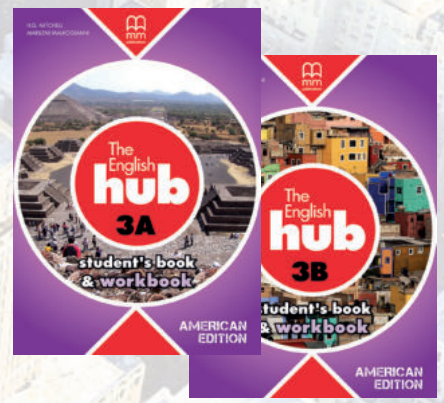
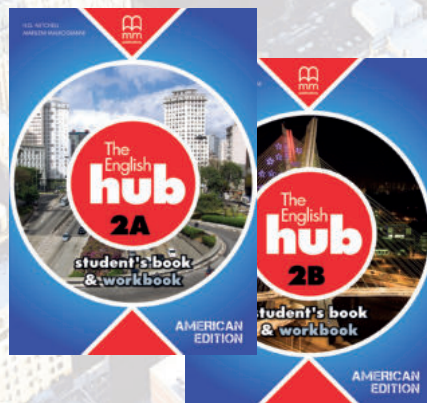


The English hub



sample
pages
catalogue

The English hub



The English Hub is an incredible course for teenage and young adult learners, taking them from Beginner to Intermediate level. It follows the requirements of the Common European Framework of Reference.



Course features:

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



Components:

- Student's Book including Workbook
- Teacher's Book including Workbook Key
- Class CDs
- Interactive Whiteboard Material
- Teacher's Resource CD/CD-ROM including tests
- Online student's resources
- ELT platform



Contents 1A

Hello p. 4	
Vocabulary	Structures
<ul style="list-style-type: none"> • Alphabet • Numbers 0-10 • Colors • Classroom objects • Classroom language 	<ul style="list-style-type: none"> • <i>What's your name?</i> • <i>I'm...</i> • <i>How do you spell...?</i> • Plurals (regular -s) • <i>a vs. an</i> • Imperative (affirmative)
1 My friends, my family and I p. 7	
Vocabulary	Structures
<ul style="list-style-type: none"> • Countries and nationalities • Numbers 11-100 • People and relationships • School subjects • Members of the family • Jobs • Sports 	<ul style="list-style-type: none"> • <i>Where... from?</i> <i>How old...? Who...?</i> • The verb <i>to be</i> (affirmative, negative, questions, short answers) • Possessive adjectives • The verb <i>to have</i> (affirmative) • Possessive case • Plural nouns
2 My neighborhood p. 21	
Vocabulary	Structures
<ul style="list-style-type: none"> • Personal items • Household items - Furniture • Rooms and parts of a house • Places in a city • Directions • Appliances 	<ul style="list-style-type: none"> • Demonstrative adjectives (singular and plural) • <i>Where...?</i> • Prepositions of place • The definite article <i>the</i> • <i>There is / There are</i> • <i>a vs. the</i> • Imperative (affirmative and negative)
3 Daily routines p. 35	
Vocabulary	Structures
<ul style="list-style-type: none"> • Time • Days of the week • Greetings • Months • Seasons • Ordinals • After-school activities • Spare-time activities • Household chores • Routines 	<ul style="list-style-type: none"> • <i>What time is it?</i> • <i>What's the date?</i> • <i>When...?</i> • Prepositions of time • Present Simple (affirmative, negative, questions and short answers)
4 Likes and dislikes p. 49	
Vocabulary	Structures
<ul style="list-style-type: none"> • Musical instruments • Kinds of music • Kinds of movies • Jobs and job descriptions • Skills, talents and abilities • Modes of transportation • Hobbies 	<ul style="list-style-type: none"> • <i>Let's..., Why don't we...? How about...?, What about...?</i> • <i>like, don't like, hate</i> + nouns • <i>like, love, hate, enjoy, can't stand, don't mind</i> + -ing form • Frequency adverbs • The verb <i>can</i> • Object pronouns

Contents 1B

5 Let's get some food p. 5	
Vocabulary	Structures
<ul style="list-style-type: none"> • Food and drink • Containers • Units of measurement • Adjectives describing food 	<ul style="list-style-type: none"> • Countable and uncountable nouns • <i>some - any</i> • <i>How much? - How many?</i> • <i>much - many - a lot of - lots of</i>
6 What's going on? p. 19	
Vocabulary	Structures
<ul style="list-style-type: none"> • Weather • Clothes • Accessories • Words related to celebrations • Parts of the body • Extreme sports • Wishes 	<ul style="list-style-type: none"> • Present Progressive (affirmative, negative, questions, short answers) • Present Simple vs. Present Progressive • Present Progressive with future meaning • Stative verbs
7 I was there! p. 33	
Vocabulary	Structures
<ul style="list-style-type: none"> • Adjectives describing feelings • Places of entertainment • Sights • Years • Numbers over 100 • Camping equipment 	<ul style="list-style-type: none"> • Past Simple of the verb <i>to be</i> • Past Simple of regular and irregular verbs • <i>There was / There were</i>
8 Where should we go? p. 47	
Vocabulary	Structures
<ul style="list-style-type: none"> • Geographical features • Vacation arrangements • Vacation activities • Ailments • Points of the compass • Types of vacations 	<ul style="list-style-type: none"> • Future <i>be going to</i> • <i>want to - would like to</i> • The verb <i>should</i>

Contents 2A

Contents 2B

Hello p. 4

Vocabulary	Structures
<ul style="list-style-type: none"> Countries and nationalities Days, months, seasons Time Personal items Classroom language 	<ul style="list-style-type: none"> The verb <i>to be</i> <i>There is / There are</i> Plural nouns <i>this/that/these/those</i> The verb <i>can</i> Imperative

1 My life p. 7

Vocabulary	Structures
<ul style="list-style-type: none"> Adjectives describing appearance Family members Daily routines Personal items and accessories Rooms and parts of a house Furniture and household items Adjectives describing personality 	<ul style="list-style-type: none"> Present Simple Prepositions of time Adverbs of frequency Possessive adjectives Possessive pronouns Possessive case <i>Whose?</i> Present Progressive Present Simple vs. Present Progressive <i>Let's...</i>, <i>What about...?</i>, <i>How about...?</i>, <i>Why don't we/you...?</i>

2 Places p. 21

Vocabulary	Structures
<ul style="list-style-type: none"> Food and drink Places in a city, stores and directions Shopping and prices Electronic devices Clothes and sizes Places of entertainment 	<ul style="list-style-type: none"> Countable and uncountable nouns <i>some, any, no</i> Object pronouns <i>How much?, How many?</i>, <i>much, many, a lot of, lots of,</i> <i>a few, a little</i> <i>one/ones</i> <i>too/enough</i> Prepositions of place and movement

3 I did it! p. 35

Vocabulary	Structures
<ul style="list-style-type: none"> School subjects Years Collocations related to college Sports and sporting events Jobs Words related to traveling Collocations related to sports and the arts 	<ul style="list-style-type: none"> Past Simple of regular and irregular verbs Past Simple of the verb <i>to be</i> <i>There was / There were</i> The verb <i>could</i> The verb <i>used to</i>

4 A wonderful world p. 49

Vocabulary	Structures
<ul style="list-style-type: none"> Modes of transportation Vacation activities Collocations related to computers Animals Geographical features Action sports 	<ul style="list-style-type: none"> Present Perfect Simple Present Perfect Simple vs. Past Simple <i>yet, already, still</i> Present Perfect Simple with <i>how long, for, since</i>

5 Today and tomorrow p. 5

Vocabulary	Structures
<ul style="list-style-type: none"> Adjectives describing feelings Words and phrases related to work Natural world Expressions with <i>make</i> 	<ul style="list-style-type: none"> Future <i>be going to</i> Future <i>will</i> Zero Conditional Conditional Sentences Type 1

6 Life in the city p. 19

Vocabulary	Structures
<ul style="list-style-type: none"> Phrases related to errands and favors Adjectives describing places and objects Phrases related to the environment Adjective suffixes Public services Vacation accommodations 	<ul style="list-style-type: none"> Can / Could / Will / Would Comparative forms as + adjective + as Superlative forms May / Might / Could

7 Modern life p. 33

Vocabulary	Structures
<ul style="list-style-type: none"> Phrases used when inviting and responding to an invitation Words and phrases related to air travel Verb noun combinations related to art TV shows Words and phrases related to rules at work/college Phrasal verbs Words and phrases related to money and work 	<ul style="list-style-type: none"> The verb <i>have to</i> Can / Can't / Must / Mustn't Relative pronouns : <i>who/ which/that</i> Both / All / Neither / None

8 Feeling good p. 47

Vocabulary	Structures
<ul style="list-style-type: none"> Accidents Ailments and illnesses Phrasal verbs and expressions Adjectives describing character and personality 	<ul style="list-style-type: none"> Reported commands and requests The verb <i>should</i> Negative Questions Tag Questions Full Infinitive / Bare Infinitive <i>-ing</i> form

Contents 3A

1 People and lifestyles p. 5	
Vocabulary	Structures
<ul style="list-style-type: none"> • Adjectives describing character • Jobs • Family • Clothes and accessories • Expressions with <i>make</i> • Adjectives describing the weather, people and cities/ towns 	<ul style="list-style-type: none"> • Present Simple, Present Progressive • Stative verbs • Past Simple • The verb <i>used to</i> • Comparison of adjectives and adverbs • <i>some, any, no, every</i> and their compounds
2 Around the globe p. 19	
Vocabulary	Structures
<ul style="list-style-type: none"> • Noun suffixes (-ing, -ion, -ation and -ment) • Words related to the environment • Words related to the weather • Sights and landmarks • Units of measurement • Words related to cooking • Adjectives describing places 	<ul style="list-style-type: none"> • Future <i>will</i> • Time Clauses • Conditional Sentences Type 1 • Relative Pronouns: <i>who / which / that / whose</i> • Relative Adverb: <i>where</i> • Conditional Sentences Type 2
3 Work and leisure p. 33	
Vocabulary	Structures
<ul style="list-style-type: none"> • Words related to the theater • Chores • Phrasal verbs and expressions • Words related to places of entertainment • Words related to employment and qualifications 	<ul style="list-style-type: none"> • <i>So / Neither / Too / Either</i> • Present Perfect Simple • Present Perfect Progressive • Present Perfect Simple vs. Present Perfect Progressive • <i>For / Since</i> • Clauses of result
4 Amazing stories p. 47	
Vocabulary	Structures
<ul style="list-style-type: none"> • Words related to accidents • Adverbial phrases • Words and expressions used in story telling • Words related to crime • Natural phenomena 	<ul style="list-style-type: none"> • Past Progressive • Past Simple vs. Past Progressive • Time clauses (<i>when, while, as, as soon as</i>) • Past Perfect Simple • Conditional Sentences Type 3 • Prepositions of time, place and movement

Contents 3B

5 Let's communicate p. 5	
Vocabulary	Structures
<ul style="list-style-type: none"> • Words and phrases used in telephone conversations • Expressions with <i>way</i> • Words related to gestures • Prepositional phrases with <i>in</i> • Words related to computers 	<ul style="list-style-type: none"> • <i>can / could / may / will / would</i> • <i>must / have to / need to / can't</i> • <i>can / could / be able to</i> • <i>could / may / might</i> • <i>must / can't</i> for deductions • Full infinitive - Bare infinitive • <i>-ing</i> form
6 Science matters p. 19	
Vocabulary	Structures
<ul style="list-style-type: none"> • Words related to astronomy • Verb-noun collocations • Phrasal verbs and expressions • Idioms with parts of the body • Adjective-noun collocations related to technology 	<ul style="list-style-type: none"> • The article <i>the</i> • Passive Voice (Present Simple, Past Simple, Present Perfect Simple, Future <i>will</i>, Future <i>be going to</i>, modal verbs) • Causative Form
7 Helping out p. 33	
Vocabulary	Structures
<ul style="list-style-type: none"> • Phrasal verbs • Words related to injuries and first aid • Verbs + prepositions • Verbs with prepositions related to the way one speaks or says something 	<ul style="list-style-type: none"> • Subject - Object questions • Negative questions • Reflexive pronouns • <i>would rather - had better</i> • Wishes
8 Planet Earth p. 47	
Vocabulary	Structures
<ul style="list-style-type: none"> • Geographical features • Phrasal verbs and expressions • Words related to environmental issues 	<ul style="list-style-type: none"> • Reported Speech (statements, questions, commands, requests) • Clauses of concession

Introduction to the topic of the module through various activities

Discuss:

- What's your daily routine like?
- What do you do in your spare time?

In this unit you will find:

- Two friends talking on the phone
- A birthday party invitation
- A diary entry
- An article: *Housework? No, thanks!*
- Two friends at the recreation center
- An interview with a college student and a high school student

In this unit you will learn:

- to tell the time
- to refer to days of the week, dates, months and seasons
- to talk about habitual actions and routines
- to talk about spare-time activities
- to write about your daily routine

3

Daily routines



Objectives of module clearly presented



3.1 Day and night

VOCABULARY

A. What time is it? Look at the clocks and complete the sentences. Then, listen and check your answers.



1 It's eight o'clock.

It's two _____.



4 It's three-thirty.

It's _____.



2 It's five after seven.

It's twenty after _____.



5 It's a quarter to six.

It's a _____ to four.



3 It's a quarter after eleven.

It's a _____ after ten.



6 It's twenty to nine.

It's _____ twelve.



B. Put the days of the week in the correct order. Write 1-7. Then, listen and check your answers. What day is it today?

Monday 1

Friday

Wednesday

Thursday

Saturday

Tuesday

Sunday

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

evening afternoon

Good morning!



... → 12p.m. / noon

Good _____!



12p.m. → 6p.m.

Good _____!



6p.m. → 12a.m. / midnight

Good night!



Vocabulary presented through various activities

READ 

A. Listen to the dialogue. Then, read it out in pairs.



Dave Good afternoon, Lin.
Lin You mean, good morning. It's Sunday morning here in Beijing. What time is it in New York City?
Dave It's 2:30 in the afternoon here, but it's Saturday today. What time is it in Beijing?
Lin It's 3:30 IN THE MORNING!
Dave Oh, sorry. Goodbye.
Lin Bye, Dave!!



B. Read again and complete the table.

NAME	CITY	DAY	TIME
	New York City		
	Beijing		

LISTEN 

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

TIP

Before you listen, read the questions and answers carefully.

- What day is it today?
 a. Tuesday
 b. Thursday
- What time is it?
 a. Ten to six.
 b. Ten to seven.
- What day is it today?
 a. Friday
 b. Thursday
- What time is it?
 a. 12a.m.
 b. 12p.m.

Tips providing useful advice and helping students become autonomous learners

SPEAK

Talk in pairs. Discuss your school schedule and complete the table below.

When is the Science class?
 It's at 3 o'clock on Mondays.
 What about the Music class?
 It's...

- on Mondays/Saturdays, etc.
- at ten o'clock, etc.

time	day	subject
		Science
		Music
		Math
		History
		Geography

A variety of speaking activities

Various vocabulary activities

3.2

Happy Birthday!

VOCABULARY

A. Put the months in order (1-12). Then, listen and check your answers.

SEPTEMBER <input type="checkbox"/>	APRIL <input type="checkbox"/>	DECEMBER <input type="checkbox"/>	NOVEMBER <input type="checkbox"/>
JULY <input type="checkbox"/>	OCTOBER <input type="checkbox"/>	MAY <input type="checkbox"/>	JUNE <input type="checkbox"/>
JANUARY <input type="checkbox"/>	FEBRUARY <input type="checkbox"/>	MARCH <input type="checkbox"/>	AUGUST <input type="checkbox"/>

B. Listen and repeat.

1st first	2nd second	3rd third	4th fourth	5th fifth	6th sixth
7th seventh	8th eighth	9th ninth	10th tenth	11th eleventh	12th twelfth
13th thirteenth	14th fourteenth	15th fifteenth	16th sixteenth	17th seventeenth	18th eighteenth
19th nineteenth	20th twentieth	21st twenty-first	22nd twenty-second	23rd 24th 25th 26th 27th 28th 29th	30th thirtieth
					31st thirty-first

C. Match the pictures with the words. Then, listen and check your answers.

1. winter 2. spring 3. summer 4. fall



Pair work activity

SPEAK
Talk in pairs.

What's the date today?
It's March 16th.
When's your birthday?
It's on December 30th.

READ

Listen and read. Then, complete the invitation below.



Mary Hey, Tom! How are you?
Tom Fine, thanks. Listen, it's my birthday next week.
Mary Really? When?
Tom On the 13th. Take a look at my birthday party Evite.
Mary Cool. Where is the party?
Tom In my backyard, of course.
Mary Awesome! Let me check your guest list.
Tom Well, Jenny and John are in.
Mary What about Blake? Is he in, too?
Tom No, he isn't.
Mary Don't worry. I'm definitely in. I like your parties.
Tom Thanks.

Realistic dialogs

You are invited to my BIRTHDAY PARTY

Name: Tom Wilson / **Where:** _____
Telephone: 915-555-1513
When: June _____, in the afternoon

Hello! It's my birthday! Please come to my party! There's cake, ice cream, music, and lots of fun!

GUEST LIST

Jenny	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Blake	Yes <input type="checkbox"/>	No <input type="checkbox"/>
John	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Mary	Yes <input type="checkbox"/>	No <input type="checkbox"/>



Activity developing listening comprehension skills

LISTEN

Listen to two friends talking and choose the correct answers.

1. What's the date today?
 February 9th February 11th
2. When's Kenny's birthday?
 February 9th February 11th
3. When's Anne's birthday?
 February 6th February 16th
4. When's the party?
 February 20th February 21st

GRAMMAR

A. Read the table.

Prepositions of time (*at, on, in*)

at → eight o'clock, three-thirty, etc.
at → noon, night, midnight
on → Monday, Saturdays, etc.
on → May 5 th , November 15 th , etc.
on → Sunday morning, Friday evening, etc.
on → weekdays, the weekend
in → the morning, the afternoon, the evening
in → January, February, etc.
in → the spring, the summer, etc.

B. Complete the sentences with prepositions of time.

1. My birthday is _____ January 29th.
2. Come to my house _____ Friday _____ 6:45.
3. **A:** Is the art gallery open _____ the weekend?
B: _____ Saturday it's open all day, but _____ Sunday it's open only _____ the morning.
4. Terry has a Spanish class _____ Tuesday afternoons.
5. Go to Toronto _____ May. The city is very beautiful _____ the spring.

Grammar box focusing on key grammatical structures

Short grammar practice

3.3

After-school activities

Vocabulary presented through visual prompts

VOCABULARY

Listen and repeat.

 watch TV/DVDs	 do my homework	 read comic books	 take the dog for a walk
 go to the park	 play computer games	 ride my bike	 hang out with friends

READ

A. Listen and read. Who's Fiona? How does Bella feel about her?

Various types of texts

Wednesday September 5th

Dear Diary,

Fiona is my new classmate and she lives next door. She has the perfect life. My life is so boring!

On Mondays after school she plays tennis at the tennis club and I stay at home and do my homework. On Tuesdays she takes her dog for a walk and I stay at home and read books. On Wednesdays she goes to the park with her brother and they ride their bikes. I work at a coffee shop downtown. On Thursdays I study for school, but Fiona goes out with friends. Every Friday she watches DVDs at her best friend's house, and I babysit my brothers. On the weekends she eats at fast food restaurants at the mall. I never go to the mall! It's so unfair!

Bella



Grammar box focusing on key grammatical structures

GRAMMAR

A. Read the table, the rule and the example.

Present Simple (affirmative)

I	play	BUT	He	plays
You	watch		She	watches
We	go		It	goes
They	study			studies

We use the Present Simple for habits or actions that happen regularly.

I read comic books on Saturday. My brother plays computer games.



B. Complete the sentences with the Present Simple of the verbs in parentheses.

- Mary and Fred _____ (play) computer games on Saturdays.
- My brother _____ (ride) his bike every day after school.
- Karen _____ (go) to a Mexican restaurant with her friends on the weekend.
- I _____ (read) comic books on Fridays after school.



B. Read again and decide if the statements are True or False.

- On Mondays Bella stays at home.
- Fiona walks in the park with her brother on Tuesdays.
- On Wednesdays Bella works at a coffee shop.
- On Thursdays Fiona studies for school.
- On Fridays Fiona stays at home.
- On the weekend Bella goes to the mall.

Short grammar practice

PRONUNCIATION

A. Listen and repeat. Notice the difference in the ending sound of the words a, b and c.

a. likes

b. plays

c. watches

B. Listen and check (✓) the sound you hear.

	likes /s/	plays /z/	watches /ɪz/
takes			
relaxes			
reads			
makes			
eats			
lives			

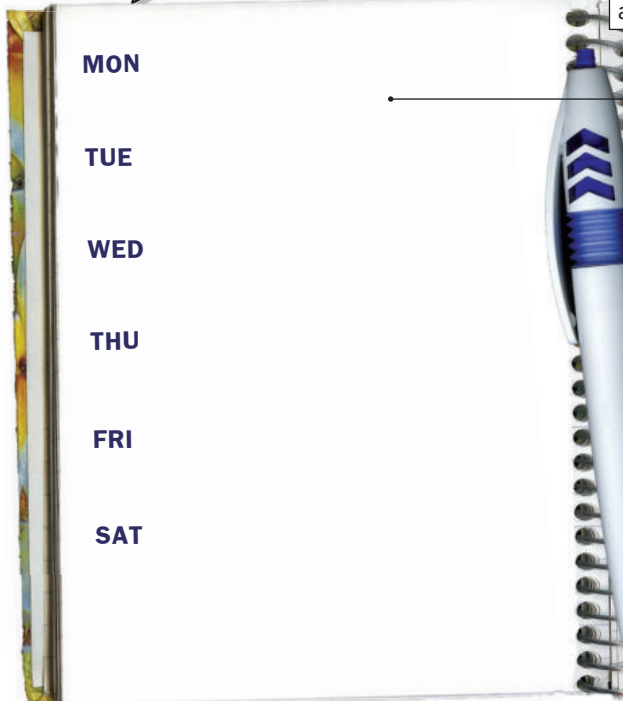
Pronunciation activity

SPEAK

Complete the schedule with the activities you do after school. Then, switch books with your partner and present each other's schedule.

On Mondays (Miguel) plays computer games and...

A variety of speaking activities



WRITE

Use the schedule above and write a short paragraph about what you do after school.

On Mondays I watch TV and I read comic books.

Short writing activity based on the previous speaking activity

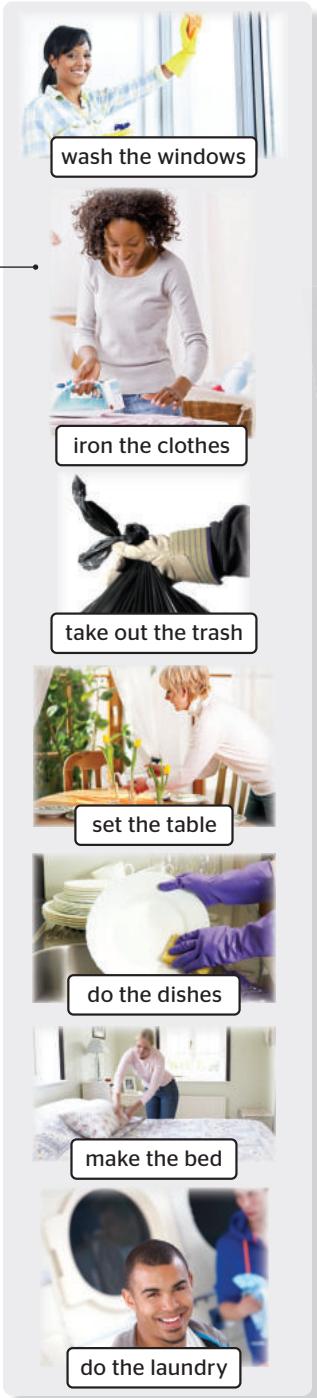
3.4

Household chores

VOCABULARY

Listen and repeat. Do you do any of the following?

Vocabulary presented through visual prompts



- wash the windows
- iron the clothes
- take out the trash
- set the table
- do the dishes
- make the bed
- do the laundry

READ

- A. Look at the pictures, and read the title and the first paragraph of the text. Do you think Danny helps out at home? What do his mother and father think?
- B. Listen, read and check your answers.



Housework? No, Thanks!



Danny Carlton, 18 is a college student and he lives with his parents in an apartment in San Diego. He's very happy about his life at home. He gets everything and he doesn't really do much!

"I don't think household chores are difficult or tiring, I just don't have time. I wake up early in the morning and I get back home late in the evening," he says. "My mom makes my breakfast and my evening meals. She also does the laundry and irons my clothes. I only make my bed and clean my room on Saturdays."

"I'm happy Danny lives at home," Danny's mother says. "He's lazy and he doesn't help with the housework, but that's OK. We have a good relationship and we talk just like friends." Danny's father doesn't agree. "Danny's spoiled, but it isn't his fault. His mom does everything. This isn't a hotel, you know."

Grammar box focusing on key grammatical structures

Short grammar practice

GRAMMAR

A. Read the table.

Present Simple (negative)

I	don't work / watch
You	don't work / watch
He	doesn't work / watch
She	
It	
We	don't work / watch
You	
They	

don't = do not
doesn't = does not

B. Complete the sentences with the Present Simple of the verbs in parentheses.

1. We _____ (play) soccer on Tuesdays, Thursdays and Fridays. We _____ (not play) on the weekends.
2. Gus _____ (not have) dinner with his family.
He _____ (finish) work late.
3. Mr. Atkins _____ (not make) dinner, but he _____ (do) the dishes.
4. I _____ (not watch) TV after school.
I _____ (do) my homework.

LISTEN

Listen to Lewis' message on the answering machine to his roommate Adam and write Adam or Lewis next to each chore.

1. wash the windows _____
2. take out the trash _____
3. do the dishes _____
4. do the laundry _____

SPEAK & WRITE

A. Talk in pairs. Use the words in the box to talk about chores.

boring fun tiring difficult
relaxing easy

I iron my clothes, but I don't do the dishes. I think it's boring. What about you?
Well, I do the dishes. I think it's fun. But I don't wash the car. I think it's tiring.

Writing activity linked with speaking



B. Write a few sentences about the chores you and your partner do / don't do.

C. Read again and correct the sentences below.

1. Danny does everything at home.
2. Danny makes his breakfast.
3. Danny's mother cleans his room.
4. Danny is lazy, but he helps with the housework.
5. Danny and his father talk like friends.

3.5

At the recreation center

VOCABULARY

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

Vocabulary presented through visual prompts



- a play ping-pong
- b play pool
- c climb a climbing wall
- d use machines
- e do yoga



READ

A. Look at the picture. Does Shannon play pool? Listen to the dialogue and find out.

Realistic dialogs

Jared So, Shannon, do you like wall climbing? Isn't it exciting?

Shannon No, I don't like it. It looks tiring.

Jared Come on! It's fun to climb the climbing wall. Let's go!

Shannon No way, Jared. I want to do something relaxing. I'm tired.

Jared That's too bad. A really interesting salsaerobics class starts at 7 o'clock. Do you want to try it?

Shannon No, I don't. Not in a million years. I don't dance.

Jared You're not a very active person, Shannon.

Shannon Yes, I am.

Jared Do you exercise at all? What do you do at the recreation center? Do you play ping-pong? Do you do yoga? They're great!

Shannon No. I think they're boring.

Jared What do you do then?



Shannon I play pool and I'm really good at it.

Jared Really? Well, they have a pool table here, let's play!

Shannon Cool!

Grammar box focusing on key grammatical structures

Short grammar practice

GRAMMAR

A. Read the table.

Present Simple								
QUESTIONS			SHORT ANSWERS					
Do	I we you they	watch?	Yes,	I we you they	do.	No,	I we you they	don't.
Does	he she it	watch?	Yes,	he she it	does.	No,	he she it	doesn't.

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

- A: _____ you _____ (like) ping-pong?
 B: Yes, _____. I _____ (play) with my brother every day.
- A: When _____ Sally _____ (go) swimming?
 B: On the weekend. She _____ (go) to the recreation center near her house.
- A: What _____ you _____ (do) after school?
 B: I _____ (do) my homework and then I _____ (go) to the recreation center. My friends and I _____ (play) pool there.
- A: _____ your sister _____ (clean) her room every day?
 B: No, _____. She _____ (clean) her room on Saturdays.

PRONUNCIATION

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

a. active

b. machine

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

April difficult today eleventh
restaurant hotel behind
gallery mirror library

SPEAK

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



How well do you know your friend?

	Your answers about your friend	Your friend's answers	Right or wrong?
Does he/she exercise?			
Does he/she use machines?			
Does he/she like yoga?			
Does he/she play on a team?			

B. Read again and decide if the statements are True or False.

- Shannon thinks climbing is fun.
- Jared thinks Shannon is an active person.
- Jared wants to go to a dance class.
- Jared thinks yoga is boring.
- Shannon doesn't want to play pool with Jared.



Mary, do you exercise?
 No, I don't.
 Oh, my answer is wrong.

Pronunciation activity

A variety of speaking activities

3.6

Day in day out

VOCABULARY

Listen and repeat.

Vocabulary presented through visual prompts



take a shower

get dressed

get up

have lunch/dinner

go to bed

brush my teeth

have a class

READ

A. Listen and read.
Who's the college student, and who's the high school student?

College vs. High School

When do you get up?

Joe I get up at 7:00 in the morning every day. I take a shower and then I have breakfast.

Doug I get up at 10:00 on Mondays and Wednesdays, but I get up around noon on Tuesdays and Thursdays. I don't have breakfast during the week.

Where do you eat lunch?

Joe I eat in the school cafeteria every day. We have lunch at noon.

Doug I make lunch at home, or I go to a restaurant near my house.

What do you do after school?

Joe I go to football practice, or do my homework at home.

Doug I go to work or the gym. I also hang out with friends.

Who do you have dinner with?

Joe My family.

Doug My roommates, or I go out with friends.

SPEAK

Talk in pairs. Ask your partner about his/her daily routine and complete the schedule below.

What time do you get up in the morning?
 I get up at ...
 And what time do you...?

TIME	MONDAY - FRIDAY
	get up
	have breakfast
	go to school
	have lunch
	get home
	go to bed

Tips providing useful advice for the completion of the writing task

WRITE

Word order

In affirmative and negative sentences we always put the subject before the verb.

subject + verb

I	get up	late on Sundays.
Sally	doesn't have	lunch with her parents.

A. Put the words in the correct order to make sentences.

1. in / Alan / a shower / takes / the morning

2. have / Sue / breakfast / at home / doesn't

3. do / on / my homework / Fridays / I

4. hangs out / with / the mall / Peter / at / his friends

5. don't / their bikes / winter / ride / in / the / Lynn's parents

B. Write a paragraph about your daily routine.

I get up...

In the morning...

In the afternoon...

In the evening...

Writing activity for further practice



B. Read again and write J for Joe, D for Doug, or B for Both.

- 1. He gets up at the same time every day.
- 2. He doesn't have breakfast on weekdays.
- 3. He makes his own lunch or eats out.
- 4. He plays on a team.
- 5. He has dinner with other people.

Vocabulary, grammar and communication revision activities

3

Round-up

VOCABULARY

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

1. afternoon - morning - date - midnight

2. play - bike - ride - eat

3. first - winter - fall - spring

4. boring - tiring - easy - early

SCORE 8

B. Match.

1. set

2. do

3. make

4. take

5. get

6. go

7. brush

8. have

9. iron

10. take out

a. to bed

b. dimer

c. the trash

d. the table

e. the clothes

f. the bed

g. dressed

h. the dishes

i. a shower

j. your teeth

SCORE 10

C. Circle the correct word.

1. We have dinner at 8 a.m. / p.m.

2. We don't go to school on the weekdays / weekend.

3. Please do / make the laundry.

4. Sue hangs / takes out with her friends every day.

5. Sally makes her breakfast and she also / only cleans her room.

SCORE 5

GRAMMAR

D. Complete the sentences with prepositions of time.

1. The movie starts _____ eight thirty, so don't be late.

2. She has basketball practice _____ Fridays.

3. Please take the dog for a walk _____ the morning.

4. I do all the household chores _____ the weekend.

5. I usually wake up _____ seven-thirty.

6. My birthday is _____ March. SCORE 6

E. Complete the sentences with do, does, don't or doesn't.

1. _____ your mom clean the house on Fridays?

2. He _____ play computer games.

3. We _____ wake up early on weekends.

4. _____ you have three meals every day?

5. I _____ stay at home on Friday evenings.

6. _____ the boys go to the park on Sundays?

7. Sheila _____ do her homework in her room.

8. _____ the party start at nine?

SCORE 8

F. Complete with the Present Simple of the verbs in parentheses.

1. I _____ (ride) my bike to school every morning.

2. _____ (you / go) downtown on Wednesdays?

3. Sarah _____ (not exercise) every day.

4. We _____ (the / help) with the ironing?

5. They _____ (eat) on the balcony in the summer.

6. Paul _____ (study) for school in the afternoon.

7. Tom and his brother _____ (go) to the recreation center on the weekend.

SCORE 8

COMMUNICATION

G. Match.

1. What time is it? a. That's too bad!

2. I don't know how to dance. b. On Saturdays.

3. When do you play football? c. No way!

4. Do you want to play ping-pong? d. A quarter after seven.

5. I have 300 comic books. e. Not in a million years!

SCORE 5

TOTAL SCORE 50

Now I can...

• Turn back to the cover page of the unit.

• Read through the **In this unit you will learn** section again.

• Check the points that you feel confident about.

Self evaluation chart

Texts introducing students to different cultures

3

Culture Page

A. Look at the pictures. What can you guess about Lizzy's life? Listen, read and check your answers.

The life of a typical American teenager Lizzy Davis

On weekdays...

I wake up in the morning, get dressed, have a quick breakfast and catch the bus to school. I'm there for the whole day and I go back home after three. Sometimes I play sports after school. I don't usually go out on school nights, so I spend lots of time in my bedroom. I surf the Net, talk on the phone with my friends and listen to music. Of course, I do my homework, too! My parents and I usually have dinner at seven-thirty and then we watch TV. My favorite TV show is American Idol!



On the weekend...

I usually wake up late. Then, my mom makes a huge breakfast for everyone, with eggs, milk and cereal, bagels and jelly! Then, I help her with the household chores, and we make lunch together. Later, I go shopping at the mall or hang out with friends. My best friend, Brenda, and I sometimes go to the movies or a club or spend the night talking and having lots of fun!

B. Read again and answer the questions.

1. What time does Lizzy get back from school?
2. What does Lizzy do in her room on weekdays after school?
3. What does Lizzy like watching on TV?
4. Who makes breakfast on the weekend?
5. Who is Brenda?
6. What do Brenda and Lizzy do on the weekend?

A variety of vocabulary and grammar activities for additional practice and consolidation

3.3

After-school activities

A. Match to make phrases.

1. watch	<input type="checkbox"/>
2. do	<input type="checkbox"/>
3. play	<input type="checkbox"/>
4. ride	<input type="checkbox"/>
5. take	<input type="checkbox"/>
6. go	<input type="checkbox"/>
7. make	<input type="checkbox"/>
8. read	<input type="checkbox"/>

a to the park
b computer games
c comic books
d a cake
e TV
f my bike
g my homework
h my dog for a walk

C. Use the verbs in bold in the speech bubbles to complete the sentences.



I ride my bike on Sundays.

1. Dave _____ his bike on Sundays.



I do my homework every day.

2. Sue _____ her homework every day.



I play basketball after school.

3. Philip _____ basketball after school.



I watch DVDs on Thursdays.

4. My friend _____ DVDs on Thursdays.

B. Circle the correct words.

- On Fridays, Joshua **goes / go** to a Mexican restaurant.
- I **go / goes** downtown on Sundays.
- We **watches / watch** TV every day.
- They **ride / rides** their bikes in the park on the weekend.
- Steve **does / do** his homework every day.
- My cousin **play / plays** tennis on Mondays.
- My brother **goes / go** out with his friends on Saturdays.

D. Form the third person singular.

- read _____
- play _____
- go _____
- do _____
- watch _____
- study _____

E. Look at the pictures and the prompts and make sentences.



1. Maria / go to an Art class / on Wednesdays



2. Steve / read books / on the weekend



3. Terry and Tim / play computer games / on Fridays



4. Bill / eat with friends / on Mondays

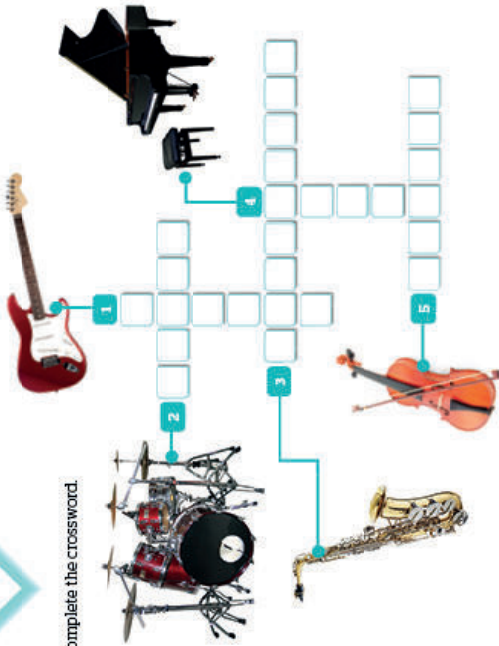


5. They / watch DVDs / in the evenings

F. Complete the blanks with the Present Simple of the verbs in parentheses.

- My cousin Jessie (1) _____ (do) her homework in the park near our school. I (2) _____ (ride) my bike in the park in the afternoons and Jessie is there. On Mondays and Wednesdays after school my sister (3) _____ (take) the dog for a walk in the park and Jessie is there, too. My classmates and I (4) _____ (play) soccer in the park on Thursday evening and Jessie is there. Luckily, on the weekends she (5) _____ (stay) at home.

4.1 I like rock music



A. Complete the crossword.

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

- a Why don't we go to the club all together on Saturday?
- b He likes classical music!
- c He hates clubs!
- d Do you like my new roommate?



A: (1) _____

B: I think he's boring. (2) _____

A: Come on, he's OK. He loves rock music, too.

B: Good. (3) _____

A: Well... no. (4) _____

Communication activity

Guided writing activity

C. Look at the table and check (✓). Then, write sentences about yourself. Use some of the words in the box.

boring interesting amazing funny exciting a lot of fun

	love	don't like	hate	enjoy
comic books				
bikes				
pop music				
the piano				

eg. I love comic books. They're a lot of fun.

1. I love _____
2. I don't like _____
3. I hate _____
4. I enjoy _____

D. Use the prompts and make suggestions.

1. sit down



Let's _____

2. ask / that boy



I don't know. Why _____

3. Chinese / restaurant / downtown



How _____

4. clean / our room



Let's _____

E. Read the text and decide if the statements 1-4 are True or False.

the Music Fan Club

Are you a music fan? Then, the Music Fan Club is the place for you!

Three groups play at the MFC: a rock, a classical and a jazz group. The MFC is open on Mondays, Wednesdays and Saturdays. On Mondays some students listen to pop and rock music and some play the guitar and the drums. On Wednesdays some students listen to jazz and classical music and some play the violin, the piano and the saxophone. On Saturdays they all have a party at the club.

1. The MFC doesn't have a pop group.
2. Students go to the MFC every day.
3. Students play jazz on Mondays.
4. The students have a party on weekdays.


Reading comprehension activity

Teacher's Notes include step-by-step guide to each stage of the lesson, ideas for warm-up and optional activities, background notes, answers to all exercises and listening transcripts.


3.1 Day and night

VOCABULARY


A. What time is it? Look at the clocks and complete the sentences. Then, listen and check your answers.




1 It's two _____.




2 It's eight o'clock.




3 It's five after seven.




4 It's three-thirty.




5 It's a quarter to six.



6 It's _____ to four.



7 It's twenty to nine.



8 It's _____ twelve.

B. Put the days of the week in the correct order. Write 1-7. Then, listen and check your answers. What day is it today?

Monday

Friday

Saturday

Tuesday

Wednesday

Sunday


Thursday

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


Good morning!

Good


Good night!



... → 12p.m. / noon



12p.m. → 6p.m.



6p.m. → 12a.m. / midnight

OPTIONAL ACTIVITY

- Draw a clock on the board with the numbers 1-12.
- Give Ss practice in telling the time by changing the hands of the clock and asking them: *What time is it? It's ...*
- Alternatively, divide Ss into pairs and get them to draw a clock on a piece of paper and practice telling the time. Go around the class helping Ss when necessary.

- B.
- Ask if Ss know any of the days of the week in English.
 - Refer Ss to the days of the week in the book.
 - Point out to Ss that the days of the week always begin with a capital letter.
 - Explain that they have to put the days in order.
 - Allow Ss some time to do the activity.
 - Play the CD and have Ss check their answers.

KEY

Monday	1	Wednesday	3
Saturday	6	Sunday	7
Friday	5	Thursday	4
Tuesday	2		

BACKGROUND NOTE Saturday and Sunday are known as the weekend while the days from Monday to Friday are known as weekdays.

- Ask Ss: *What day is it today?* and elicit the answer.
- Play the CD again and pause so that Ss can repeat what they hear.
- If possible, get Ss to say the days of the week without looking at their books.

- C.
- Ask Ss to tell you any English greetings they know (*Hello, hi, good morning/afternoon/evening/night*).
 - Ask Ss to look at the pictures and read through the prompts underneath them.
 - Have Ss do the activity.

- Play the CD and have Ss listen and check their answers.
- Draw Ss' attention to the difference between *a.m.* (*from midnight to noon*) and *p.m.* (*after 12 o'clock noon, from noon to midnight*).
- Point out to Ss that it is morning until noon, afternoon until 6p.m. and evening until midnight.

- Point out to Ss the use of *Good afternoon!* and *Good evening!* by the teacher (second picture) and the news anchor (third picture) respectively.
- Explain to Ss that the use of the greetings depends on context as well. You would say *good morning, good afternoon, good evening* to a friend when you are leaving a friend at 10p.m. you would say *good evening*, but if you were leaving a friend's house at 10p.m., you would say *good night*.

KEY

afternoon	evening
-----------	---------

FUNCTIONS

Telling the time
Greeting

VOCABULARY

Monday	Tuesday	Wednesday	Thursday
Friday	Saturday	Sunday	

Time

afternoon a.m. evening day midnight
morning night noon o'clock quarter p.m.
to

Phrases

good afternoon good evening
good morning good night What time is it?
What about...?

Other words

mean time today when

WARM-UP

- Draw Ss' attention to the title of the lesson and ask them to guess what the lesson will be about. Translate the title into Ss' L1 if necessary.
- Elicit answers.

VOCABULARY ▶ 52, 53, 54

- A.
- Make sure that Ss know how to tell the time in their L1.
 - Draw Ss' attention to the question *What time is it?* in the rubric (*It's + the time*).
 - Ask Ss to look at the clocks 1-6 and read the time underneath them.
 - Have Ss do the activity.
 - Play the CD and have Ss listen and check their answers.

KEY

1. o'clock	2. four	3. quarter
4. five-thirty	5. quarter	6. ten to

- Ask Ss to tell you what they notice about the way we tell the time in English.
- Point out to Ss that:
 - a. we use *o'clock* only for whole hours (e.g. *seven o'clock*).
 - b. we mention the minutes / a quarter first, followed by *after/fo*, followed by the hour.




BACKGROUND NOTE Sometimes the word *past* is used instead of *after*.
e.g. *It is a quarter past six.*

Vocabulary presented through visual prompts

4.5 Amazing countries

VOCABULARY

Match. Then, listen and check your answers.

- a river
- national park
- island
- ocean
- desert
- volcano
- mountain range
- waterfall

LISTEN

A boy and a girl are talking. Listen and decide if the statements 1-4 are True or False.

- Beimda is showing Nick some pictures from South America.
- The Colorado River is in Argentina.
- Nick saw a mockingbird when he climbed a mountain.
- Mockingbirds repeat the sounds people make.

Warm-up activities introducing the topic

READ

- Look at the map and the pictures. What do you know or can you guess about Tanzania?
- Read the text quickly and check (✓) the topics that are mentioned.

- | | | | |
|---------|-----------|----------|------|
| animals | history | islands | food |
| rivers | mountains | language | |
| beaches | beats | lakes | |

Various types of texts



TANZANIA

AN AFRICAN PARADISE

Tanzania, in East Africa, is an amazing country. The wild and beautiful landscape makes a visit to Tanzania unforgettable.

MOUNT KILIMANJARO

Mount Kilimanjaro is 19,341 feet high. It is actually an extinct volcano. It is near the equator, but there is snow and ice on its peak all year round. Go on a trek through the forests on the slopes of the mountain and see the many wild animals that live there.

THE LAKES

Don't miss Lake Victoria (26,830 square miles) on the northern border of Tanzania. Lake Malawi, in the south, is also worth visiting, but don't forget Lake Tanganyika on the western border. It's a large and impressive lake.

WILDLIFE

Elephants, giraffes, zebras, lions and many other wild animals live in Tanzania. There are many national parks in Tanzania, and Serengeti is the number one place for a safari.

ZANZIBAR

Just off the coast of Tanzania are the beautiful islands of Zanzibar. They are rich in history and sights and they are very popular with visitors. With their beautiful beaches, crystal clear waters and exotic birds these islands are truly a tourist's paradise.

C. Read the text again and answer the questions.

- Where is Tanzania?
- How high is Mount Kilimanjaro?
- What can you see on its slopes?
- How big is Lake Victoria?
- Where in Tanzania can you see wild animals?
- Why are the islands of Zanzibar popular with tourists?

SPEAK

Talk in pairs. Student A, go to page 76 and Student B, go to page 78.

WRITE

Use the information on pages 76 and 78 to write a paragraph about Cuba or Jamaica.

A variety of speaking and writing activities

8.4 Pet therapy

READ

A. Listen, read and match the summary sentences a-d with the paragraphs 1-4.

- a. A pet helps you relax.
- b. A pet will be there when you're on your own.
- c. A pet helps you keep in shape.
- d. A pet can teach children to be better people.

A Pet for all Seasons



- 1 You've had a bad day. You go home and your pet runs to welcome you. Minutes later, you settle on the couch and your pet comes and sits right beside you. Doesn't that cheer you up? It just shows how a pet can help you calm down. And that's not true only for cats and dogs. You can relax even if you watch fish swimming around in an aquarium.
- 2 A pet can become one's best friend and a great teacher at the same time. Children who look after pets learn to be more responsible, since they have to make sure they feed them, wash them and keep them in good health. If they are naturally shy, they also become more sociable and open with their emotions.
- 3 Nowadays, people work long hours and they're too tired to take up a sport. However, if you have a dog, all you need to do is take it for a walk. It's great exercise and fun to do. Unlike a sport, your dog will always want to go out, so consider it your personal trainer!
- 4 Sometimes people are unhappy and lonely because someone they love has moved away or they've lost a loved one. Pets are great companions at times like these because they can affect people's feelings for the better. Lots of people, especially the elderly, find that they feel less lonely if they have a pet around the house, someone to talk to or simply fill a quiet home.

But remember! If you decide to get a pet, you should find out everything you can about the animal before you get it and be prepared for things that might go wrong. Choose carefully and think about how comfortable and safe it will be in your type of home. And don't forget, when you get a pet, you develop a strong bond, so a pet is for life!

Various types of texts

Writing activity linked with speaking

B. Read again and decide if the statements are True or False.

- 1. Only cats and dogs can help someone relax.
- 2. Children who have a pet make friends more easily.
- 3. Dog owners should do more exercise than just taking their dog for a walk.
- 4. A dog is like a personal trainer because it makes you exercise even when you don't want to.
- 5. Pets can help when you've lost a loved one.
- 6. Life with a pet is always easy.

VOCABULARY

Complete the sentences with the words in the box.

- up
- down
- own
- calm
- same
- take
- away

- 1. When I listen to music, I _____ down.
- 2. I always cheer _____ when my friends visit me.
- 3. Jane's going to _____ up tennis in the summer.
- 4. I'm feeling _____ because my best friend's going to move _____ next winter.
- 5. The children spoke at the _____ time and I couldn't understand them.
- 6. My grandfather is 80 years old and lives on his _____ away.

GRAMMAR

A. Read the examples.

Full infinitive (to + base form of verb)

*I've decided to visit Venezuela this year.
I'm going to the pet store to buy a parrot.
Mark is too young to drive.
Mark isn't old enough to drive.*

Bare infinitive (base form of verb without to)

*We may get a hamster for a pet.
Mom, let me go to the party, please!
The teacher made me stay after school to do more exercises.*

B. Circle the correct words.

- 1. A: What would you like **have** / **to have** for dinner?
B: I'm not very hungry, I might **have** / **to have** a sandwich later.
- 2. A: Did you go to the doctor **see** / **to see** what's wrong with you?
B: Yes, I have the flu. I must **stay** / **to stay** in bed and **drink** / **to drink** lots of hot drinks.
- 3. A: I've decided **take up** / **to take up** aerobics because I want **stay** / **to stay** in shape.
B: I should **start** / **to start** exercising, too.
- 4. A: Excuse me, waiter. This orange juice isn't cold enough for me **drink** / **to drink**.
B: I'm sorry. Let me **bring** / **to bring** you another glass of orange juice.

Grammar box focusing on key grammatical structures

SPEAK & WRITE

Talk in pairs. Then, write a short paragraph about your pet or about a pet you would like to have. Use the questions below.

Do you have a pet?

No
• Would you like to have one? Why / Why not?
• If yes, what would you like to have? Why?

Yes

- What do you have?
- How long have you had it?
- How often do you play with your pet?
- Does it cheer you up when you're feeling down?
- If yes, how?



Short grammar practice

3.4 Famous and successful

READ

A. Listen, read and choose the best title for the text.

- a Jamie Oliver's best recipes
- b Jamie Oliver makes a difference
- c Jamie Oliver: How to become a famous chef

Jamie Oliver tv chef

Jamie Oliver's parents ran a pub in Essex, England and he used to practice cooking in the kitchen there. He enjoyed cooking so much that after he finished school, he went to Westminster Catering College, where he studied to become a chef.

In 1999, he started working in The River Cafe, in Fulham, London, and there the BBC noticed him. He went on to make a TV show called *The Naked Chef*. It was such a success that he made a cookbook of the same name which became a bestseller. In the same year, he received an invitation to prepare lunch for the Prime Minister at 10 Downing Street.

Oliver became famous for his simple, healthy but delicious creations. His recipes were fresh, and the style of his cooking show was relaxed, friendly and cool. He turned food preparation and cooking into a fun activity, instead of a boring chore.

In 2005, Oliver introduced a campaign to improve school lunch, called "dinner" in the U.K. He wanted to get rid of the junk food that they served to kids and make kids eat fresh, healthy food. It wasn't an easy task, but eventually the campaign was a success and students' eating habits showed great improvement.

Oliver's next campaign was to get people in the U.S.A. to start eating healthily, and he started off with West Virginia. He wants to inform communities about how important it is to eat home-made healthy food. Hopefully, his message will spread across the world.



B. Look at the highlighted words/phrases in the text and choose the correct meaning a or b.

1. improve
 - a. think something is good
 - b. make something better
2. get rid of
 - a. make something go away
 - b. take something to another place
3. task
 - a. job
 - b. recipe
4. spread
 - a. send
 - b. become known

C. Read again and answer the questions.

1. Where did Oliver first start making food?
2. Which TV station did he appear on first?
3. What was *The Naked Chef*?
4. What did he do at 10 Downing Street?
5. How did he improve TV cooking shows?
6. Who did he help in 2005 and how?
7. What did he try to do in West Virginia?

Various types of texts

Grammar box focusing on key grammatical structures

Short grammar practice

VOCABULARY Use the verbs given to form nouns and complete the sentences.

1. Are all the _____ for the party finished?
2. My uncle has a huge rock CD _____.
3. The teacher asked us to find some _____ about Bill Gates.
4. Brian put an _____ in the newspaper to sell his motorcycle.
5. What time does the _____ begin?
6. I give a lot of money to environmental _____.
7. Writing a best-seller at the age of seventeen was a great _____ with my parents and now I feel terrible.
8. I got into an _____.

- PREPARE
- COLLECT
- INFORM
- ADVERTISE
- CELEBRATE
- ORGANIZE
- ACHIEVE
- ARGUE

GRAMMAR

A. Read the examples.

Clauses of result

- so + adjective/adverb + (that)...
- *The movie was so boring that I didn't watch the ending.*
- such + (a/an) + (adjective) + noun + (that)...
- *It was such a boring movie that I didn't watch the ending.*

B. Complete with so or such.

1. The meal they served us was _____ delicious that we ate it immediately.
2. We had _____ a good time in Paris that we want to go again.
3. It was _____ a big cake that we couldn't eat it all.
4. Dennis has improved _____ much in Math that he's become one of the top students.
5. You have _____ nice boots that you don't need to buy new ones.
6. My best friend can cook _____ well that I'm sure he'll become a chef.

LISTEN

A. How much do you know about Beyoncé Knowles?

Try to answer the questions below. Then listen to the first half of a radio show and check your answers.



1. Which city is Beyoncé from?
2. What year was she born in?
3. What band did Beyoncé use to be in?
4. What was the name of her first solo album?

B. Now listen to the rest of the radio show and decide if the statements are True or False.

1. Beyoncé was really shy when she was a young girl.
2. In the beginning, *Destiny's Child* had three members.
3. The manager of *Destiny's Child* was Beyoncé's father.
4. Beyoncé started acting in 2001.
5. Beyoncé was married when she sang *Crazy in Love*.
6. Beyoncé's mother is a fashion designer.
7. Beyoncé's mother's name is Deréon.

SPEAK

Talk in pairs. Think of a famous person and what makes this person successful. Then try to convince the class why this person is famous and successful.

Angelina Jolie is so successful that people all over the world know her.

Rafael Nadal is such a good tennis player that he wins almost every tournament.



Activities developing listening comprehension skills

Grammar box focusing on key grammatical structures

8.4 Give Earth a chance

READ

- A. Discuss the following:
- What is a greenhouse?
 - Have you ever heard of the "greenhouse effect"?
- What do you think it is?
- B. Read the text and answer the following questions. Choose a, b or c.
1. Greenhouse gases
 - a. make the Earth's temperature rise.
 - b. The heat that gases trap.
 - c. escape into space.
 2. What is "global warming"?
 - a. A greenhouse gas.
 - b. The heat that gases trap.
 - c. The heating-up of the Earth.

The Greenhouse

What is it? The greenhouse effect is actually responsible for life on Earth. How does this happen? The Earth's atmosphere contains some gases which are called greenhouse gases because they "operate" like the glass of a greenhouse. These gases trap some of the sun's heat and prevent it from escaping back into space. In this way, the planet's temperature is kept at a safe level (around 60°F).



The problem. The amount of greenhouse gases in the atmosphere is increasing because of pollution and as a result, the greenhouse effect is becoming stronger. More heat from the sun is trapped in the atmosphere and this is making the Earth warmer than usual. Scientists predict that if this continues, the temperature will rise by 2.5° - 10.4°F this century. This "global warming" will cause changes in the weather. Despite the fact that warmer weather is needed for growing crops, it could also make the ice at the poles melt. As a result, the sea level could rise, causing catastrophic floods.

Greenhouse gases. The greenhouse gases which are mainly responsible for the problem of global warming are: **carbon dioxide (CO₂)**. This gas is responsible for over 60% of the problem. CO₂ is produced by burning fossil fuels, like coal, oil and gas, to produce energy. For instance, smoke and fumes from vehicles and factories contain CO₂, which pollutes the air. **Methane**: This gas causes about 15% of the problem and comes mainly from fertilizers and garbage from landfills. **CFCs** These gases are responsible for about 24% of the greenhouse effect. They do not exist naturally but are man-made. CFCs are mainly used in refrigerators and aerosol sprays.

The solutions.

- We must cut down on fossil fuels.
- Environmentally friendly sources of energy, like the sun, wind and water, should be used a lot more.
- Although we can't shut down factories, there should be stricter laws to prevent them from polluting the environment.
- Forests must be protected because trees absorb CO₂.
- Fertilizers should be used less.
- We should try to produce less waste.
- Lots of things that we throw away can be recycled.
- The use of CFCs should not be allowed.

Various types of texts

Activity developing listening comprehension skills

B. Write the sentences in two different ways, using *although* or *even though* and *in spite of* or *despite*.

1. I was sleepy, but I stayed up and waited for my sister to come back.
2. It was snowing, but it was not very cold.
3. I have a driver's license, but I do not drive.
4. She was tired, but she did the housework.

GRAMMAR
A. Read the rules and the examples.

although - even though - despite - in spite of
Use *although*, *even though*, *in spite of*, and *despite* to introduce an idea which is in contrast with the idea the main clause expresses.

• *Although / Even though / In spite of / Despite* + subject + verb
I decided to keep trying.

• *in spite of / despite* + noun or -ing form
In spite of / Despite being disappointed, I decided to keep trying.

• *In spite of / Despite my disappointment, I decided to keep trying.*

effect

C. Read the text again and answer these questions.

1. Why are some gases in the atmosphere called greenhouse gases?
2. Why is the greenhouse effect becoming stronger?
3. Why will there be catastrophic floods?
4. How is carbon dioxide produced?
5. Where are CFCs used?
6. Why must we cut down on fossil fuels?
7. What sources of energy can be used instead of fossil fuels?

LISTEN

You will hear people talking in four different situations. For questions 1-4, choose the best answer a, b or c.

1. Why is the mother angry with her son?
 - a. Because he put his garbage in the wrong bin.
 - b. Because he didn't put all his garbage in the bin.
 - c. Because he didn't take the garbage out.
2. What are the people talking about?
 - a. smog
 - b. acid rain
 - c. toxic waste
3. How is the machine powered?
 - a. wind power
 - b. solar power
 - c. wave power
4. What did the girl learn about fossil fuels?
 - a. They won't last forever.
 - b. They are bad for the environment.
 - c. They are difficult to get.

SPEAK

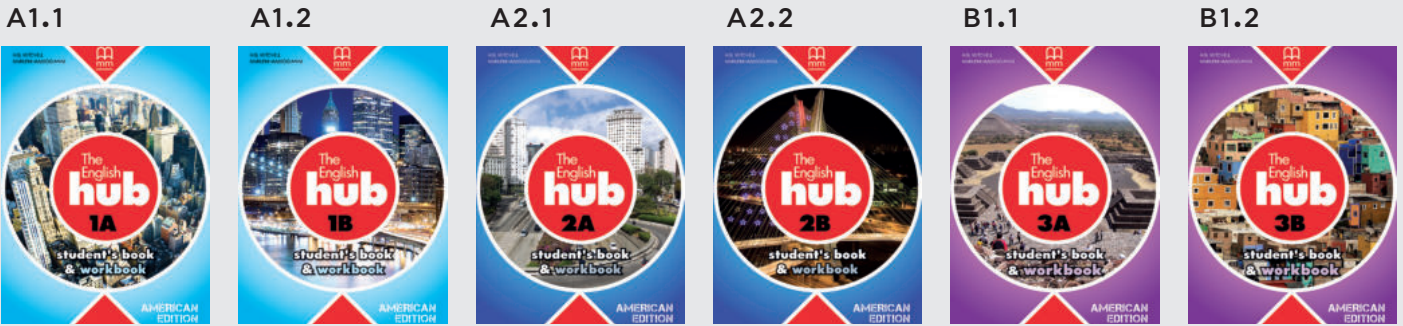
Work in pairs. Look at the pictures below and discuss the environmental problems. What can be done to improve each situation?



WRITE

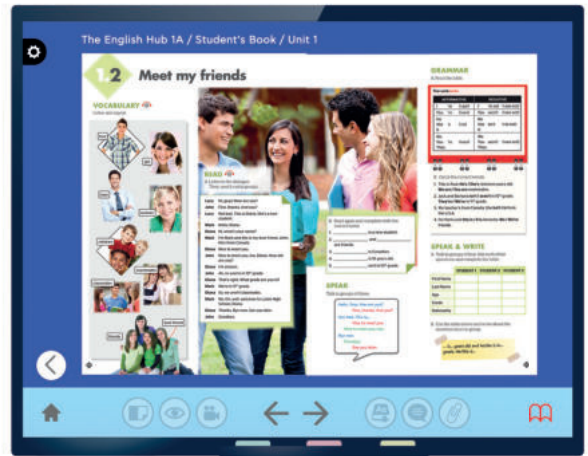
Write a few sentences about what should/can/must be done about each of the environmental problems in the previous activity.

Writing activity linked with speaking



- Extra activities (Grammar, Vocabulary, Communication) with instant feedback and progress reports for teachers and students
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