IT FOLLOWS:
- the requirements of the Common European Framework of Reference
- the modular approach and is organized into six modules

EACH MODULE INCLUDES:
- Five lessons, a closing activities section (Workbook) and a revision section
- Lively dialogues
- Motivating and contemporary topics with multicultural and cross-curricular information
- Clear grammar presentations and practice
- A wide variety of reading and listening tasks
- Pairwork and groupwork communication activities
- A step-by-step guide to writing
- Culture and Cross-curricular pages with web links
- Songs
- Useful learning tips

COMPONENTS FOR STUDENTS

STUDENT’S AUDIO CD/CD-ROM
- Recordings of stories, texts and dialogues from the Student’s Book for practice at home
- Songs
- Vocabulary
- Web projects
The CD/CD-ROM works on both a CD player and a computer.

COMPONENTS FOR TEACHERS

Class CDs
Tests are also included

Interactive Whiteboard Material
### NEW LET’S SPEED UP 1

#### Topics
- **School days**
  - The verb to be
  - Where ... from?
  - How...?
  - What...?/Who...?
- **People**
  - Possessive adjectives
  - Possessive case
  - The verb to have
  - Plural forms (regular/irregular)
  - Adjectives
- **My home**
  - Prepositions of place
  - There is/There are
  - This/That – These/Those
- **My city**
  - Imperative / Instructions
  - Prepositions of time
- **Time out**
  - Present Simple
  - Adverbs of frequency (always, usually, often, sometimes, never)
  - The verb can
  - Like, love hate, can’t stand + -ing
- **Special days**
  - Present Progressive
  - Comparative forms
  - Superlative forms

#### Structures
- **• What...?**
- **• a/an**
- **• The verb to be**
- **• Where ... from?**
- **• How...?**
- **• What...?/Who...?**
- **• Possessive adjectives**
- **• Possessive case**
- **• The verb to have**
- **• Plural forms (regular/irregular)**
- **• Adjectives**
- **• There is/There are**
- **• This/That – These/Those**
- **• Present Simple**
- **• Adverbs of frequency (always, usually, often, sometimes, never)**
- **• The verb can**
- **• Like, love hate, can’t stand + -ing**
- **• Present Progressive**
- **• Comparative forms**
- **• Superlative forms**

### NEW LET’S SPEED UP 2

#### Topics
- **In the beginning**
  - Present Simple / Present Progressive (Revision)
  - Past Simple of the verb to be
  - There was / There were
  - Past Simple of regular / irregular verbs
  - Adverbs of manner
  - Past Simple (negative, questions, short answers)
  - Past Simple (irregular verbs)
  - Past Simple (Yes/No questions, Wh-questions)
  - The verb could
  - (polite requests, possibility)
  - At school
    - Past Simple
    - The verb could
  - That’s life
    - Past Simple
    - The verb could
  - Going places
    - Past Simple
    - Time clauses (when, while)
- **That’s me**
  - Present Simple
  - Present Progressive
  - Possessive adjectives
  - May (permission)
  - Possessive pronouns
  - Possessive case
  - Science matters
    - Future going to
    - Future will
- **Problems and solutions**
  - The verb must
  - The verb have to
  - The verb could
  - The verb should
- **Habits**
  - Countable / Uncountable nouns
  - How much...? / How many...?
  - much/many/a lot of/irregular plurals
  - Present Perfect Simple
  - Time expressions (ever, never, just, always, etc.)
- **Danger**
  - Present Perfect Simple
  - Conditional Sentences Type 1
- **Feeling good**
  - Present Simple vs. Present Progressive
  - Adverbs of manner
  - be able to
  - How much...? / How many...?
  - much/many/a lot of/ lots of

#### Structures
- **• Revision**
- **• Past Simple of the verb to be**
- **• There was / There were**
- **• Past Simple of regular / irregular verbs**
- **• Adverbs of manner**
- **• Present Simple**
- **• Past Simple**
- **• Present Progressive**
- **• Conditional Sentences Type 1**
- **• Present Simple vs. Present Progressive**
- **• Adverbs of manner**
- **• be able to**
- **• How much...? / How many...?**
- **• much/many/a lot of/ lots of**

### NEW LET’S SPEED UP 3

#### Topics
- **That’s me**
  - Present Simple
  - Present Progressive
  - Possessive adjectives
  - Possessive pronouns
  - Possessive case
  - Life!
    - Future going to
    - Future will
  - Science matters
  - The verb must
  - The verb have to
  - The verb could
  - The verb should
  - Problems and solutions
    - The verb must
    - The verb have to
    - The verb could
    - The verb should
  - Going places
    - Past Simple
    - Time clauses (when, while)
  - Feeling good
    - Present Simple vs. Present Progressive
    - Adverbs of manner
    - be able to
    - How much...? / How many...?
    - much/many/a lot of/ lots of

#### Structures
- **• Present Simple**
- **• Past Simple**
- **• Present Progressive**
- **• Conditional Sentences Type 1**
- **• Present Simple vs. Present Progressive**
- **• Adverbs of manner**
- **• be able to**
- **• How much...? / How many...?**
- **• much/many/a lot of/ lots of**

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- **Culture page 1: Everyday life**
  - Cross-Curricular page 1: Different cultures, one country
  - Song 1: Best friends
- **Culture page 2: Hanging out at the mall**
  - Cross-Curricular page 2: Money, money, money
  - Song 2: It’s my life
- **Culture page 3: Halloween**
  - Cross-Curricular page 3: California
  - Song 3: Come on, get ready
- **Culture page 1: School prom**
  - Cross-Curricular page 1: Amazing Astronauts
  - Song 1: Don’t call me lazy
- **Culture page 2: National dishes**
  - Cross-Curricular page 2: A day in D.C
  - Song 2: Around the globe
- **Culture page 3: The dangers of shopping online**
  - Cross-Curricular page 3: Smart dogs
  - Song 3: Danger
### NEW LET’S SPEED UP 4

<table>
<thead>
<tr>
<th>Topics</th>
<th>Structures</th>
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</table>
| Men vs. Women           | • Present Simple vs. Present Progressive  
                           • Stative verbs  
                           • Comparison of adjectives  
                           • Past Simple  
                           • some-any compounds |
| Traveling around        | • Future will  
                           • Time clauses  
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| H₂O                     | • Question Tags  
                           • Present Simple Passive  
                           • Past Simple Passive  
                           • Passive vs. Active Voice |
| Get active              | • Present Perfect Simple  
                           • Present Perfect Simple vs. Past Simple  
                           • For-since |
| The unexplained         | • Past Simple vs. Past Progressive  
                           • Past Perfect Simple  
                           • Used to  
                           • Prepositions of time and place |
| Stand by me             | • Conditional Sentences Type 3 |

**Resources**  
Module 1  
Module 2  
Module 3  
Module 4  
Module 5  
Module 6

**Culture**  
Culture page 1: The US of A!  
Cross-Curricular page 1: Gestures  
Song 1: Boys or Girls?  
Culture page 2: Fancy a game of soccer?  
Cross-Curricular page 2: Fantastic fish tanks  
Song 2: Give me a break  
Culture page 3: What is the right age to start driving a car?  
Cross-Curricular page 3: The art of hiding a message  
Song 3: Feel the flow

### NEW LET’S SPEED UP 5

<table>
<thead>
<tr>
<th>Topics</th>
<th>Structures</th>
</tr>
</thead>
</table>
| Youth                   | • Present Simple - Present Progressive  
                           • Stative verbs  
                           • Past Simple – used to  
                           • Present Perfect Simple |
| On the move             | • Past Simple and Past Progressive  
                           • Past Perfect Simple  
                           • Comparisons |
| Team work               | • Future tenses  
                           • Time clauses  
                           • Conditional sentences (Types 1 and 2)  
                           • Relative Clauses |
| Competition             | • Passive Voice  
                           • Clauses of result  
                           • Clauses of concession  
                           • Clauses of purpose |
| Body and mind           | • Modal verbs I (may, might, could, must, can’t)  
                           • Modal verbs II (must, have to, need)  
                           • Would rather  
                           • Had better  
                           • Should |
| Time                    | • Nouns  
                           • Quantifiers  
                           • Wish / If only |
| Color                   | • Infinitive and -ing forms  
                           • Reported Speech I (Statements)  
                           • Reported Speech II (questions, commands and requests) |
| Enterprise              | • Revision of grammatical structures |
Module 3

My home

Discuss:

- Do you live in an apartment or in a house?
- What do/don’t you like about it?

What's in this module?

- My room
- The White House
- A new place to stay
- My dream house

Objectives:

- To say where things are located
- To describe one’s room
- To discuss rooms and houses

introduction to the topic of the module through brief discussion
objectives of module clearly presented
2b People and pets

1 Vocabulary

Listen and repeat.

- spider
- leg
- face
- arm
- hand
- head
- foot
- body
- nose
- ear
- body
- eye
- mouth
- wing
- dog
- parrot
- rabbit
- cat
- snake

2 Read

A. Listen and read. Who are Lee, Terry and Polly? Match.

Lee
Terry
Polly

parrot
boy
spider

B. Read again and write T for true or F for false.

1. Terry has eight legs. T
2. Terry has two eyes. T
3. Lee has a dangerous pet. F
4. Polly is three years old. T
5. Polly has yellow wings. T
6. Diana doesn’t have wings. T

Pet Corner

Hello, I’m Lee and I have a pet tarantula, Terry. He’s a spider and he has eight legs and eight eyes. Don’t worry, he’s not a dangerous pet.

Hi, I’m Terry and my owner’s name is Lee. He’s a teenage boy and he has two legs and two arms. He doesn’t have eight eyes. He only has two!
Listen and repeat.

Vocabulary

Circle the correct words.

1. My best friend has / have two dogs.
2. Parrots doesn’t have / don’t have four legs.
3. We has / have a new Geography teacher.
4. I am / have a pet snake. It doesn’t have / don’t have legs.

Listen to two people talking about their pets and check the correct picture.

Grammar

the verb to have

<table>
<thead>
<tr>
<th>AFFIRMATIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have</td>
<td>I don’t have</td>
</tr>
<tr>
<td>You have</td>
<td>You don’t have</td>
</tr>
<tr>
<td>He has</td>
<td>He doesn’t have</td>
</tr>
<tr>
<td>She has</td>
<td>She doesn’t have</td>
</tr>
<tr>
<td>It has</td>
<td>It doesn’t have</td>
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<tr>
<td>We have</td>
<td>We don’t have</td>
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<tr>
<td>You have</td>
<td>You don’t have</td>
</tr>
<tr>
<td>They have</td>
<td>They don’t have</td>
</tr>
</tbody>
</table>

Circle the correct words.

1. My best friend has / have two dogs.
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2. Terry has two eyes. T
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4. Polly is three years old. T
5. Polly has yellow wings. T
6. Diana doesn’t have wings. F

Grammar practice

Listen to two people talking about their pets and check the correct picture.

1. a b
2. a b
4a Eating out

1 Vocabulary

Look at the pictures and put the words in the correct food group. Then, listen and check your answers.

meat vegetables fruit dairy

garlic pear onion cheese

pineapple lettuce lamb mushroom

strawberry yogurt butter beef

TIP: Put words in groups or use diagrams to learn new vocabulary.

2 Read

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

a. Does this mean there aren’t any meat dishes?
b. What about drinks?
c. Do any vegetarians come here?
d. What kind of people come to Corky’s?

Corky’s Restaurant Review

This week we went to a very popular restaurant in the city, Corky’s on Main Street. We interviewed Corky and asked him what makes his place so successful.

1

All kinds. Businessmen and women, families, teenagers... We have three-course meals, snacks and drinks for the young and old. People come because they know what good food is.

2

Of course. We have some great vegetarian dishes. You can order a baked potato with one of our tasty toppings. And of course there’s our vegetarian lasagna with garlic and mushrooms.

3

Are you kidding? We have beef, chicken and lots of seafood dishes. And lamb, of course. Our roast lamb with orange and pineapple sauce is very popular.

4

We have a lot, but people usually want to try our juices. We have pineapple, pear, strawberry... The Corky Special is very popular. It has orange, pineapple and strawberry.
Look at the pictures and put the words in the correct food group. Then, listen and check your answers.

Vocabulary

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

Listen

Listen to a man and a woman ordering food. Decide which of the following dishes they order and how many. Write 1, 2 or _.

Complete with a, some or any.

1. Would you like _______ drink?
2. There aren’t _______ mushrooms in this soup.
3. Here’s _______ warm milk. Would you like _______ cake with that?
4. I need _______ small pineapple for the cake. Please go to the grocery store.

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

1. A lot of people know Corky’s restaurant.
2. Only adults go to Corky’s restaurant.
3. Corky’s is for meat lovers and vegetarians.
4. There are lots of different juices to drink at Corky’s.
5. The Corky Special is a vegetarian dish.

3 Grammar

a(n) - some - any

<table>
<thead>
<tr>
<th>SINGULAR COUNTABLE NOUNS</th>
<th>AFFIRMATIVE AND OFFERS</th>
<th>NEGATIVE AND QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a pear</td>
<td>a pear</td>
<td></td>
</tr>
<tr>
<td>some pears</td>
<td>some pears</td>
<td>any pears</td>
</tr>
<tr>
<td>some garlic</td>
<td>some garlic</td>
<td>any garlic</td>
</tr>
</tbody>
</table>

- There is a sandwich on the table.
- There are some strawberries in the refrigerator.
- Would you like some iced tea?
- Are there any carrots in the lasagna?
- There isn’t any soup left.

Complete with a, some or any.

1. Would you like _______ drink?
2. There aren’t _______ mushrooms in this soup.
3. Here’s _______ warm milk. Would you like _______ cake with that?
4. I need _______ small pineapple for the cake. Please go to the grocery store.

4 Listen

Listen to a man and a woman ordering food. Decide which of the following dishes they order and how many. Write 1, 2 or _.

garlic bread
mushrooms with cheese
beef with onion sauce
lamb with potatoes
vegetable lasagna
chef’s salad
What’s wrong with you?

1 Vocabulary

Look at the picture. Listen, read and find who is who in the picture.

The people in the picture are sick. They’re waiting for the doctor.

- Kevin is sitting next to Amanda. He has an earache.
- Lisa is sitting next to Kevin. She has a toothache.
- Tom has a son named David. David has a cough.
- Tom has a fever.
- Helen is next to Tom. She has a headache.
- Amanda is next to Helen. She has a stomachache.
- Kevin is sitting next to Amanda. He has an earache.
- Lisa is sitting next to Kevin. She has a toothache.
- Tom has a son named David. David has a cough.
- Tom has a fever.
- Helen is next to Tom. She has a headache.
- Amanda is next to Helen. She has a stomachache.

2 Read and listen

Read the statements below. Do you think they are true or false? Write T for True or F for False in the boxes. Then, listen and check your answers.

1. If you laugh for at least three minutes, three times a day, you will be a happier person.
2. When you take a shower, it’s a bad idea to change the temperature of the water from hot to cold and back to hot again.
3. Fresh pineapple juice mixed with low-fat milk is a great energy drink.
4. If you eat your food too fast, you won’t feel full, and you’ll still be hungry.
5. When you have a toothache, you don’t need to bite on an ice cube, just take a painkiller.
6. If you study hard and don’t stay up too late, it will be easier to get up early for exams.
7. The smell of flowers can cheer you up and make you feel happy.
8. The hot air from a hairdryer can help an earache go away.
9. If you go swimming right after you eat, you won’t have a problem.

Adverbs of manner

<table>
<thead>
<tr>
<th>ADJECTIVES</th>
<th>ADVERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>nice</td>
<td>nicely</td>
</tr>
<tr>
<td>careful</td>
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</tr>
<tr>
<td>happy</td>
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<td>fast</td>
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<tr>
<td>early</td>
<td>early</td>
</tr>
<tr>
<td>late</td>
<td>late</td>
</tr>
<tr>
<td>hard</td>
<td>hard</td>
</tr>
</tbody>
</table>

She's a terrible singer. She sings terribly.

They're very good artists. They paint well.

Complete the sentences with adjectives or adverbs. Use the adjectives in parentheses to form adverbs.

1. This portrait is __________. Judy can paint really ___________. (beautiful)
2. Maria usually has an __________ class on Wednesdays. She wakes up very __________. (early)
3. John is a __________ student. He always studies __________. (quiet)
4. This tree isn't __________ to climb but my sister always climbs it __________. (easy)

Great!

Student A

Choose one of the situations below and ask your partner for advice. Then, listen to your partner's advice.

Talk in pairs.

Student B

Listen to your partner and give him/her advice. Use should/shouldn't and the ideas in the box below.

- listen to loud music
- visit the dentist every six months
- drink lots of water
- eat lots of candy
- go to bed
- take a painkiller
- brush your teeth three times a day

I have a terrible headache. What should I do? You should/shouldn't...

I want to have healthy teeth.

Speaking TIP

Look at the example and use the prompts given.

tips promoting learner autonomy and helping students to acquire good learning habits
A. Below is part of an advice column page from a magazine. Look at the pictures of the three people and their pseudonyms. What problems might Chubby girl, Worried friend and Lonely guy have? Listen, read and check your answers.

**What would you do?**

Write to Carol Bishop for advice

---

**Chubby girl in Charleston**

I'm 20 years old, I'm 5'2" tall and I weigh 155 lbs. and I'm overweight for my size. I don't feel very good about myself because of it, and I feel embarrassed. I've been on a diet twice, but when I stop, I just put on more weight than before and I get very upset. What should I do?

*Chubby girl in Charleston*

You shouldn't go on a diet without talking to a dietitian first. That's probably why you put more weight on when you stop. You should try to eat healthy, balanced meals with lots of fruit, vegetables and water. Another thing you can do is join a gym or take up a sport. It will help you lose weight quicker.

---

**Worried friend from Wilmington**

I have a problem with my best friend and I need some advice. He used to like hanging out with his friends and having lots of fun. Now, he just wants to be alone. He doesn't go out much and he never calls. He's down in the dumps. What do you think I should do?

*Worried friend from Wilmington*

First of all, you should try talking to him to find out what his problem is. If he doesn't want to tell you, don't worry about it too much. If I were you, I'd go and see him more. That will show him that you care. I'm sure he will talk to you as soon as he's ready. Just try to be there for him and I'm sure everything will be fine.

---

**Lonely guy in Lexington**

I moved to a new town about a month ago for my new job and it's nice here. However, my coworkers are all much older than me. In addition, it's difficult for me to meet people because I'm a very shy guy. I feel very lonely and I don't know what to do. What do you suggest?

*Lonely guy in Lexington*

Well, I think it would be a good idea to join a gym in your area. You will meet lots of young people who have similar interests. Don't be afraid to talk to them. Maybe you'll meet great people there, too.
A. Listen to a woman calling a hotline and answer the question below. Choose a, b or c.

What is the woman’s main problem?
- a. She doesn’t give her son enough allowance.
- b. She didn’t get paid yet.
- c. She doesn’t want her son to get a job.

B. Listen again and write T for True or F for False.
1. The woman wants a new job.
2. Her son needs the money to buy something.
3. The son has a new job.
4. The woman will give her son some work.
5. The son will get the computer.

3. Speak

Talk in pairs.

Student A
Think of a problem you might have and describe it to Student B. Say how you feel and ask him/her for advice. Use some of the expressions given. Then swap roles.

I need some advice. I have a problem with... I feel... Can you please help me? I don’t know what to do.

Student B
Listen to Student A’s problem and give him/her advice. Use some of the expressions given. Then swap roles.

I think you should... If I were you, I’d... First of all... Don’t worry. Everything will be fine.

4. Write

When you’re writing a letter to a friend asking for advice, follow the plan below.

- GREETING
- OPENING PARAGRAPH
  Begin your letter and say why you’re writing. Use phrases like:
  - I have a problem and I’d like your advice.
  - I hope you can help me with a problem.
  - I need your advice because I don’t know what to do.
- MAIN PART
  Explain the problem, say how you feel and ask for advice. Use phrases like:
  - What should I do?
  - I feel helpless and don’t know what to do.
  - If you were me, what would you do?
  - What do you suggest?
- CLOSING PARAGRAPH
  State anything you want to emphasize and end your letter. Use phrases like:
  - I hope I haven’t troubled you too much.
  - Let me know what you think as soon as possible.
  - I look forward to hearing from you.
- SIGNING OFF

A. Read the text below and circle the correct linking words/phrases.

I need help. I planned a surprise party for my sister, Karen, last night, (1) because / but it didn’t go well. All our friends were at our house on time, I had a lovely cake, it was perfect. (2) However, / In addition, when Karen came home and we shouted “Surprise!,” she ran to her room and didn’t want to see anyone. (3) On top of that, / That’s why, she hasn’t spoken to me since. Karen is shy and doesn’t have many friends. (4) Because / That’s why I wanted to have a party just for her. What should I do to fix things?

B. Imagine that you have a problem and need advice. Write a letter to a friend asking for advice. Follow the plan above.
1. Would you feel that you were getting your money’s worth if you went to the market to get a dozen eggs and paid in apples? It may sound outrageous, but if you had lived in ancient times, that’s how you would have traded. In regions where farming had developed, various agricultural products were used as a means of payment.

2. The money which was used in these transactions didn’t just come in a variety of forms, but in a variety of sizes, too. For example, in the 13th century BC, the Chinese used shells, knives and even spades to pay for goods. Around the same time, some societies were using, believe it or not, “stone money!” The people of Yap, an island in the Pacific Ocean, used stones which measured up to 12 ft across!

3. The Chinese developed the earliest forms of coins. These were round pieces of cheap metal and had little value. In fact, it was not until the 7th century BC in the kingdom of Lydia in Asia Minor that the first real coins were made. These coins were also made of metal, and their value was determined by their weight. By that time, money had become so important that the developing societies started circulating their own coins with an identifying mark stamped on them as a sign of authenticity.

4. In fact, people had been using coins for about 1,600 years until bills made their historic appearance. Paper currency was first introduced in China in the 9th century AD. In the beginning, simple handwritten receipts were used, but by the early 11th century, these receipts had been given fixed values and became official. The new craze spread rapidly in the East. However, it only reached the West in the 16th century.

5. These days hard cash is no longer our only payment option. Plastic money, in the form of credit cards, has become essential. Credit cards originated in the United States in the 1930s, but they didn’t become popular until the 1950s. These cards have changed our perception of money, as it is no longer necessary to pay up front. Plus, they are convenient in an emergency and very easy to use.

6. Undoubtedly, the evolution of money isn’t going to stop here. It is widely believed that “smart money” in the form of “smart cards” will revolutionize financial transactions one day. Smart cards will contain microchips that will store personal data and be able to take care of all your financial obligations without you having to lift a finger!
Paragraph 1.

a. People exchanged farm products in order to carry out their transactions.

b. Ancient economies were organized according to the prices of food stuffs.

Paragraph 2.

a. Stones were the oldest and most inconvenient form of money.

b. Payments were made with various objects that people considered valuable.

Paragraph 3.

a. Coins originated in Asia and they became an acceptable and recognizable form of payment.

b. Metal coins were invented by the Chinese.

C. Read the whole text (paragraphs 1-6) and decide if the following statements are true, false or not mentioned in the text. Write T, F or NM in the boxes.

1. In ancient times, apples and eggs were used instead of money.  
2. “Stone money” was widely used in China in the 15th century BC. 
3. Metal coins were used for the first time in Asia Minor. 
4. Europeans started using paper money hundreds of years after its invention by the Chinese. 
5. Nowadays most people prefer using credit cards to cash.

B. Read paragraphs 1-3 of the text and decide which sentence a or b best summarizes each paragraph.

TIP: A sentence that summarizes a paragraph, reflects its gist or main point – just like a heading does but in more words. A good summary sentence summarizes the whole paragraph and not only part of it, expresses the main point of the paragraph clearly and accurately, and does not overgeneralize.

Paragraph 1.

a. People exchanged farm products in order to carry out their transactions.

b. Ancient economies were organized according to the prices of food stuffs.

Paragraph 2.

a. Stones were the oldest and most inconvenient form of money.

b. Payments were made with various objects that people considered valuable.

Paragraph 3.

a. Coins originated in Asia and they became an acceptable and recognizable form of payment.

b. Metal coins were invented by the Chinese.

B. Read paragraphs 1-3 of the text and decide which sentence a or b best summarizes each paragraph.

2. Vocabulary

Read the notes and complete the tables below. Some verbs are derived from nouns by adding the suffix -ize.

<table>
<thead>
<tr>
<th>noun</th>
<th>verb = noun + -ize</th>
</tr>
</thead>
<tbody>
<tr>
<td>revolution</td>
<td>revolutionize</td>
</tr>
<tr>
<td>symbol</td>
<td>memorize</td>
</tr>
<tr>
<td>apology</td>
<td></td>
</tr>
</tbody>
</table>

Some nouns form two adjectives, one ending in -ic and the other in -ical. Sometimes the meanings are different.

<table>
<thead>
<tr>
<th>noun</th>
<th>adjective = noun ending in -ic or -ical</th>
</tr>
</thead>
<tbody>
<tr>
<td>history</td>
<td>historic/historical</td>
</tr>
<tr>
<td>economy</td>
<td></td>
</tr>
<tr>
<td>hero</td>
<td></td>
</tr>
<tr>
<td>medicine</td>
<td></td>
</tr>
</tbody>
</table>

3. Write A summary

A. Use the summary sentences that you chose for paragraphs 1-3 of the text and the words/phrases in the box to write a summary of the three paragraphs.

also later on thousands of years ago

When you’re writing a summary of a text, write at least one sentence for each paragraph which reflects the main point. Try to paraphrase, that is use words and phrases which are different from those used in the paragraph but express the same meaning. Use linking words/phrases to add something (e.g. also), to express contrast (e.g. however), to express cause/result (e.g. therefore), and to express time relations (e.g. afterwards). This way, the sentences in your summary will be well-linked and it will be easier to understand.

B. Expand on the prompts given to write summary sentences for paragraphs 4, 5 and 6 of the text.

4. people / begin / see / advantages / have money / form / printed paper

with credit cards / we have / luxury / buy now / pay later

5. cards / built-in microchips / bring / major changes / world of finance

6. C. Now use the summary sentences that you wrote and the words/phrases in the box below to write a summary of paragraphs 4, 5 and 6 of the text.

nowadays in future however about 1,000 years ago
A. Write.
1. three adjectives describing feelings:
   ________  ________  ________
2. three wild animals:
   ________  ________  ________
3. three kinds of jobs:
   ________  ________  ________

B. Complete with the words in the box.
   bored  angry  role  become  surprised

1. Charlie was ________ in 2001. He was a cute little baby.
2. My sister wants to ________ a famous actress.
3. Tina was ________ to see all her friends at her party.
4. Karen was very ________ because her brother was late again.
5. Let’s go to the movies. I’m ________.
6. Jack played his ________ very well.

C. Complete the sentences with the Present Simple of the verbs in parentheses and the boxes with the prepositions on, in and at.
1. Lucy ________ (not watch) TV ______ the afternoon.
2. ________ Bill ________ (play) computer games ______ Saturdays?
3. We sometimes ________ (go) to the amusement park ______ weekends.
4. John ________ often ________ (not work) ______ 7pm.

D. Complete with the Present Progressive of the verbs in parentheses.
1. I ________ (help) my dad clean the house at the moment.
2. A: Where’s Sally?
   B: She is in her room. She ________ (play) the guitar.
3. A: ________ you ________ (watch) a movie?
   B: Yes. It’s very interesting.
4. A: Why ________ Beth ________ (wear) that red dress?
   B: It’s new. She bought it yesterday.

E. Write the Past Simple of the verbs below.
   1. play  ________  5. do  ________
   2. stop  ________  6. decide  ________
   3. perform  ________  7. buy  ________
   4. have  ________  8. say  ________

F. Complete with the Past Simple of the verbs in the box.
   go  see  stay  not be  play

1. I’m very excited because I ________ my sister after 6 months.
2. ________ Shelly ________ to Carla’s party last night?
3. James and Mark ________ in Italy last summer. They were in Spain.
4. Yesterday, Sally ________ home and ________ computer games.

G. Complete with the correct adverbs.
1. Robert was very ________. He walked into the room ________.
2. Tigers are ________ animals. They run ________.
3. Kevin and Roger are ________ dancers. They dance ________.
4. Melanie’s performance last night was very ________. She always performs ________.

H. Complete the dialogue with the sentences a-d.

a. I sat and waited for her, but after an hour I left.
b. Was Julia with you?
c. Where was she?
d. Where were you yesterday morning?

Jack (1) ___________________
Greg I was at the park with Carol.
Jack (2) ___________________
Greg No. She stayed at home.
Jack Are you sure? I went to her house yesterday morning and she wasn’t there.
Greg (3) ___________________
Jack I don’t know. (4) ___________________
Greg I don’t understand.

I. Read the text and complete the sentences.

Last Saturday, my friend Sally and I decided to go to the bowling alley. We got there at seven o’clock. All our friends were there and we had a great time. After about three hours, we got really hungry so we left. We went to a Mexican restaurant across from the bowling alley. We had our meal and got ready to leave. Suddenly, a waiter ran out of the kitchen and screamed, “Fire!” Everyone started running out of the restaurant. We were all very scared. The waiter called the fire department, but they got there half an hour later. When they arrived, there was no fast food restaurant to save.

1. The girls went to the bowling alley ______ Saturday.
2. They left at ______ o’clock.
3. The Mexican restaurant was ______ the bowling alley.
4. A fire started in the ______ of the Mexican restaurant.
5. All the people in the restaurant were ______ .
Vocabulary
A. Cross out the odd word. Then, add one more.
1. musician - actress - nurse - visitor
2. scared - baby - excited - angry
3. monkey - parrot - tiger - smart

B. Circle the correct words.
1. My favorite TV show/performance is The Office. I watch it every Thursday night.
2. I love buying souvenirs/bands for my friends when I go on vacation.
3. During the summer there are so many tourists/tigers on this beach.
4. Don’t wear jeans to the theater. Wear that dress/coat instead.
5. People are very happy here because the neighborhood/camera is very quiet and friendly.

Grammar
C. Form adverbs using the adjectives in parentheses and complete the sentences.
1. Janice is never on time for work. She always arrives at the office _______ (late).
2. My grandmother gets tired _______ (easy).
3. Blake can draw very _______ (good).

D. Complete with the Present Simple of the verbs in parentheses.
1. _______ you _______ (want) to come to the movies with us?
2. We _______ (go) to our favorite restaurant every Friday night.
3. Becky _______ (sit) around the house and _______ (watch) TV after school.

E. Complete with the Present Progressive of the verbs in the box.
laugh do wear get
1. A: Jenny, what _______ you _______?
   B: I _______ ready for the party.
2. A: Nat _______ her new pair of glasses today.
   B: Yes. They’re nice.
3. A: Why _______ you _______?
   B: Because you look very funny in this photo.

F. Write the Past Simple of the verbs.
1. see
2. do
3. live
4. hear
5. know

G. Complete with the Past Simple of the verbs in parentheses.
1. Dennis was in Barcelona last weekend and he _______ (visit) many places.
2. My brother _______ (see) a turtle in our backyard two weeks ago.
3. My mother _______ (not work) as a nurse when she was young. She was a police officer.

Communication
H. Choose a or b.
1. This is my friend Sally.
   a. Nice to meet you. b. Let me see.
2. Can you please help me?
   a. That’s cool. b. Sure.
3. Are you going to the bowling alley tonight?
   a. I think so. b. Here you go.

Now I can...
- talk about habitual actions and routines
- talk about current activities
- talk about activities in the past
- describe feelings
- narrate a story and write about past events
- refer to the time events happened

self-evaluation chart promoting learner autonomy
Puerto Rico is a small country in the Caribbean Sea. San Juan is the capital city. Over 4 million people live there. There are a lot of Puerto Ricans living in the U.S., too. In the 1950s, more than 20% of the people in Puerto Rico moved to different U.S. cities.

Puerto Rico is a very interesting place to visit. Music is a big part of the culture, and baseball is the Puerto Ricans’ favorite sport. There are many beautiful beaches, lakes, rivers, and mountains. There are historical places to visit, too, including old ports and military forts. Also, the weather is very nice. The temperature is about 82°F (28°C) all year round. There are many kinds of plants and animals that live here, including the small frog, Coquí. Puerto Ricans love it so much, it’s a national symbol.

B. Read again and complete the sentences.

1. Puerto Rico is in the ____________________.
2. The capital city of Puerto Rico is ____________________.
3. ____________________ is very important for the people there and ____________________ is a very popular sport.
4. The__________________ is a kind of frog.

You can find more information on this topic at: http://www.mmpi.net/letsspeedup/letsspeedupindex.html
Geography

Cross-Curricular page 1

English-speaking countries.

How much do you know?

1. About one in five people in the world can speak English at some level, and there are around 70 countries where English is an official language. Which of the following countries is not an English-speaking country?
   a. Jamaica
   b. New Zealand
   c. Honduras

2. The South African flag is the only national flag with six colours. Which of the following is the correct flag?
   a. [Image 1 of South African flag]
   b. [Image 2 of another flag]
   c. [Image 3 of another flag]

3. Kangaroos and koalas live only in Australia. There is one kind of animal living there with a population of 140,000,000. That’s 20 for every person! But which animal is it?
   a. Sheep
   b. Emus
   c. Cows

4. There are four countries which make up the UK. England, Scotland, Northern Ireland and...
   a. Wales
   b. Republic of Ireland
   c. New England

5. The American flag is called 'the Stars and Stripes'. There are red and white stripes and one star for every state. So, how many states are there in the U.S.A.?
   a. 48
   b. 60
   c. 52

6. You probably know that London is the capital of England and Washington D.C. is the capital of the U.S.A., but what is the capital of the Republic of Ireland?
   a. Belfast
   b. Dublin
   c. Edinburgh

7. The U.S.A. is home to the NBA (National Basketball Association). It has some of the best players in the world. But where was the inventor of basketball, James Naismith, from?
   a. Scotland
   b. New Zealand
   c. Canada

8. The Queen of England and the UK is Elizabeth II. She became Queen when she was 25 years old. But where was she when she became Queen?
   a. At Buckingham Palace
   b. Up a tree in Kenya
   c. On holiday in South Africa

You can find more information on this topic at http://www.mmpi.net/letsspeedup/letsspeedupindex.htm

ANSWERS

1- c, 2- a, 3- a, 4- a, 5- b, 6- b, 7- c, 8- b

a song accompanied by an activity

Unlucky day

I woke up this morning
One hour late for (1) breakfast / school
I missed the (2) taxi / bus so I walked
Oh, I’m such a fool!
While I was walking
I saw a big black (3) bird / cat
I slipped and fell down
Ouch! I (4) broke / hurt my back.
It’s an unlucky day
Oh, when will it end?
Please tell me soon
Or I’ll go crazy my friend!
I asked my dad for the (5) car / bike
And he gave it to me
But when I was (6) driving / riding home
I crashed into a tree!

song 3

Read the song and choose the correct words. Then, listen and check your answers.

You can find more information on this topic at http://www.mmpi.net/letsspeedup/letsspeedupindex.htm
3. Look at the pictures. Do you know anything about the places in them? Listen, read and check your answers.

**THE US OF A!**

**Alaska** is bigger than any other state in the U.S. It is located in the northwestern corner of North America, west of Canada. It is bigger than France, Spain, Italy and the UK combined. The U.S. bought this land from Russia in 1867 for a little over $7 million.

**Mount Rushmore**, in South Dakota, is a mountain with a sculpture of four presidents cut into the side of it. From left to right they are George Washington, Thomas Jefferson, Theodore Roosevelt and Abraham Lincoln.

**California** is on the west coast of the U.S. There are two main cities, Los Angeles, famous for the Hollywood movie studios and San Francisco, famous for the Golden Gate Bridge. It’s 4200 feet long and goes from one side of San Francisco Bay to the other.

**New York City** is the country’s largest city with a population of over 8 million. It is very popular with tourists who go to the theaters and museums and visit sights like the Statue of Liberty. The statue was a gift from France in the late 19th century.

**Chicago** is the third largest city in the U.S. It lies on the shore of Lake Michigan, which is one of the 5 “Great Lakes”. It can get very cold there in the winter. Its nickname is “the windy city.”

4. California usually has good weather.

5. The Golden Gate Bridge is in Los Angeles.

6. 8 million tourists visit New York City every year.

B. Read the texts again and write T for true, F for false or NM for Not Mentioned.

1. The U.S. bought Alaska from Canada.  
2. “Old Glory” is another name for the U.S. flag.  
3. You can see the heads of four presidents on Mount Rushmore.  
4. California usually has good weather.  
5. The Golden Gate Bridge is in Los Angeles.  
6. 8 million tourists visit New York City every year.

You can find more information on this topic at: [http://www.mmpi.net/letsspeedup/letsspeedupindex.html](http://www.mmpi.net/letsspeedup/letsspeedupindex.html)

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**Fascinating Fish Tanks**

One of the most interesting ways that water is used is in an aquarium. Many of us have small aquariums or fish bowls in our homes for our favorite goldfish, but what about public aquariums?

How big can an aquarium be? Some are the same size as you might find in your house, and some others might be bigger than your whole house! These can fit large species of sharks, whales, jellyfish, dolphins, etc.

The Georgia Aquarium, in Atlanta, is the largest aquarium in the world. It has more than 8 million gallons of water, with about 120,000 sea creatures in it.

6. Read the text again and answer the questions.

1. How big can an aquarium be?
2. How many sea creatures are there in the Georgia Aquarium?
3. Where can you find the Great Hammerhead Shark?
4. What is an interesting way that visitors in an aquarium can see sharks?
5. What is an aquarium tunnel made of?

You can find more information on this topic at: [http://www.mmpi.net/letsspeedup/letsspeedupindex.html](http://www.mmpi.net/letsspeedup/letsspeedupindex.html)
5c Are you superstitious?

Teacher's notes (continued)

2 Read (Track 15)

A. 
1. Draw 5c’s attention to the picture and ask them what is hanging on the wall or in her room.
2. Elicit answers but don’t correct 5c at this stage.
3. Play the CD twice or have the class look at the book and check the answers together.

B. 
1. Ask 5c to read through the questions 1-5 and check understanding.
2. Ask 5c to read the dialogue and have them do the activity individually or in pairs.
3. Check the answers with the class.

3 Grammar

A. 
1. Ask 5c to read through the sentences 1-5 and make sure they don’t have any unknown words.
2. Explain to 5c that they will listen to the end of the interview and they should decide if the sentences are true or false.
3. Ask 5c to talk to a partner and discuss the answers with each other.
4. Check the answers with the class.

B. 
1. Ask 5c to read through the sentences 6-10 and make sure they don’t have any unknown words.
2. Explain to 5c that they will listen to the end of the interview and they should decide if the sentences are true or false.
3. Ask 5c to talk to a partner and discuss the answers with each other.
4. Check the answers with the class.

4 Listen (Tracks 16 & 17)

A. 
1. Explain to 5c that they will listen to part of a radio interview with an expert on superstitions. They should find out in which country Monday 13th is unlucky.
2. Play the CD.
3. Check the answer with the class.

LISTENING TRANSCRIPT

Host Welcome back. It’s time now for ‘Meet the Expert’. As you probably know, tomorrow is Friday the 13th. So, this week we have with us, Jennifer Riley, an expert on superstitions. She’s going to tell us all about the superstitions of days. Hi there, Jennifer.

Jennifer Hello.

Host Jennifer, do you believe that particular events happen in a way that cannot be explained by reason or science, or that particular events bring good or bad luck?

Jennifer Yes, in Greece and Spain Tuesday the 13th is considered unlucky. These beliefs are irrational and cannot be explained by reason or science, nevertheless, many people hold superstitious beliefs.

Host So, let us, what’s so unlucky about Friday the 13th?

Jennifer Well, first of all, let me say that Friday the 13th isn’t unlucky in all countries. For example, in Russia and Spain Tuesday the 13th is an unlucky day and in Russia it’s Monday.

Host I didn’t know that. So why is Friday no unlucky for us?

Jennifer Because in Greece and Spain Tuesday the 13th is also considered unlucky, whereas in the U.K., black cats can be a sign of good luck; however, one must not walk under a ladder which is said to bring 7 years bad luck.

Host Jennifer, what kind of events do employers usually look for in an employee?

Jennifer I didn’t know that. So why is Friday so unlucky for us?

Host Probably the most well-known story is about a ship called the PMHS Friday. You see, the crew of the ship thought it was unlucky to have Friday as the name of the ship, so they decided to call it HMS Friday. The HMS Friday was finished on a Friday and the captain was called Jim Friday. The first journey started on a Friday and it was never seen again.

Host Very interesting. So, what about the number 13? I know that most people think it’s unlucky.

Jennifer There is an unlucky number in many cultures. So much so, that some buildings or houses with the number 13, for example, have no thirteenth floor. And in some countries, there aren’t as many cars on the roads on a Friday because something bad will happen.

Host Jennifer, do you believe that there are more accidents on Friday than on other Fridays?

Jennifer Well, it’s a fact that people prefer not to drive on Friday the 13th. So, there aren’t as many cars on the roads.

Host Jennifer, do you believe that there are more accidents on Friday than on other Fridays?

Jennifer No, I’ve heard that. But actually, there are more accidents on Monday and Wednesday than on any other days.

Host Did you know that today? Don’t drive to work tomorrow, take the bus or walk, or better still, stay at home. OK, Jennifer, let’s take a break now and...
Healthy eating

1. Make a poster showing people how to have a healthy diet.
2. Think of healthy or unhealthy foods and draw or stick pictures of them.
3. Think of a good title for your poster and write a few things about each food. Are they healthy or not and how much should we eat?
Turn your classroom into a motivating, interactive environment with whiteboard material.