

sample pages  
catalogue



# NEW LET'S SPEED UP

is a series that takes into consideration learners' needs and interests.

## 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 Book including Workbook



### 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



Teacher's Book including tests and web projects



Class CDs  
Tests are also included



Interactive Whiteboard Material

**NEW LET'S SPEED UP 1**

	Topics	Structures
Who am I?	Hello	<ul style="list-style-type: none"> <li>• What...?</li> <li>• a/an</li> </ul>
	Module 1 School days	<ul style="list-style-type: none"> <li>• The verb <i>to be</i></li> <li>• Where ... from?</li> <li>• How...?</li> <li>• What...?/Who...?</li> </ul>
The world around me	Module 2 People	<ul style="list-style-type: none"> <li>• Possessive adjectives</li> <li>• Possessive case</li> <li>• The verb <i>to have</i></li> <li>• Plural forms (regular/irregular)</li> <li>• Adjectives</li> </ul>
	Module 3 My home	<ul style="list-style-type: none"> <li>• Prepositions of place</li> <li>• There is/There are</li> <li>• This/That – These/Those</li> </ul>
My activities	Module 4 My city	<ul style="list-style-type: none"> <li>• Imperative / Instructions</li> <li>• Prepositions of time</li> </ul>
	Module 5 Time out	<ul style="list-style-type: none"> <li>• Present Simple</li> <li>• Adverbs of frequency (always, usually, often, sometimes, never)</li> <li>• The verb <i>can</i></li> <li>• Like, love hate, can't stand + <i>-ing</i></li> </ul>
Module 6 Special days	<ul style="list-style-type: none"> <li>• Present Progressive</li> <li>• Comparative forms</li> <li>• Superlative forms</li> </ul>	

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

**NEW LET'S SPEED UP 2**

	Topics	Structures
Our past	Hello	<ul style="list-style-type: none"> <li>• Revision</li> </ul>
	Module 1 In the beginning	<ul style="list-style-type: none"> <li>• Present Simple / Present Progressive (Revision)</li> <li>• Past Simple of the verb <i>to be</i></li> <li>• There was / There were</li> <li>• Past Simple of regular / irregular verbs</li> <li>• Adverbs of manner</li> </ul>
Our Experiences	Module 2 At school	<ul style="list-style-type: none"> <li>• Past Simple (negative, questions, short answers)</li> <li>• Past Simple (irregular verbs)</li> <li>• Past Simple (Yes/No questions, Wh-questions)</li> <li>• The verb <i>could</i> (polite requests, possibility)</li> </ul>
	Module 3 That's life	<ul style="list-style-type: none"> <li>• Past Simple (irregular verbs)</li> <li>• The verb <i>could</i> (ability)</li> <li>• Present Simple vs. Past Simple</li> <li>• The verb <i>used to</i></li> </ul>
Our Experiences	Module 4 Habits	<ul style="list-style-type: none"> <li>• Countable / Uncountable nouns</li> <li>• How much...? / How many...?</li> <li>• much/many/a lot of</li> <li>• Irregular plurals</li> </ul>
	Module 5 Fact or fiction	<ul style="list-style-type: none"> <li>• Past Progressive</li> <li>• Past Simple vs. Past Progressive</li> </ul>
Module 6 At work	<ul style="list-style-type: none"> <li>• Present Perfect Simple (affirmative, negative)</li> <li>• Present Perfect Simple (interrogative, short answers)</li> <li>• Time expressions (ever, never, just, always, etc.)</li> </ul>	

Culture page 1: Puerto Rican Paradise  
Cross-Curricular page 1: Quiz: English-Speaking Countries  
Song 1: Gadget freak

Culture page 2: Quiz: The art of buying used goods  
Cross-Curricular page 2: Macaroni and cheese  
Song 2: Wonderful world

Culture page 3: Roller Coaster rides  
Cross-Curricular page 3: First-aid  
Song 3: Unlucky day

**NEW LET'S SPEED UP 3**

	Topics	Structures
Life!	Module 1 That's me	<ul style="list-style-type: none"> <li>• Present Simple</li> <li>• Present Progressive</li> <li>• Possessive adjectives</li> <li>• <i>may</i> (permission)</li> <li>• Possessive pronouns</li> <li>• Possessive case</li> </ul>
	Module 2 Science matters	<ul style="list-style-type: none"> <li>• Future <i>going to</i></li> <li>• Future <i>will</i></li> </ul>
Contribution	Module 3 Problems and solutions	<ul style="list-style-type: none"> <li>• The verb <i>must</i></li> <li>• The verb <i>have to</i></li> <li>• The verb <i>could</i></li> <li>• The verb <i>should</i></li> </ul>
	Module 4 Going places	<ul style="list-style-type: none"> <li>• Past Simple</li> <li>• Past Progressive</li> <li>• The verb <i>could</i> (ability)</li> <li>• Time clauses (when, while)</li> </ul>
Module 5 Danger	<ul style="list-style-type: none"> <li>• Present Perfect Simple</li> <li>• Time expressions (<i>ever, never, just, always, etc.</i>)</li> <li>• Conditional Sentences Type 1</li> </ul>	
Module 6 Feeling good	<ul style="list-style-type: none"> <li>• Present Simple vs. Present Progressive</li> <li>• Adverbs of manner</li> <li>• be able to</li> <li>• <i>How much...? / How many...?</i></li> <li>• <i>much/many/a lot of/ lots of</i></li> </ul>	

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

# CONTENTS

## NEW LET'S SPEED UP 4

	Topics	Structures
<b>Resources</b>	Module 1 Men vs. Women	<ul style="list-style-type: none"> <li>• Present Simple vs. Present Progressive</li> <li>• Stative verbs</li> <li>• Comparison of adjectives</li> <li>• Past Simple</li> <li>• some-any compounds</li> </ul>
	Module 2 Traveling around	<ul style="list-style-type: none"> <li>• Future <i>will</i></li> <li>• Time clauses</li> <li>• Conditional Sentences Type 1</li> <li>• Conditional Sentences Type 2</li> </ul>
	Module 3 H <sub>2</sub> O	<ul style="list-style-type: none"> <li>• Question Tags</li> <li>• Present Simple Passive</li> <li>• Past Simple Passive</li> <li>• Passive vs. Active Voice</li> </ul>
<b>Awareness</b>	Module 4 Get active	<ul style="list-style-type: none"> <li>• Present Perfect Simple</li> <li>• Present Perfect Simple vs. Past Simple</li> <li>• For-since</li> </ul>
	Module 5 The unexplained	<ul style="list-style-type: none"> <li>• Past Simple vs. Past Progressive</li> <li>• Past Perfect Simple</li> <li>• Used to</li> <li>• Prepositions of time and place</li> </ul>
	Module 6 Stand by me	<ul style="list-style-type: none"> <li>• Conditional Sentences Type 3</li> </ul>
Culture page 1: The US of AI 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		

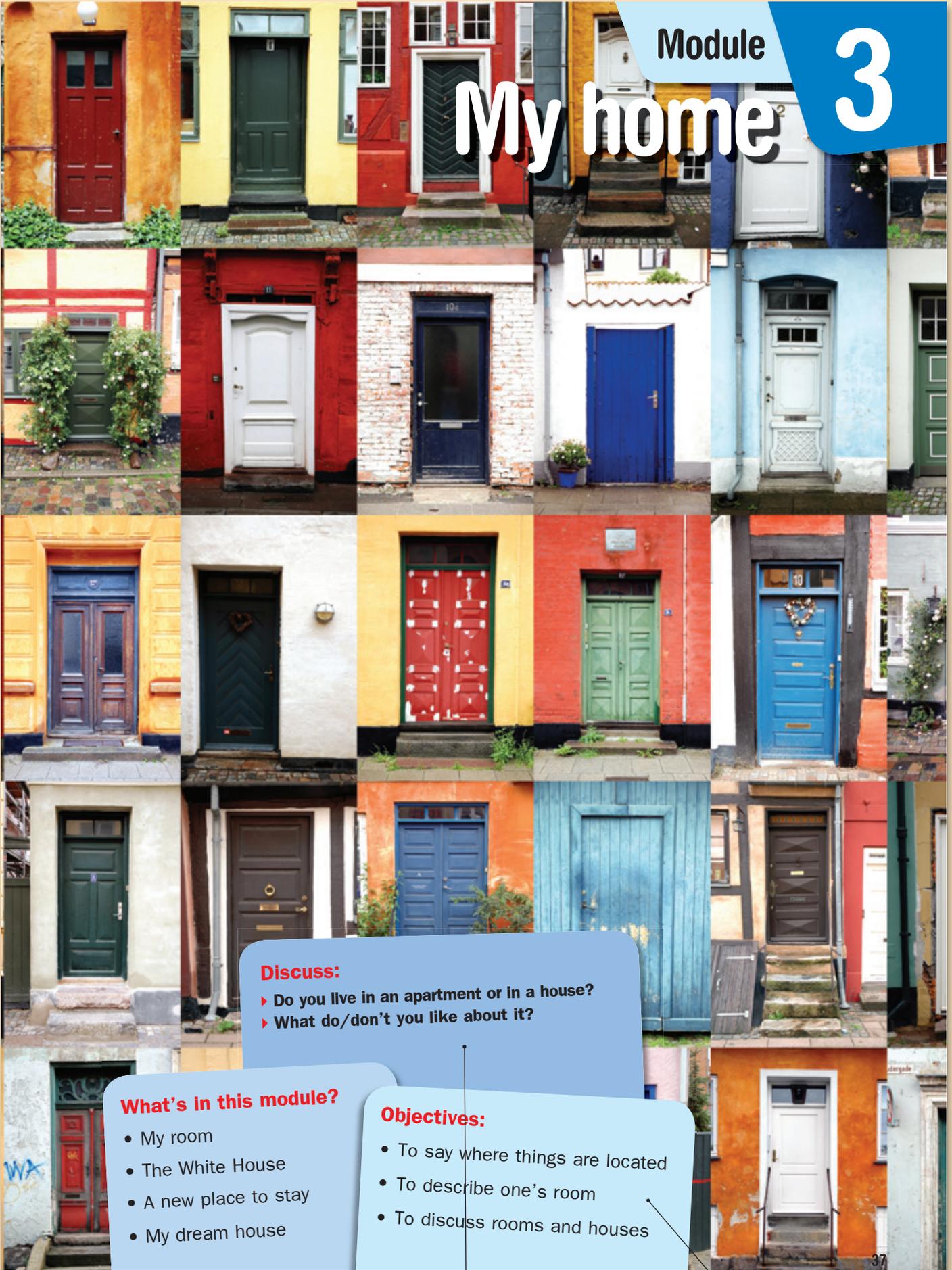
## NEW LET'S SPEED UP 5

	Topics	Structures
<b>Resources</b>	Module 1 Youth	<ul style="list-style-type: none"> <li>• Present Simple - Present Progressive</li> <li>• Stative verbs</li> <li>• Past Simple – used to</li> <li>• Present Perfect Simple</li> </ul>
	Module 2 On the move	<ul style="list-style-type: none"> <li>• Past Simple and Past Progressive</li> <li>• Past Perfect Simple</li> <li>• Comparisons</li> </ul>
	Module 3 Team work	<ul style="list-style-type: none"> <li>• Future tenses</li> <li>• Time clauses</li> <li>• Conditional sentences (Types 1 and 2)</li> <li>• Relative Clauses</li> </ul>
<b>Awareness</b>	Module 4 Competition	<ul style="list-style-type: none"> <li>• Passive Voice</li> <li>• Clauses of result</li> <li>• Clauses of concession</li> <li>• Clauses of purpose</li> </ul>
	Module 5 Body and mind	<ul style="list-style-type: none"> <li>• Modal verbs I (may, might, could, must, can't)</li> <li>• Modal verbs II (must, have to, need)</li> <li>• Would rather</li> <li>• Had better</li> <li>• Should</li> </ul>
	Module 6 Time	<ul style="list-style-type: none"> <li>• Nouns</li> <li>• Quantifiers</li> <li>• Wish / If only</li> </ul>
Module 7 Color	<ul style="list-style-type: none"> <li>• Infinitive and -ing forms</li> <li>• Reported Speech I (Statements)</li> <li>• Reported Speech II (questions, commands and requests)</li> </ul>	
Module 8 Enterprise	<ul style="list-style-type: none"> <li>• Revision of grammatical structures</li> </ul>	

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

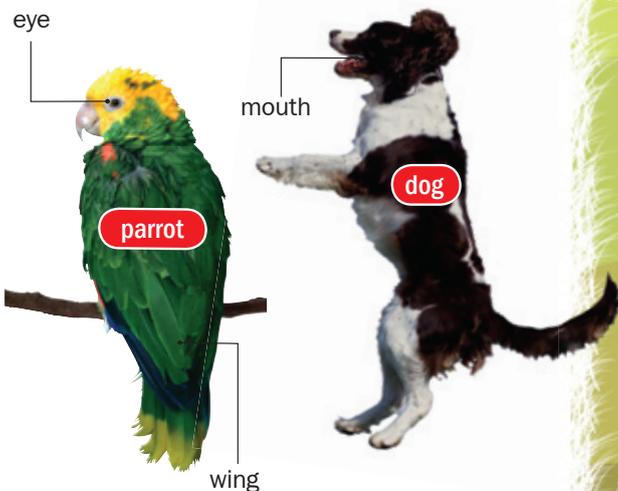
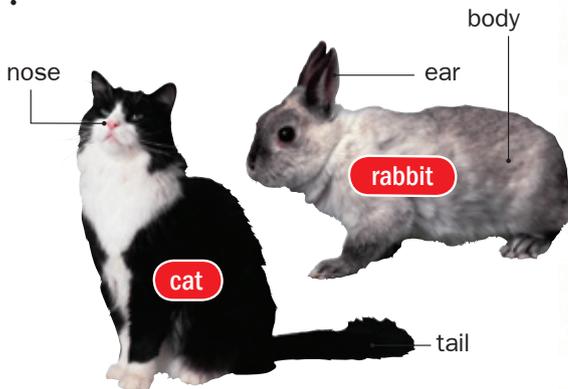
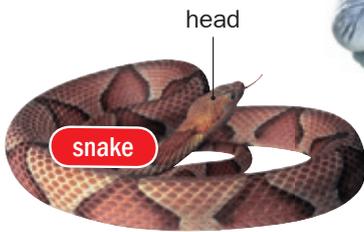
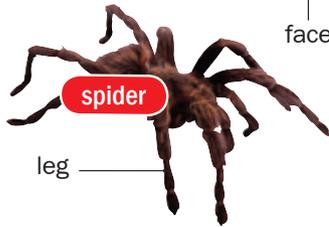
introduction to the topic of the module through brief discussion

objectives of module clearly presented

# 2b People and pets

## 1 Vocabulary

Listen and repeat.



vocabulary presented through visual prompts

## 2 Read

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

- |       |        |
|-------|--------|
| Lee   | parrot |
| Terry | boy    |
| Polly | spider |

# 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!

Hi, I'm Diana and Kim is my sister. We have a pet parrot. Her name is Polly and she's three years old. She has two blue wings and a yellow body. Parrots are great pets.



Hello, my name's Polly. My owners are two teenage girls. They have two legs and two arms but they don't have wings. How strange!

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

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

### 3 Grammar

the verb **to have**

AFFIRMATIVE		NEGATIVE	
I	have	I	don't have
You		You	
He		He	
She	has	She	doesn't have
It		It	
We		We	
You	have	You	don't have
They		They	

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.

### 4 Listen

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



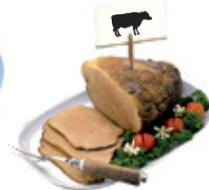
▶ strawberry



▶ yogurt



▶ butter



▶ beef

**Vocabulary 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.

- Does this mean there aren't any meat dishes?
- What about drinks?
- Do any vegetarians come here?
- 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

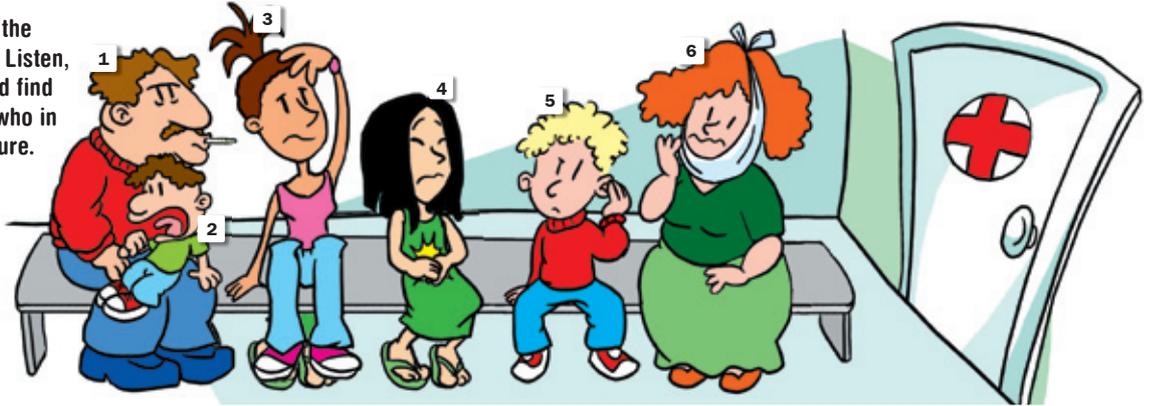
We have a lot, but people usually want to try our juices. We have pineapple, pear, strawberry... The *Corky Special* is very popular. It has orange, pineapple and strawberry.



# 6C 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.

## 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.

# FEEL



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.



### 3 Grammar

#### Adverbs of manner

ADJECTIVES	ADVERBS
nice	nicely
careful	carefully
happy	happily
terrible	terribly
good	well
fast	fast
early	early
late	late
hard	hard

▶ 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.

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

# Great!



### 4 Speak

Talk in pairs.

#### Student A

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



I have a terrible headache.



I want to have healthy teeth.

#### 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...

tips promoting learner autonomy and helping students to acquire good learning habits

**Speaking TIP**

Look at the example and use the prompts given.

# 6e I need some advice

**1 Read**



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

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.



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.

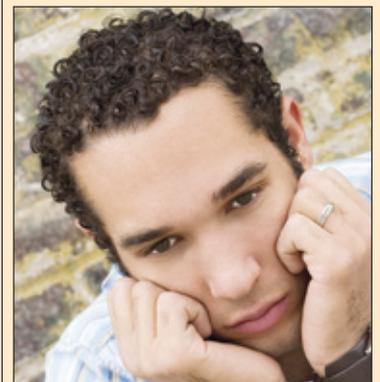
I moved to a new town about a month ago for my new job and it's nice here. However, my coworkers are all much older than me. In addition, it's difficult for me to meet people because I'm a very shy guy. I feel very lonely and I don't know what to do. What do you suggest?

*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.



86



a detailed plan providing guidance and focusing on significant aspects of the writing task

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

1. Who has tried to do something about his/her problem?
2. Why can't *Lonely guy* hang out with the people at work?
3. Who should see someone for help?
4. Who should take up a sport?
5. What should *Worried friend* do for his friend?

**2 Listen** 

**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?

**Writing TIP**

When writing, use linking words/phrases to add something (e.g. *in addition, what is more, also*), to express contrast (e.g. *but, however*) and to give reason (e.g. *because, that's why*). This will make your writing flow.

**B. Imagine that you have a problem and need advice. Write a letter to a friend asking for advice. Follow the plan above.**

writing activities for further practice

# 6b

## A long time ago

### 1 Read

A. Discuss the questions below in groups. Then read the text and check your answers.

- How did people trade before money was invented?
- What are some of the oldest forms of money?
- When and where was paper money first used?
- What is “smart money?”

# Money from Past to Present

**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 12ft 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!



**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.

**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.

## 2 Vocabulary

Read the notes and complete the tables below.

Some verbs are derived from nouns by adding the suffix *-ize*.

noun	verb = noun + -ize
revolution	revolutionize
symbol	
	memorize
apology	

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

noun	adjective = noun ending in -ic or -ical
history	historic/historical
economy	
hero	
medicine	

## 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

**TIP**

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

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

**6** cards / built-in microchips / bring / major changes / world of finance

**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

writing practice linked with the reading section

# 1 WORKBOOK

## Closing Activities

a wide range of activities providing systematic practice in vocabulary and grammar

### 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    become    surprised  
role    born

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 \_\_\_\_\_

2. stop \_\_\_\_\_

3. perform \_\_\_\_\_

4. have \_\_\_\_\_

5. do \_\_\_\_\_

6. decide \_\_\_\_\_

7. buy \_\_\_\_\_

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 **angry**. He walked into the room \_\_\_\_\_.

2. Tigers are **fast** animals. They run \_\_\_\_\_.

3. Kevin and Roger are **terrible** dancers. They dance \_\_\_\_\_.

4. Melanie's performance last night was very **good**. 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 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 \_\_\_\_\_ .

**J. Look at the pictures and use the prompts to write what happened to Thomas last night. Then, listen and check your answers.**



- be / at home
- suddenly / hear / a noise



- go / to the kitchen
- see / a snake



- run / outside / and / scream / "Help!"

Last night, \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

regular revision and consolidation through vocabulary, grammar and communication activities

# 1 Revision

## 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

SCORE  / 3

**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.

SCORE  / 5

## 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).

SCORE  / 3

**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.

SCORE  / 4

**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.

SCORE  / 4

**F. Write the Past Simple of the verbs.**

1. see \_\_\_\_\_
2. do \_\_\_\_\_
3. live \_\_\_\_\_
4. hear \_\_\_\_\_
5. know \_\_\_\_\_

SCORE  / 5

**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.

SCORE  / 3

## 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.

SCORE  / 3

TOTAL SCORE  / 30

## 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

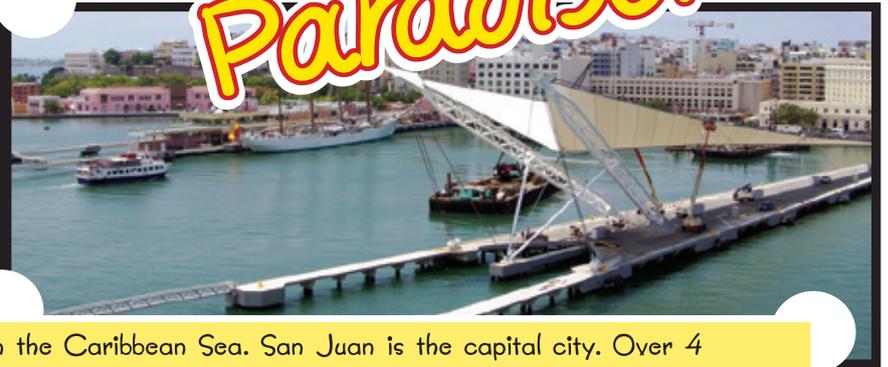
## Culture page 1



A. Look at the pictures and the title of the text. What do you know about Puerto Rico? Read, listen and check your answers.



# Puerto Rican Paradise!



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

Do the quiz.

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.
  - b.
  - c.

- 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

- 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.
  - b.
  - c.
- sheep      emus      cows

- 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



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

- 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

- 5 The American flag is also 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. 50
  - c. 52



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

song 3

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



► 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!

web links

cross-curricular information

a song accompanied by an activity

## Culture page 1

Look at the pictures. Do you know anything about the places in them? Listen, read and check your answers.

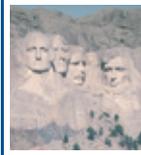
### THE US OF A!



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.



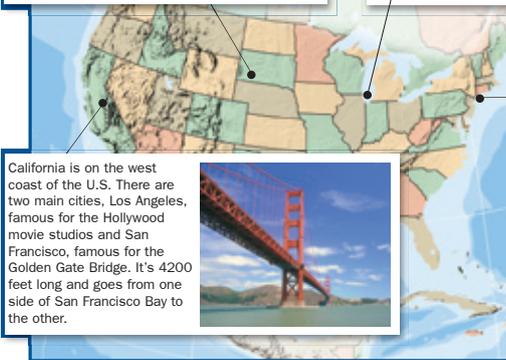
The US flag is called the "Stars and Stripes" or sometimes 'Old Glory'. There are fifty stars on it, for each state, and 13 stripes for the 1<sup>st</sup> 13 states.



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.



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."



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 late

factual texts introducing students to the culture of the English-speaking world

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.                         | <input type="checkbox"/> | 4. California usually has good weather.              | <input type="checkbox"/> |
| 2. "Old Glory" is another name for the U.S. flag.              | <input type="checkbox"/> | 5. The Golden Gate Bridge is in San Francisco.       | <input type="checkbox"/> |
| 3. You can see the heads of four presidents on Mount Rushmore. | <input type="checkbox"/> | 6. 8 million tourists visit New York City each year. | <input type="checkbox"/> |

You can find more information on this topic at <http://www.mmpl.net/letsspeedup/letsspeedupindex.html>

web links

## Cross-curricular page 2

Biology

A. Read the title of the text and look at the pictures below. Have you ever visited an aquarium?

### Fantastic 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?

Public aquariums are very large buildings that have many aquariums of all sizes. 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.



The Georgia Aquarium is best known for its collection of whale sharks. These sharks were only kept in Asian aquariums, until now. The aquarium is also the only one in the U.S. to have a Great Hammerhead shark on display.

One of the best ways to see the species in an aquarium these days is through an aquarium tunnel. They are especially popular for viewing sharks. Visitors can "walk through the water" under a clear acrylic glass tunnel. This gives you the opportunity to see the sea life all around you, and makes you feel like you are swimming with the sharks.

B. Read the text again and answer the questions.

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

You can find more information on this topic at: <http://www.mmpl.net/letsspeedup/letsspeedupindex.html>

cross-curricular information

web links

# 5c Are you superstitious?

Teacher's notes

<b>Functions</b>
Talking about past actions and events
<b>Structures</b>
Past Perfect Simple (Negative, questions and short answers)
<b>Vocabulary</b>
<b>Words/phrases</b>
carry clover culture decoration dream hang horseshoe luck mirror path playoffs sis = sister smell (v) sock superstition superstitious wall
<b>Expressions</b>
Give me a break! It takes for ever.

## 1 Warm-up

### BACKGROUND NOTES

A **superstition** is a belief that a certain action or event will bring good or bad luck. As they are socially constructed, they can differ from culture to culture. One of the most well-known superstitions is **breaking a mirror**, which is said to bring 7 years bad luck. **Walking under a ladder** is also considered unlucky, whereas **finding a four-leaf clover** or **having a horseshoe above a door** are thought to be lucky.

**Black cats** were associated with witchcraft and evil. In the U.K., black cats can be a sign of good luck; however, a black cat crossing your path is bad luck.

A **Friday** falling on the **13<sup>th</sup>** day of any month is considered to be a day of bad luck in many cultures around the globe. In Greece and Spain, Tuesday the 13<sup>th</sup> is considered unlucky.

These beliefs are irrational and cannot be explained by reason or science; nevertheless, many people hold superstitious beliefs.

- Draw Ss' attention to the title of the lesson and ask them to guess what *superstitious* means.
- Help Ss deduce the meaning of the word by asking them to look at the pictures in the warm-up section and telling them that they show things that superstitious people believe bring good/bad luck.
- Elicit the answer that someone is *superstitious* when he/she believes that particular events happen in a way that cannot be explained by reason or science or that particular events bring good or bad luck.
- Ask Ss to look at the pictures and read the prompts given. Explain any unknown words if necessary.
- Ask Ss the questions in the warm-up section.
- Elicit answers and initiate a short discussion.

## 2 Read (Track 15)

- A.**
- Draw Ss' attention to the picture and ask them what is hanging on the wall (a *dreamcatcher*).
  - Elicit answers but don't correct Ss at this stage.
  - Play the CD and have Ss follow in their books. Tell them to find unknown words at the same time.
  - Check Ss' predictions and ask them some comprehension questions, such as:  
*What is a dreamcatcher? It is a Native American decoration. Native Americans believe that it keeps bad dreams away.*  
*Is Charlotte superstitious? Yes, she is.*  
*Why? Because she kept a four-leaf clover she had found for weeks and has a pair of socks that she believes are special.*  
*Why does Charlotte think her socks are special? Because her team won all the games in which she wore those socks.*
  - Divide Ss into pairs and have them act out the dialogue in class. You can choose to do this activity after B.

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

- 1.** They are in Jackie's bedroom.  
**2.** It is a Native American decoration.  
**3.** No, she hadn't.  
**4.** She kept it for weeks.  
**5.** They won two times.

## 3 Grammar

- Draw Ss' attention to the examples in the grammar box.
- Explain that this is the negative form, question form as well as the short answers of the Past Perfect Simple.
- Refer Ss to the Grammar Reference (p. 106).
- Have Ss read through the sentences 1-4 in the activity and check understanding.
- Get Ss to do the activity individually or in pairs.
- Check the answers with the class.

- 1.** had written  
**2.** Had...finished  
**3.** hadn't realized  
**4.** Had...traveled

## 4 Listen (Tracks 16, 17)

- A.**
- Explain to Ss that they will listen to part of a radio interview with an expert on superstitions. They should find out in which country Monday 13<sup>th</sup> is unlucky.
  - Play the CD.
  - Check the answer with the class.

**1.** Russia

### LISTENING TRANSCRIPT

**Host** Welcome back. It's time now for "Meet the expert." As you probably know, tomorrow is Friday the 13<sup>th</sup>. So, this week we have with us, Jennifer Fry, an expert on superstitions. She's going to tell us all about this unluckiest of days. Hi there, Jennifer.

**Jennifer** Hello.

**Host** So, tell us, what's so unlucky about Friday the 13<sup>th</sup>?

**Jennifer** Well, first of all, let me say that Friday the 13<sup>th</sup> isn't unlucky in all countries.

**Host** Really?

**Jennifer** Yes, in Greece and Spain Tuesday the 13<sup>th</sup> is an unlucky day and in Russia it's Monday.

**Host** I didn't know that. So why is Friday so unlucky for us?

- B.**
- Ask Ss to read through the sentences 1-5 and make sure they don't have any unknown words.
  - Explain to Ss that they will listen to the rest of the interview and they should decide if the sentences are true or false.
  - Play the CD twice.
  - Check the answers with the class.
  - Ask students if anything unlucky has happened to them on a Friday 13<sup>th</sup>, if they believe that it's an unlucky day, etc.
  - Initiate a short discussion.

- 1.** T   **2.** T   **3.** F   **4.** F   **5.** T

# Are you superstitious? 5c

Teacher's notes (continued)

## LISTENING TRANSCRIPT

**Jennifer** Well, Friday has been unlucky for hundreds of years. There are many well-known sayings like, never change your bed on a Friday because you'll have bad dreams, or don't start a trip on a Friday because something bad will happen.

**Host** Yes, I've heard that.

**Jennifer** Probably the most well-known story is about a ship called the HMS Friday. You see, men working on ships were very scared of Fridays so the Royal Navy tried to stop the superstition. The HMS Friday was finished on a Friday and the captain was called Jim Friday. Its 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** Thirteen is an unlucky number in many cultures. So much so, that some buildings don't have a thirteenth floor because it's unlucky, and many streets don't have houses with the number 13.

**Host** So, they go from 12 to 14?

**Jennifer** No, usually they have 12, 12a, then 14.

**Host** Ah, I see.

**Jennifer** Also, 13 letters in your name is supposed to be very unlucky.

**Host** ...3, 4, 5, 6, 7, 8! No, I'm OK.

**Jennifer** Good.

**Host** So if you put together Friday with thirteen, you have a very unlucky day. But can we prove any of this?

**Jennifer** Well, it's a fact that people prefer not to drive on Friday the 13<sup>th</sup>. So, there aren't as many cars on the roads.

**Host** So, there aren't as many accidents.

**Jennifer** That's what you'd think. But actually, there are more accidents than on other Fridays.

**Host** Did you hear that listeners? 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...

## WEB PROJECTS

### Module 1

# Men vs. Women

Write a paragraph about your dream job and what it requires.

You can find links at:  
<http://www.mmpi.net/letsspeedup/letsspeedupindex.htm>

- In the U.S., students have to take college prep (C.P.) classes, which help prepare them for college. How do schools in your country prepare students for higher education?
- What college studies / qualifications do you need in order to find a job?
- What do employers usually look for in an employee?



teacher's notes

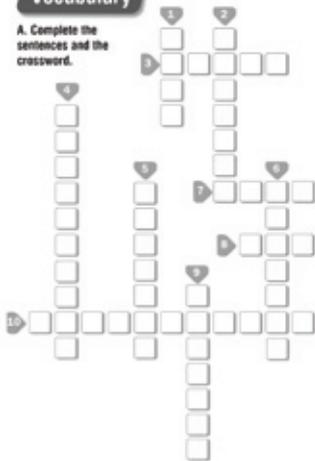
web projects

Test 4

Module 4

Vocabulary

A. Complete the sentences and the crossword.

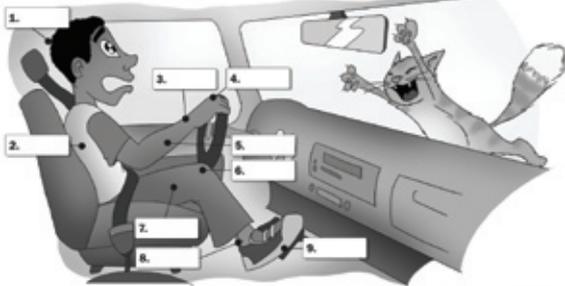


- The coffee \_\_\_\_\_ in the shopping mall makes the best hot chocolate in the world.
- I'm going to the sports \_\_\_\_\_ to watch a soccer game.
- Grace is staying at a(n) \_\_\_\_\_ downtown.
- We had a nice dinner at the new Mexican \_\_\_\_\_.
- My airplane leaves at 10am from JFK \_\_\_\_\_.
- Ben arrived at the train \_\_\_\_\_ late.
- You can see lots of paintings in a(n) \_\_\_\_\_.
- Our car stopped in the middle of the street. Luckily, there was a(n) \_\_\_\_\_ station nearby.
- You can leave your car at the \_\_\_\_\_ lot.
- You can ask for the address of the post office at the \_\_\_\_\_ desk.

SCORE / 10

B. Label the picture with the words in the box.

- foot
- knee
- hand
- ankle
- arm
- wrist
- leg
- head
- back



SCORE / 9

Test 4 Module 4

Grammar

A. Complete with the Past Simple of the verbs in parentheses.

- Peter \_\_\_\_\_ (wake up) at 8 o'clock yesterday morning. He \_\_\_\_\_ (be) late for work. He \_\_\_\_\_ (decide) to take a taxi, but he \_\_\_\_\_ (not can) find one, so he \_\_\_\_\_ (not go) to work.
- A: What \_\_\_\_\_ you \_\_\_\_\_ (do) yesterday?  
B: I \_\_\_\_\_ (not visit) Mary. I stayed at home.
- I \_\_\_\_\_ (not can) use a computer when I \_\_\_\_\_ (be) young.

SCORE / 9

B. Complete the sentences with the Past Simple or the Past Progressive of the verbs in parentheses.

- While Lenny \_\_\_\_\_ (look for) his cell phone, he \_\_\_\_\_ (find) some money.
- \_\_\_\_\_ (you / see) David while you \_\_\_\_\_ (ride) your bike in the park?
- Fay and Max \_\_\_\_\_ (not wear) seatbelts when they \_\_\_\_\_ (have) the accident.
- Michelle \_\_\_\_\_ (not can) sleep last night because her sister \_\_\_\_\_ (play) the guitar.
- While Brian \_\_\_\_\_ (drive) to the hospital, he \_\_\_\_\_ (see) an old friend.

SCORE / 10

C. Use the prompts to write sentences. Use the Past Simple and the Past Progressive.

 <p>1. John / play soccer / when / he / slip / and / fall</p> <p>_____</p>	 <p>2. While / boys / swim / it / start / raining</p> <p>_____</p>
 <p>3. Mr. and Mrs. Harper / drive / in mountains / when / they / get lost</p> <p>_____</p>	 <p>4. While / Paul / sleep / his sister / study</p> <p>_____</p>

SCORE / 8

Communication

Complete the dialogue using the phrases a-d.

- |   |   |
|---|---|
| <p>a. One thing's for sure</p> <p>b. It's a long story</p> <p>c. You're kidding, right?</p> <p>d. I changed my mind</p> | <p>A: So, did you go to the sports stadium yesterday?</p> <p>B: No, (1) _____ and stayed home instead.</p> <p>A: What? (2) _____ That's impossible. You bought the tickets months ago!</p> <p>B: Look, I didn't go, OK?</p> <p>A: But you were looking forward to that soccer game. What happened?</p> <p>B: (3) _____, believe me.</p> <p>A: Don't sell me you lost the tickets.</p> <p>B: Actually, my brother did. (4) _____. Next time there's a soccer game, I am going alone!</p> |
|---|---|

SCORE / 8

My dossier Let's speed up 3

Module 6 Feeling good

Healthy eating

- Make a poster showing people how to have a healthy diet.
- Think of healthy or unhealthy foods and draw or stick pictures of them.
- 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?



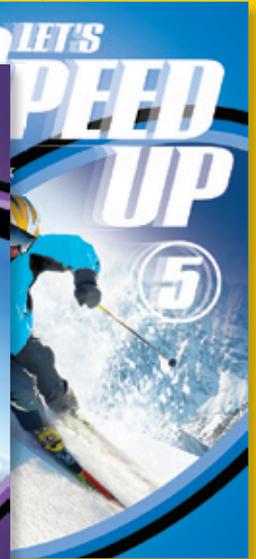
Hamburgers aren't very healthy. You shouldn't eat them every day.



Vegetables are very healthy. You should eat vegetables every day.

tests

portfolio projects



Turn your classroom into a motivating, interactive environment with whiteboard material



**MM Publications**

129 Colney Hatch Lane, Muswell Hill, London N10 1HD, United Kingdom  
 info@mmpublications.com www.mmpublications.com

Offices: UK Cyprus France Greece Poland Turkey USA  
 Distributors - Agents throughout the world

Place your orders through



ISBN: 978-960-478-557-5



Produced in the EU