deck on the 86th floor. There are 1,860 steps from the ground to the top. The Empire State Building has 1,000 business offices, and 21,000 people work there. The building even has its own zip code! For some holidays, they change the color of the lights at the top of the building.

Rockefeller Center is a set of 19 buildings between Fifth and Seventh Avenue in New York City. The main building in the plaza is the GE (General Electric) Building. It is the home of the NBC broadcasting studios. The building's address is 30 Rockefeller Center, but people call it "30 Rock." There are 70 floors in this skyscraper, and it's 872 ft. tall. There is a large observation deck at the top called "The Top of the Rock." The plaza in front of the GE Building is famous for its golden sculpture of the mythic hero Prometheus. During the winter, they turn the area in front of the statue into an outdoor ice skating rink, and a lot of people skate there in front of the large Christmas tree.

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

1. 70
2. 21,000
3. 872
4. 6,500
5. 19
6. 1,000

- a. the number of offices in the Empire State Building
- b. the number of floors in Rockefeller Center
- c. the number of buildings there are in Rockefeller Center
- d. the number of people that work at the Empire State Building
- e. the number of windows the Empire State Building has
- f. the height of Rockefeller Center

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

vocabulary and grammar activities

B. Complete the dialogues with *some* or *any*.

1. **Waiter** Can I take your order?
Jack Yes, please. I'd like (1) _____ pasta with tomato sauce.
Waiter And would you like a drink with that?
Jack (2) _____ water, please. I'd also like (3) _____ cheesecake for dessert.
Waiter Oh, I'm afraid we don't have (4) _____ cheesecake.
Jack Do you have (5) _____ ice cream?
Waiter Yes, we do.
Jack OK. Then I'd like (6) _____ chocolate ice cream.
Waiter Of course. Would you like (7) _____ coffee with that?
Jack No, thank you.
2. **Andy** I'm hungry.
Bill There's (8) _____ rice in the refrigerator.
Andy I don't want (9) _____ rice.
Bill What do you want to eat?
Andy I'd like a tuna salad. Do you have (10) _____ tuna?
Bill Well, I have (11) _____ tuna, but I don't have (12) _____ vegetables.
Andy Do you have (13) _____ chips?
Bill Yes. I think I have (14) _____ chips in the cupboard.
Andy OK, then. Let's make a tuna and chips sandwich.

C. Write questions and answers using the prompts given.

1. A: What / you / like / dinner?

 B: I / like / vegetable soup / please.

 A: You / like / dessert / too?

 B: No / thank you.

2. A: We / have / fruit?

 B: Yes / there are / peaches / oranges / table.

 A: Great. I / like / fruit salad / dessert.

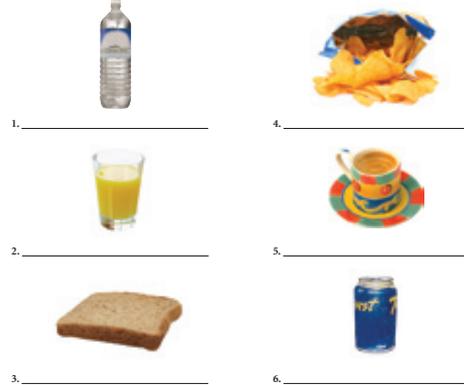
D. Put the dialogue in the correct order. Write 1-7.

- Would you like a salad, too?
 No, I don't want any dessert.
 Some chicken soup. I'm not very hungry.
 What about dessert? They have great cheesecake here.
 So, Lyn, what would you like?
 OK. Now, where's the waiter?
 No, thanks. I don't really like salads.



5c At the supermarket

A. Label the pictures.



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

1. **Ken** _____ rice do you want?
Bill Three boxes. But I also want some pasta.
Ken _____ boxes?
Bill Just two.
2. **Angie** Let's make a tuna salad. There's a nice one in this magazine.
Fred OK. _____ tuna do we need?
Angie Just one can.
Fred And _____ tomatoes do we need?
Angie Three tomatoes. Oh and some lettuce.
Fred What about onions? _____ onions do we need?
Angie Only one. Mmm... looks delicious.



communication activity

5 Round-up

A. Write:

- three kinds of fruit: _____
 three drinks: _____
 three desserts: _____
 three words related to money: _____



B. Circle the correct words.

1. I'm really **thirsty** / hungry. Get me a glass of water, please.
 2. Do you want some **ice cream** / ketchup on your fries?
 3. I'd like a **medium** / popular pizza with ham and bacon.
 4. Please get me a **bottle** / box of rice from the supermarket.
 5. There's a **slice** / can of cake in the refrigerator for you.
 6. We have carrots, potatoes and mushrooms, but we don't have any **fruit** / vegetables.
 7. I usually have **dessert** / toast with butter and jam for breakfast.

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

- Gloria** I'm hungry.
Ken Let's make (1) _____ soup.
Gloria OK.
Ken There's (2) _____ nice big fish in the refrigerator. Let's make fish soup.
Gloria Do we need (3) _____ onions?
Ken Yes, just one. There is (4) _____ onion in the cupboard.
Gloria Here you go. I want (5) _____ mushrooms in it, too.
Ken Well, we don't have (6) _____ mushrooms.
Gloria That's OK.

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

1.
 A: _____ eggs do you need for the omelet?
 B: Give me three eggs. I need some onions, too.
 A: _____ onions do you need?
 B: Two.
2.
 A: _____ is that dress?
 B: 200 dollars.
 A: What? It's expensive.
 B: _____ money do you have?
 A: I only have 100 dollars.
3.
 A: _____ glasses of water do you drink a day?
 B: I think about eight glasses.
 A: That's good! And _____ milk do you drink?
 B: Oh, I don't drink milk. I don't like it.
4.
 A: _____ meals do you have a day?
 B: Just two. What about you?
 A: Oh, I always have three.

E. Complete the dialogue with the sentences.

- Woman** Good afternoon. (1) _____
Tom I'd like a hot dog, please.
Woman Would you like some fries?
Tom (2) _____
Woman Anything to drink?
Tom (3) _____
Woman Would you like a can or a bottle?
Tom A bottle, please.
Woman (4) _____
Tom Thank you. (5) _____
Woman It's 4 dollars.
Tom Here you go.

- a. There you go. b. How much is that?
 c. Can I take your order?
 d. I'd like a coke, please. e. No, thanks.



F. Choose a or b.

1. A: Would you like some chocolate cake?
 B: _____
 a. No, I'm afraid I don't. b. No thanks. I'm on a diet.
2. A: Don't use five cups of sugar for the cake!
 B: _____
 a. OK. Calm down. b. They're good for you.
3. A: Can I take your order?
 B: _____
 a. I'd like a cup of tea, please. b. Get me two boxes of cookies, please.
4. A: Do you like strawberries?
 B: _____
 a. Not for me. b. Yes, very much.

G. Read and complete the sentences.

My name is Nancy Darken and I make great omelets! My roommates love them. They want me to make breakfast every morning. My favorite omelet is the Western Omelet. I usually make it on Saturdays. It has three eggs, one pepper, one onion and some ham in it. It has some milk and cheese in it, too. I also make a delicious fruit omelet. It has four eggs, a banana, an apple, five strawberries and some sugar. My roommate, Natalie, doesn't like it very much. But it's my other roommate Sally's favorite. I usually make it on Sundays.



1. The _____ has some milk in it.
 2. Nancy usually makes _____ on Sundays.
 3. _____ loves the fruit omelet.
 4. The fruit omelet has five _____ in it.

reading activity enhancing reading comprehension skills

5d Fast food

1. VOCABULARY

A. Listen and repeat.



pizza



French fries



noodles



tacos



kebab



burger

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



money

£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 fries, please.
Woman Do you want ketchup and mustard?
Fred Just mustard.
Woman Here's your burger and fries.
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 turkey and mushroom pizza.
Man Sure. That's \$2.75, please.
Tony Sorry, but it says \$2.50 on here.
Man No, that's just turkey pizza.
Tony Oh, you're right.
Man Anything to drink?
Tony Umm... I'd like a soda, please.
Man Medium or large?
Tony Medium. How much is that?
Man \$4.
Tony There you go.
Man Enjoy!

tables of functions, structures and vocabulary introduced in each lesson

step-by-step guide to each stage of the lesson

5d

Functions

Ordering food
Taking an order
Talking about prices
Reading a menu

Vocabulary

Fast Food

burger French fries hot dog kebab noodles
pizza tacos

Money

cent change dollar euro pence pound

Other words and phrases

fried How much is that? medium mustard say
There you go

- Ask Ss the question in the rubric. Choose a student and ask him/her: *How much does a pizza cost?* and elicit the answer: *e.g. A pizza costs \$11.50.*
- Choose Ss to tell you how much the food shown in the remaining pictures costs.
- For further practice in talking about prices, ask Ss to tell you how much other items cost (e.g. *a pencil, a pen, a notebook, a cell phone, a bag, etc.*).

2. READ ▶▶15

- A. Aims:**
- to give Ss practice in predicting the content of dialogues by using visual information
 - to give Ss practice in identifying the main idea of the dialogues
 - to present vocabulary and functions in the context of three dialogues

- Draw Ss' attention to the three pictures and ask them the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss read and listen to the first dialogue and check their predictions.
- Do the same with the other two dialogues.

key for Student's Book

KEY

The man in the **first picture** is ordering a hot dog and fries.
The man in the **second picture** is ordering a slice of ham and mushroom pizza and a soda.
The woman in the **third picture** is ordering chicken noodles and some fried rice.

- Ask Ss some questions:

*Does Fred want mustard on his hot dog? Yes, he does.
How much money is the woman giving Fred back? Fifteen cents.
Does Tony want something to drink? Yes, he does.
How much does a medium soda cost? It costs \$1.25.
What is the name of the restaurant Jasmine is calling? Dragon's Den.
What is Jasmine's phone number? It's 555 - 5573.
What is the number of Jasmine's apartment? 8.
How much does Jasmine's order cost? It costs \$11.50.*

suggested questions

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you what the lesson will be about.
- Elicit answers.
- Ask Ss some questions:

*Do you like fast food?
How often do you eat fast food?*

1. VOCABULARY ▶▶13, 14

A. Aim: to present different types of fast food

- Ask Ss to look at the pictures and the words.
- Ask Ss: *What do the pictures show?* and elicit the answer: *Different types/kinds of fast food.*
- Help Ss deduce the meaning of any unknown words from the context of the corresponding picture.
- Ask Ss some questions:

*What is your favorite fast food?
What is the most popular fast food in your country?*

- Ask Ss if they know where the types of fast food shown in the pictures come from.
- Elicit answers (*pizza = Italy, French fries = Belgium, tacos = Mexico/Spain, noodles = Asia, kebab = Middle East, burger/hot dog = U.S.A.*).

LANGUAGE PLUS

These are two main types of **kebab**. *Shish kebab* is a meal of small chunks of meat grilled on a skewer. *Döner kebab* is slices of meat slowly roasted on a rotating spit, and commonly served in pita bread.

LANGUAGE PLUS

We use the phrase **There you go** when we give someone something they want, have asked for or have bought.

- Play the CD and pause so that Ss can repeat what they hear.

B. Aim: to introduce and give Ss practice in talking about prices in different currencies

- Play the CD and pause so that Ss can repeat what they hear.
- Explain to Ss how sums of money are read in English.
- Ask Ss to tell you where *dollars/cents, pounds/pence and euros/cents* are used.

BACKGROUND NOTE

Dollars/cents are used in the U.S.A.
Pounds/pence are used in the U.K.
Euros/cents are used in countries of the European Union.
Australian dollars/cents are used in Australia.
Canadian dollars/cents are used in Canada.

TB 70

background notes on different topics which aim at providing teachers with useful information about the texts appearing in the Student's Book

language plus boxes which give more detailed information about the new linguistic items presented in each lesson

vocabulary presented through visual prompts

4b Eat right

1. VOCABULARY

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

Vegetables:



Fruit:



2. READ

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

A rainbow on your plate

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

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



various types of texts

a variety of exercises developing speaking, listening and writing skills

3e Urban life

1. VOCABULARY

ADJECTIVES DESCRIBING PLACES

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

- The bus was **crowded** and I couldn't get on.
- When I get tired of life in the city, I go to the countryside. It's so **peaceful** there.
- You can find lots of books about **ancient** history in the library.
- I live in a **noisy** neighborhood and can't sleep at night!
- Don't worry; the streets around here are **safe** for the children to play in.
- The town square is a **popular** meeting place for teenagers.
- We went on a tour around the town and saw many **historic** buildings.
- There are a lot of **cozy** coffee shops and restaurants downtown.

- comfortable and warm
- quiet and calm
- full of people
- making a lot of noise
- liked by a large number of people
- very old
- important in history
- not dangerous

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

2. SPEAKING

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

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



Jill Grant, 23

Likes: art, movies, eating out, traveling
Dislikes: shopping, nature



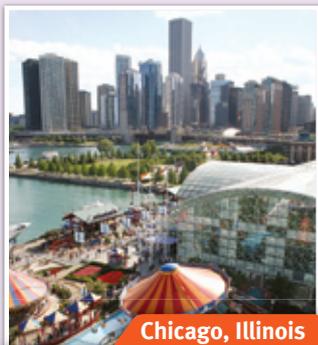
Helen Abersson, 34

Likes: sports, reading, shopping
Dislikes: art, theater



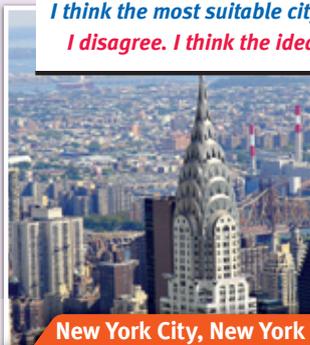
Harry Perl, 41

Likes: museums, nature, swimming
Dislikes: nightlife, concerts



Chicago, Illinois

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



New York City, New York

- museums, galleries, shows
- world famous stores
- huge variety of restaurants



Minneapolis, Minnesota

- lakes and parks with sports activities
- large mall
- many theaters

*I think the most suitable city for Jill is ... because ...
I disagree. I think the ideal city for her is ... because ...*

3. LISTENING



A. Discuss.

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

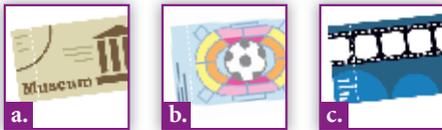
B. Listen to Zoe talking to a friend about her new life. What is her opinion about life in the city?

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

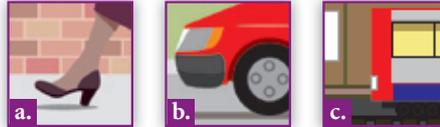
1. Where does Zoe live?



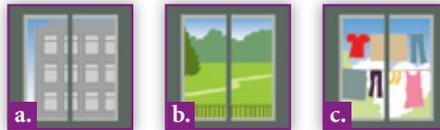
2. Where does Zoe go every weekend?



3. How does Zoe get to work?



4. What can Zoe see out of her window?



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

TIP

4. WRITING A DESCRIPTION OF A PLACE

A. Discuss.

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

Salvador da Bahia



Salvador is one of the most impressive cities I've ever visited. It is in eastern Brazil on the coast and it is the capital of the state of Bahia.

Salvador has many interesting places to see such as Pelourinho, the "old city." This area has colorful colonial buildings, narrow streets, beautiful squares and attracts many tourists every year. Other places worth visiting are the numerous churches and the Afro-Brazilian Museum.

There are many things to do in Salvador. You can go to Mercado Modelo for Salvador's best shopping. At this market, you can buy souvenirs, taste Bahian cuisine in one of the many restaurants and watch the fascinating capoeira, too. Salvador also offers a great variety of beautiful beaches.

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

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

The text is:

- part of a story that happened in Salvador da Bahia.
- a description of Salvador da Bahia.
- an advertisement about a vacation in Salvador da Bahia.

C. Read again and answer the following questions.

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

- describe what tourists can do there?
- say how he/she feels about the place?
- describe the most important sights?
- give general information about the place?

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

WRITING TASK

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

TIP

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

practical tips helping students to develop skills and become autonomous learners

3a reading

warm-up activities introducing the topic

A. Discuss.

- How much spare time do you have?
- What do you like doing in your spare time?

B. Read the texts A-D quickly. What topic do the four passages have in common?

Elizabeth (18 years old)



I'm what you call a **bookworm**. I find nothing more entertaining than staying at home and reading a good book. I read anything from adventure to science fiction. If I start reading a book, I don't put it down until I finish it. My parents are **constantly** complaining that I don't get out much, but I have no **intention** of changing. I've recently started writing and I hope to write a best seller in the future. I also spend a lot of time surfing the Net. Last week, I **came across** a site for people interested in writing and I became a member. Since then I've had the opportunity to talk to people with similar interests, and it's nice to know that I'm not so out of the ordinary.

A

James (17 years old)



My idea of fun is anything that's related to sports. I've always been sporty and athletic and I'm **willing** to try whatever will get my adrenalin going. Unlike many people my age, I don't enjoy going out to coffee shops. I love doing things that keep me outdoors in the natural environment. I became a member of a rock climbing club about three years ago, and I must admit that I've had a lot of fun. I've met lots of interesting people and I've also been to a lot of interesting places. Besides this, I also find water sports great. I've been windsurfing for ages and I've also recently started taking scuba diving lessons.

B

Bruce (16 years old)



I'm really into surfing the Net and playing strategy games on my computer. I've been playing computer games ever since my father got me my first computer when I was six. When I'm not playing computer games, I **tend to** be out and about. My friends and I spend a lot of time at the local soccer field so, although I'm not so athletic, I do get some exercise. I'm also into hanging out at the mall where my friends and I either go to the movies or to a restaurant.

C

Jenny (19 years old)



I'm very sociable and hang out at all the "in" places. I have lots of friends and love meeting people. On the weekends, I usually go somewhere to dance. When I was five, my mother took me to the Contemporary School of Dance and, since then, I have never stopped dancing. I also love music and go to concerts very often. On top of that, I'm a member of a local drama club, and we put on performances **every once in a while**. We have a lot of fun choosing the plays and rehearsing. Since I joined the group, I've taken part in three different plays. It's not only fun but also very rewarding.

D

C. Read the texts A-D again and answer the questions 1-9 below. Write A, B, C or D in the boxes.

Which teenager/s mention/s

- not being interested in activities done by people their age? **1**
- being interested only in outdoor activities? **2**
- doing only activities that keep them indoors? **3**
- doing an activity their parents helped them begin? **4** **5**
- doing an activity their parents are not happy about? **6**
- doing an activity that made it possible for them to go to different places? **7**
- starting an activity at a very young age that they still do? **8** **9**



TIP

- When matching questions with short texts, scan each text and look for the specific information mentioned in each question.
- Find the part of the text which correctly answers the question.
- Be careful! Don't choose a text just because the vocabulary or phrasing in the text is similar to that of the question.

gradual familiarization of students with exam type tasks

vocabulary & grammar

D. Match the highlighted words/phrases in the text with their meanings.

1. bookworm
2. constantly
3. intention
4. came across
5. willing
6. tend to
7. every once in a while

- a. found by chance
- b. a plan about what you will do
- c. ready
- d. do something usually or often
- e. sometimes but not very often
- f. someone who likes reading
- g. all the time

E. Discuss.

- If you could get to know one of these teenagers, who would it be and why?

VOCABULARY

LEXICAL SET

Complete the table below with the correct name of the sport. Choose from the sports in the box.

basketball water polo windsurfing snowboarding
 boxing tennis soccer

SPORT	PLACE	EQUIPMENT
	court	ball, racket, net, shorts, sneakers, T-shirt
	ring	boots, gloves, shorts
	pool	ball, goggles, swimwear
	slope	boots, board, goggles, gloves
	court	ball, net, shorts, sneakers, jersey
	ocean/lake	swimwear, board, sail
	field	ball, cleats, shorts, shin guards

GRAMMAR

PRESENT PERFECT SIMPLE – PRESENT PERFECT PROGRESSIVE

A. Look at the extracts from the texts and answer the questions that follow.

1. *I've met* lots of interesting people... (Text B)
 - Does James say exactly when he met those people?
 - Which tense is used?
2. *Since I joined the group, I've taken* part in three different plays. (Text D)
 - Is Jenny still taking part in plays?
 - Which tense is used?
3. *I've been windsurfing* for ages... (Text B)
 - Has James stopped windsurfing?
 - Which tense is used?

B. Look at the extracts 2 and 3 again. Which of the two tenses emphasizes the result of the action and which emphasizes the duration?

C. Complete the rules about the uses of the Present Perfect Simple and Present Perfect Progressive by circling the correct words.

- Use the **Present Perfect Simple / Past Simple** for an action which happened in the past, but the exact time is not mentioned.
- Use the **Present Perfect Simple / Present Perfect Progressive** for an action or state which started in the past and continues up to the present (emphasis on the action).
- Use the **Present Perfect Simple / Present Perfect Progressive** for an action or state which started in the past and continues up to the present (emphasis on the duration).
- Use **for / since** + a period of time and **for / since** + a specific point in time.

NOTE We use the Past Simple for actions that happened in the past and the exact time is mentioned.

Grammar Reference p. 141.

PRACTICE

Read the text below and fill out the blanks with the Present Perfect Simple, the Present Perfect Progressive or the Past Simple of the verbs in parentheses.



I (1) _____ (always / want) to do something interesting in my spare time, but I work really long hours and I'm often very tired when I get home from work. Some time ago, a friend of mine (2) _____ (give) me the idea of joining the Thespians, a drama club which meets just once a week. I (3) _____ (be) a member for the last six months and I (4) _____ (enjoy) every moment of it. The people in the club are very friendly, and the atmosphere is fun and relaxed. For the past few weeks, we (5) _____ (rehearse) for a play that we're going to put on for the local community center. I am really looking forward to it. The daughter of one of the members (6) _____ (study) fashion design in college for the last two years and (7) _____ (design) our costumes. Yesterday, I (8) _____ (go) to the club for our last rehearsal before the play. The first performance will be on Friday night and I hope everything will go well.



thorough coverage of examination writing tasks helping students to analyze the writing task, come up with ideas and produce a coherent piece of writing

4b writing

WRITING A LETTER BASED ON PROMPTS I

1. DISCUSS

- Would you ever buy something or book a flight/vacation from an Internet site? Why/Why not?
- If you booked a vacation that turned out to be unsatisfactory, what would you do?

2. FOCUS ON USING PROMPTS

Read the advertisement, the notes and the letter of complaint. Underline the parts in the letter that correspond to the notes.

\$200 not deducted from total price

Book your vacation online today!

Guaranteed
\$200 discount
off your vacation

The package includes:

- Flights
- Transfer from and to airport
- Luxurious accommodation overlooking beach
- Day trips with free meals included
- Lowest vacation prices guaranteed

KIDS GO FREE



Click [here](#) to book now!
Phone 555- 248-7011 for 24 hr. customer service.

*Not luxurious!
Building work in hotel!*

Charged full price for my child

Dear Sir/Madam,

I am writing to complain about the vacation I booked on your website. It was completely different from what was advertised.

To begin with, your advertisement was misleading. You claimed that we would have luxurious accommodation. However, when we arrived, we were unpleasantly surprised to see that the hotel was not at all luxurious. **In fact**, it was very basic. **Moreover**, you failed to mention that there was building work going on in the hotel.

Furthermore, the advertisement clearly stated that there was a guaranteed \$200 discount, but when I checked my credit card bill, I realized I had been charged the full price. **Finally**, I must point out that I was also charged an adult price for my child, although, according to your website, "kids go free."

Considering the above, I believe I am entitled to a refund. I would appreciate it if you would deal with this matter immediately.

I look forward to hearing from you.

Yours sincerely,

Tom Hartley
Tom Hartley

3. FOCUS ON CONTENT AND ORGANIZATION

Read the letter again and answer the following questions.

1. How does the writer begin the letter?
2. What aspects of the vacation does the writer refer to in the second and third paragraphs of the letter?
3. What does the writer ask for in the final paragraph?

4. FOCUS ON STYLE AND REGISTER

A. Read the letter again and answer the following questions.

- Is the letter written in a formal or informal style?
- Is the language used polite or aggressive?
- What examples can you find in the letter to justify your answers to the above questions?

B. Find phrases or sentences in the letter and match them with the more informal meanings below.

1. It isn't at all like what you advertised.
2. And you did not say that...
3. Last of all, I want to say that...
4. Because of all that, I think I should get all my money back.

C. Rewrite the sentences below in a more formal style.

1. You did not say that the hotel was two miles from the beach.

2. Because of these reasons, I think I should get a free ticket.

3. I also want to say that the watch was not waterproof.

4. I am complaining about the cell phone I got from you.

5. FOCUS ON LINKING WORDS/PHRASES

A. Look at the highlighted words/phrases in the letter. Which words/phrases does the writer use to list points? Which word/phrase does he use to emphasize a point?

B. Complete the sentences using the linking words/phrases in the boxes.

Listing points
 firstly for starters secondly

Emphasizing
 in fact actually to be honest

- I am writing to complain about the service at your restaurant. _____, it was the worst I have ever received.
- I am writing to express several complaints about your hotel. _____, the beds were very uncomfortable and this prevented me from having a good night's sleep. _____, housekeeping did a very poor job of cleaning up the room.
- It's hard to believe that this cell phone costs \$500. _____, it doesn't even have a camera.

6. WRITING TASK

A. Read the rubric, the advertisement and the notes. Underline the key words in the rubric. What information do you have to include in your letter?

You bought an MP4 you had seen advertised in a magazine. However, when you received it, you realized that the advertisement was misleading. Read the advertisement and the notes you have made. Then write a letter of complaint to the company you bought the MP4 from, using all your notes.

20% discount was not applied -charged full price

B. Copy and complete the outline below for your letter.

Opening paragraph:

Main part { paragraph 1:
 paragraph 2:

Closing paragraph:

TIP

- Plan your letter well and include all the points in the notes.
- Make sure you address and sign off your letter appropriately.
- Explain your complaints clearly, but do not include unnecessary details.
- Use formal language.
- Be firm but polite.
- In the final paragraph, remember to state what you want the reader to do about the situation.

C. Write your letter of complaint based on the outline you have made (120-150 words).

For a plan you can follow when you are writing a letter of complaint and set phrases you can use, see Appendix I.

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 Store pictures
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 Play audiobooks
 Available in five different colors

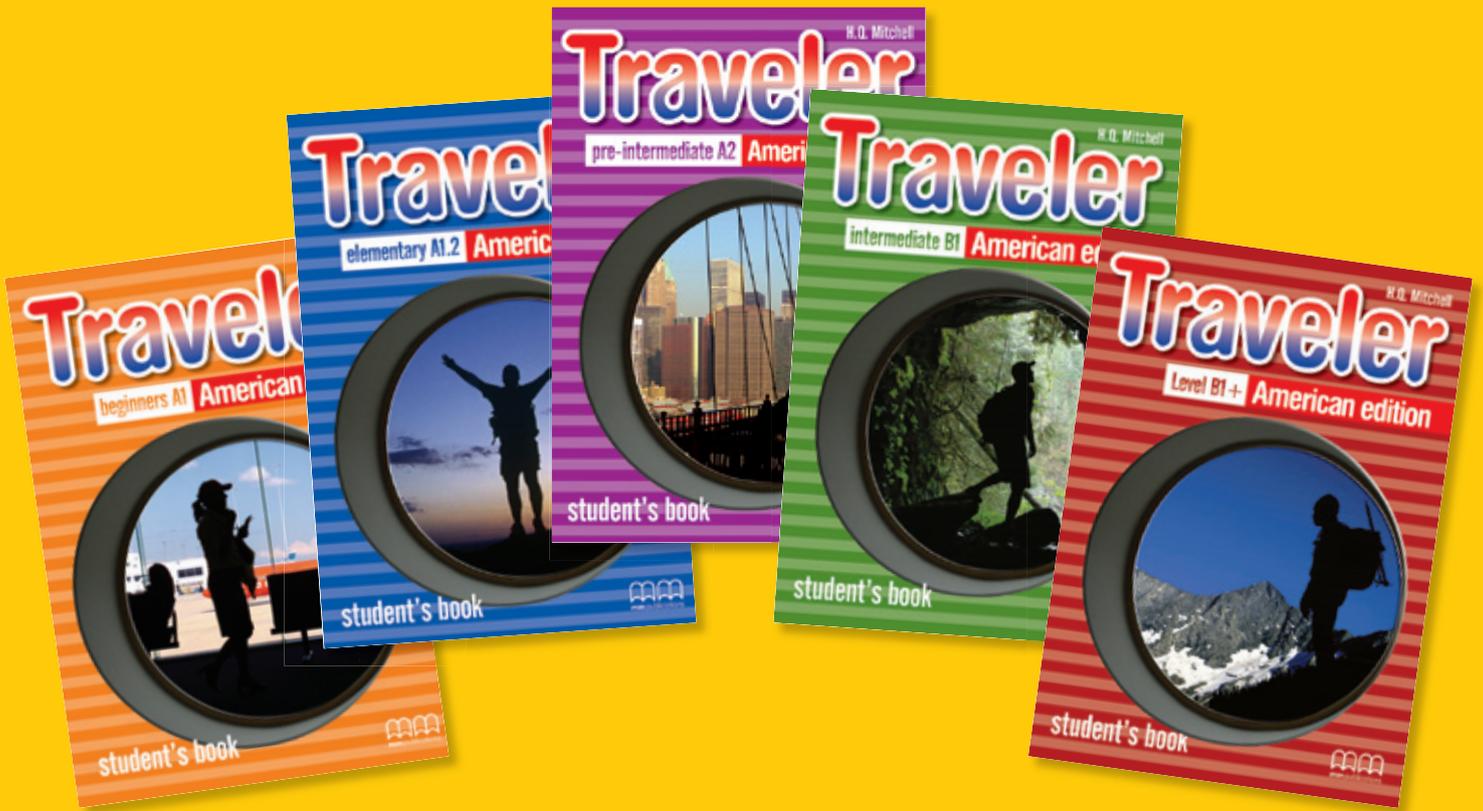
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a comprehensive Appendix highlighting the features of the most important types of writing





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