

OPEN SKIES

SAMPLE PAGES
CATALOGUE

1



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mmpublications

OPEN SKIES

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

CEF level A1



CEF level A2.1



CEF level A2.2



CEF level B1



CEF level B1+ /B2



OPEN SKIES

in American English

IT FOLLOWS:

- the latest specifications (March 2013) of the English language program for Bachillerato Tecnológico
- 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 pages with web links
- Useful learning tips



CATALOGUE CONTENTS

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OPEN SKIES

COMPONENTS FOR STUDENTS

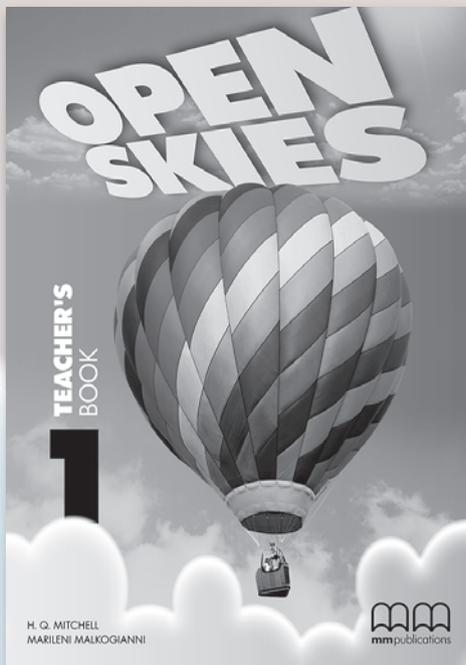


Student's Book including workbook



Student's audio CD/CD-ROM for extra practice outside the classroom

COMPONENTS FOR TEACHERS



Teacher's Book highlighting the generic competencies developed in each lesson



Class CDs



Teacher's Resource CD-ROM including Tests



Interactive Whiteboard Material

OPEN SKIES 1

OPEN SKIES 2

	Topics	Vocabulary	Structures
Hello		<ul style="list-style-type: none"> Common English words Alphabet Colors Numbers 1-10 Classroom objects Classroom language 	<ul style="list-style-type: none"> Plurals (regular -s) a vs. an Imperative (affirmative)
Who am I? Module 1	My school	<ul style="list-style-type: none"> Countries and nationalities Numbers 11-100 People, relationships School subjects Family Sports 	<ul style="list-style-type: none"> The verb <i>to be</i> Possessive adjectives The verb <i>have</i> (affirmative) Possessive case Who? / What?
Module 2	People around me	<ul style="list-style-type: none"> Jobs Household chores Physical appearance Animals Parts of the body Adjectives describing character 	<ul style="list-style-type: none"> Present Simple (affirmative, negative, questions and short answers) a vs. the
The world around me Module 3	My home	<ul style="list-style-type: none"> Personal items Household items - Furniture Rooms and parts of a house Appliances 	<ul style="list-style-type: none"> Plural nouns (irregular) this/that/these/those Prepositions of place There is / There are Present Progressive
Module 4	My city	<ul style="list-style-type: none"> Buildings Directions Telling the time Days Greetings Ordinal numbers Months Seasons 	<ul style="list-style-type: none"> Imperative (affirmative and negative) Prepositions of movement Prepositions of time
My activities Module 5	Day in day out	<ul style="list-style-type: none"> Routines Spare-time activities Movies Abilities Hobbies 	<ul style="list-style-type: none"> like, love, enjoy, hate + <i>-ing</i> form Frequency adverbs The verb <i>can</i> <i>be able to</i>
Module 6	Let's celebrate!	<ul style="list-style-type: none"> Weather Clothes Celebrations Food Wishes 	<ul style="list-style-type: none"> Possessive pronouns Present Simple vs. Present Progressive Object pronouns
Culture pages			
Extra activities			

	Topics	Vocabulary	Structures
Hello		<ul style="list-style-type: none"> Countries and nationalities Days/months/seasons Time Personal items Classroom language 	<ul style="list-style-type: none"> The verb <i>to be</i> There is / There are Plural nouns this/that/these/those The verb <i>can</i> Imperative
Our past Module 1	Now and then	<ul style="list-style-type: none"> Routines Rooms and parts of a house Feelings 	<ul style="list-style-type: none"> Present Simple Present Progressive Past Simple of the verb <i>to be</i> There was / There were
Module 2	Looking back	<ul style="list-style-type: none"> Years Places of entertainment Sights 	<ul style="list-style-type: none"> Past Simple of regular and irregular verbs (affirmative, negative, questions and short answers) Let's, How about, Why don't you?
Module 3	They did it!	<ul style="list-style-type: none"> Sports School, education Jobs Famous people 	<ul style="list-style-type: none"> Comparatives Superlatives The verb <i>used to</i>
Our Experiences Module 4	Places	<ul style="list-style-type: none"> Food Places in a city Stores Directions Shopping, prices Electronic devices Units of measurement 	<ul style="list-style-type: none"> Countable and uncountable nouns some/any How much / How many much / many / a lot of
Module 5	Amazing stories	<ul style="list-style-type: none"> Accidents Weather Misfortunes 	<ul style="list-style-type: none"> Past Progressive Past Progressive vs. Past Simple Time clauses
Module 6	A wonderful world	<ul style="list-style-type: none"> Transport Vacation activities Animals Geographical features Action sports 	<ul style="list-style-type: none"> The verb <i>could</i> (polite requests, possibility) The verb <i>could</i> (ability) vs. <i>was/were able to</i>
Culture pages			
Extra Activities			

CONTENTS

OPEN SKIES 3

	Topics	Vocabulary	Structures
Project of life	Hello	<ul style="list-style-type: none"> Countries and nationalities Days, months and seasons Time Personal items 	<ul style="list-style-type: none"> The verb <i>to be</i> The verb <i>can</i> Plural nouns Prepositions of place this/that/these/those
	Module 1	<ul style="list-style-type: none"> Family Furniture and household items Personal items Adjectives describing physical appearance Adjectives describing personality 	<ul style="list-style-type: none"> Present Simple Present Progressive Possessive pronouns Possessive adjectives Possessive Case The verb <i>may</i> (possibility)
	Module 2	<ul style="list-style-type: none"> Adjectives describing feelings Vacation arrangements Future plans Words/phrases related to work Expressions with make 	<ul style="list-style-type: none"> Future <i>going to</i> Future <i>will</i> (predictions, on-the-spot decisions, requests) Present Progressive with future meaning
	Module 3	<ul style="list-style-type: none"> Collocations Invitations Air travel Rules at college/work Teen problems 	<ul style="list-style-type: none"> The verb <i>could</i> (permission / request) The verb <i>have to</i> The verb <i>must</i> The verb <i>should</i>
	Module 4	<ul style="list-style-type: none"> Vacation activities Modes of transportation Mystery 	<ul style="list-style-type: none"> Past Simple The verb <i>could</i> (ability in the past) Past Progressive Past Simple vs. Past Progressive
	Module 5	<ul style="list-style-type: none"> Collocations Weather Food 	<ul style="list-style-type: none"> Present Perfect Simple How long / for / since
Module 6	<ul style="list-style-type: none"> Ailments and illnesses Words related to health Adjectives of personality 	<ul style="list-style-type: none"> Conditional Sentences Type 1 Adverbs of manner <i>be able to</i> 	
Culture pages			
Extra Activities			

OPEN SKIES 4

	Topics	Vocabulary	Structures
Natural resources	Module 1	<ul style="list-style-type: none"> Adjectives describing character Jobs Family Clothes and accessories Adjectives describing the weather, people and cities / towns 	<ul style="list-style-type: none"> Present Simple vs. Present Progressive Comparisons Past Simple some / any compounds
	Module 2	<ul style="list-style-type: none"> Noun suffixes Words related to the environment Weather Units of measurement Adjectives describing places 	<ul style="list-style-type: none"> Future <i>will</i> Time clauses Conditional sentences Type 1 Conditional sentences Type 2
	Module 3	<ul style="list-style-type: none"> Words related to astronomy Verb-noun collocations Adjective-noun collocations related to technology 	<ul style="list-style-type: none"> The definite article <i>the</i> Passive Voice (Present Simple) Passive Voice (Past Simple) Question tags
	Module 4	<ul style="list-style-type: none"> Adverbial phrases Words and expressions used in storytelling Word related to crime Natural phenomena 	<ul style="list-style-type: none"> Past Simple vs. Past Progressive Past Perfect Simple Prepositions Conditional sentences Type 3
	Module 5	<ul style="list-style-type: none"> Chores Phrasal verbs and expressions Nouns deriving from verbs Words related to places of entertainment Words related to employment and qualifications 	<ul style="list-style-type: none"> Present Perfect Simple Present Perfect Progressive Clauses of result
	Module 6	<ul style="list-style-type: none"> Words related to the theater Verb-noun collocations related to art Sights and landmarks Words related to cooking 	<ul style="list-style-type: none"> <i>so/neither/too/either</i> Relative pronouns (who, which, that, whose) Defining and non-defining relative clauses
Culture pages			
Extra Activities			

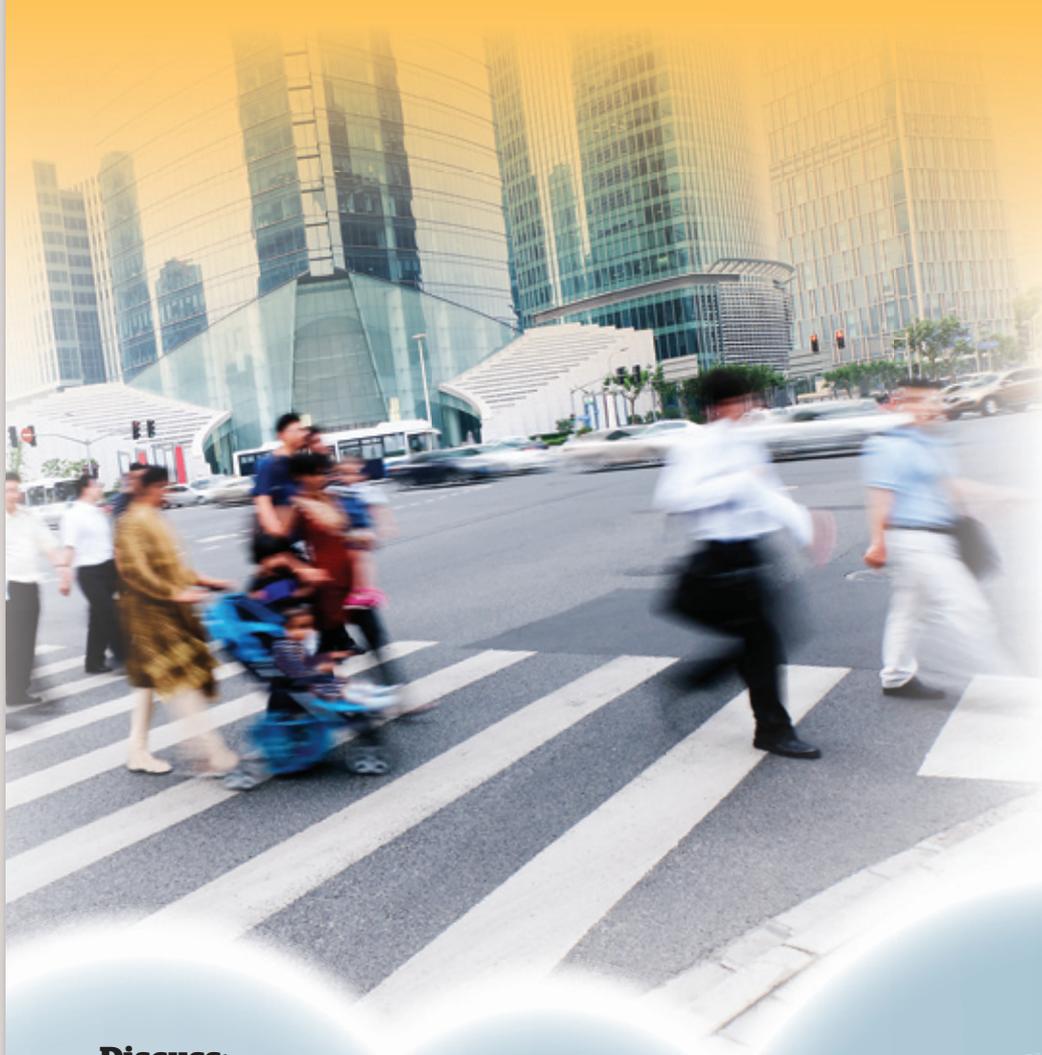
OPEN SKIES 5

- Revision of all structures previously taught.
- A focus on the development of all four skills, especially reading and writing.

MY CITY

4

MODULE



Discuss:

- Do you live in a town or a city?
- What do/don't you like about it?

What's in this module?

- Getting around
- Places in a town
- Two friends talking on the phone
- Birthdays
- Disneyland in Paris

Objectives:

- To ask for and give directions
- To read a map
- To refer to places in a town
- To tell the time
- To refer to days of the week, dates, months and seasons
- To describe your neighborhood/town



self-determination

introduction to the topic of the module through short discussion

objectives of module clearly presented



autonomous learning

vocabulary presented in context through the use of visual and verbal prompts

4A In town

VOCABULARY

Listen and repeat.



How do I get to the bank?

- Turn right **onto** Baker Street.
- Turn right **at** the library.
- Go **down** Baker Street.
- The bank is **on** Baker Street.
- The bank is **between** the hospital and the post office.
- The bank is **across the street** from the school.

READ

A | Look at the picture. What do you think the woman is asking the man?

B | Listen, read and check your answers.



Woman Excuse me, where's Luca's Restaurant?
Man It's on Pigeon Street across the street from Burt's Coffee Shop.
Woman I'm sorry, I'm new in town. Is it far? Do I need a taxi?
Man No, don't take a taxi, it's near here.
Woman How do I get there?
Man Well, go down Milton Street and turn left onto Baker Street. Then, go down Baker Street and turn left at the park... or is it right? Anyway, that's Patrick Street.
Woman Patrick Street?
Man Oh, you want Pigeon Street, right? Well... Umm... Look! There's a taxi! Ask the taxi driver.
Woman OK, thanks. Taxi! Luca's Restaurant, please.

- C** | Read again. Who says what? Write **M** for the man or **W** for the woman.
1. How do I get to Pigeon Street?
 2. I don't know this town.
 3. Oh, you don't want Patrick Street.
 4. The restaurant isn't far from here.

activity developing reading comprehension skills (paraphrasing)

pronunciation activity

grammar box focusing on key grammatical structures

grammar practice in context

4A

GRAMMAR

A | Read the examples.

Imperative

Close the window, please!
Go down Baker Street.
Don't take a taxi.

B | Complete the blanks with the correct form of the verbs in the box.

turn open go
write turn not open listen

- Teacher: OK, students, _____ to the CD, but _____ your books. _____ the answers in your notebooks. Then _____ your books and check your answers.
- Man: How do I get to Redwood Park?
Woman: _____ left at the restaurant onto Jackson Street. _____ straight ahead and then _____ right onto Redwood Street. The park is across the street from the school.

PRONUNCIATION

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

a. he's

b. his

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

	this	these	read	pink	three	it	keys
he's /i:/							
his /ɪ/							

LISTEN

Look at the map, listen and write where the people want to go.

- Mike: _____
- Jenny: _____
- Oliver: _____



activity developing listening comprehension skills (understanding directions and following a map)

4B How much is it?

VOCABULARY

 **A** | Listen and repeat.



neighborhood



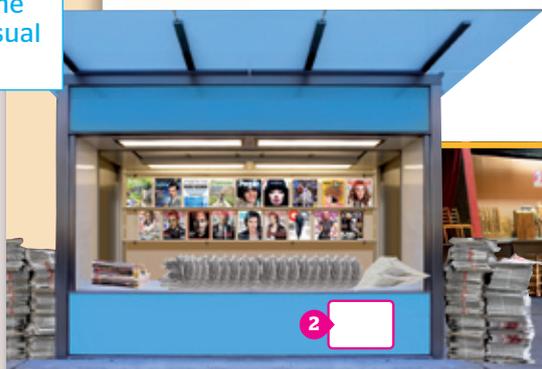
city



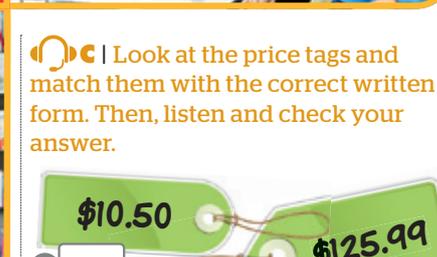
village

 **B** | Match the pictures with the words. Then, listen and check your answers.

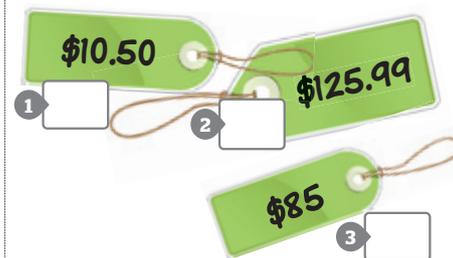
matching activity for vocabulary presentation though the use of visual prompts



- a travel agency
- b newsstand
- c museum
- d theater
- e movie theater
- f (shopping) mall
- g florist
- h drugstore



 **C** | Look at the price tags and match them with the correct written form. Then, listen and check your answer.



- a. eighty-five cents
- b. ten dollars and fifty cents
- c. one hundred twenty-five dollars and ninety-nine cents

4B

READ

A | Listen, read the dialogues and decide where they take place.

1

Girl Hello, sir. I have a problem.
Man What's that?
Girl I don't have my ticket with me. My friend has it, but she's late. Do I need to buy a new ticket?
Man I'm afraid you do.
Girl How much time do I have?
Man You don't. The movie is starting now.
Girl Oh, how much is the ticket?
Man It's \$7.50. Go on! You don't want to miss it, right?
Girl Yeah, right. Thanks.

2

Boy Hello.
Woman Good afternoon! Can I help you?
Boy Do you have *Time for sports*?
Woman Yes, of course. Here you are!
Boy How much is it?
Woman It's \$2.50. Anything else?
Boy No, thanks. That's all.
Woman Have a nice day then.

3

Man Good morning! How can I help you?
Woman I'm looking for cheap tickets to Paris in December.
Man Paris! That's a really beautiful city.
Woman I know.
Man Well, how many tickets do you need?
Woman I need four tickets. It's for the whole family.
Man That's great! We have some special offers for families in December.
Woman Really? Let's have a look.
Man Sure.

A | Read the table and the examples.

Countable and uncountable nouns

	SINGULAR	PLURAL
COUNTABLE NOUNS	a ticket	two tickets
UNCOUNTABLE NOUNS	money	x

I have a **cell phone** and **some books** in my bag. I have a **wallet**, too. In the wallet there is **some money**.

NOTE

- › a(n) + singular countable noun
- › numbers/some + plural countable nouns
- › some + uncountable nouns

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

1. There are _____ coffee shops and _____ drugstores in my neighborhood.
2. There is _____ big shopping mall near my house. My parents and I go there on the weekends.
3. I live in a big city. There are _____ museums, _____ movie theaters and _____ theater. There is _____ nice florist near my house, too. I like going there because I love flowers.

C | Read the examples.

How much? / How many?

We use **How much + uncountable nouns**:

A: *How much* money do you have?

B: I only have \$4.

We use **How many + countable nouns**:

A: *How many* supermarkets are there in your neighborhood?

B: There are two supermarkets.

NOTE

We use the question: **How much is it?** when we want to ask the price of things.

A: *How much is that book?*

B: It's \$12.99.

D | Complete with *How much* or *How many*.

1. **A:** _____ is this purse?
B: It's \$35.
2. **A:** _____ money do you have in your wallet?
B: I don't know.
3. **A:** _____ students are in your class?
B: 23, I think.
4. **A:** _____ watches do you have?
B: Just one. My brother is crazy about watches. He has ten.

4C Day and night

VOCABULARY

 1 It's eight o'clock.	 It's one _____.
 2 It's five after seven.	 It's twenty-five after _____.
 3 It's a quarter after eleven.	 It's a _____ to eleven.
 4 It's three-thirty.	 It's _____.
 5 It's a quarter to six.	 It's a _____ to four.
 6 It's twenty to nine.	 It's _____ twelve.

 critical thinking

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

vocabulary activities engaging learners and encouraging them to think critically

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

- 1 Monday
- Wednesday
- Saturday
- Thursday
- Tuesday
- Sunday
- Friday

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

evening afternoon

 Good morning!	 Good _____!
... → 12p.m. / noon	12p.m. → 6p.m.
 Good _____!	 Good night!
6p.m. → 12a.m. / midnight	

activity promoting reading comprehension skills (understanding specific details)

READ

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

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



Name	City	Day	Time
	New York City		
	Beijing		

B | Read again and complete the table.

LISTEN

A | Listen to the dialogues and choose a or b.

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

Listening

TIP

Before you listen, read the questions and answers carefully.

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

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

SPEAK & WRITE

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

B | Write a few sentences about your school schedule.

time	day	subject
		Science
		Music
		Math
		History
		Geography

pairwork activity

self-expression and communication

tips promoting learners' autonomy and helping students to acquire good learning habits

autonomous learning

4D Happy Birthday!

VOCABULARY

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

- | | | | |
|------------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> September | <input type="checkbox"/> April | <input type="checkbox"/> December | <input type="checkbox"/> July |
| <input type="checkbox"/> October | <input type="checkbox"/> May | <input type="checkbox"/> January | <input type="checkbox"/> February |
| <input type="checkbox"/> March | <input type="checkbox"/> November | <input type="checkbox"/> June | <input type="checkbox"/> August |

B | Listen and repeat.

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

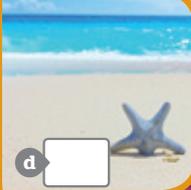
SPEAK

Talk in pairs.



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

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

 a <input type="checkbox"/>	 b <input type="checkbox"/>
 c <input type="checkbox"/>	 d <input type="checkbox"/>

- | | |
|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> 1 winter | <input type="checkbox"/> 2 spring |
| <input type="checkbox"/> 3 summer | <input type="checkbox"/> 4 fall |

critical thinking

matching activity for vocabulary presentation though the use of visual prompts

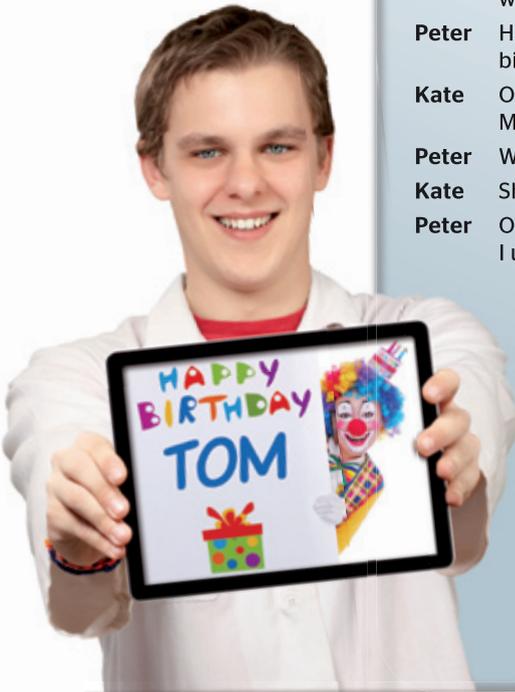
pairwork activity

self-expression and communication

4D

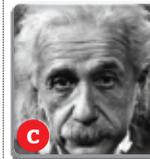
READ

1 | Look at the picture. What do you think the boy is talking about?



Kate Hey, Peter! What's that?
Peter It's an e-card for Tom's birthday.
Kate Cool! Is it today?
Peter That's right! February 5th. The same day as Cristiano Ronaldo's.
Kate The soccer player? Really? Oh, that's why he's so good at soccer.
Peter Ha, ha! You think so? When is your birthday, then?
Kate On April 19th. And that's the same day as Maria Sharapova!
Peter Who?
Kate Sharapova! The famous tennis player!
Peter Oh, and you're good at tennis, too. Now I understand.
Kate Exactly! So, when's your birthday?
Peter It's on March 14th. It's Einstein's birthday on that day, too, you know!
Kate Albert Einstein? Are you sure about that?
Peter Of course! I know when my birthday is.
Kate I don't understand then. You aren't THAT smart!
Peter Oh, come on, Kate!
Kate Ha, ha!

B | Match the pictures of the famous people with the names of the children. Then, write the dates of their birthdays under each name.



Peter

Tom

Kate

LISTEN

2 | Listen to two friends talking and choose the correct answers.

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

A | Read the table.

Prepositions of time (at, on, in)

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

B | Complete the sentences with prepositions of time.

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

GRAMMAR

4E See the sights

activity developing reading comprehension skills (understanding gist)

VOCABULARY

Listen and repeat.



READ

A | Read the text and match the headings A-E below with paragraphs 1-4. You will not use one of the headings.



DISNEYLAND® in Paris



HOME

MAP

GALLERY

INFO

a How to get there

b Where to stay

c Fun for everyone

d Disney magic in Paris

e Other things to do



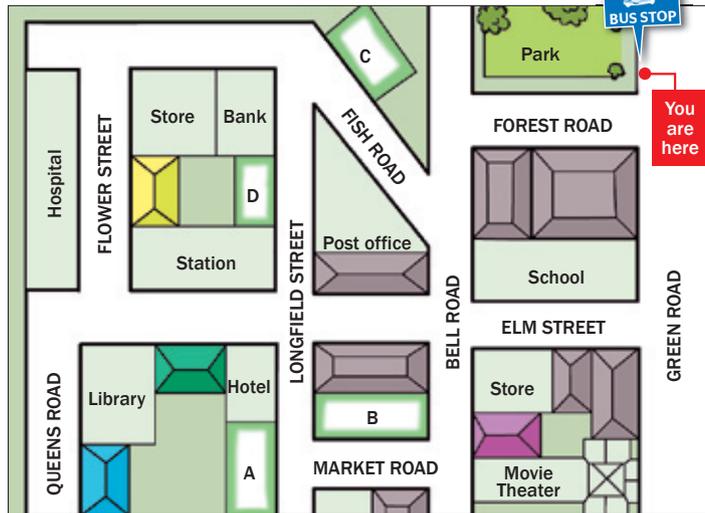
- 1 Disneyland Paris is a theme park for children, teenagers and adults. There are hundreds of exciting things to do here. Visit *Fantasyworld* and enter the world of Sleeping Beauty, or become a cowboy in *Frontierland*. Have a space adventure and travel into the future on the *Star Tours* ride in *Discoveryland*, or become a pirate in *Adventureland*.
- 2 Between *Frontierland* and *Discoveryland* is *Main Street, U.S.A.* This is the center of Disneyland Paris. On *Main Street, U.S.A.* there are lots of movie theaters and stores with souvenirs. You can also have a meal in one of the restaurants, relax at one of the coffee shops, or take the small train and go up and down *Main Street, U.S.A.*
- 3 Stay in one of the great hotels in Disneyland Paris. Next to the theme park there are a lot of hotels with swimming pools, coffee shops and restaurants. They all have parking lots and there is even a post office.
- 4 It's easy to get to Disneyland Paris by car from Charles de Gaulle Airport. Take the A104 highway and after about sixteen miles, turn left onto the A4. Disneyland Paris is exit 14. You can also get there by train from Paris. Get off at the station at Disneyland and the theme park is right in front of you.

SPEAK

Talk in pairs.

Student A: Look at the map on the right. There are four houses: a green, a yellow, a red and a blue house. Imagine you live in one of these houses. Student B is at the park. Give him/her directions to your house.

Student B: Look at the map on this page and imagine you are at the park. Listen to Student A's directions and find his/her house.



WRITE

A | Circle the correct words:

- 1. A:** Excuse me, how can I get **on / to** the Shopping mall?
B: **Go / Turn** straight ahead and turn left at the coffee shop. The mall is **between / at** the supermarket and the library.
- 2. Don't turn / turn** right here. That's not Bellview Road. Turn left and go **down / onto** Baker Street.

Giving directions

When giving directions to a place, don't forget to use:

- The imperative.
Go down Milton Road.
Turn left into King Street.
- Prepositions of place to say where buildings are located.
My house is on the right, across the street from the mall.

explanations providing useful advice for the completion of the writing task

Just 19 miles east of Paris is a world of magic...



B | Read the text again and answer the questions.

1. How far is the theme park from Paris?
2. What can you do in Discoveryland?
3. Where is Main Street, U.S.A.?
4. Where does the train on Main Street, U.S.A. go?
5. Where are the hotels in Disneyland Paris?
6. How can you get to Disneyland Paris?

B | Look at the map on this page. Imagine you live in one of the houses (the green, the yellow, the red or the blue house). Copy and complete the e-mail on the right to a friend. Give him/her directions to your house.

Dear _____,
Thanks for your e-mail. I'm happy that you can come to my house. Take the 128 bus and get off at the park.
Then _____

Bye for now,

4 Workbook **CLOSING ACTIVITIES**

A | Complete the tables.

MONTHS
February
May
December

DAYS OF THE WEEK
Tuesday
Friday

B | Look at the clocks and write what time it is.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

C | Match the pictures with the words. Where can you find these objects?

- a. swimming pool
- b. airport
- c. parking lot
- d. movie theater
- e. museum
- f. hospital



D | Circle the correct words.

1. **A:** Excuse me! **How much / How many** is this wallet?
B: It's \$100. It's a / **some** leather wallet, you know.
A: Oh, I see.

2. **A:** **How much / How many** students are there in your class, Peter?
B: Erm... 25 I think.

3. **A:** **How much / How many** days are you staying in this hotel?
B: Well, it's not very cheap. I have a / **some** money but only for two or three days.
A: Why? **How much / How many** is the room?
B: \$300 a day.
A: Wow!

E | Complete the sentences with prepositions of time.

- Jim's birthday party is _____ Friday, _____ 9 o'clock at his place.
- Come to my house _____ the weekend.
- _____ the morning it's very hot here.
- _____ weekdays I go to the swimming pool near my house.

E | Complete the dialogues with the correct form of the verbs in parentheses.

1. **A:** So how do I get to your house?
B: It's close to the Swan Theater.
A: Where is that?
B: Well, (1) _____ (go down) Malcolm Road and (2) _____ (turn) right onto Richmond street. Then, (3) _____ (turn) left at the theater. My house is between the theater and a coffee shop.
2. **A:** (1) _____ (go) to the post office and (2) _____ get me a postcard, please.
B: OK.
A: And (3) _____ (not take) the car. I need it today.
B: Sure.

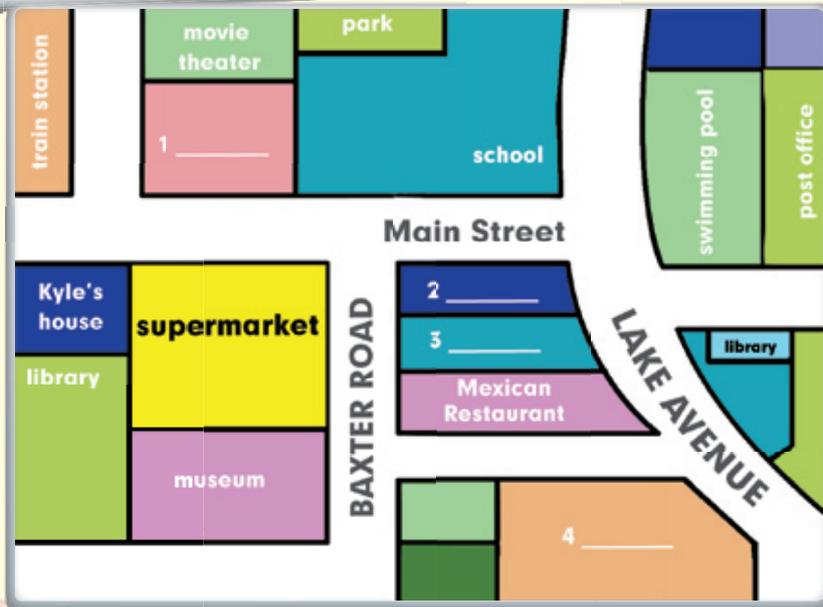
F | Complete the dialogues with the sentences a-d.

1. **A:** Excuse me. _____
B: It's five-thirty.
2. **A:** Hey, Janice. _____
B: I think it's March 21st.
3. **A:** Is there a bank near here?
B: Sure. _____
4. **A:** _____
B: Hi there, Sammy!
- a** What time is it?
b Good afternoon!
c Go straight ahead and turn right onto Bay Street.
d What's the date today?

G | Read the text and complete the map.

Welcome to my neighborhood! It doesn't have skyscrapers and big stores. But for me it's an amazing place, because it's beautiful and has everything you need. First of all, on Main Street, next to my house, there is a supermarket and across the street there is a bank. Also, on Baxter Road there is a library between the restaurant and the park. A picnic in the park on a Sunday morning is a great idea. But the best place is the big shopping mall on Lake Avenue. In the mall there aren't just stores. There is also a coffee shop, a fast food restaurant and a movie theater.

activity developing reading comprehension skills (transferring information from a text to a map)



4 Revision

VOCABULARY

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

- fall - winter - summer - meal
- _____
- April - Monday - June - August
- _____
- weekday - Saturday - Friday - Sunday
- _____
- evening - morning - exciting - night
- _____

SCORE 8

B | Match.

- | | | |
|-------------|--------------------------|------------|
| 1. post | <input type="checkbox"/> | a. driver |
| 2. straight | <input type="checkbox"/> | b. theater |
| 3. taxi | <input type="checkbox"/> | c. lot |
| 4. shopping | <input type="checkbox"/> | d. agency |
| 5. travel | <input type="checkbox"/> | e. office |
| 6. movie | <input type="checkbox"/> | f. park |
| 7. parking | <input type="checkbox"/> | g. off |
| 8. theme | <input type="checkbox"/> | h. station |
| 9. get | <input type="checkbox"/> | i. ahead |
| 10. train | <input type="checkbox"/> | j. mall |

SCORE 10

C | Circle the correct words.

- I want to plant **a** / **some** flowers in the garden. They look beautiful in spring.
- A:** **How much** / **How many** money do you need for the tickets?
B: I don't know.
- A:** **How much** / **How many** coffee shops are there in your neighborhood?
B: There is **a** / **some** coffee shop near my house.
- There is **a** / **some** huge shopping mall in our town and teenagers go there on the weekends.
- A:** **How much** / **How many** pencils do you have in your pencil case?
B: Only one.

SCORE 6

GRAMMAR

D | Complete the sentences with the prepositions *at, on or in*.

- My dad's birthday is _____ May 26th.
- Don't forget to call Mary _____ one-thirty.
- My country is very beautiful _____ the summer.
- The classes start _____ noon.
- We go to the sports center _____ the weekend.
- The Art class is _____ Friday afternoon.

SCORE 6

E | Complete the sentences with the correct form of the verbs in the box.

not speak read walk
not write turn listen

- _____ during the lesson!
- _____ down Wilson Road, and _____ right at the bank.
- _____ to the directions carefully.
- _____ on your desk.
- _____ this book. It's really good.

SCORE 6

COMMUNICATION

F | Match.

- | | |
|------------------------------------|-----------------------------------|
| 1. A: Where are you? | 3. A: Is there _____? |
| B: I am _____. | B: No. |
| 2. A: Please George, _____. | 4. A: How can I get _____? |
| B: Sure. | B: Go straight ahead. |

- a. take this postcard to the post office
b. at the shopping mall
c. to the train station
d. a supermarket near here

SCORE 4

TOTAL SCORE 40

Now I can...

- Turn back to the cover page of the unit.
- Read through the **objectives** section again.
- Check the points that you feel confident about.

1

Culture Page

A | Look at the pictures below and match the people with the places they work at. Then, listen, read and check your answers.

First Jobs



1



2



3



Hi, I'm Kelly! I'm 16 years old. I'm a waitress at my dad's Italian restaurant. Here is my best friend, Ann. She's a waitress at our restaurant, too. It's our first job, and we love it!



This is my brother, Greg. He's 21. He's a music student and he's a salesperson, too. He is very good at his job and a very funny person and people love him.



This is our mom, Linda. She's a nurse at a big hospital. All the nurses and doctors at the hospital think she's great. I want to be a nurse or a doctor one day, too!



B | Read the text again and complete the sentences.

- Kelly and Ann are waitresses at a(n) _____ restaurant.
- Greg is _____ years old.
- Greg is very _____.
- _____ is Kelly's mother.

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

web links

Extra Activities

1A LISTEN

Three students are answering questions for a survey. Listen and match.



Kevin



Tonia



Ron



Australian



American



Spanish

WRITE

Write a few sentences about yourself.

My name's ... (first name + last name).
 I'm ... (nationality or from + country).
 I'm ... (years old).
 My phone number is ...

1B SPEAK & WRITE

A | Talk in groups of four. Ask each other questions and complete the table.

	Student 1	Student 2	Student 3
First Name			
Last Name			
Age			
Grade			
Nationality			

B | Use the table above and write about the members in your group.

... is ... years old and he/she is in ... grade.
 He/She is ...

1C PRONUNCIATION

A | Listen and repeat.

- You are Spanish. Are you Spanish?
- She's a teacher. Is she a teacher?
- History is my favorite subject. Is History your favorite subject?
- His hair is funny. Is his hair funny?

64

writing activity giving learners the opportunity to give information about themselves

self-expression and communication

self-determination

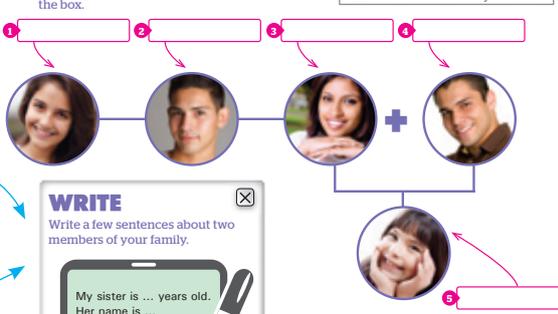
co-operative learning

group work activity

2A

Listen to three short conversations and complete Allison's family tree with the names in the box.

Linda Don Patty Tom



WRITE

Write a few sentences about two members of your family.

My sister is ... years old.
 Her name is ...
 Her phone number is ...

2B PRONUNCIATION

A | Listen and check (✓) the sound you hear.

	ducks /s/	waiters /z/	nurses /z/
doctors			
students			
cousins			
books			
teachers			
classes			

2C SPEAK

Talk in pairs. One student thinks of an animal. The other asks questions to find out what it is

Does it have big ears?
 No, it doesn't.
 Does he have wings?
 Yes, he does.
 Is it an ostrich?
 No, it isn't.

writing activity giving learners the opportunity to give information about themselves

self-expression and communication

guessing game

65

Day and night 4C

FUNCTIONS

Telling the time
Greeting

VOCABULARY

Days of the week

Monday	Tuesday	Wednesday	Thursday
Friday	Saturday	Sunday	

Time

a.m. after day midnight noon o'clock p.m.
quarter to

Phrases

Good afternoon! Good evening!
Good morning! Good night! What time is it?
What about...?

Other words

Beijing mean today when

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

KEY

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

Background Note

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

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

- C.**
- Ask Ss to tell you any English greetings they know (*Hello, hi, good morning/afternoon/evening/night*).
 - Ask Ss to look at the pictures and read through the prompts underneath them.
 - Have Ss do the activity.
 - Play the CD and have Ss listen and check their answers.
 - Draw Ss' attention to the difference between *a.m.* (from midnight to noon) and *p.m.* (after 12 o'clock noon, from noon to midnight).

- Point out to Ss that it is morning until noon, afternoon until 6 p.m. and evening until midnight.
- Point out to Ss the use of *Good afternoon* and *Good evening!* by the teacher (second picture) and the news anchor (third picture) respectively.
- Explain to Ss that the use of the greetings depends on context as well. You would say *good morning, good afternoon* or *good evening* when seeing a person, but not when leaving him/her. For example, if you were visiting a friend at 10 p.m., you would say *good evening*, but if you were leaving a friend's house at 10 p.m., you would say *good night*.

KEY

afternoon evening

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

- VOCABULARY** 52, 53, 54
- A.**
- Make sure that Ss know how to tell the time in their L1.
 - Draw Ss' attention to the question *What time is it?* in the rubric (*It's + the time*).
 - Ask Ss to look at the clocks 1-6 and read the time underneath them.
 - Have Ss do the activity.
 - Play the CD and have Ss listen and check their answers.

KEY

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

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

Background Note

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

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

table of structures and vocabulary introduced in each lesson

background notes giving further linguistic information

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

optional activities

background information on the topic

key for Student's Book

generic competencies clearly highlighted

4C

READ 55

Background Note

There are 24 time zones in the world and the time is different in every zone. The Greenwich Meridian, which is measured at the Royal Observatory in Greenwich, England, is the starting point of every time zone in the world. So, when it's 2:30 on a Saturday afternoon in New York City, it is 3:30 on Sunday morning in Beijing, which means that New York City is 13 hours behind the time in Beijing. For this reason, when you travel east, you set your watch forward and when you travel west, you set your watch backwards.

- A.**
- Ask Ss to look at the pictures accompanying the dialogue and tell you what they can see (*a boy, a girl and backgrounds indicating the U.S.A. and China*).
 - Ask Ss what the people in the pictures are doing (*They're talking on the phone*).
 - Elicit answers, but do not correct Ss at this stage.
 - Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.
 - Draw their attention to the dialogue and ask them why Dave says *good afternoon* and Lin says *good morning* (*They are in different parts of the world, so the time is different*).
 - Ask Ss some comprehension questions:

Where is Dave? In New York City.
Where is Lin? In Beijing.
What day is it in New York City? It's Saturday.
What day is it in Beijing? It's Sunday.
What time is it in New York City? It's 2:30 in the afternoon.
What time is it in Beijing? It's 3:30 in the morning.
Why does Dave say he is sorry? / Why is Lin angry?
Because it's very early in the morning in Beijing.

- Choose Ss to act out the dialogue.
 - Explain any unknown words.
- B.**
- Refer Ss to the box and have them do the activity.
 - Check the answers with the class.

KEY

NAME	DAY	TIME
Dave	Saturday	2:30 p.m./ in the afternoon
Lin	Sunday	3:30 a.m./ in the morning

LISTEN 56

- Explain to Ss that they are going to listen to four short dialogues and answer a question for each one of them.

- Ask Ss to read through the questions 1-4 and their options. Make sure that they don't have any unknown words.
- Draw Ss' attention to the tip and explain it.
- Play the CD and pause after the first dialogue for Ss to choose the answer.
- Play the first dialogue a second time and have Ss check the answer.
- Follow the same procedure for the rest of the dialogues.
- Check the answers with the class. If necessary, play the CD again to clarify any questions Ss may have.

KEY

1. a 2. b 3. b 4. b

LISTENING TRANSCRIPT

1.

Miss Adams: Ray, what day is it today?
Ray: Umm... It's Tuesday.
Miss Adams: OK. Write it on the board. How do you spell it?
Ray: T-U-E-S-D-A-Y.

2.

Tom: Hey, Grace. What time is it?
Grace: It's ten to...
Tom: Ten to what?
Grace: Ten to six?
Tom: Really?
Grace: Umm... no, no. It's ten to seven.
Tom: Oh, OK. Thanks.

3.

James: Yes! It's Friday today.
Kate: What? No, it's not. It's Thursday.
James: Really?
Kate: Yes.
James: Oh, no!

4.

Martha: Good morning, Sam.
Sam: Good morning? You mean good afternoon.
Martha: Why? What time is it?
Sam: Look at the clock. It's noon!
Martha: Oh, is it? Well, good afternoon, then.

- SPEAK**
- Draw Ss' attention to the table with the school subjects.
 - Explain to Ss that they have to talk about their school schedule and complete the table.
 - Choose a student and act out the dialogue in the speech bubble.
 - Allow Ss some time to do the activity.
 - Point out that we use *on* before days and *at* before the time.
 - Go around the class, helping Ss when necessary.



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



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