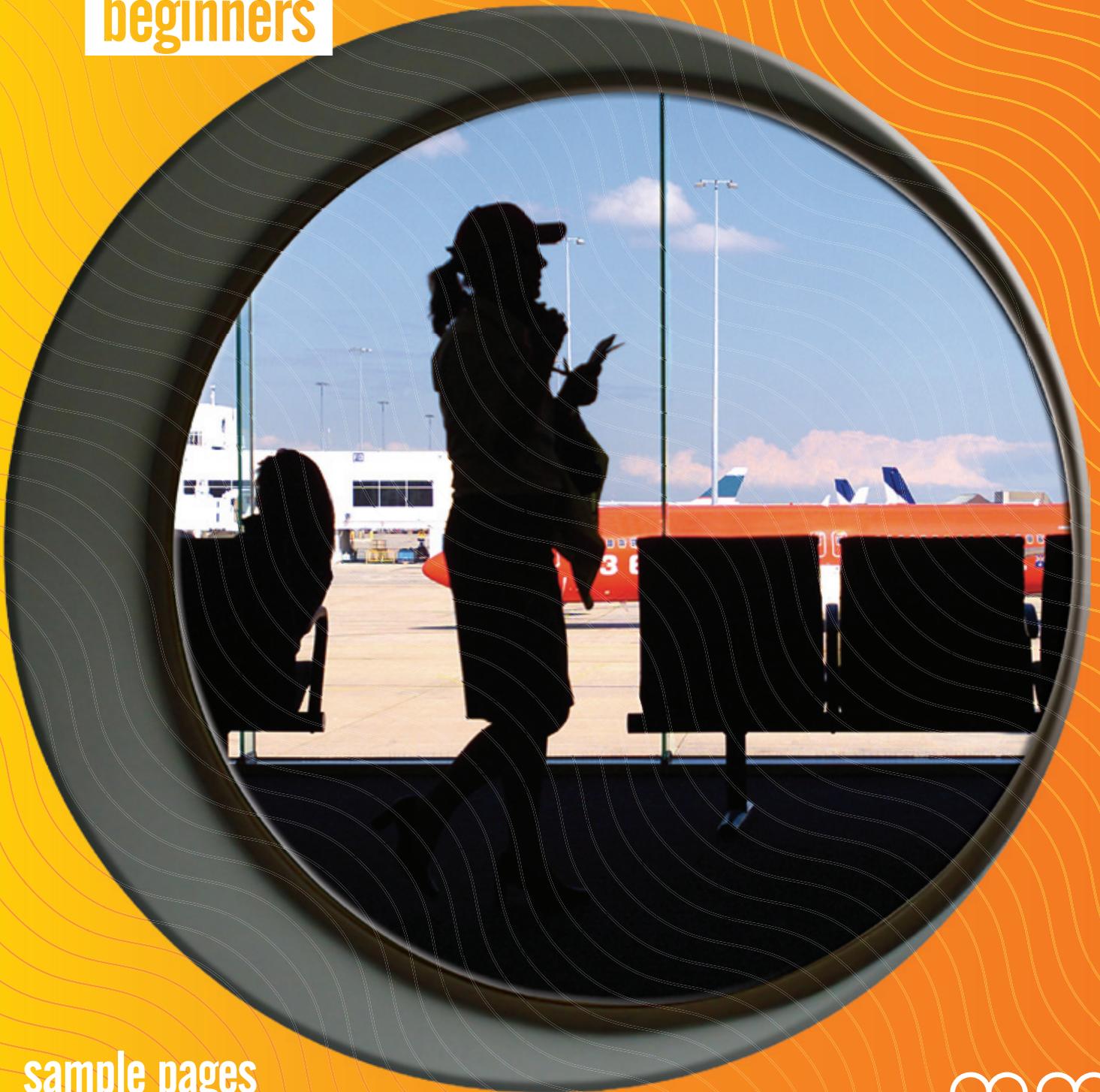


# Traveller

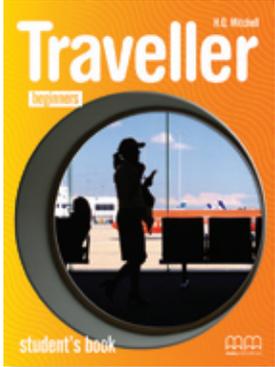
beginners



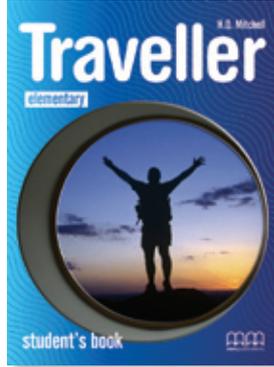
sample pages  
catalogue

# Traveller

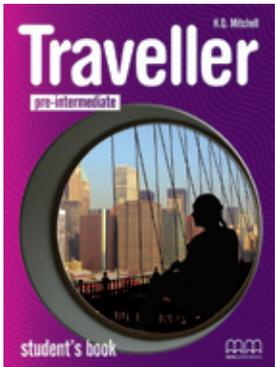
is an exciting seven-level course for teenage and young adult learners, that takes them from **Beginner** to **Advanced** level.



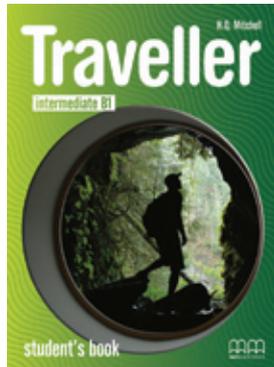
CEF level **A1.1**



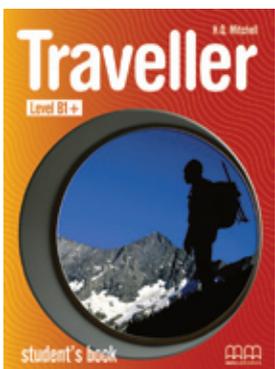
CEF level **A1.2**



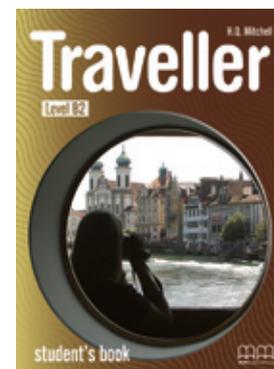
CEF level **A2**



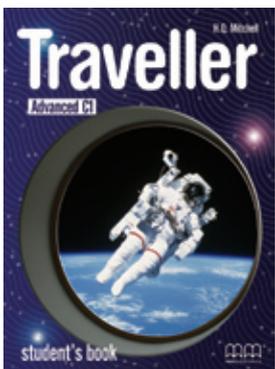
CEF level **B1**



CEF level **B1.1**



CEF level **B2**



CEF level **C1**

## IT FOLLOWS:

- the requirements of the **Common European Framework of Reference**
- the **modular approach** and is organised into **8** topic-based modules

## KEY FEATURES:

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

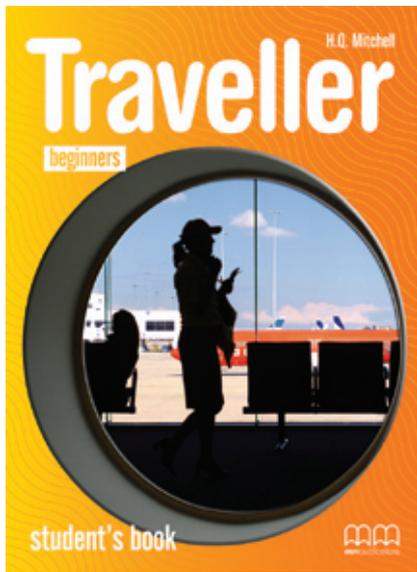
**Interactive Whiteboard Material also available**

## CATALOGUE CONTENTS

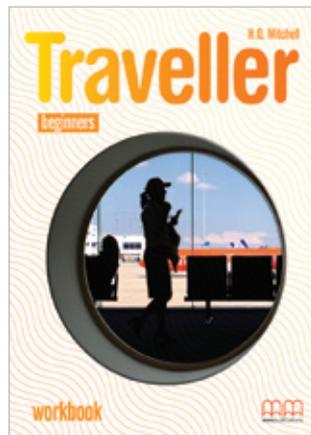
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## COMPONENTS FOR STUDENTS



Student's Book



Full colour Workbook including extra vocabulary and grammar section + FREE Audio CD/CD-ROM

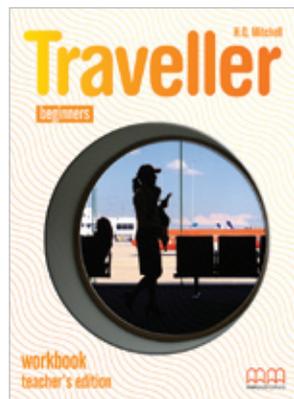


DVD Activity Book

## COMPONENTS FOR TEACHERS



Interleaved Teacher's Book



Full colour Workbook Teacher's Edition



Class CDs



Placement test



DVD



### Teacher's Resource Pack CD-ROM with

- Tests
- Portfolio including projects
- Extra practice on: grammar & vocabulary, reading and speaking



for extra material visit:  
[www.mmpublications.com](http://www.mmpublications.com)



Interactive Whiteboard Material



# CONTENTS

## Traveller Beginners

	STRUCTURES
<b>Hello</b>	<ul style="list-style-type: none"> <li>• What's your name?</li> <li>• I'm.../My name's...</li> <li>• How do you spell...?</li> <li>• Plurals (regular -s)</li> <li>• Imperative (affirmative)</li> </ul>
<b>Module 1</b>	<ul style="list-style-type: none"> <li>• The verb <i>be</i> (I, you, he, she, we, they)</li> <li>• Possessive adjectives (my, your, his, her, our, their)</li> <li>• Who?/What?/How?/Where...from?</li> <li>• a / an</li> </ul>
<b>Module 2</b>	<ul style="list-style-type: none"> <li>• this / that / these / those</li> <li>• The verb <i>be</i> (it)</li> <li>• Plurals (regular-irregular)</li> <li>• Possessive case</li> <li>• Whose?</li> <li>• The verb <i>have got</i></li> <li>• Adjectives</li> </ul>
<b>Module 3</b>	<ul style="list-style-type: none"> <li>• Present Simple</li> <li>• What time? / When?</li> <li>• Prepositions of time</li> <li>• Adverbs of frequency</li> </ul>
<b>Module 4</b>	<ul style="list-style-type: none"> <li>• There is / There are</li> <li>• Prepositions of place</li> <li>• a(n) / the</li> <li>• Object personal pronouns</li> <li>• Imperative</li> </ul>
<b>Module 5</b>	<ul style="list-style-type: none"> <li>• a(n) / some</li> <li>• Countable and uncountable nouns</li> <li>• some / any</li> <li>• would like + noun</li> <li>• How much / How many?</li> </ul>
<b>Module 6</b>	<ul style="list-style-type: none"> <li>• The verb <i>can</i></li> <li>• Present Progressive</li> <li>• Let's / How about?</li> </ul>
<b>Module 7</b>	<ul style="list-style-type: none"> <li>• Past Simple</li> <li>• Time expressions</li> <li>• Why? / Because</li> <li>• Past Simple of the verb <i>be</i></li> <li>• Past Simple vs Present Simple</li> </ul>
<b>Module 8</b>	<ul style="list-style-type: none"> <li>• Future <i>going to</i></li> <li>• Time expressions</li> <li>• want to / would like to</li> <li>• The verb <i>should</i></li> </ul>

## Traveller Elementary

	STRUCTURES
<b>Hello</b>	<ul style="list-style-type: none"> <li>• What?/ How?/ How old?/ Where... from?</li> <li>• this/that</li> <li>• Imperative (affirmative-negative)</li> </ul>
<b>Module 1</b>	<ul style="list-style-type: none"> <li>• The verb <i>be</i></li> <li>• These / Those</li> <li>• Plurals</li> <li>• Possessive adjectives</li> <li>• Possessive case</li> <li>• The verb <i>can</i></li> <li>• a/an</li> <li>• Who...?</li> </ul>
<b>Module 2</b>	<ul style="list-style-type: none"> <li>• Present Simple</li> <li>• Prepositions of time</li> <li>• would like to / want to</li> <li>• like / love / enjoy / hate / can't stand + -ing</li> <li>• Adverbs of frequency</li> <li>• How often...? Once / Twice, etc.</li> <li>• When...?</li> </ul>
<b>Module 3</b>	<ul style="list-style-type: none"> <li>• Present Progressive</li> <li>• Whose...?</li> <li>• Possessive Pronouns</li> <li>• There is / There are</li> <li>• a(n) / the</li> <li>• Present Simple vs Present Progressive</li> <li>• Why?/ Because...</li> </ul>
<b>Module 4</b>	<ul style="list-style-type: none"> <li>• Countable / Uncountable nouns</li> <li>• some/any/no</li> <li>• How much...? / How many...?</li> <li>• much/many/a lot of/lots of/a few/a little</li> <li>• Object Personal Pronouns</li> <li>• The verb <i>should</i></li> </ul>
<b>Module 5</b>	<ul style="list-style-type: none"> <li>• Past Simple</li> <li>• Past Simple of the verb <i>be</i></li> <li>• The verb <i>could</i></li> <li>• Adjectives-Adverbs of manner</li> </ul>
<b>Module 6</b>	<ul style="list-style-type: none"> <li>• Future <i>going to</i></li> <li>• <i>can, could, may, will, would</i> for requests</li> <li>• The verb <i>have to</i> (affirmative)</li> <li>• Compounds of some, any, no, every</li> <li>• Let's... / How about...? / Why don't we/you...?</li> <li>• Which...?</li> </ul>
<b>Module 7</b>	<ul style="list-style-type: none"> <li>• one / ones</li> <li>• too / enough</li> <li>• Comparative Forms</li> <li>• Superlative Forms</li> </ul>
<b>Module 8</b>	<ul style="list-style-type: none"> <li>• Present Perfect Simple (ever, never, before)</li> <li>• Present Perfect Simple vs Past Simple</li> <li>• Reported Speech (Commands-Requests)</li> </ul>

**Traveller Pre-Intermediate**

STRUCTURES	
<b>Module 1</b>	<ul style="list-style-type: none"> <li>• Present Simple vs Present Progressive</li> <li>• Stative verbs</li> <li>• Past Simple</li> <li>• used to</li> <li>• Prepositions of time</li> <li>• Quantifiers</li> </ul>
<b>Module 2</b>	<ul style="list-style-type: none"> <li>• Past Progressive</li> <li>• Past Simple vs Past Progressive</li> <li>• Time Clauses (when, while, as, as soon as)</li> <li>• Present Perfect Simple</li> <li>• Present Perfect Simple vs Past Simple</li> </ul>
<b>Module 3</b>	<ul style="list-style-type: none"> <li>• can, could, may, be able to</li> <li>• have to, don't have to, need to, don't need to, needn't, must, mustn't</li> <li>• Indirect questions</li> <li>• Comparisons</li> </ul>
<b>Module 4</b>	<ul style="list-style-type: none"> <li>• Future <i>will</i></li> <li>• will have to, will be able to</li> <li>• Time clauses (when, after, before, until, as soon as)</li> <li>• too-enough</li> <li>• Relative clauses (who-which-that-where)</li> </ul>
<b>Module 5</b>	<ul style="list-style-type: none"> <li>• Infinitives</li> <li>• -ing form</li> <li>• should - had better</li> <li>• Passive Voice (Present Simple - Past Simple)</li> </ul>
<b>Module 6</b>	<ul style="list-style-type: none"> <li>• may, might, could</li> <li>• Conditional Sentences Type 1</li> <li>• if vs when</li> <li>• so / neither / too / either</li> <li>• Present Perfect Progressive</li> <li>• Present Perfect Progressive vs Present Perfect Simple</li> </ul>
<b>Module 7</b>	<ul style="list-style-type: none"> <li>• Question tags</li> <li>• Negative questions</li> <li>• Exclamatory sentences</li> <li>• Clauses of result</li> <li>• Reflexive pronouns</li> <li>• Past Perfect Simple</li> </ul>
<b>Module 8</b>	<ul style="list-style-type: none"> <li>• Reported speech (statements, questions, commands, requests)</li> <li>• Conditional Sentences Type 2</li> <li>• Wishes and unreal past</li> </ul>

**Traveller Intermediate B1**

STRUCTURES	
<b>Module 1</b>	<ul style="list-style-type: none"> <li>• Present Simple - Present Progressive</li> <li>• Stative verbs</li> <li>• Questions and Question words</li> <li>• Indirect questions</li> <li>• Past Simple</li> <li>• used to - be/get used to</li> </ul>
<b>Module 2</b>	<ul style="list-style-type: none"> <li>• Past Progressive</li> <li>• Past Simple vs. Past Progressive</li> <li>• Relative clauses</li> <li>• Adjectives - Adverbs of manner</li> <li>• Comparisons</li> </ul>
<b>Module 3</b>	<ul style="list-style-type: none"> <li>• Present Perfect Simple – Present Perfect Progressive</li> <li>• must, have to, need, would rather, had better</li> <li>• may, might, could</li> <li>• must, can't</li> </ul>
<b>Module 4</b>	<ul style="list-style-type: none"> <li>• Future tenses</li> <li>• Time clauses</li> <li>• Conditional sentences (Types 1, 2)</li> <li>• Articles - Nouns - Determiners</li> </ul>
<b>Module 5</b>	<ul style="list-style-type: none"> <li>• Past Perfect Simple - Past Perfect Progressive</li> <li>• Reported Speech (statements)</li> <li>• Reported Speech (questions, commands and requests)</li> </ul>
<b>Module 6</b>	<ul style="list-style-type: none"> <li>• Passive Voice I</li> <li>• Clauses of reason, concession, purpose</li> <li>• Passive Voice II</li> </ul>
<b>Module 7</b>	<ul style="list-style-type: none"> <li>• Infinitives and -ing forms</li> <li>• Causative form</li> <li>• Modal verbs + have + past participle</li> </ul>
<b>Module 8</b>	<ul style="list-style-type: none"> <li>• Conditional sentences (Type 3)</li> <li>• Wishes and Unreal Past</li> <li>• all / both / neither / none</li> <li>• both... and... / neither... nor... / either... or...</li> </ul>

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## Traveller B1+

STRUCTURES	
<b>Module 1</b>	<ul style="list-style-type: none"> <li>• Present Simple - Present Progressive</li> <li>• Stative verbs</li> <li>• Comparisons</li> <li>• Countable and uncountable nouns</li> </ul>
<b>Module 2</b>	<ul style="list-style-type: none"> <li>• Past Simple - Past Progressive</li> <li>• Past Perfect Simple - Past Perfect Progressive</li> <li>• used to - would - was/were going to</li> </ul>
<b>Module 3</b>	<ul style="list-style-type: none"> <li>• Present Perfect Simple - Present Perfect Progressive</li> <li>• Relative clauses</li> <li>• should - ought to - had better</li> </ul>
<b>Module 4</b>	<ul style="list-style-type: none"> <li>• Future tenses</li> <li>• Other future forms</li> <li>• Time clauses</li> <li>• Conditional sentences (Type zero, 1, 2)</li> <li>• must - have to - need</li> </ul>
<b>Module 5</b>	<ul style="list-style-type: none"> <li>• Infinitives and -ing forms</li> <li>• may - might - could</li> <li>• must - can't</li> <li>• Question tags</li> </ul>
<b>Module 6</b>	<ul style="list-style-type: none"> <li>• Passive Voice</li> <li>• Clauses of concession</li> </ul>
<b>Module 7</b>	<ul style="list-style-type: none"> <li>• Reported Speech (Statements, questions, commands and requests)</li> <li>• Clauses of result</li> </ul>
<b>Module 8</b>	<ul style="list-style-type: none"> <li>• Unreal past</li> <li>• Conditional sentences (Type 3)</li> <li>• Causative Form</li> </ul>

## Traveller B2

STRUCTURES	
<b>Module 1</b>	Unit 1 <ul style="list-style-type: none"> <li>• Present Simple - Present Progressive</li> <li>• Stative verbs</li> <li>• Nouns and quantifiers</li> </ul> Unit 2 <ul style="list-style-type: none"> <li>• Present Perfect Simple - Present Perfect Progressive</li> <li>• Articles</li> </ul>
<b>Module 2</b>	Unit 3 <ul style="list-style-type: none"> <li>• Past Simple - Past Progressive</li> <li>• Comparisons</li> </ul> Unit 4 <ul style="list-style-type: none"> <li>• Past Perfect Simple - Past Perfect Progressive</li> <li>• would - was/were going to</li> <li>• Questions and question words</li> </ul>
<b>Module 3</b>	Unit 5 <ul style="list-style-type: none"> <li>• Future forms</li> <li>• Time clauses</li> <li>• Modal verbs I (can - could - may - might - must - need to - have to - should - ought to - had better)</li> </ul> Unit 6 <ul style="list-style-type: none"> <li>• Conditional Sentences (Type zero, 1, 2)</li> <li>• Modal verbs II (will - can - may - might - could - must - can't)</li> </ul>
<b>Module 4</b>	Unit 7 <ul style="list-style-type: none"> <li>• Relative clauses</li> <li>• Participle clauses</li> </ul> Unit 8 <ul style="list-style-type: none"> <li>• Infinitives and -ing forms</li> <li>• Modal verbs + have + Past Participle</li> </ul>
<b>Module 5</b>	Unit 9 <ul style="list-style-type: none"> <li>• Passive Voice</li> </ul> Unit 10 <ul style="list-style-type: none"> <li>• Clauses of concession, result and purpose</li> <li>• Causative form</li> </ul>
<b>Module 6</b>	Unit 11 <ul style="list-style-type: none"> <li>• Reported Speech (Statements, questions, commands and requests)</li> </ul> Unit 12 <ul style="list-style-type: none"> <li>• Conditional Sentences (Type 3)</li> <li>• Unreal Past</li> <li>• Inversion</li> </ul>

## Traveller Advanced C1

STRUCTURES	
<b>Module 1</b>	Unit 1 <ul style="list-style-type: none"> <li>• Present Simple and Present Progressive</li> <li>• Present Perfect Simple and Present Perfect Progressive</li> </ul> Unit 2 <ul style="list-style-type: none"> <li>• Past Simple and Past Progressive</li> <li>• Past Perfect Simple and Past Perfect Progressive</li> </ul>
<b>Module 2</b>	Unit 3 <ul style="list-style-type: none"> <li>• Future tenses</li> <li>• Modal verbs</li> </ul> Unit 4 <ul style="list-style-type: none"> <li>• Conditional Sentences</li> <li>• Comparisons</li> </ul>
<b>Module 3</b>	Unit 5 <ul style="list-style-type: none"> <li>• Relative clauses</li> <li>• Participles</li> </ul> Unit 6 <ul style="list-style-type: none"> <li>• Passive voice</li> <li>• Causative form</li> </ul>
<b>Module 4</b>	Unit 7 <ul style="list-style-type: none"> <li>• Infinitives and -ing forms</li> <li>• Wishes</li> </ul> Unit 8 <ul style="list-style-type: none"> <li>• Reported speech</li> </ul>
<b>Module 5</b>	Unit 9 <ul style="list-style-type: none"> <li>• Clauses of concession, cause, result and purpose</li> <li>• Linking words and phrases</li> </ul> Unit 10 <ul style="list-style-type: none"> <li>• Emphatic forms</li> <li>• Inversion</li> </ul>
<b>Module 6</b>	Unit 11 <ul style="list-style-type: none"> <li>• Articles and determiners</li> <li>• Nouns and noun phrases</li> </ul> Unit 12 <ul style="list-style-type: none"> <li>• Gradable and ungradable adjectives</li> <li>• Adverbs and adverbial forms</li> </ul>

introduction to the topic of the module through various activities

3

# Everyday life



### Discuss:

- ▶ What's your daily routine like? How busy are you?
- ▶ What do you do in your free time?
- ▶ Do you prefer spending time at home or going out?

### Flick through the module and find...

- ▶ two girls getting ready to go jogging
- ▶ a woman doing a street survey
- ▶ a girl who's tired of housework
- ▶ a TV guide
- ▶ Gary Silver's daily routine

### In this module you will learn...

- ▶ to tell the time
- ▶ to talk about free-time activities
- ▶ to talk about your daily routine
- ▶ to talk about your likes and dislikes
- ▶ the days of the week
- ▶ to say how often you do things
- ▶ to talk about TV programmes
- ▶ to write about your and other people's daily routines

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objectives of module clearly presented

# 3a What time is it on?

## 1. VOCABULARY

A. Match the clocks 1-5 with phrases a-e. Then listen and check your answers.

**NOTE**

am = from midnight to noon  
pm = from noon to midnight

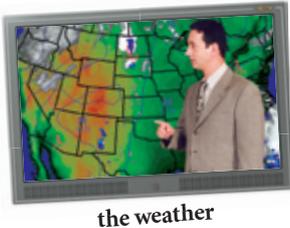
What's the time?



- a. It's three o'clock.    b. It's three-oh-five.    c. It's three fifteen.    d. It's three thirty.    e. It's three forty-five.

B. Listen and repeat. Can you find any of these programmes in the TV guide below?

special emphasis on vocabulary building (lexical sets)



### tvguide

MONDAY 15th

**BBC1**

- 3.15▶ Planet Earth 
- 4.00▶ Eastenders
- 5.00▶ News and weather
- 6.30▶ The Mighty Boosh, fun with Vince and Howard
- 7.00▶ LIVE tennis: from Paris 

**ITV1**

- 3.00▶ Man United vs Arsenal **LIVE**
- 5.30▶ Who wants to be a millionaire?
- 6.00▶ FILM: The Lord of the Rings: The Return of the King
- 8.15▶ Parkinson with guests, Kylie Minogue and David Beckham
- 9.30▶ Pop Idol 

## 2. SPEAK

Look at the TV guide and talk in pairs.

*What time's the news on?  
It's on at five o'clock.*

**NOTE**

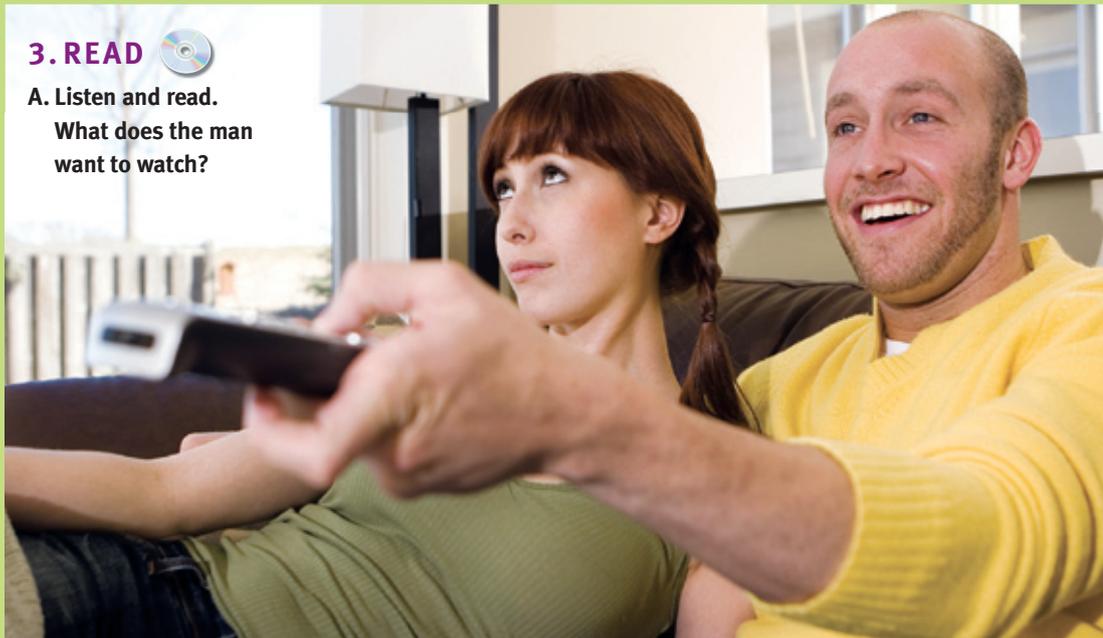
at + time

### 3. READ



#### A. Listen and read.

What does the man want to watch?



Dave What's on?  
 Melissa Albion Street. It's really good. Let's watch it.  
 Dave No, thanks. I don't watch soap operas.  
 Melissa OK, there's a good documentary on later.  
 Dave Oh, I like documentaries.  
 Melissa Me too.  
 Dave What time is it on?  
 Melissa At 3.15.  
 Dave And what's the time now?  
 Melissa It's 3.00.

Dave Wait a minute! Where's the remote control? There's live football on Channel 6.  
 Melissa Oh no, not again! I don't like football.

#### B. Read again and write D for Dave, M for Melissa or B for Both.

1. I watch soap operas.
2. I like documentaries.
3. I like football.

lively dialogues presenting real spoken English

### 4. GRAMMAR

#### PRESENT SIMPLE (I, you, we, they) Affirmative and negative

Read the examples. What do you notice about the formation of the negative form?

I  
 You  $\swarrow$  like / watch sitcoms.  
 We  $\swarrow$  don't like / don't watch documentaries.  
 They

Grammar Reference p.126

grammar presented and practised in context

### 5. PRACTICE

Read the sentences and change them into the negative.

1. We like game shows.
2. They watch reality shows.
3. They like sports.
4. I like films.
5. We watch the news.

### 6. SPEAK

Talk in groups about the TV programmes you like and don't like.

When you speak, try to use language you've learnt.

TIP

*I don't like chat shows. I watch sitcoms.  
 Me too.  
 I like sitcoms, too.*

practical tips helping students to develop skills and become autonomous learners

a variety of communicative tasks



# 3b Are you active?

vocabulary presented through visual prompts

## 1. VOCABULARY

A. Listen and repeat. Which of the activities below are active and which aren't?



play tennis



go to the cinema/theatre



go clubbing



hang out with friends



go jogging



go shopping



read the newspaper



go to the gym

B. Listen and repeat the days of the week.

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

} weekend

## 2. SPEAK

Talk in pairs.

*I go clubbing on Thursdays.*

*What about you?*

*I go clubbing at the weekend.*

**NOTE**

on Monday/Sundays, etc.  
at the weekend

## 3. READ

A. What do you think the two girls are talking about? Listen, read and find out.



**Anna** Hi, Sophie. Are you ready?  
**Sophie** Give me a minute.  
**Anna** Do you go jogging only on Sundays?  
**Sophie** No, I don't. I go on Saturdays, too. What about you?  
**Anna** I only go jogging on Sundays. You see, I'm not very active. I watch a lot of DVDs and I read magazines. What else do you do in your free time?  
**Sophie** I go to the gym and I play tennis.  
**Anna** When do you play?  
**Sophie** I play on Tuesdays and Thursdays after work.  
**Anna** OK. Ready now?  
**Sophie** Yep. Let's go!

## 4. GRAMMAR

### PRESENT SIMPLE (I, you, we, they) Questions

Read the examples. What verb do you use in short answers?

A: What **do you do** in your free time?

B: We go to the cinema.

Do you play football?  $\left\{ \begin{array}{l} \text{Yes, I do.} \\ \text{No, I don't.} \end{array} \right.$

Grammar Reference p.126

## 5. PRACTICE

Complete with the Present Simple of the verbs in brackets. Give short answers where possible.

Dan When \_\_\_\_\_ you \_\_\_\_\_ (go) to the gym?

Will I \_\_\_\_\_ (go) on Mondays and Fridays after work.

Dan \_\_\_\_\_ you \_\_\_\_\_ (play) sports?

Will Yes, \_\_\_\_\_. I \_\_\_\_\_ (play) basketball at the weekend.

Dan You're very active!  
\_\_\_\_\_ you \_\_\_\_\_ (go) clubbing at the weekend, too?

Will No, \_\_\_\_\_. I \_\_\_\_\_ (hang out) with friends at home.

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



Sophie

1. I only go jogging on Saturdays.
2. I play tennis at the weekend.
3. I'm very active.



Anna

4. I don't go to the gym.
5. I go jogging on Saturdays and Sundays.
6. I read magazines in my free time.

## 6. LISTEN

Listen to a woman answering questions for a survey and tick the correct boxes.

listening activity

**SURVEY:**

# ARE YOU ACTIVE?

NAME: Grace Simpson AGE: 24

1. Do you go to the gym?  
Yes  No
2. When do you go?  
Mon  Tues  Wed  Thurs   
Fri  Sat  Sun
3. Do you play sports?  
Yes  No
4. What sports do you play?  
football  basketball   
tennis  none

Before you listen, read the questions and answers carefully.

**TIP**

## 7. SPEAK

Talk in pairs.

*Are you active?*

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

*What do you do in your free time?*

*I ...*

*When do you...?*

*On...*



# 3C Daily routine

## 1. VOCABULARY

Listen and repeat.



get up



have a shower



have breakfast/  
lunch/dinner



go to work/school/university



have lessons



work from... to...



get home



go to bed

## 2. SPEAK

Talk in pairs.

*I get home in the afternoon.*

*I get home in the evening.*

**NOTE**

*in the morning/afternoon/evening  
at night*

## 3. READ

A. Look at the picture and the title of the text.

What does Gary Silver do? Does he work day or night? Listen, read and check your answers.



Gary Silver is a radio DJ for Downtown Radio 97.2FM. His show is on every night, so his daily routine is a bit unusual. Every day he gets up at three o'clock in the afternoon. He has a shower, but then he doesn't have breakfast, he has lunch. He relaxes for the rest of the day and has dinner at about ten o'clock in the evening. Then he goes to work. He starts at 11pm and finishes at 6am. He gets home at about seven in the morning and he goes to bed.

various types of texts

**B. Read again and complete the sentences with the correct time.**

1. Gary gets up at \_\_\_\_\_.
2. He has dinner at \_\_\_\_\_.
3. He starts work at \_\_\_\_\_.
4. He finishes work at \_\_\_\_\_.
5. He gets home from work at \_\_\_\_\_.



**4. GRAMMAR**

**PRESENT SIMPLE (he, she, it)**  
**Affirmative and negative**

Read the tables. What do you notice about the formation of the third person singular (he, she, it)?

I	work	<b>BUT</b>	He	works
You	work		She	works
We	don't work		It	doesn't work
They	work			

Grammar Reference p.126

**5. PRACTICE**

Complete with the Present Simple of the verbs in brackets.

1. Fred \_\_\_\_\_ (go) to bed at eleven o'clock.
2. They \_\_\_\_\_ (get) home at 7.30pm.
3. She \_\_\_\_\_ (not work) on Saturdays.
4. Megan \_\_\_\_\_ (have) lunch at one o'clock.
5. I \_\_\_\_\_ (not finish) work at 5 o'clock.  
I \_\_\_\_\_ (finish) at 5.30pm.

**6. PRONUNCIATION**

**A. Listen and repeat. What's the difference between a, b and c?**

- a. starts      b. reads      c. finishes

pronunciation activity

**B. Now listen and tick the sound you hear.**

	gets	goes	watches	works	relaxes	plays	likes
starts /s/							
reads /z/							
finishes /vz/							

**7. WRITE**

Think of someone you know well (mother, father, wife, husband, best friend, etc.) and write a few sentences comparing your daily routines.

I get up at seven o'clock. My best friend gets up at eight.  
 I .... He....

short writing activity

# 3d Getting around

## 1. VOCABULARY

Listen and repeat.



use the underground



take a taxi



take the bus



drive a car



ride a bike



walk

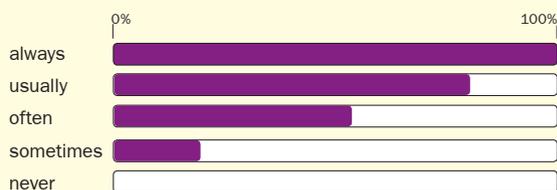


ride a motorbike

## 2. GRAMMAR

### ADVERBS OF FREQUENCY

Look at the graph and read the examples. What do you notice about the position of adverbs of frequency?



My wife **never** walks to work.  
 Julie doesn't **usually** ride her bike to school.  
 Robert is **always** at work in the morning.

**Grammar Reference p.126**

## 3. SPEAK

Talk in pairs. Think about how you get to work, school, university, the gym, etc.

*How do you get to work?*

*I usually take a taxi. What about you?*

## 4. READ

A. Look at the pictures. Linda Jones is doing a survey about transport. Match the two columns. Then listen, read and check your answers.

Linda Jones	university student
Man	reporter
Woman	architect



Linda Jones	Excuse me, do you work?
Man	Yes, I'm an architect. I work in the city centre.
Linda Jones	How do you get to work?
Man	My sister usually gives me a lift.
Linda Jones	Does she work with you?
Man	Yes, she does.



speaking activities  
 practising taught  
 language

## 5. GRAMMAR

### PRESENT SIMPLE (he, she, it)

#### Questions

Read the examples. What's the difference between the two questions?

How does Jane get to school every day? She walks.

Does Brian drive to work?   
 ↗ Yes, he does.   
 ↘ No, he doesn't.

Grammar Reference p.126



- Linda Jones** Excuse me, how do you get to work?  
**Woman** I haven't got a job actually. I'm a university student. My husband works.  
**Linda Jones** How does he get to work?  
**Woman** He uses the underground, then, he takes the bus.  
**Linda Jones** Does he ever take a taxi?  
**Woman** Only when he's late.  
**Linda Jones** I see. Thank you.

#### B. Read again and complete.

- The man works in \_\_\_\_\_.
- The man's \_\_\_\_\_ gives the man a lift to work.
- The woman hasn't got a(n) \_\_\_\_\_.
- The woman's \_\_\_\_\_ uses two means of transport to get to work.
- The woman's husband doesn't often take \_\_\_\_\_ to work.

## 6. PRACTICE

Complete the dialogue.

- Mrs Drake** \_\_\_\_\_ your husband give you a lift to work?
- Mrs Wilson** No, \_\_\_\_\_. He usually gets up late.
- Mrs Drake** \_\_\_\_\_ work in the evening?
- Mrs Wilson** Yes, \_\_\_\_\_.
- Mrs Drake** What time \_\_\_\_\_ start work?
- Mrs Wilson** At ten.
- Mrs Drake** Wow! And \_\_\_\_\_ get home after six in the morning?
- Mrs Wilson** Yes, \_\_\_\_\_. He gets home at seven.

## 7. PRONUNCIATION

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

- a. Do you work?      b. How do you get to work?

B. Listen and repeat. Is the intonation rising ↗ or falling ↘ ?

- Have you got a car?      4. When do you go to university?
- Does he ride a motorbike?      5. Is she a doctor?
- Where are you from?      6. What time does the film start?

## 8. LISTEN

Listen to a dialogue between two friends and choose *a* or *b*.

- Who is never late for university?  
a. Zoe      b. Luke
- What time does Zoe get up?  
a. At 6am.      b. At 8am.
- How does Zoe get to university?  
a. She takes two buses and the underground.      b. Her sister gives her a lift.
- Who has got a car?  
a. Luke      b. Luke's brother



# 3e At home

## 1. VOCABULARY

A. Listen and repeat. Do you do housework?



do the washing-up



iron my clothes



tidy the house



take out the rubbish



hoover

B. Say what housework you always do and what you never do.

*I always take out the rubbish.  
I never cook.*

## 2. READ

A. Look at the girls in the picture. What is their relationship?

activities focusing on reading for gist



B. Listen and read Wendy's diary and check your answer.

16 February 2008

I can't stand my new flatmate Alison! She doesn't help with the housework at all. On Saturday mornings, she gets up early but she doesn't stay at home. She goes to the gym. Then she hangs out with her friends all day. They often come round and make a mess. They eat and watch DVDs for hours. Of course, Alison never does the washing-up. Then on Sundays, she sleeps all day. I usually do all the housework, so I don't go out with my friends. I hate weekends!

various types of texts



cook



wash the car



do the washing

### 3. LISTEN

**A. Listen to two different women talking on the phone and answer the questions below. Choose a or b.**

- Who is the woman?
  - John's mother
  - Joseph's mother
- Who is the woman?
  - Ms Steinberg
  - a cleaner

**B. Listen again and tick or cross the boxes.**

	John	Ms Hudson
hoovers	<input type="checkbox"/>	<input type="checkbox"/>
does the washing	<input type="checkbox"/>	<input type="checkbox"/>
irons clothes	<input type="checkbox"/>	<input type="checkbox"/>
does the washing-up	<input type="checkbox"/>	<input type="checkbox"/>
cooks	<input type="checkbox"/>	<input type="checkbox"/>

**4. SPEAK** Go to page 120.

### 5. WRITE

#### Word order

In English, we always put the subject of a sentence before the verb.

#### Subject + verb

I            Hoover            on Saturdays.  
Sam    doesn't iron    his clothes.

**A. Make sentences by putting the words in the correct order.**

- brother / uses / my / underground / the
- at / Lucy / 6.15 / gets up
- don't / shows / watch / I / reality
- football / Ben's / play / friends / don't
- finish / at / I / midnight / work

**B. Write a short paragraph about what you do on Saturdays.**

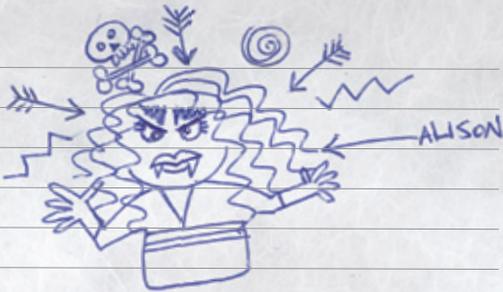
-  In the morning, I...
-  In the afternoon, I...
-  In the evening, I...

- Remember to check the word order in your writing (subject + verb, adverbs of frequency).
- Remember to use prepositions of time correctly. (e.g. at 7 o'clock, in the morning, on Saturday afternoon)

**TIP**

activities focusing on listening for detail

a variety of communicative tasks



**C. Read again and write T for True or F for False.**

- Alison sometimes does housework.
- Wendy and Alison hang out at the weekend.
- Alison's friends do the washing-up on Saturdays.
- Alison stays at home on Sundays.
- Wendy thinks weekends are great.

activities focusing on reading for detail

useful advice to promote writing skills

vocabulary, grammar and communication revision activities

# 3 Round-up

## VOCABULARY

### A. Match.

- |          |                 |
|----------|-----------------|
| 1. go to | a mess          |
| 2. read  | the underground |
| 3. go    | lessons         |
| 4. have  | the newspaper   |
| 5. do    | shopping        |
| 6. use   | bed             |
| 7. make  | housework       |

### B. Complete with the words in the box.

hang from rides lift shower remote

- I don't drive so my brother gives me a \_\_\_\_\_ every day.
- Kelly and Julie \_\_\_\_\_ out with their friends at the weekend.
- Where's the \_\_\_\_\_ control? There's a new game show on TV.
- Fred usually \_\_\_\_\_ his motorbike to work.
- I always have a \_\_\_\_\_ in the evening.
- My dad works \_\_\_\_\_ 9 to 5.

## GRAMMAR

### C. Complete with *in, on or at*.

- There's a nice sitcom on TV \_\_\_\_\_ seven o'clock.
- I play tennis \_\_\_\_\_ Mondays and Wednesdays.
- What do you do \_\_\_\_\_ the weekend?
- Andy usually gets up early \_\_\_\_\_ the morning.
- I don't go jogging \_\_\_\_\_ night.
- \_\_\_\_\_ my free time, I usually read magazines.

### D. Complete with the Present Simple of the words in brackets.

- Donna \_\_\_\_\_ (never / watch) soap operas.
- Peter \_\_\_\_\_ (cook) dinner every day.
- We \_\_\_\_\_ (not finish) school at two.  
We \_\_\_\_\_ (finish) at three.
- The girls \_\_\_\_\_ (not / usually / get) home at three o'clock.

- Ben \_\_\_\_\_ (sometimes / take) the bus to work.
- Paul and Wendy \_\_\_\_\_ (often / go) out with their friends at the weekend.
- I \_\_\_\_\_ (not like) football.

## COMMUNICATION

### E. Complete the questions for the answers below.

- A: \_\_\_\_\_ basketball?  
B: No, I don't.
- A: \_\_\_\_\_?  
B: It's six o'clock.
- A: \_\_\_\_\_ have dinner?  
B: At seven.
- A: \_\_\_\_\_ on Saturday evenings?  
B: They usually go to the cinema.
- A: \_\_\_\_\_ the washing-up?  
B: No, he doesn't.
- A: \_\_\_\_\_ to the gym?  
B: On Mondays, Wednesdays and Fridays.

### F. Complete the dialogues. Choose *a* or *b*.

- A: What's on?  
B: \_\_\_\_\_  
a. A chat show.  
b. At nine.
- A: Do you like housework?  
B: \_\_\_\_\_  
a. Yes, I like it, too.  
b. No, I can't stand it.
- A: When does Anna tidy the house?  
B: \_\_\_\_\_  
a. She never does it.  
b. Yes, but she doesn't Hoover.
- A: \_\_\_\_\_  
B: He walks.  
a. Does Jack walk to work?  
b. How does Jack get to work?

speaking activity  
for further practice

**G. Answer the questions.**

1. What's your favourite TV programme?

\_\_\_\_\_

2. What do you do on Saturdays?

\_\_\_\_\_

3. Do you go clubbing?

\_\_\_\_\_

4. How do you get to school/work?

\_\_\_\_\_

5. When do you relax?

\_\_\_\_\_

6. When do you do the housework?

\_\_\_\_\_

**SPEAK**

Talk in pairs or small groups. Choose one of the people below and talk about their daily routine.

*I think he's very active. He goes to the gym after school every day.*

*He also likes ...*



a self-assessment  
section fostering  
learner autonomy

**WRITE**

**CLASS GAME**

Write three sentences about your daily routine, including one lie. Then take turns to read your sentences to the class. Your classmates must find the sentence that is not true about you.

- I always go to the cinema on Saturdays.
- I tidy my room on Sundays.
- I do the washing-up every day.

**SELF ASSESSMENT**

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...	
> tell the time	<input type="checkbox"/>
> talk about my daily routine	<input type="checkbox"/>
> talk about my free-time activities	<input type="checkbox"/>
> use the Present Simple	<input type="checkbox"/>
> use adverbs of frequency	<input type="checkbox"/>
> use prepositions of time	<input type="checkbox"/>
> talk about my likes and dislikes	<input type="checkbox"/>
> talk about TV programmes	<input type="checkbox"/>
> write about my and other people's daily routines	<input type="checkbox"/>

writing activity for further practice

songs accompanied by an activity

### Cross-curricular page Social Studies

A. Look at the pictures. What can you guess about the lives of the Temb  Indians? Listen, read and check your answers.

## The Temb  Indians of the Amazon

#### A different way of life








**The Temb  Indians live in the Amazon rainforest of Brazil. They speak Portuguese but at school children also learn Temb .**

**The Temb  Indians live in wooden houses by the river. They eat fish from the river but sometimes they catch alligators, too. They sleep in hammocks and they don't have showers, so they wash in the river. They do the washing there, too.**

**They never wear shoes and they haven't got many clothes because it's usually very warm there. But it rains every day.**

**Young people don't watch TV because they haven't got televisions. In their free time they swim in the river. But they are always careful because there are alligators and piranha fish.**

**The Temb  Indians sleep in hammocks like this.**

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

1. What languages do the Temb  Indians speak?
2. What do they eat?
3. Where do they sleep?
4. Where do they do their washing?
5. What do young people do in their free time?

**SONG**  
"Busy, busy, busy"  
Go to page 124.

You can find more information on this topic at <http://www.nmppl.net/travelley/travelindex.htm>

### Song Page

Circle the correct words. Then listen and check your answers.

#### MODULE 1

### Nice to meet you

Hi, nice to meet you.  
Hello, what's your name / surname?  
I'm Thomas Hughes.  
Hi, Thomas. My name's Jane.  
So, how's it going / doing?  
I'm fine. What do you do?  
I am an actor.  
My friend's a(n) **doctor / actor**, too!  
Where are you from?  
The UK, but I live in Spain.  
Right. **Good night / Goodbye**, Jude.  
Actually, my name's Jane.  
I'm sorry. Take care, Jane.  
See you **later / tomorrow**. OK?  
Have a **fine / nice** weekend.  
And you have a nice day!

#### MODULE 3

### Busy, busy, busy

I get up at **eight / six** and take the **bus / train** to work. I work and work all day.  
When I get home, don't think that I relax / sleep. There's housework to do and no play.  
Busy, busy, busy always busy!  
Is the weekend near?  
Busy, busy, busy always busy!  
Weekends are the best, oh yeah!  
I talk on the phone, watch **chat / reality** shows.  
Hang out with friends all day.  
I play **tennis / football** or I go to the **gym / cinema**.  
Oof! Another tiring day!  
Busy, busy, busy always busy!  
Is the weekend near?  
Busy, busy, busy always busy!  
Weekends are the best, oh yeah!

#### MODULE 5

### Friday night dinner

I come home, but there's no food / dinner for me.  
I go to the **kitchen / fridge** and what do I see?  
There's some **pasta / pizza**, but it's a bit cold  
And look at that, it's also a week old!  
All I want is a good meal.  
I don't think it's a big deal.  
What's there to eat?  
What's there to eat?  
I want to make some **chicken salad / soup**.  
But the chicken and vegetables don't look good.  
I'd like to have a nice hot **dog / hamburger**.  
Where's that phone? I think it's time to order.  
All I want is a good meal.  
I don't think it's a big deal.  
What's there to eat?  
What's there to eat?

#### MODULE 7

### WHAT A DAY!

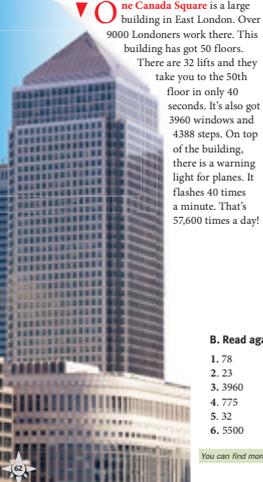
It started bad. I woke up late  
I dropped my **toast / cereal**  
and I broke the plate.  
What a day! Oh, what a day! Oh, oh what a day!  
I left the house with  
**butter / bacon** on my shirt  
I missed the bus and I **drove / rode** to work.  
What a day! Oh, what a day! Oh, oh what a day!  
I saw a **friend / girl** I really like  
I smiled at her and I **fell / crashed** off my bike.  
What a day! Oh, what a day! Oh, oh what a day!  
I hurt my **arm / face**. I hit my head  
I woke up in a **hospital bed / room**.  
What a day! Oh, what a day! Oh, oh what a day!  
The **nurse / doctor** came in with some tea  
She fell and threw it all over me!  
What a day! Oh, what a day! Oh, oh what a day!

texts giving cultural and cross-curricular information

### Culture page

A. What have the buildings in the pictures got in common? Listen, read and find out.

## What's up there?


**Buckingham Palace** is one of the Queen's many homes. It's got 775 rooms! There are about 200 bedrooms and 78 bathrooms. It has even got a swimming pool, a cinema and a post office. Around the palace, there's a lovely large garden with a beautiful lake in it.

**One Canada Square** is a large building in East London. Over 9000 Londoners work there. This building has got 50 floors. There are 32 lifts and they take you to the 50th floor in only 40 seconds. It's also got 3960 windows and 4388 steps. On top of the building, there is a warning light for planes. It flashes 40 times a minute. That's 57,600 times a day!

**30 St Mary Axe** is a building people stop to look at. It has got 41 floors and about 5500 windows. There are 2074 steps, but people use one of the 23 lifts. At the very top, there is a fantastic restaurant with a great view. There aren't any walls around this restaurant, just windows. Many Londoners go up there for lunch or dinner and to enjoy the view.

**B. Read again. What do the numbers refer to? Match.**

1. 78	a. the number of lifts in 30 St Mary Axe
2. 23	b. the number of windows in One Canada Square
3. 3960	c. the number of rooms in Buckingham Palace
4. 775	d. the number of bathrooms in Buckingham Palace
5. 32	e. the number of windows in 30 St Mary Axe
6. 5500	f. the number of lifts in One Canada Square

You can find more information on this topic at <http://www.nmppl.net/travelley/travelindex.htm>

Web links

### Culture page

A. Look at the pictures. What sort of holidays do you think you can go on in New Zealand? Listen, read and find out.

## travelling to NEW ZEALAND

New Zealand has got everything; from a traditional holiday by the beach to really exciting adventure holidays!

#### Adventure

Travel on a Tall Ship. It's the perfect way to experience life at sea and visit some of New Zealand's best tourist sights, too. New Zealand is an excellent place for hiking, and trips to glaciers. Horse riding, rafting and skiing are also very popular and there are great waves for surfing. But for real excitement, you need to try bungee-jumping or even zorbing, rolling down a hill in a big plastic ball.





#### Culture

Wellington and Auckland have got interesting museums. But to see real New Zealand culture you need to visit a Maori art and craft workshop. Here, you can see Maori people painting and making jewellery. You can buy some art or you can also make your own. Maori people are also famous for their traditional dances, like the Haka.



**Taking pictures of dolphins**  
**Wildlife**  
Many people come to New Zealand just to see the wildlife. You can go on a boat trip and swim with seals or take pictures of dolphins and whales. You can even see penguins in some parts of the country. Eco-tours are also becoming very popular. You can see New Zealand's beautiful wildlife and help the environment, too.

**B. Read again and write T for True, F for False or NM for Not Mentioned.**

1. A trip on a Tall Ship is very expensive.
2. Zorbing is a kind of adventure sport.
3. You can make your own art at the museums in Wellington and Auckland.
4. The Haka is a traditional Maori dance.
5. You need to take a boat trip to see penguins.

You can find more information on this topic at <http://www.nmppl.net/travelley/travelindex.htm>



# 3b Are you active?

## 1. VOCABULARY

A. Listen and repeat. Which of the activities below are active and which aren't?



play tennis



go to the cinema/theatre



go clubbing



hang out with friends



go jogging



go shopping



read the newspaper



go to the gym

B. Listen and repeat the days of the week.

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

} weekend

## 2. SPEAK

Talk in pairs.

*I go clubbing on Thursdays.  
What about you?*

*I go clubbing at the weekend.*

**NOTE**

on Monday/Sundays, etc.  
at the weekend

## 3. READ

A. What do you think the two girls are talking about? Listen, read and find out.



**Anna** Hi, Sophie. Are you ready?  
**Sophie** Give me a minute.  
**Anna** Do you go jogging only on Sundays?  
**Sophie** No, I don't. I go on Saturdays, too. What about you?  
**Anna** I only go jogging on Sundays. You see, I'm not very active. I watch a lot of DVDs and I read magazines. What else do you do in your free time?  
**Sophie** I go to the gym and I play tennis.  
**Anna** When do you play?  
**Sophie** I play on Tuesdays and Thursdays after work.  
**Anna** OK. Ready now?  
**Sophie** Yep. Let's go!

tables of functions, structures and vocabulary introduced in each lesson

# 3b

## Functions

Talking about free-time activities  
Completing a questionnaire

## Structures

Present Simple (I, you, we, they) – Questions  
When?

## Vocabulary

### Free-time activities

go clubbing go jogging go shopping go to the cinema  
go to the gym hang out with friends play tennis  
read the newspaper

### Days of the week

Monday Tuesday Wednesday Thursday Friday  
Saturday Sunday

### Other words

active after DVD magazine only theatre  
weekend

### Phrases

Give me a minute In my free time You see,...

## WARM-UP

**Aim: to introduce the topic of the lesson**

- Draw Ss' attention to the title of the lesson. Help them deduce the meaning of the word *active* by relating it to the content of the pictures underneath.
- Ask Ss what the lesson will be about (*free-time activities we do on different days of the week*).
- Ask Ss the question in the title of the lesson.
- Ask Ss to tell you whether they have an active lifestyle and what they do.

## 1. VOCABULARY ▶▶52,53

**A. Aim: to introduce vocabulary related to free-time activities**

- Ask Ss to read the phrases underneath each picture. Help Ss deduce the meaning of any unknown words they may have from the content of the corresponding picture.
- Play the CD and pause so that Ss can repeat the phrases.
- Ask Ss the question in the rubric.
- Ask Ss if they do any of these activities during the week.

### EXTRA VOCABULARY SECTION IN WORKBOOK

CD 3 ▶▶49

**B. Aim: to present the days of the week**

- Ask Ss to tell you if they know any of the days of the week in English.
- Refer Ss to the days of the week in the book.
- Play the CD and ask Ss to repeat what they hear.
- If possible, get Ss to say the days of the week without looking in their books.
- Point out to Ss that the days of the week always begin with a capital letter.

## LANGUAGE PLUS

- *Saturday* and *Sunday* are known as the **weekend** while the days from *Monday* to *Friday* are known as **weekdays**.
- **Monday** is considered to be the first day of the week since most people in Western countries do not go to work on Sunday. However, **Sunday** is sometimes considered to mark the beginning of the week.

## 2. SPEAK

**Aims:** • to give Ss practice in talking about their free-time activities on different days of the week  
• to introduce prepositions of time

- Read out and explain the NOTE.
- Get Ss to do the activity in pairs. Go round the class helping Ss when necessary.
- Choose some Ss to act out the dialogue.

## 3. READ ▶▶54

**A. Aims:** • to help Ss make hypotheses about the content of the dialogue based on visual information  
• to present vocabulary, structures and functions in the context of a dialogue

- Ask Ss what they can see in the picture (*two young women warming up*).
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD. Ss read and listen at the same time and check their predictions.

The two women are talking about how active they are in their free time.

KEY

- Ask Ss some questions:

*What are the two women going to do? They are going to go jogging.*  
*What does Sophie do on Tuesdays and Thursdays after work? She plays tennis.*  
*Does Anna play tennis? No, she doesn't.*  
*Which activities does Anna do in her free time which are not active? She watches a lot of DVDs and reads magazines.*  
*Which activities does Anna do in her free time which are active? She goes jogging.*  
*Does Sophie do any activities in her free time which are not active? No, she doesn't.*

- Draw Ss' attention to the question *When do you play?* in the dialogue and ask them to guess what it means by looking at the answer.

key for Student's Book

suggested questions

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

language plus boxes which give more detailed information about the new linguistic items presented in each lesson

special emphasis  
on vocabulary building

# 6b Can you do me a favour?

## 1. VOCABULARY

Listen to the pairs of sentences. Can you guess what the highlighted words/phrases mean?

- Please **take** my dress to the dry-cleaner's. It's dirty.  
Please **pick up** my dress from the dry-cleaner's.
- I sometimes **borrow** CDs from my friends because I don't have many.  
I sometimes **lend** CDs to my friends.
- Jake **made/arranged** an appointment with the dentist for next Monday.  
Jake **cancelled** his appointment with the dentist because he had work to do.

**TIP**

Learn new words in context (in sentences describing situations). This way, it is easier to remember them.

## 2. READ

A. Listen and read. What does Cindy do?



**Fox** Hello?  
**Cindy** Hi, Fox. It's me Cindy. Can you talk?  
**Fox** Sure, what's up, Cindy? Is everything ready for the awards ceremony?  
**Cindy** Almost, I just have to make a couple of phone calls.  
**Fox** Could you pick up my suit from the dry-cleaner's?  
**Cindy** Of course. Anything else?  
**Fox** Will you arrange a meeting with my manager for tomorrow?  
**Cindy** Of course, I will.  
**Fox** And did you book a limo for the awards ceremony?  
**Cindy** But I'm going to give you a lift there. It's not far.  
**Fox** No, I have to arrive in a limo, Cindy. It's my big night. Can you arrange it?  
**Cindy** Let me see what I can do.



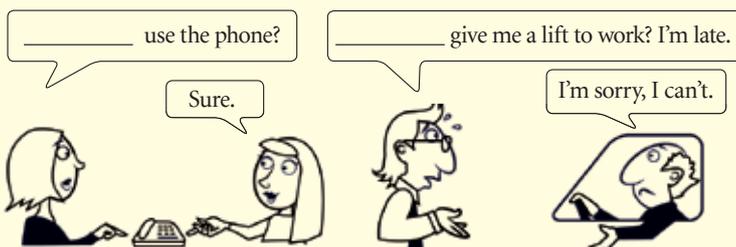
**Alan** Good afternoon. Alan's Limo's, how may I help you?  
**Cindy** Hello, I need a limo for the evening of the 17th. Could you...  
**Alan** I'm afraid we're fully booked for that evening. Is it for the awards ceremony?  
**Cindy** That's right. What am I going to do? Fox isn't going to be happy. I have to find a limo for him.  
**Alan** Is that Fox Marshall? The actor?  
**Cindy** That's right. I'm his PA.  
**Alan** Listen, a friend of mine is a big fan of Fox, and he owns a limo company, too.  
**Cindy** Would you give him a call for me?  
**Alan** Certainly. Don't worry, we can't let Fox arrive without a limo, can we?  
**Cindy** Great.

### 3. GRAMMAR

#### A. can, could, may, will, would for requests

Look and complete the dialogues with the phrases in the box. Can you think of any other answers to the requests?

Can I    Can you    Will you    May I    Would you    Could I    Could you



Grammar Reference p.134

#### B. THE VERB have to (affirmative)

Read the examples. When do we use the verb *have to*?

- When you go to the cinema, you **have to** buy a ticket.
- Mark **has to** get up early tomorrow because he has a meeting at 9am.

### 4. PRACTICE

Write requests and then write answers refusing and giving an excuse with *have to*. Use the prompts given.

- A: give me / lift / station?  
B: sorry / go shopping  
A: Could you give me a lift to the station?  
B: I'm sorry, I have to go shopping.
- A: borrow / MP3 player?  
B: afraid / give / to / brother  
A: \_\_\_\_\_  
B: \_\_\_\_\_
- A: come / dentist / with me?  
B: sorry / study  
A: \_\_\_\_\_  
B: \_\_\_\_\_
- A: lend / car?  
B: afraid / pick up / parents / from station  
A: \_\_\_\_\_  
B: \_\_\_\_\_

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

1. What is happening on the evening of the 17th?
2. Who is Fox Marshall?
3. Who does Fox want to meet tomorrow?
4. How does Fox want to arrive at the ceremony?
5. Why does Cindy call Alan?
6. What is Alan going to do to help Cindy?

### 5. PRONUNCIATION

Listen and repeat. What do you notice about the intonation of the questions below?

1. May I have a glass of water?
2. Could you drive us to the shopping centre?
3. Would you please help me with the housework?
4. Can you lend me some money?
5. Will you pick up the children from school?
6. Could I please borrow this jacket?

### 6. LISTEN

A. Listen to a conversation. What's the relationship between the man and the woman?

B. Listen again and tick the things Ms Atkinson has to do today.

Monday 21st	
phone John Dawson	<input type="checkbox"/>
meet Mr Hunter	<input type="checkbox"/>
go to dentist's	<input type="checkbox"/>
phone Dad	<input type="checkbox"/>
pick up daughter from school	<input type="checkbox"/>

listening for gist

listening for specific information

### 7. SPEAK

Talk in pairs. Make requests and respond to them.

*Can you do me a favour? Will you give me a lift to...?*

*Sure... / I'm sorry, but...*



# 5d In the news



## 1. READING



### A. Discuss.

- Do you know of any serious transport accidents?
- How do you usually learn about serious accidents?

**B. Read the headline of the newspaper article below. What do you think it is about? Read the article and check your answers.**

THE DAILY NEWS / Friday 1 November

# Train Derailed by Sheep!

An InterCity train was derailed in South Wales yesterday. The train was travelling through a tunnel at 160 kilometres per hour when it hit a flock of sheep that was going in the opposite direction. The train came off the tracks, fell onto its side and skidded for another 200 metres before coming to a stop. Fortunately, nobody was killed, but 28 people were injured, 5 of them seriously.

The police, fire crews and the ambulance service were all called immediately and they arrived within minutes to rescue the people. The injured passengers were taken to local hospitals. 'It's a miracle that it was not a greater tragedy,' said Steven Jones, one of the firefighters. 'When we arrived, smoke was coming out of the tunnel and we thought that the train was on fire. A fire in a tunnel is of course a very serious matter, but luckily it was only the engine and we put it out very quickly.'

Amazingly, the train driver was not hurt in the accident. He said later: 'As soon as I noticed the animals, I pulled the emergency brake, but it was too late.' The tunnel was damaged and the train was almost completely destroyed. Overall, 2 million pounds of damage was caused.

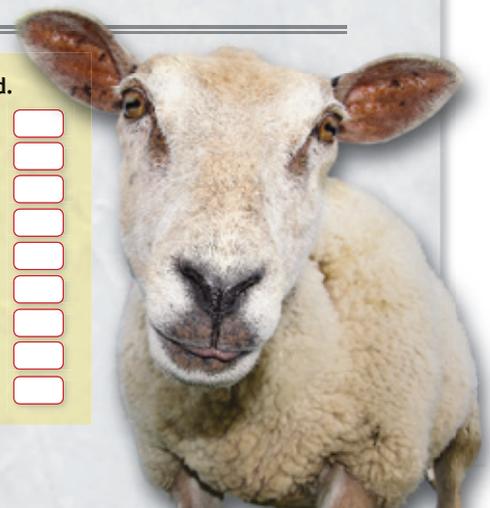


All the sheep except one died in the crash. The lucky survivor was rescued by a police officer and is now called Lucky Lucy. The local farmer who owned the sheep has no idea how the accident happened. 'I have lots of sheep and they are kept in a nearby field which is surrounded by a fence. I don't know how these sheep got out.' How this accident happened is a mystery.

up-to-date texts and topics

### C. Read again and write T for True, F for False or NM for Not Mentioned.

1. The train crashed in the tunnel because it was travelling too fast.
2. There were 28 passengers on the train altogether.
3. The firefighters took a long time to arrive.
4. Not all of the train was on fire.
5. The train driver did nothing to stop the accident.
6. Trains will be able to use the tunnel within a few days.
7. The damage to the train is about 2 million pounds.
8. Only sheep were killed in the accident.
9. Lucky Lucy was returned to the local farmer.



**D. Find words in the text that have the same meaning as the ones below.**

1. came off the tracks (para. 1): \_\_\_\_\_
2. a group of (para. 1): \_\_\_\_\_
3. hurt (para. 1): \_\_\_\_\_
4. save (para. 2): \_\_\_\_\_
5. a very sad event (para. 2): \_\_\_\_\_
6. stop from burning (para. 2): \_\_\_\_\_
7. somebody who survives (para. 4): \_\_\_\_\_
8. an area of land in the countryside (para. 4): \_\_\_\_\_

**2. VOCABULARY**

**WORDS EASILY CONFUSED**

Complete with the words in the boxes.

damaged injured

1. One of the players was \_\_\_\_\_ in the match and was taken to hospital.
2. The theatre was \_\_\_\_\_ by the fire.

survived rescued

3. Only two people \_\_\_\_\_ the plane crash.
4. Luckily, the boy who fell in the river was \_\_\_\_\_ by his dog.

look watch notice

5. Thousands of people around the country \_\_\_\_\_ this soap opera.
6. I always take a window seat on the train. I \_\_\_\_\_ outside and think while travelling.
7. Did you \_\_\_\_\_ the size of their house?

**3. GRAMMAR**

**PASSIVE VOICE (PRESENT SIMPLE - PAST SIMPLE)**

**A. Read the examples below. Do the sentences in the Active Voice have the same meaning as the ones in the Passive Voice? Which ones focus on the person doing the action? Which ones focus on the action?**

**ACTIVE VOICE**

The train driver **drives** the train.  
We **took** the passengers to hospital.

**PASSIVE VOICE**

The train **is driven** by the train driver.  
The passengers **were taken** to hospital.

**B. Read the examples again and complete the rules.**

**ACTIVE VOICE**

Subject + Main Verb + Object

**PASSIVE VOICE**

Subject + Verb [ ] + Past Participle of [ ] Verb (+by...)

Grammar Reference p. 131

**4. PRACTICE**

Complete with the Present Simple Passive or the Past Simple Passive of the verbs in brackets.

1. Every year an end-of-year party \_\_\_\_\_ (organise) by the students.
2. The furniture \_\_\_\_\_ (deliver) to our house last Saturday.
3. My dog \_\_\_\_\_ (hit) by a car, but luckily, he \_\_\_\_\_ (not injure).
4. Nowadays, mobiles \_\_\_\_\_ (use) by almost everyone.
5. Mandarin \_\_\_\_\_ (speak) in China.
6. All the people \_\_\_\_\_ (rescue) from the burning building, but the building \_\_\_\_\_ completely \_\_\_\_\_ (destroy).
7. The cough medicine \_\_\_\_\_ (keep) in a cupboard in the kitchen.

**5. SPEAKING**

Talk in pairs or small groups. Read the newspaper headlines below and use your imagination to describe what happened in each of the situations.

LOST CLIMBERS FOUND BY RESCUE TEAM

MANY INJURED IN BUS ACCIDENT

10 PAINTINGS DESTROYED IN FIRE

MISSING CHILD FOUND AT ZOO

TEACHER SAVED BY STUDENTS

STORM DESTROYS 20 HOUSES

*A group of climbers were hiking in the Alps when there was a terrible storm and they got lost. Luckily, three days later they were found by a rescue team.*

# 1 reading

warm-up activities introducing the topic and presenting key words

## 1. PRE-READING

### Discuss.

- Which of the following activities do you find most appealing? Why?

driving a racecar    scuba diving with sharks  
white-water rafting    paragliding  
bungee jumping    astronaut training

- If you were interested in taking part in one or more of the activities above, what information would you like to know?

## 2. READING FOR GIST

Read the advertisements 1-5 on page 9 quickly and match them with the headings and pictures a-e below.

### a. White-Water Rafting Trips in Colorado



Enjoy the breathtaking scenery as you go down the rivers of Colorado, as you experience various rafting courses from beginner to advanced, and everything in between!

### b. Extreme Sports and Stunt Vacation in Las Vegas

Have an adrenaline-filled experience that includes extreme sports or movie-style stunts!



### c. Mario Andretti and Jeff Gordon Racing School



Be a real racecar driver on an authentic speedway!

### d. San Diego Shark Diving Trips

Have you ever wanted to swim with sharks? Now you can!



### e. Zero-gravity Flight Experience



Go aboard G-Force One, a modified Boeing 727 and 'fly like Superman!'

## 3. SCANNING FOR SPECIFIC INFORMATION

Imagine that you are on vacation in the USA and you are interested in the trips and vacations advertised. Read the advertisements again and answer the questions 1-12. Choose a, b, c or d.

**TIP**

- When answering questions based on several texts, scan each text and look for the specific information mentioned in each question.
- Make sure you read each question carefully and understand what it means. The part of the text corresponding to the question will express the same meaning but most probably in different wording.

- You are visiting the USA this month and you want to go on a low-cost, one-day trip. Which option should you choose?  
a. 2      b. 3      c. 4      d. 5
- Which trips provide you with something to remember them by?  
a. 1 and 2    b. 2 and 3    c. 2 and 4    d. 2 and 5
- You are thinking of taking a trip that will bring you close to nature. Which should you choose?  
a. 1 and 2    b. 2 and 4    c. 2 and 5    d. 3 and 5
- You and your friends love to travel at high speeds. Which options are best for you?  
a. 1 and 2    b. 1 and 3    c. 3 and 5    d. 1 and 5
- Your seventeen-year-old brother is 6 feet tall and in good shape. What can't he do?  
a. 1      b. 2      c. 3      d. 5
- One of your friends wants to go on a trip with you, but he is not very fit. What shouldn't you do?  
a. 2 and 3    b. 1 and 2    c. 1 and 3    d. 3 and 4
- Your sister loves water sports and other water-related activities. Which options suit her best?  
a. 1 and 2    b. 3 and 5    c. 2 and 4    d. 2 and 5
- You are spending next summer's vacation with your friends and you want to stay under a \$1000 budget. Which options should you choose?  
a. 1 and 5    b. 1 and 4    c. 1 and 3    d. 1 and 2
- Your parents usually go on trips where lodging and meals are all-inclusive. Which are the best options for them?  
a. 1 and 2    b. 3 and 5    c. 4 and 5    d. 2 and 5
- Your father works for a big company and wants to arrange an extreme vacation for the company staff. Which vacations would be most suitable according to the advertisements?  
a. 1 and 3    b. 1 and 4    c. 4 and 5    d. 1 and 5
- You do not want to go on a trip that requires you to pay extra for equipment. Which should you avoid?  
a. 1 and 2    b. 2 and 3    c. 3 and 5    d. 2 and 5
- You think that a vacation should also have some educational value. Which is the most suitable?  
a. 1      b. 2      c. 3      d. 4

gradual familiarisation of students with exam type tasks

- ➔ Packages ranging from \$75 to \$3,999 to satisfy all budgets.
- ➔ 15 Nationwide Racing School locations, from California to North Carolina and everywhere in between.
- ➔ No equipment or training necessary.
- ➔ Must be in good physical condition, cannot be taller than 6'7" or heavier than 295 lbs.
- ➔ Must have a valid driver's licence.
- ➔ \$25 mandatory insurance, insures you against any vehicle damage, even **wrecking** the car!

**Book your experience today!**

1

- Diving in scuba gear with sharks, as well as cage diving available.
- Packages ranging from \$1,500 - \$3,525.
- Many ships to choose from, which sail to The Bahamas, Mexico, Fiji and The Galapagos Islands. Depending on which package you choose and what time of year, you can see Great White Sharks, Tiger Sharks, Whale Sharks, Manta Rays, Hammerheads and Bull Sharks.
- Group rates/private parties available on your own private ship with a crew of your choice.
- Don't see a date that works for you? Contact us for a private charter for a full or half boat.
- Professional videographer films your trip, and you may **purchase** the DVD of your experience.
- Price includes on-board accommodation with private room, food and drink, local bus transportation.
- Price does not include airfare, hotel, equipment rental, tourist visas.

2

- \* Approximately \$2000 for five days.
- \* Different packages including extreme sports like rock climbing, paragliding, paintball and skydiving.
- \* Stunt packages include: stunt fighting, high speed car transfers, partial body-burn, walking through fire, bungee jumping, car chases, running through burning buildings and a free fall from a rooftop.
- \* 100% safety record since opening in 1992.
- \* Individual activities, as well as private parties available at special group rates.
- \* Must be over 18 to participate in extreme sports and stunts.
- \* Must be in good physical shape.
- \* All training and equipment provided.

3

- ★ Experience complete weightlessness and the same training as the NASA astronauts.
- ★ Participate at one of our three locations: Las Vegas, Nevada; San José, California or the Kennedy Space Centre, near Orlando, Florida.
- ★ Each aircraft has a seating zone and a flying zone: 35 seats are available in the seating zone.
- ★ The Zero-gravity Flight Experience costs include training, the flight, awards, post-party, photos and a **complimentary** DVD to remind you of your experience.
- ★ Flights may be chartered for private events: team building events, corporate incentive programs, parties, college research and experiments, other educational use.
- ★ We also **cater to** the movie industry, and our aircraft was used in the hit Tom Hanks movie *Apollo 13*.
- ★ Approximately \$3,950 for one flight.
- ★ All equipment provided.

4

- > Individuals, families and groups are welcome.
- > Perfect for an office or corporate outing and we love scout groups!
- > Safety is our priority. All staff and guides are **certified** with CPR and first aid training.
- > Guides are knowledgeable about the history of the area and the geology of the rivers.
- > You don't have to know how to swim, as life jackets are **mandatory**.
- > Fees include guides, transportation to and from the river and all necessary equipment.
- > Full-day trips include lunch, and multi-day trips include accommodation in cabins plus all meals and beverages.
- > Extra equipment can be rented for fees ranging from \$4 to \$42. This includes: camping gear, wetsuit gear, paddle jackets.
- > Family full-day rafting packages available for \$82. Fishing getaway packages available for \$529 for two people, which includes cabin.
- > Don't see an option you like? No problem! Call us today, to 'build your own' package!

5

#### 4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the highlighted words/phrases in the advertisements with the meanings below. There are two extra meanings which you do not need to use.

- wrecking
- purchase
- complimentary
- cater to
- certified
- mandatory

- produce
- having official qualifications
- free of charge
- buy
- old-fashioned
- obligatory
- destroying
- provide services to

#### 5. POST-READING

Discuss.

- Which of the trips or vacations would you prefer and why?
- Which of them would you definitely not be interested in? Why?

activities encouraging critical thinking and personal response



gradual familiarisation of students with exam type tasks

special emphasis on vocabulary building

## vocabulary & grammar

### 1 listening

You will hear people talking in eight different situations. For questions 1-8, choose the best answer a, b or c.

**TIP**

- Read the questions and options carefully before you hear each extract. Pay special attention to question words (who, when, etc.).
- Listen to each extract carefully. Don't try to understand every single word or phrase, but focus on the whole message.
- Choose the option that best answers the question. Don't choose an option just because words or phrases included in the extract appear in it.
- Choose an option after you have heard the whole extract and confirm your choice when you have heard the extract for a second time.



1. You hear a man and a woman talking. When should the man go to Belize?

- between November and May
- between June and October
- in February

2. You hear a man talking. Why do most tourists go to Lake Placita?

- to hike in the surrounding area
- to go canoeing
- to enjoy the view

3. You hear a woman talking. Who can stay in the lounge?

- British Airways passengers with children
- all British Airways passengers
- business and first class passengers of British Airways

4. You hear a man and a woman talking. What does the man think about the spa?

- He thinks his wife will like it.
- He wants to spend most of his time there.
- He would rather send his wife there alone.

5. You hear a woman talking about the Airbus A380. What is she doing when she speaks?

- encouraging people to travel on the Airbus A380
- giving information about the Airbus A380
- discussing the positive and negative features of the Airbus A380

6. You hear a man and a woman talking. What does the man think of the hotel?

- He would like to visit it only for a day.
- He wants to stay in it overnight.
- He thinks it's not worth visiting.

7. You hear a man and a woman talking. Which of the following is most likely to happen?

- They will travel around Europe together.
- They will visit the same countries in Europe.
- They will both buy a Eurail ticket in the future.

8. You hear a man talking on the radio. Who would the information he is giving interest most?

- people living in Geneva
- people travelling to Geneva
- Geography and Art teachers

### VOCABULARY

WORDS RELATED TO TRAVEL AND TOURISM

Look at the groups of words below. How many other words can you add to each group?

**Geographical features**



**facilities in a hotel**



**sights**



**tourism-related jobs**



### GRAMMAR

#### NOUNS AND QUANTIFIERS

**A. Look at the sentences below and answer the questions that follow.**

- I will spend only *a little* time in the spa.
- There are *many* interesting museums in Geneva.
- There are *a few* inlets in Lake Placita.
- The Airbus A380 does not consume so *much* fuel.
- There is very *little* information about the Hotel Everland on the Internet.

- Which of the nouns in bold are always countable, always uncountable or can be both?
- What is the difference between *much* and *many*?
- What other words could replace *many* in sentence 2?
- Which of the words in *italics* means *not many*?
- What do *a little* and *little* mean? What's the difference between them?
- Which words could be replaced by *hardly any*?

**Grammar Reference p. 164.**

**B. Read the sentences and circle the correct answer.**

- I am looking for some **information / informations** on endangered species for a project I have to do.
- There were only **few / a few** people at Jim's party last night, but we had a great time.
- I've got **hardly any / a little** money left, so I have to go to the bank and get some.
- A: Did you like the film?  
B: Yes, I liked it **lots / a lot**.
- Your new furniture is **are** really stylish.
- I don't have **much / many** time left. I need to leave for the airport soon.
- There **are / is** not enough natural light / lights coming into the room.
- This job requires previous work **experiences / experience**.
- There has been very **little / few** rain lately.
- People say that no news is **are** good news.
- A: Where are the scissors?  
B: I don't know. I can't find it **them** anywhere.
- I didn't buy any more milk. We've got **plenty / a few**.
- How **much / many** luggage am I allowed to carry on the plane?
- Who do you turn to for **advices / advice** when you've got a problem?

thorough coverage of examination writing tasks helping students to analyse the writing task, come up with ideas and organise them to produce a coherent piece of writing

## writing

### 1b writing

#### WRITING AN E-MAIL BASED PROMPTS I

**1. DISCUSS**

- Have you ever been to a wedding or any other social event that took place out of town?
- Who did you go with? How did you make the arrangements for the trip?

**2. FOCUS ON USING PROMPTS**

**A. Jackie has received an e-mail from her friend Christine about the wedding of a close friend of theirs. Read Christine's e-mail with the notes Jackie has made. What should Jackie include in her reply to Christine?**

Hi Jackie,

I spoke to Jane earlier and she's really excited that we're both going to be at her wedding next Sunday.

I was thinking since the wedding is going to be in Canterbury, why don't we drive up there together on Friday afternoon and make a weekend out of it? My parents have a charming little stone cottage in the area that we can use. Besides, we can also help Jane out with any wedding preparations.

Have you bought Jane and Mark a wedding gift yet? If you haven't, maybe we can go shopping for one together. I know you'll help me pick out something really nice - you always have fantastic gift ideas.

I was also thinking that when Mark and Jane get back from their honeymoon in Barbados, we should do something together - just the four of us. I miss those days when we would spend whole afternoons together.

Write back as soon as you can and let me know what you think.

Love,  
Christine

*at seating arrangements + reception + pick with friends all careers*

*Sounds great!*

*lamp?*

*How about Thursday?*

*Definitely! We should all...*

**B. Match Jackie's notes with the points a-e below, which indicate what Jackie should include in her reply to Christine.**

- suggest a date
- agree and suggest an activity or place
- accept an invitation
- recommend a present
- agree and give specific examples

**C. Now read Jackie's response and underline the sentences which correspond to her notes. Then answer the following questions.**

- Is the wording in Jackie's e-mail exactly the same as in her notes?
- Does Jackie add any extra comments or information to her notes?
- What feelings does she express in her e-mail?
- What information in Jackie's notes is missing from the e-mail?
- Which paragraph should be included in it?

Hi Christine,

I think spending the weekend in your parents' cottage in Canterbury is a fantastic idea. I can pick you up after work on Friday.

Jane will definitely need some help with the wedding arrangements. She must be getting really stressed out now, as it's only a week away. The last time I spoke to her she mentioned that she'd like some help deciding the seating arrangement at the reception.

I have a few gift ideas - how about getting them a lamp for their living room? We can have a look around the shops on Thursday if you are free.

When they get back from their honeymoon, we could all have dinner at that new Mexican restaurant in Byron Square. I'm sure they'll love it and they'll have lots to tell us about Barbados.

Anyway, I'll call you later this week to confirm the details for the weekend.

Take care,  
Jackie

### 3. FOCUS ON LINKING WORDS

Read the situations 1-5 and use the prompts and the linking words in the box to write appropriate responses.

and but so because *already has one / got something else*

- How about going to the beach on Sunday?  
*can't / have to study for exam*
- I think we should get Tom an MP3 player for his birthday.
- Let's go to the cinema tonight. *yes / go to Italian restaurant after*
- I'm going to the gym at 3:00 this afternoon. Will you come, too?  
*good idea / can't at 3:00*
- Will Helen come to the party?  
*won't / not feeling well*

### 4. WRITING TASK

**A. Read the rubric and the e-mail with the notes. Underline the key words in the rubric. What do you have to include in your e-mail?**

You have received an e-mail from your English speaking friend, Henry, who is coming to the area where you live to attend an international meeting. Read Henry's e-mail and the notes you have made. Then, write an e-mail to Henry, using all your notes.

I was glad to hear that you'll be at the international meeting of Youth for Peace next weekend. I was wondering, would you like to go together? I think the event starts at 10am in the town hall, but I'm not really sure how to get there. Could you come and pick me up from my hotel at around 9:30am?

I'm really looking forward to meeting the participants from different countries and especially people from your country. Are any friends of yours going to be there, too? If they're anything like you, they'll be good fun! And one more thing, what's the weather like this time of year over there, and what kind of clothes should I bring with me?

Write back soon,  
Henry

*OK, but I can't because...*

*All of them, so...*

*Sure!*

*Suggest...*

**B. Copy and complete the outline below for your e-mail.**

Opening paragraph: \_\_\_\_\_

Main part: paragraph 1: \_\_\_\_\_  
paragraph 2: \_\_\_\_\_

Closing paragraph: \_\_\_\_\_

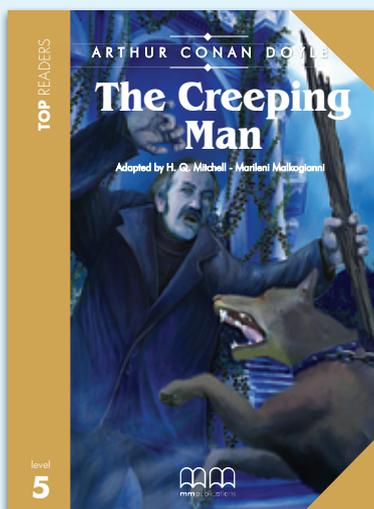
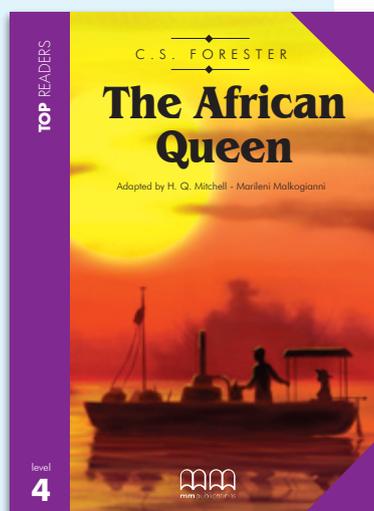
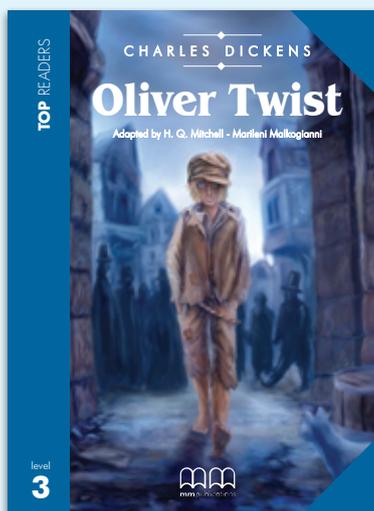
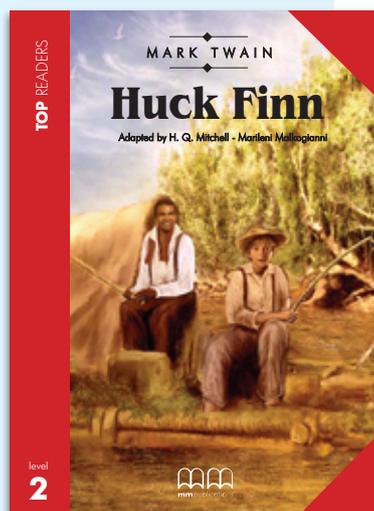
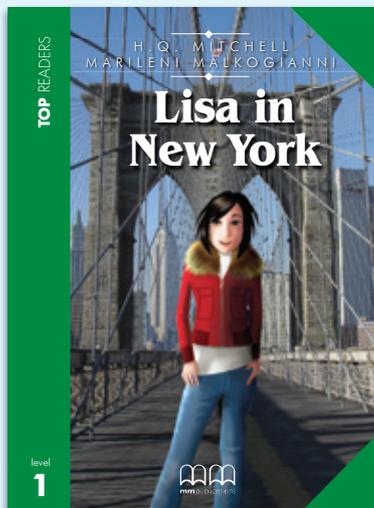
**C. Write your e-mail to Henry based on the outline you have made.**

For the layout of e-mails and set phrases that you can use to invite, accept or decline an invitation, recommend, etc., see Appendix I.

a variety of exercises practising vocabulary, grammar and communication

a comprehensive Appendix highlighting the features of the most important types of writing

## RECOMMENDED READERS FOR TRAVELLER



## Recommended Readers for:

### Traveller Beginners

Lisa goes to London  
Lisa in New York  
Paul and Pierre in Paris  
The Happy Prince  
The Table, the Ass and the Stick

### Traveller Elementary

Lisa Visits Loch Ness  
The Mix Up  
Beauty and the Beast  
The Wizard of Oz  
White Fang  
Huck Finn  
20,000 Leagues Under the Sea

### Traveller Pre-Intermediate

The Magic Ring  
Save the Forest  
In the Year of the Dragon  
The Canterville Ghost  
The Mysterious Island  
Treasure Island  
Oliver Twist

### Traveller Intermediate B1

The Last of the Mohicans  
Excalibur  
Lost in the Cave  
Captain Grant's Children  
Frankenstein

### Traveller B1+

The Phantom of the Opera  
Dracula  
Back to the Dreamtime  
Great Expectations  
Jekyll and Hyde  
The African Queen

### Traveller B2

The Picture of Dorian Gray  
The Man in the Iron Mask  
The Tempest  
The Creeping Man



In accordance with the  
**Common European Framework**



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