New Destinations is an exciting six-level course for young adult learners, that takes them from Beginner (A1.1) to B2 level.

**6 LEVELS**

Beginner (A1.1) to B2 level

It follows

- the requirements of the Common European Framework of Reference
- the modular approach and is organized in topic-based modules.

**Course Features:**

- Motivating and contemporary topics with multicultural and cross-curricular information
- Lively dialogues presenting real spoken English
- An integrated approach to the development of the four skills
- Special emphasis on vocabulary building
- Grammar presented and practised in context
- Systematic development of reading and listening skills and subskills
- A variety of communicative tasks
- Step-by-step approach to writing
- Activities encouraging 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/cross-curricular pages with web links
- Songs
- Competence-based Tasks
- Extra Grammar Practice

Clear, flexible and compatible with competence-based programmes.
Components for students

Student's Book
Full-colour Workbook
DVD Activity Book

Online multimedia resources for students at www.mmpublications.com

Components for teachers

Interleaved Teacher's Book
Workbook Teacher's Edition
Class CDs
DVD

Interactive Whiteboard material

Teacher's Resource CD/CD-ROM with
- Tests
- Portfolio including projects
- Extra practice on: grammar & vocabulary, reading and speaking
1. What’s your name?
2. I’m.../My name’s...
3. How do you spell...?
4. Plurals (regular -s)
5. Imperative (affirmative)
6. The verb be (I, you, he, she, we, they)
7. Possessive adjectives (my, your, his, her, our, their)
8. Who?/What?/How?/Where...from?
9. a / an
10. This / that / these / those
11. The verb be (it)
12. Plurals (regular-irregular)
13. Possessive case
14. Whose?
15. The verb have got
16. Adjectives
17. Present Simple
18. What time? / When?
19. Prepositions of time
20. Adverbs of frequency
21. There is / There are
22. a(n) / the
23. The verb can
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|              | • Stative verbs  
|              | • Past Simple  
|              | • used to  
|              | • Prepositions of time  
|              | • Quantifiers  |
| 2 Unforgettable | • Past Progressive  
|              | • Past Simple vs Past Progressive  
|              | • Time Clauses (when, while, as, as soon as)  
|              | • Present Perfect Simple  
|              | • Present Perfect Simple vs Past Simple  |
| 3 What a place! | • 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  |
| 4 Modern times | • Future will  
|              | • will have to, will be able to  
|              | • Time clauses (when, after, before, until, as soon as)  
|              | • too-enough  
|              | • Relative clauses (who-which-that-where)  |
| 5 A helping hand | • Infinitives  
|              | • -ing  
|              | • should - had better  
|              | • Passive Voice (Present Simple - Past Simple)  |
| 6 The time of my life! | • may, might, could  
|              | • Conditional Sentences Type 1  
|              | • if vs when  
|              | • so / neither / too / either  
|              | • Present Perfect Progressive  
|              | • Present Perfect Progressive vs Present Perfect Simple  |
| 7 Job hunting | • Question tags  
|              | • Negative questions  
|              | • Exclamatory sentences  
|              | • Clauses of result  
|              | • Reflexive pronouns  
|              | • Past Perfect Simple  |
| 8 Lifestyles | • Reported speech (statements, questions, commands, requests)  
|              | • Conditional Sentences Type 2  
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- Quiz: Famous Landmarks p. 46
- Green Roofs p. 60
- Call for help! p. 74
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**Cross-curricular:**
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|              | • Stative verbs  
|              | • Questions and Question words  
|              | • Indirect questions  
|              | • Past Simple  
|              | • used to - be/get used to  |
| 2 People to admire | • Past Progressive  
|              | • Past Simple vs Past Progressive  
|              | • Relative clauses  
|              | • Adjectives - Adverbs of manner  
|              | • Comparisons  |
| 3 Everyday life | • Present Perfect Simple - Present Perfect Progressive  
|              | • must, have to, need, would rather, had better  
|              | • may, might, could  
|              | • must, can’t  |
| 4 Mother Nature | • Future tenses  
|              | • Time clauses  
|              | • Conditional sentences (Types 1, 2)  
|              | • Articles - Nouns - Determiners  |
| 5 Fact or fiction | • Past Perfect Simple - Past Perfect Progressive  
|              | • Reported Speech (statements)  
|              | • Reported Speech (questions, commands and requests)  |
| 6 Pack your bags | • Passive Voice I  
|              | • Clauses of reason, concession, purpose  
|              | • Passive Voice II  |
| 7 Life in the 21st century | • Infinitives and -ing forms  
|              | • Causative form  
|              | • Modal verbs + have + past participle  |
| 8 We’re only human! | • Conditional sentences (Type 3)  
|              | • Wishes and Unreal Past  
|              | • all / both / neither / none  
|              | • both... and... / neither... nor... / either... or...  |
## Contents New Destinations Level B1+

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                        • Passive Voice  
                        • Stative verbs  
                        • Past Simple - Past Progressive  
                        • Past Perfect Simple - Past Perfect Progressive  
                        • Relative clauses  
                        • Comparison of countable and uncountable nouns  
| **2 See the world** | • Future tenses  
                        • Other future forms  
                        • Time clauses  
                        • Conditional sentences (Type zero, 1, 2)  
                        • Must - have to - need  
| **3 Getting ahead** | • Present Perfect Simple - Present Perfect Progressive  
                        • Relative clauses  
                        • Should - ought to - had better  
| **4 From Hi-fi to Wi-fi** | • Infinitives and -ing forms  
                        • May - might - could  
                        • Must - can’t  
                        • Question tags  
| **5 Out and about** | • Passive Voice  
                        • Clauses of concession  
| **6 Earth Watch** | • Reported Speech (Statements, questions, commands and requests)  
                        • Clauses of result  
| **7 Body Talk** | • Unreal past  
                        • Conditional sentences (Type 3)  
                        • Causative Form  
| **8 On the go** | • Conditional sentences (Type 3)  
                        • Causative Form  

## Contents New Destinations Level B2

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                        • Stative verbs  
                        • Past Simple - Past Progressive  
                        • Past Perfect Simple - Past Perfect Progressive  
                        • Would - was/were going to  
| **2 Going places** | • Present Perfect Simple - Present Perfect Progressive  
                        • Articles  
| **3 Against the law** | • Past Simple - Past Progressive  
                        • Comparisons  
| **4 Thrills and chills** | • Future forms  
                        • Time clauses  
                        • Modal verbs I (can - could  
                        • may - might - must - need to - have to - should - ought to - had better)  
                        • Conditional sentences (Type zero, 1, 2)  
                        • Modal verbs II (will - can - may - might - could - must - can’t)  
| **5 Modern life** | • Relative clauses  
                        • Participles clauses  
| **6 Save our planet** | • Infinitives and -ing forms  
                        • Modal verbs + have + Past Participle  
| **7 Celebrities** | • Passive Voice  
| **8 Entertainment** | • Clauses of concession, result and purpose  
                        • Causative form  
| **9 Let’s celebrate** | • Reported Speech (Statements, questions, commands and requests)  
                        • Unreal Past  
                        • Inversion  
| **10 Get the message** | • Conditional Sentences (Type 3)  
                        • Causative Form  
| **11 Mind matters** | • Conditional Sentences (Type 3)  
                        • Unreal Past  
                        • Inversion  
| **12 Health and fitness** | • Conditional Sentences (Type 3)  
                        • Unreal Past  
                        • Inversion  

CHECKPOINT 1 p. 31
CHECKPOINT 2 p. 59
CHECKPOINT 3 p. 87
CHECKPOINT 4 p. 115
CHECKPOINT 5 p. 143
CHECKPOINT 6 p. 171
Meeting people

Discuss:
• Do you like meeting new people?
• What do you usually talk about?

Flick through the module and find...
• a TV programme about a group of friends
• a blog about finding a job
• two friends greeting in the morning
• a man with a new phone
• flags from different countries

In this module you will learn...
• to greet people and say goodbye
• to introduce yourself and others
• to ask for and give basic personal information (name, nationality, age, job, telephone number, e-mail, marital status)
• to complete a form
• to write about yourself
• to talk about relationships
• to use numbers 0-100
1a How are you?

1 Vocabulary
Listen and repeat.

- Good morning!
- Good afternoon!
- Good evening!

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

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

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

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

3 Speak
Talk in pairs.

NOTE
• Male: Mr
• Female: Miss, Mrs, Ms

Good evening....
Hello.... How are you?
Not bad. And you?
4 Vocabulary
Listen and repeat.

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

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

B. Now, listen again and answer.

6 Speak
Talk in pairs. Practise greeting and saying goodbye in the following situations.
1. Where are you from?

Practical tips helping students to develop skills and become autonomous learners.

Grammar presented and practiced in context.

Vocabulary presented through visual prompts.

Sample pages from New Destinations Beginners A1.1 - Student's Book.
Who's that?

1. What's his name?
2. Is he single?
3. Who's his flatmate?

Who's her name?
1. Is she married?
2. Who's her colleague?

Friends

This is Maria and Craig. They're married.

This is Fay. She isn't married. She's single.

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

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

Vocabulary

Listen and repeat.

Read

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

Practice

Circle the correct words.

Listen

Listen to three short dialogues and choose a or b.

Speak

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

Grammar

He's Spanish.

She's Mexican.

His name is Juan.

She's Mexican.

Her name is Dora.

They're married.

They aren't single.

Their surname is Torres.

Yes, he/she is.

Is he/she single?

No, he/she isn't.

Full forms Short forms

He is is not

She is

They are are not

Who is...?

What is...?

Yes, they are.

No, they aren't.

TIP

• Look at the example.

• Speak only in English.

Go to Grammar Reference

grammar explanations & grammar reference section at the back of the book
1. 15 50
2. 17 70
3. 13 30
4. 18 80
5. 19 90

Speak
Talk in pairs.

What's your phone number?
020 8446 1014

NAME: Dan Jones

PHONE NUMBER: 020 8762 9940

E-MAIL: djones44@gmail.com

Vocabulary
Listen and repeat.

What's your e-mail?
djones44@gmail.co.uk

Grammar
1. Who are you?
b. I'm Roberta.
c. I'm OK.

2. What's your phone number?
f. 020 8994 5563

d. I'm 41.

c. katy15@gmail.com

3. What's your e-mail?
d. I'm Roberta.
c. I'm OK.

4. How are you?
b. I'm OK.
c. I'm Roberta.

5. How old are you?

6. Where are you from?
b. I'm Roberta.
c. I'm OK.

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

B. Listen and read.

Claire
Hi, Simon. Happy Birthday!

Simon
Thanks.

Claire
How old are you?

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

Claire
A present from Donna?

Simon
That's right. Hey, Claire.

What's your number?

Claire
0786 213 2258.

Simon
And what's your e-mail?

Claire
claire76@gmail.co.uk.

Simon
Thanks.

Various types of speaking activities

Activities focusing on reading for detail

Pronunciation activity
Hi! I'm Tim and I'm 24. I'm from London and I'm unemployed.

Posted by Tim Chaffer at 11:12.

RE: Hello Tim. My name's Jenny. I'm 27 and I'm a mechanic. Go to getajob.co.uk. It's great!

Posted by Jenny Collins at 11:32.

RE: Hi Tim! I'm Keith and I live in Manchester. I'm an electrician. Jenny's right, getajob.co.uk. is a great website.

Posted by Keith Ball at 11:56.

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

www.jobblog.net

Vocabulary

A. Listen and repeat.

B. Read the note and make sentences.

She's a dentist.

Read

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

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

1. Tim is English.
2. Tim is a mechanic.
3. Jenny is 27.
4. Keith is an electrician.

Speak

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

Student A:

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

Student B:

Ask questions and guess who Student A is.

B. GUESSING GAME

Talk in pairs.

Are you a/an...?

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

Are you...?

Write

Capital letters

Use capital letters:

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

A. Add capitals where necessary.

B. Complete the form below.

TITLE:    Mr

 Mrs

 Miss

 Ms

FIRST NAME:

MIDDLE NAME:

SURNAME:

AGE:

NATIONALITY:

MARITAL STATUS:

JOB:

DAYTIME PHONE NUMBER:

EVENING PHONE NUMBER:

MOBILE PHONE NUMBER:

E-MAIL:

I confirm that, to the best of my knowledge, the information given on this form is correct.

(Print and sign)
1 Round-up

Vocabulary
A. Cross the odd word. Then add one more.
1. Cross the odd word. Then add one more.
2. French Italy Polish Australian
3. Amanda’s doctor and her flatmate is name.
4. I am a lawyer. You are a nurse.
5. I am not a doctor. I am an actor.

Grammar
B. Complete with a or an.
1. Chris is a teacher.
2. Sophie is a hairdresser. Her e-mail is jenny58@gmail.com
3. Amanda's doctor and her flatmate is a name.
4. Is Darren an architect?
5. I'm not a police officer. I am an actor.

C. Choose a or an.
1. I'm from the USA. My name is Jack.
2. I'm from France. My name is Marie.
3. Are you French or Italian?
4. Yes, she's from France. Her name is Marie.
5. Is her name Marie?

B. Circle the correct words.
1. A: Who's his phone number?
   B: His phone number is 30303 0303 003.
   A: His phone number is 0303 0303 003.
2. Do they live in England?
   They live in England.
   They live in the UK.

A. What's your surname?
B. His surname is Finley.
A: It's Finley.
B: He's Finley.

B. Complete with the words in the box.
1. They're not classmates.
2. He's my colleague.
3. She's my best friend.
4. Her / She's my best friend.

F. Match the questions with the answers.
1. What's your name?
   A: My name's... I'm... years old.
2. How old are you?
   A: I'm... years old.
3. Is she married?
   A: Yes, she's married.

C. Think of a person you know well and answer the questions.
1. What's his/her name?
   Donaldson.
2. What's his/her surname?
   No, she's single.
3. Is he/she single or married?
   No, she is not married.
4. Is he/she your friend?
   Yes, she's my best friend.

B: How's it going?
A: Not much.

E. Complete the situations.
A: Good evening, Delia Hibbard.
B: Good evening, Mr Hibbard.
A: And your name?
B: My name is Delia Hibbard. And your name?
A: My name is... I'm... years old.
B: How old are you, Mr Hibbard?
A: I'm... years old.

D. Write sentences about yourself.
A: I'm... I'm... years old.
B: Who's your classmate?
A: It's Delia Hibbard.
B: Her name is Delia Hibbard.
A: Nice to meet you, Delia Hibbard.

F. Complete the situations.
A: What's your e-mail?
B: d. jennyn58@gmail.com
A: Nice to meet you, Jack.
B: Nice to meet you, Delia.

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

B: Read again and write True or False.
1. Good morning!
2. Where are you from?
3. How old are you?
4. Is she married?
5. Goodbye!

Communication
A. Complete the introduction.
B: Hello. How are you?
A: I'm fine, thanks.

B. Write

Write a paragraph about yourself.
A: My surname is Finley.
B: My surname is Finley.
A: I'm a mechanic.
B: I'm a mechanic.

Round-up

WRITING
Students can answer these questions in a self-assessment section for further practice.

WRITING
Students can write sentences about themselves in a self-assessment section for further practice.

WRITING
Students can complete the situations in a self-assessment section for further practice.

WRITING
Students can answer the questions in a self-assessment section for further practice.

WRITING
Students can write sentences about themselves in a self-assessment section for further practice.

WRITING
Students can answer the questions in a self-assessment section for further practice.

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WRITING
Students can answer the questions in a self-assessment section for further practice.
A. Listen, read and complete the table below.

<table>
<thead>
<tr>
<th>FIRST NAME</th>
<th>Eva</th>
<th>Barry</th>
<th>Sandhya</th>
<th>Alex</th>
</tr>
</thead>
<tbody>
<tr>
<td>SURNAME</td>
<td></td>
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<tr>
<td>NATIONALITY</td>
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<tr>
<td>MARITAL STATUS</td>
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<tr>
<td>JOB</td>
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</tr>
<tr>
<td>PHONE NUMBER</td>
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</tbody>
</table>

Barry
Hi! I am Barry Smith. This is Eva Demeter.

Eva
Good morning! Nice to meet you.

Alex
Hello, I'm Alex Garnier.

Sandhya
And I'm Sandhya Garnier. Are you two married?

Eva
No, we aren't. We are single. Barry and I are colleagues.

Barry
Where are you from?

Sandhya
Well, I'm Indian, but Alex is French.

Alex
Are you American?

Eva
Barry is, but I'm from Hungary.

Alex
Oh, so you're Hungarian? Sandhya's boss is Hungarian.

Eva
Really? What do you do, Sandhya?

Sandhya
I'm a nurse. What about you?

Barry
We are architects. What do you do, Alex?

Alex
I'm a mechanic.

Barry
Oh, really? What's your phone number?

Alex
It's 207 158 4659.

Barry
And my phone number is 207 194 1234.

Eva
OK. Have a nice weekend!

Sandhya
Bye! See you later!

B. Talk in pairs. Interview your partner, complete the table below and present his/her information to the class.

C. Make your own business card. Write your name, job, phone number and e-mail address. Pretend you are on a business trip and exchange business cards with your classmates, introducing yourselves briefly.
Fast food

1 Vocabulary
A. Listen and repeat.

- pizza
- fish and chips
- noodles
- tacos
- kebab
- burger

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

money

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

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

Fred: Hi, I’d like a burger and chips, please.

Woman: Do you want ketchup and mustard?

Fred: Just mustard.

Woman: Here’s your burger and chips.

Fred: Great. How much is that?

Woman: $4.85.

Fred: Here’s $5.

Woman: And here’s fifteen cents change.

Tony: Hi, I’d like a slice of chicken and mushroom pizza.

Man: Sure. That’s €2.75, please.

Tony: Sorry, but it says €2.50 on here.

Man: No, that’s just mushroom pizza.

Tony: Oh, you’re right.

Man: Anything to drink?

Tony: Umm... I’d like a lemonade, please.

Man: Medium or large?

Tony: Medium. How much is that?

Man: €4.

Tony: There you go.

Man: Enjoy!
BACKGROUND NOTE

Pounds/pence are used in the UK.
Euros/cents are used in countries of the European Union.
Dollars/cents are used in the USA.
Australian dollars/cents are used in Australia.
Canadian dollars/cents are used in Canada.

• Ask Ss the question in the rubric. Choose a student and ask him/her: How much does a pizza cost? and elicit the answer. A pizza costs (eg. £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 objects cost (eg. a pencil, a pen, a notebook, a mobile phone, a bag, etc.).

2. READ 15

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 if they know where the types of fast food shown in the pictures come from.
• Elicit answers (pizza = Italy, fish and chips = UK, tacos = Mexico/Spain, noodles = Asia, kebab = Middle East, burger = USA).

KEY

The man in the first picture is ordering a burger and chips.
The man in the second picture is ordering a slice of chicken and mushroom pizza and a lemonade.
The woman in the third picture is ordering some chicken noodles and some fried rice.

• Ask Ss some questions:
  Does Fred want mustard on his hot dog? Yes, he does.
  How much is the woman giving Fred back? Fifteen cents.
  Does Tony want something to drink? Yes, he does.
  How much does a medium lemonade 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 294 5573.
  What is the number of Jasmine’s flat? 8.
  How much does Jasmine’s order cost? It costs £11.50.

LANGUAGE PLUS

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

Let’s talk about
A. Functions
B. Vocabulary

FUNCTIONS

Ordering food
Taking an order
Talking about prices
Reading a menu

VOCABULARY

Fast Food
\( \text{burger} \) \( \text{fish and chips} \) \( \text{kebab} \) \( \text{noodles} \) \( \text{pizza} \) \( \text{tacos} \)

Money
\( \text{change dollar euro pence pound} \)

Other words and phrases
\( \text{fried} \) \( \text{How much is that? medium mustard say} \) \( \text{There you go} \)

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 favourite fast food?
  What is the most popular fast food in your country?

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 pounds/pence, euros/cents and dollars/cents are used.

BACKGROUND NOTE

Dollars/cents are used in countries of the European Union.
Euros/cents are used in the UK.
Pounds/pence are used in the USA.
Australian dollars/cents are used in Australia.
Canadian dollars/cents are used in Canada.

• Ask Ss the question in the rubric. Choose a student and ask him/her: How much does a pizza cost? and elicit the answer. A pizza costs (eg. £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 objects cost (eg. a pencil, a pen, a notebook, a mobile phone, a bag, etc.).

2. READ 15

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 if they know where the types of fast food shown in the pictures come from.
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  What is the number of Jasmine’s flat? 8.
  How much does Jasmine’s order cost? It costs £11.50.

LANGUAGE PLUS

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

1. Which of the following do you like?
   - How many meals do you have a day?
   - Do you eat fruit and vegetables?
   - How much water do you drink?
   - How much milk do you drink?
   - Do you eat junk food?
   - How much chocolate do you eat?

2. White fruit and vegetables help keep our healthy.
   a. eyes  b. heart

3. The man and woman don’t need to buy any.
   a. strawberries b. cherries

4. The man orders      for dessert.
   a. a fruit salad b. ice cream

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

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

7. Listen to three short dialogues and complete the sentences. Choose a or b.
   1. White fruit and vegetables help keep our healthy.
      a. eyes  b. heart
   2. The man and woman don’t need to buy any.
      a. strawberries b. cherries
   3. The man orders        for dessert.
      a. a fruit salad b. ice cream

8. Speak
   Talk in pairs. Go to Pair work activity.

9. Write
   How healthy is your diet? Look at the questions below and write a paragraph about your eating habits.
   - How many meals do you have a day?
   - Do you eat fruit and vegetables?
   - How much water do you drink?
   - How much milk do you drink?
   - Do you eat junk food?
   - How much chocolate do you eat?
A variety of exercises developing speaking, listening and writing skills

Vocabulary

ADJECTIVES DESCRIBING PLACES

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

1. The bus was crowded and I couldn't get on.
   a. comfortable and warm
   b. quiet and calm
   c. full of people
   d. making a lot of noise
   e. liked by a large number of people
   f. very old
   g. important in history
   h. not dangerous

2. When I get tired of life in the city, I go to the countryside. It's so peaceful there.

3. You can find lots of books about ancient history in the library.

4. I live in a noisy neighbourhood and can't sleep at night.

5. Don't worry, the streets around here are safe for the children to play in.

6. The town square is a popular meeting place for teenagers.

7. We went on a tour around the town and saw many historic buildings.

8. The town centre has a great variety of lovely cafes and restaurants.

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

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.

Harry Perl, 41

Likes: museums, nature, swimming

Dislikes: nightlife, concerts

I think the most suitable city for Jill is... because...

Jill Grant, 23

Likes: art, theatre, travelling

Dislikes: shopping, nature

I disagree. I think the ideal city for her is... because...

Helen Aberson, 34

Likes: sports, reading, art

Dislikes: shopping, eating

I agree, I don't know about that...

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.

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?

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

- What is her opinion about life in the city?

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

1. In which paragraph 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

A DESCRIPTION OF A PLACE

A. Discuss.

- What is the most interesting place you've ever visited?

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

- The text is:

  a. part of a story that happened in Salvador da Bahia.
  b. a description of Salvador da Bahia.
  c. an advertisement about a holiday in Salvador da Bahia.

C. Read again and answer the following questions.

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

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

3 Writing

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
warm-up activities introducing the topic

activities encouraging critical thinking and personal response

gradual familiarization of students with exam type tasks

emphasis on vocabulary building
4b writing

Writing a problem/solution essay

1. DISCUSS
- What dangers are associated with using social networking and comparing our lives with others?
- What do you think about the idea of virtual and real social networking?
- In your opinion, what are the advantages and disadvantages of social networking?
- What is your perspective on the relationship between social networking and the development of new technologies?

2. FOCUS ON NOTES
Read this note, the essay topic and the notes, and underline the part of the essay that corresponds to the notes.

In your English class you have been talking about cyberbullying. Now, your English teacher has asked you to write an essay. Write your essay using the notes and give reasons for your point of view.

A rising number of children are becoming victims of cyberbullying. Can something be done to prevent this happening?

Cyberbullying is a cause for much concern. It is because young people, who do not have the knowledge and skills to deal with it, are often the victims. I believe that this is an issue that needs to be addressed.

To begin with, it is important to inform children about cyberbullying. This process of raising their awareness about the problem is itself an essential first step to dealing with it. Only in this way will they be able to identify cyberbullying and protect themselves from it.

Secondly, children must be equipped with the necessary knowledge and skills to prevent cyberbullying from happening to them and to deal with it when it does. This actually means that we need to provide them with ways to follow, ways of thinking if they can apply this when interacting with others online.

Finally, children must be encouraged to talk about and report incidents of cyberbullying. This involves working with schools and parents to ensure that children are properly trained in cyberbullying prevention. Parents need to be informed of the possible dangers and equipping them with skills to deal with them.

3. FOCUS ON CONTENT AND ORGANISATION

Read the essay again and answer the following questions:

1. What is the writer's opinion on the topic? Underline the part of the essay that indicates this.
2. What is the third idea that the writer comes up with?
3. How do the writer's ideas build on each other?

4. FOCUS ON STYLE AND REGISTER

A. Read the essay again and answer the following questions:

- Is the essay written in a formal or informal style?
- What example can you find in the essay to justify your answer to the above question?

B. If you were to change the essay, what would you change?

5. FOCUS ON LINKING WORDS/PHRASES

Look at the highlighted words/phrases in the essay. Which words or phrases do you think improve the essay?

6. WRITING TASK

A. Read the rubric, the essay topic and the notes and underline the key words. Notice that these notes have been expanded on.

B. Now come up with your own idea on the essay topic and write an essay using the notes and give reasons for your point of view.

C. Copy and complete the outline below for your essay.

D. Write your problem/solution essay based on the outline you have made (140-190 words).

- In your English class you have been talking about the overuse of technology. Now, your English teacher has asked you to write an essay. Write your essay using the notes and give reasons for your point of view.

- Children are spending too much time on computers and other electronic devices. What can be done to help them develop a better balance in their lives?

- Notes

- setting limits
- skills
- interests/hobbies
- (your own idea)

- Setting limits is very important to ensure that Electronic games are not a part of their daily life.

- Children need to be motivated to change their attitude towards electronic devices. They will need to be informed of alternative courses of action. They will need to be encouraged to talk about and report incidents of cyberbullying. This involves working with schools and parents to ensure that children are properly trained in cyberbullying prevention. Parents need to be informed of the possible dangers and equipping them with skills to deal with them.

- Writing a problem/solution essay I

- I am in favour of setting limits
- my belief is that it is important to set limits to the amount of time children spend on electronic devices.

- However, this is not easy to do, as children often have a desire to use electronic devices. It is important to raise awareness of the dangers involved in accessing blogs, forums and chat rooms and talking to people you don't know well or at all.

- Moreover, if children are not encouraged to talk about and report incidents of cyberbullying, they will not learn how to deal with it. This actually means that we need to provide them with ways to follow, ways of thinking if they can apply this when interacting with others online.

- In conclusion, people need to be motivated to change their attitude towards electronic devices. They will need to be informed of alternative courses of action. They will need to be encouraged to talk about and report incidents of cyberbullying. This involves working with schools and parents to ensure that children are properly trained in cyberbullying prevention. Parents need to be informed of the possible dangers and equipping them with skills to deal with them.
1. PRE-READING
Discuss.
- When you hear the phrase ‘amazing places’, what kind of places come to mind? Which ones would you like to visit?
- Which of the following are important to you when you visit a place?

2. READING FOR GIST
Read the magazine article on page 21 about Iceland and answer the question below.
What is the purpose of the article?
- a. to describe a place in detail
- b. to educate the reader
- c. to inform and entertain the reader
- d. to advertise a holiday

3. READING FOR DETAILS
Read the article again and answer the questions 1-6 below. Choose a, b, c or d.

4. What does the word *it* in line 55 refer to?
- a. the spa
- b. the reservation
- c. making a reservation
- d. staying at the spa

5. The Aurora Borealis
- a. lasts for six months continuously.
- b. occurs during daylight.
- c. is a natural phenomenon.
- d. is a state of total darkness.

6. What do we learn about the Icelanders from the extract?
- a. They have a good quality of life.
- b. They are too traditional.
- c. Most of them live in Reykjavik.
- d. They keep themselves busy by taking part in fun activities.

4. GUESSING THE MEANING OF UNKNOWN WORDS
A. Match the highlighted phrasal verbs in the article with their meanings.
- 1. stand out
- 2. made up
- 3. turned out
- 4. made up for

   a. to form
   b. to compensate for
   c. to be very noticeable
   d. to happen in a particular way

B. Look at the following words from the article and choose the correct meaning, a, b or c.
- 1. struck (line 7)
  - a. hit
  - b. impressed
  - c. attacked

- 2. scheduled (line 22)
  - a. arranged
  - b. postponed
  - c. designed

- 3. spouts (line 33)
  - a. drips continuously
  - b. flows heavily
  - c. comes out quickly and with force

- 4. harness (line 45)
  - a. acquire
  - b. exchange
  - c. control and use

- 5. indulge in (line 53)
  - a. think about
  - b. afford
  - c. allow yourself to experience something enjoyable

- 6. coastal (line 72)
  - a. near the sea
  - b. in the mountains
  - c. in the suburbs

- 7. policies (line 88)
  - a. ideas or plans
  - b. rules and laws
  - c. customs or traditions
When I got to Iceland, I was immediately struck by the unique natural beauty and absence of pollution. These things make the island stand out from other places, as it is truly untouched by those evils that have spoilt much of the rest of the world. One of the reasons that Iceland is such an amazing place is that about half of the island is made up of volcanoes and a mountainous lava desert. Who would imagine that a place with a name like ‘Iceland’ would feature landscapes like that? Of course, Iceland also has several glaciers, or ‘frozen rivers’, and many fjords. Plus, it has more land covered by glaciers than anywhere else in Europe. So, when you think of it, the name Iceland does make sense after all!

When I was told that my trip to Iceland had been scheduled for the first week in January, what I expected was extreme cold. However, I was in for a surprise. The climate of Iceland is milder in winter than most people think. As it turned out, the weather was no obstacle to my expeditions to some fascinating places.

I have been travelling around the world for more than a quarter of a century, and I have been to several breathtaking natural wonders. Very few of them can be compared to the Great Geyser in Haukadalur in South Iceland. This geyser, or hot spouting spring, spouts hot water to a height of 60 metres, which is a truly remarkable and incredible sight! Another extraordinary sight I visited was the famous volcano of Hekla, one of the 200 active volcanoes in the country. Its first recorded eruption was in 1104 CE and since then there have been a series of eruptions, some of which were gentle while others caused significant damage to the nearby countryside.

In addition to volcanic activity, Iceland is richer in hot springs and high temperature geothermal activity than any other country in the world! The inhabitants of Iceland have managed to harness the energy of their natural resources. They have built a power station which collects and uses the natural geothermal heat produced under the ground to meet the energy needs of the island. The Icelanders have also used geothermal heat for open-air swimming pools and spas. Plus, these thermal spas are famous for their numerous health benefits. So, who wouldn’t want to indulge in a stay at one of them? Naturally, I had made a reservation at one of the most popular spas, and it was an experience I will never forget!
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