

A1.1

H. Q. Mitchell - Marileni Malkogianni

Traveller

Second Edition **Beginners**

Student's book

A1.2

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Traveller

Second Edition **Elementary**

Student's book

A2

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Traveller

Second Edition **Pre-Intermediate**

B1

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B1+

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B2

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Traveller

Second Edition **Level B2**

Student's book

sample
pages
catalogue

Traveller

Second Edition

is a series with **functional language** and **competence-based** tasks.

6 LEVELS ■■■■■■

Beginner to B2 level

A1.1, A1.2, A2, B1, B1+, B2

Traveller Second Edition is an exciting six-level course for teenage and young adult learners, that takes them from Beginner to B2 level. It follows the requirements of the Common European Framework of Reference (CEFR) and the modular approach and is organised into eight topic-based modules

builds 21st century competencies

Course Features:

- 📍 Motivating and contemporary topics with multicultural and cross-curricular information
- 📍 Lively dialogues presenting real spoken English
- 📍 An integrated approach to the development of the four skills
- 📍 Special emphasis on vocabulary building
- 📍 Grammar presented and practised in context
- 📍 Systematic development of reading and listening skills and subskills
- 📍 A variety of communicative tasks
- 📍 Step-by-step approach to writing
- 📍 Activities designed to develop 21st century competencies **NEW**
- 📍 Activities encouraging critical thinking and personal response
- 📍 Practical tips helping students to become autonomous learners
- 📍 Video activities **NEW**
- 📍 A round-up section in each module providing regular revision and consolidation
- 📍 Culture and CLIL pages including projects **NEW**
- 📍 Songs
- 📍 A grammar reference section
- 📍 A project skills section **NEW**
- 📍 A digital vocabulary list **NEW**

In Traveller Level B2 both British and American English have been used in different written and spoken texts, thus preparing students for various examinations. British English spelling conventions are used throughout these books.



Components for students

- 📍 Student's Book
- 📍 Workbook including extra vocabulary and grammar section
- 📍 Grammar Book
- 📍 Student's Digital Material (CD, Online)



ELT
platform

Components for teachers

- 📍 Interleaved Teacher's Book
- 📍 Workbook Teacher's Edition
- 📍 Class Audio Material (CDs, Online)
- 📍 Teacher's Digital Resources (CD, Online)
- 📍 Interactive Whiteboard Material



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Traveller Second Edition Beginners

STRUCTURES	
Hello	<ul style="list-style-type: none"> • What's your name? • I'm.../My name's... • How do you spell...? • Plurals (regular -s) • Imperative (affirmative)
Module 1	<ul style="list-style-type: none"> • The verb <i>be</i> (I, you, he, she, we, they) • Possessive adjectives (my, your, his, her, our, their) • Who?/What?/How?/Where...from? • a / an
Module 2	<ul style="list-style-type: none"> • this / that / these / those • The verb <i>be</i> (it) • Plurals (regular-irregular) • Possessive case • Whose? • The verb <i>have</i> • Adjectives
Module 3	<ul style="list-style-type: none"> • Present Simple • What time? / When? • Prepositions of time • Adverbs of frequency
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introduction to the topic of the module through various activities

Get busy

6



Discuss:

- ▶ How busy are you in your everyday life?
- ▶ What would you like to change about your life?



Flick through the module and find...

- ▶ a man trying to call a friend
- ▶ a woman talking on the phone in the rain
- ▶ a quiz about what job is for you
- ▶ information about computers
- ▶ different ways to help the environment



In this module you will learn...

- ▶ to talk about your abilities
- ▶ expressions used when making a phone call
- ▶ to make suggestions and arrangements
- ▶ to talk about things that are happening now
- ▶ to use numbers over one hundred
- ▶ to write an email
- ▶ to talk about the weather
- ▶ some useful vocabulary related to the environment

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objectives of module clearly presented

6a

What can you do?

1. READ

A. Which of the following do you like?

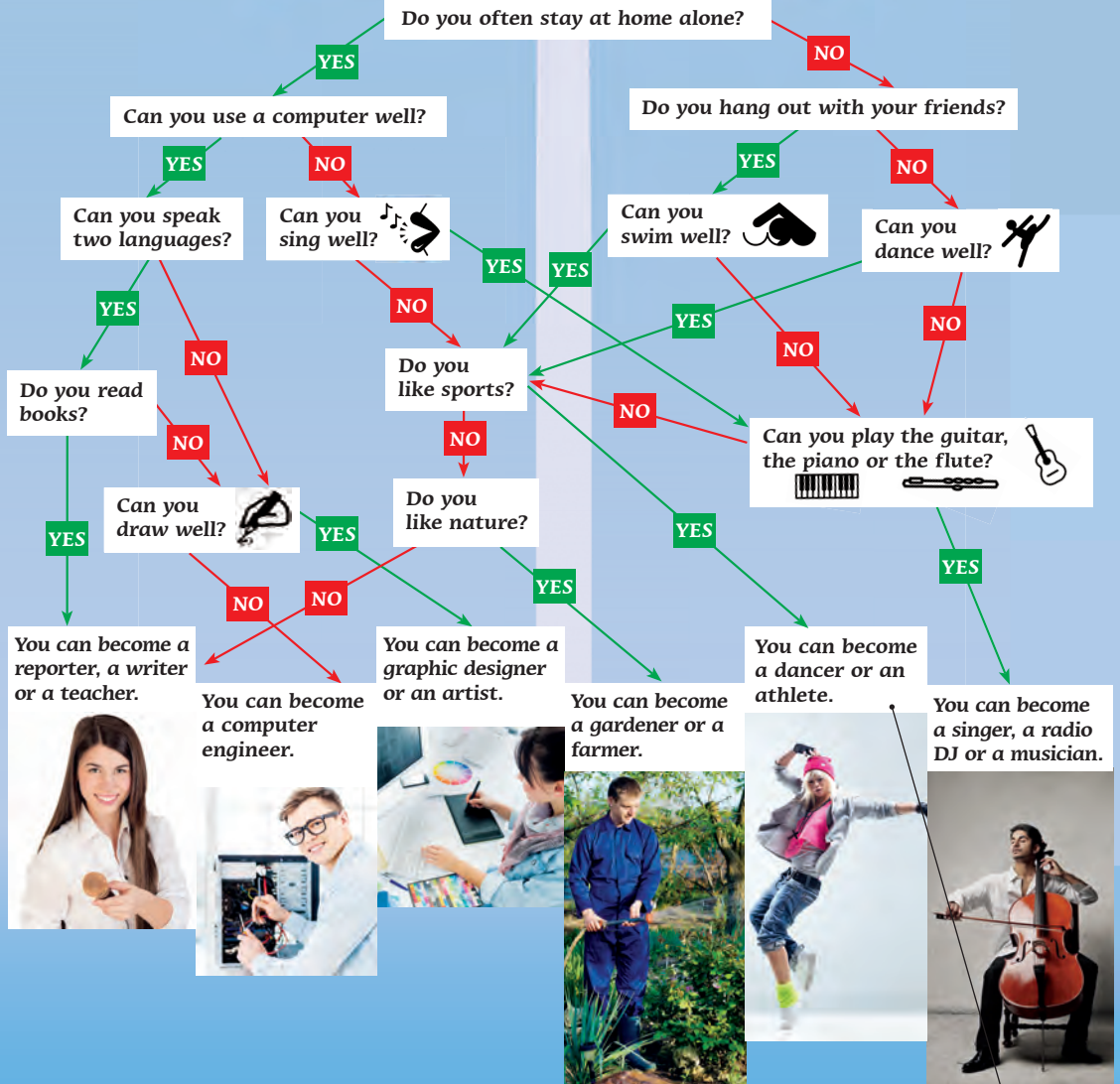
using computers singing and dancing sports reading playing a musical instrument art

B. Read the quiz. Answer the questions, follow the arrows and find out what career is for you.

Quiz!



special emphasis on vocabulary building (lexical sets)



2. GRAMMAR

THE VERB can

Read and complete the tables.

Affirmative		
I		
He / She / It	<input type="text"/>	dance
We / You / They		

Negative		
I		
He / She / It		can't dance
We / You / They		

Questions		
	I	
<input type="text"/>	he / she / it	dance?
	we / you / they	

Short Answers	
I	I
Yes, he / she / it can. we / you / they	No, he / she / it <input type="text"/> . we / you / they

3. PRACTICE

Complete the dialogues with **can** and the words in brackets. Give short answers where possible.

- Matt** I think Mr Franklin is a great musician.
He (1) _____ (play) the piano and the guitar very well.

Bruce Really? (2) _____ (he / play) the flute well, too?

Matt Oh, I don't know about that.
- Carl** (3) _____ (your sister / use) a computer?

Brian Of course, (4) _____.

Carl (5) _____ (she / speak) Spanish and French?

Brian No, (6) _____, but she (7) _____ (speak) German.
- Alison** I (8) _____ (not / ride) a motorbike.

Debbie (9) _____ (you / drive) a car?

Alison No, (10) _____.

4. SPEAK

ROLE PLAY

Talk in pairs.

Student A: Imagine that you work for a local TV station. You are looking for a presenter for a children's TV programme called WOW! GET ACTIVE. Student B is an applicant. Interview him/her and complete the application form.

Student B: Imagine that you are applying for the job of a presenter for a children's TV programme. Answer Student A's questions.

*Hello! I'm here about the job.
Hello. What is your name?*

*...
Can you...?*

WOW! GET ACTIVE
APPLICATION FORM

FIRST NAME:.....
SURNAME:.....
AGE:.....

TALENTS:

- dance
- sing well
- play a musical instrument
- draw well
- _____
- _____

LANGUAGES:

- English
- French
- Spanish
- _____
- _____

OTHER ABILITIES:

- swim
- ride a bike
- cook
- use a computer

5. WRITE

Imagine that you are applying for a job and that this is part of your application form. Write a few sentences about your talents and abilities.

I can...

short writing activity

6b

On the phone

1. VOCABULARY

Listen and repeat. Which of these actions do you do every day?

TIP
Learn whole phrases (e.g. verb + noun), not just isolated words.



take a nap



listen to music



talk on the phone



check emails



study for an exam / do homework



surf the Net

vocabulary presented through visual prompts

2. READ

A. Listen and read. Why is Justin calling?

Secretary Mad Magazine, how may I help you?
Justin Hello, is Tom Wilson there, please?
Secretary No, he isn't working today. He has the day off.
Justin OK. Thank you.
Secretary No problem.



B. Where does Justin call next? Guess. Then listen, read and find out.

Mrs Wilson Hello?
Justin Hello, Mrs Wilson. Can I speak to Tom, please?
Mrs Wilson He isn't at home right now. He's at Jay's house. I think they're studying for an exam. Call him on his mobile.
Justin He isn't answering.
Mrs Wilson Do you want Jay's home number?
Justin Yes, please.
Mrs Wilson It's 638 0679.
Justin Thank you, Mrs Wilson.

3. GRAMMAR

PRESENT PROGRESSIVE (affirmative-negative)

Read the examples. These actions are happening now. What do you notice about the formation of the Present Progressive?

Amanda **is doing** her homework now. She **isn't talking** on the phone.

The children **are taking** a nap. They **aren't listening** to music.



C. Listen and read. Why can't Justin speak to Tom?

- Jay** Hello?
- Justin** Hi, Jay. This is Justin. Is Tom there?
- Jay** Yeah, we're studying together. Well, I'm making us some sandwiches at the moment. Tom! Justin's on the phone. Tom?... Hold on... Hmm...
- Justin** What's up?
- Jay** He's taking a nap on his books. Tom!
- Justin** No, don't wake him up.
- Jay** Can I take a message?
- Justin** Just tell him that I can't go bowling with him tonight.

D. Read the dialogues again and match to make true sentences.

- Justin**
- has the day off.
 - is studying for an exam.
 - calls Mad Magazine.
 - isn't answering his mobile.
- Tom**
- is at a friend's house.
 - is making sandwiches.
 - is sleeping.
- Jay**
- wants to speak to a friend.

4. PRACTICE

Complete the sentences with the Present Progressive of the verbs in brackets.

- Tanya _____ (not surf) the Net.
She _____ (study).
- Harry _____ (check) his emails.
He _____ (not sleep).
- The girls _____ (not watch) TV.
They _____ (play) football in the garden.
- Karen _____ (do) housework and Ellis _____ (cook) dinner.
- Dylan _____ (not have) a guitar lesson.
He _____ (work) at the restaurant.

5. PRONUNCIATION

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

- a. listen b. listening

B. Listen and tick (✓) the sound you hear.

	listen /ɪn/	listening /ɪŋ/
young		
chicken		
hang		
taking		
iron		
surfing		
woman		

pronunciation activity

6. SPEAK

Talk in pairs.

Student A: Imagine you are friends with Student B's sister, Jane, and you call her at home. Student B answers the phone. Ask for his/her sister.

Student B: Imagine you're at home and your sister, Jane, is busy doing one of the activities shown on page 80. Student A calls and wants to speak to her. Talk to him/her as in the example.

Hello?
Hi, is Jane there?
Yes, but she can't talk right now.
She's... Can I take a message?
Yes. I'm Kate. Tell her that I can't...

6c

Get involved

1. VOCABULARY

Listen and repeat. Do you do any of these activities?



6 WAYS

to help protect the environment



1 Recycle magazines, newspapers, bottles and cans.



2 Throw rubbish in bins.



3 Plant trees.



4 Save energy. Turn off the lights.



5 Save water. Turn off the tap.



6 Use public transport.

82 <



2. READ

A. Look at the picture. Where do you think the people are? What do you think the people are doing? Listen, read and find out.

Reporter I'm Mark Booker and I'm at Bellview Lake. Today is Earth Day and there are about 150 volunteers here. Let's talk to one of them. Hello. What's your name?

Steven Hi, I'm Steven Jefferson.

Reporter I can see you're wearing a red shirt.

Steven Yes, I'm on the red team. Right now we're collecting rubbish. It's sad, but some people just don't care about the environment.

Reporter I know... What are those people doing?

Steven Who? The yellow team? They're carrying trees.

lively dialogues presenting real spoken English



Reporter I see. And the people in the green team are planting them, right?
Steven Yes. Teamwork is important.
Reporter What's the blue team doing in the lake? Are they cleaning it?
Steven Yes, they are.
Reporter Wow, you're all very busy.
Steven Join us!
Reporter OK. That sounds like a good idea.

B. Read again, match and make sentences.



- carry / trees
- collect / rubbish
- clean / lake
- plant / trees

3. GRAMMAR

PRESENT PROGRESSIVE (questions)

Read the examples. How is the question formed?

A: What are Greg and Nigel doing right now?
 B: They're reading a book.

Is Diane talking on the phone?
 Yes, she is.
 No, she isn't.

4. PRACTICE

Complete the sentences with the Present Progressive of the verbs in brackets.

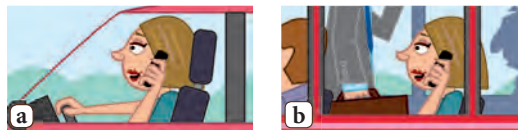
1. A: _____ Sam _____ (sleep)?
 B: No, he isn't. He's busy in the garden. He _____ (plant) vegetables.
2. A: _____ Alan and Mark _____ (clean) their room?
 B: No, they aren't. They _____ (watch) a film.
3. A: Hey, look at Christine! What _____ she _____ (do)?
 B: She _____ (carry) old magazines and newspapers. She _____ (take) them to the recycling bin. Let's help her.

5. LISTEN

Listen to two dialogues and answer the questions. Choose picture a or b.

listening activity

1. What is Louisa doing?



2. What is Ruth doing?



6. SPEAK

GUESSING GAME

Talk in pairs.

Students A & B: Go to the Speaking Section.

6d

Let's do something

1. VOCABULARY

Listen and repeat. What's the weather like today?



It's sunny.



It's cloudy.



It's windy.



It's raining.



It's snowing.



It's hot.



It's cold.

TIP

When you learn new words, you must remember if they are verbs, nouns, adjectives, etc.

2. READ

A. Listen and read. Name the people in the pictures.

realistic dialogues

- **Abbie** Hey, let's decide what to do today. How about going for a coffee by the beach?
- Cindy** Sounds great, but I've got a lesson later. How about going tomorrow?
- Abbie** OK. Let's ask Fiona to come with us.
- Cindy** But she lives in Manchester with her cousin now.
- Abbie** I know, but she wants to come down for the weekend.
- Cindy** Call her.
- Abbie** That's what I'm doing... Hi Fiona!
- Fiona** Hi! How's it going?
- Abbie** Great. I'm here with Cindy. What's the weather like there?
- Fiona** It's raining and it's cold again.
- Abbie** Well, it's lovely and sunny here.
- Fiona** I'm jealous!
- Abbie** How about coming down for the weekend?
- Fiona** I can't. I've got a job now, and I work on Saturdays.
- Abbie** Too bad. How about coming for the concert next week?
- Fiona** Maybe.
- Abbie** Well, don't forget to call and let us know.
- Fiona** OK. Take care.



3. GRAMMAR

LET'S / HOW ABOUT?

Read the examples below. What do you notice about the verb form after *let's* and *how about*?

Let's watch the basketball game tonight.
How about watching it at my house?

4. PRACTICE

Complete the dialogues with *let's* or *how about*.

- 1. Jim** (1) _____ taking the bus home?
Anna No, it's raining. (2) _____ get a taxi.
Jim (3) _____ wait for the bus for ten minutes. Then, get a taxi.
Anna OK.
- 2. Keith** It's a lovely sunny day.
(4) _____ going to the beach?
Beth Nice idea. (5) _____ call Sue and David.
Keith OK. (6) _____ all go together in my car.
Beth Great!
- 3. Jo** (7) _____ have sandwiches for lunch.
Ian Sure. (8) _____ having lunch in the garden today?
Jo But it's cold.
Ian No, it isn't. It's just windy.

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

1. Cindy can't go for a coffee today.
2. Cindy and Abbie decide to have coffee together tomorrow.
3. Fiona calls Abbie on her mobile.
4. It's raining in Manchester.
5. There's a concert in Manchester next week.

5. PRONUNCIATION

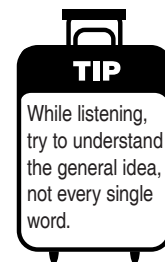
Listen and repeat. Notice the intonation and rhythm.

- 1. A:** How about going out for dinner?
B: Good idea.
- 2. A:** Let's go for a coffee after work.
B: I'm sorry, I can't.
- 3. A:** How about making pasta for lunch?
B: Oh, I don't know. I don't really like pasta.

6. LISTEN

A. Listen to a dialogue. What's the relationship between Fred and Anne?

- a. They are brother and sister.
- b. They are husband and wife.
- c. They are colleagues.



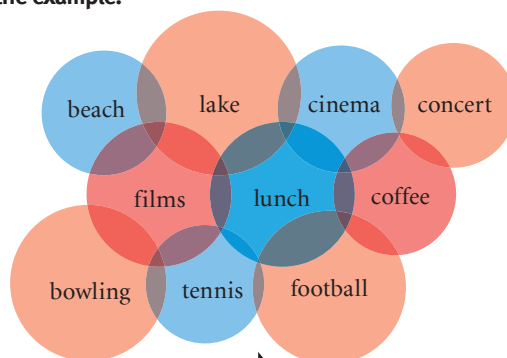
B. Listen again and complete the sentences.

1. Fred is at _____.
2. The weather is bad today; it's _____.
3. Fred usually _____ to work.
4. Fred decides to _____ today.
5. Fred's _____ can help him with his car.

7. SPEAK

Talk in pairs. Have conversations using the ideas given and the weather words from activity 1, as in the example.

a variety of speaking activities



Let's go to the lake.
No, it's cold and windy today.
How about watching a film?
Good idea.

6e

Click here

1. VOCABULARY 

A. Match the words with the items in the pictures. Then listen and check your answers.




keyboard screen printer mouse USB flash drive

B. Look at the numbers. Listen and repeat.

- 278 two hundred and seventy-eight
- 3,456 three thousand, four and hundred fifty-six
- 4,125,000 four million, one and hundred twenty-five thousand
- 5,000,000,000 five billion

NOTE

1,500  one thousand five hundred
or
fifteen hundred

activities focusing on reading for gist

2. READ 

A. Read the questions and guess the answers. Then listen, read and check your answers.

1. How many people use the Internet in the U.S.?
 - a. 35% of the population b. 73% of the population c. 86% of the population
2. What's the average age of computer game players in the US?
 - a. 13 b. 23 c. 35

A digital world: Computers

Computers are a part of our everyday life. People use computers for many reasons. Some people use them for work and others for fun. They play games, watch films and listen to music. People also surf the Net to find information. Of course, they use computers to communicate with each other through social media sites or by sending emails.

Amazing facts: USA

- Almost 3,800,000,000 of about 7,600,000,000 people around the world are Internet users. In the US, there are over 325 million people and about 280 million (86%) of them use the Internet. That's over half the population.
- 2/3 of the population (217,000,000) play computer and video games. The average age of these people is 35. About half of them are women.
- Over half of US office workers check their emails about five times a day during their working hours. About half of them check their emails when they are on holiday.

3. LISTEN

You will hear three monologues. Circle the correct answers.

- The population of Berlin is 3,600,000 / 1,700,000.
- At *Click Here* they don't have keyboards / printers.
- There are 4,000 / 400,000 people working for *Computer Tec*.



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

- | | |
|---|---|
| 1. 3,800,000,000 <input type="checkbox"/> | 4. 280,000,000 <input type="checkbox"/> |
| 2. 217,000,000 <input type="checkbox"/> | 5. 325,000,000 <input type="checkbox"/> |
| 3. 7,600,000,000 <input type="checkbox"/> | |

- the number of Internet users around the world
- the number of computer and video game players in the US
- the number of Internet users in the US
- the population of the US
- the world population

4. WRITE

Set phrases for emails

When you write an email to a friend, don't forget:

- to start with **Dear** or **Hi / Hello** + **first name**,
Dear Neil, Hi Betty, Hello Ted,
- to use a set phrase,
How are you? How's it going?
I hope you're fine. I'm writing to tell you about...
- to end with a set phrase and write your first name under this.
Yours, Your friend, Love, Bye for now,
See you soon, Best wishes, Write back soon,

A. Read the email and complete it with the words in the box.

how's Louisa bye fine dear

To: briancox188@mail.co.uk
From: louisatompkins44@mail.com

(1) _____ Brian,

(2) _____ it going? I hope you're

(3) _____. I'm at work now in front of my computer screen. What about you? I've got some great news. I've got a new computer. Can you come round tonight and help me set it up? I finish work at 5.30, so you can come after 6.00. Let me know soon.

(4) _____ for now,

(5) _____

useful advice to promote writing skills

B. Write an email to a friend.

Don't forget to:

- use appropriate phrases.
- tell him/her what you are doing at the moment.
- ask him/her to do something for you.

Think about what you want to include in your email. Make some notes before you start writing.

TIP 

texts giving cultural information about English-speaking countries and allowing for comparison with students' own culture

Video activities

What's the weather like?

A. Look at the pictures and write what the weather is like.

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____
7. _____

B. Look at the picture. What do you think each person is saying? Watch the clip and check your answers.

C. Watch again and match.

1. Liz	Ingleford	windy
2. Harry	Fairdon	raining
3. Claire	Sunnywell	cloudy
4. Sonia	Waterton	cold
5. Jack	Newthorpe	sunny

D. Complete the dialogue. Then watch and check your answers.

TV Host Let's take a look around the country. Liz is in Waterton. What's the weather like, Liz?
Liz It's raining.
TV Host That's not good. What are the people _____?
Liz They're all inside. They _____ and _____ their _____.
TV Host Over to Harry in Ingleford. What's it like there, Harry?
Harry It's c-c-c-c-c-c-c-cold.
TV Host I can see. Is everyone inside?
Harry No, some people _____ and _____ down the street. Well, they _____ anyway.

E. Talk in pairs. Discuss the following.

- What's the weather like today?
- What are people doing?
- What do people usually do when it's sunny?
- What do people usually do when it's snowing?

Culture page 6

Life in the fast lane...

A. Do you know what a drive-in cinema is? Listen, read and find out. 1

In the USA, they like cars a lot. There are about 270,000,000 cars in the States and Americans spend a lot of time in them, doing lots of different everyday activities.

Drive-in cinemas were very popular in the USA in the 1950s. Today, there are about 300 drive-in cinemas and people still go there to watch a film and get some food, too.

Drive-through places are also very popular. They are usually fast-food restaurants but you can also find drive-through cafes and even drive-through supermarkets. So, no more looking for parking spaces! Other drive-through places include banks and chemists'.

Las Vegas is famous for its wedding chapels. It's a fast and cheap way to get married. Well, now there are drive-through wedding chapels. Here, you can get married without getting out of your car!

So, with all these things you can do, why do we need to ever get out of our cars?

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

- Americans don't go to drive-in cinemas today.
- There are 300 drive-through restaurants in the States.
- All restaurants in the States are drive-through.
- You can order coffee from your car at a drive-through cafe.
- It's expensive to get married in Las Vegas.
- Drive-through wedding chapels are very popular.

PROJECT
Write a dialogue!
Write a dialogue that takes place between a client and an employee at one of the drive-through places above.

videos consolidating the vocabulary, grammar and functions of the module (on IWB)

vocabulary, grammar and communication revision activities

Round-up 6

VOCABULARY
A. Circle the correct options.

- Don't collect / throw rubbish in the lake.
- Turn off the lights / tap! I'm taking a nap.
- How can I save / protect energy?
- Give me those newspapers, Eve. I want to join / recycle them.
- Teamwork is very important / busy. Let's all work together.
- A: How do you communicate with your cousin in Paris?
B: I check / send her emails.
- Shannon is calling / talking on the phone at the moment.
- There's something wrong with the printer / keyboard. I can't use the computer.

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

tell cold hot answer ask

- Wear your jacket outside. It's _____.
- A: Where's Sam?
B: I don't know. _____ his brother.
- Please _____ the phone. I'm busy right now.
- It's _____ today. Let's go to the beach.
- Don't _____ Harry about the trip. It's a surprise.

C. Complete the table.

895	
3,256,000	
	five thousand, two hundred and thirty-nine
7,541,000	
	six billion

GRAMMAR
D. Complete the dialogues with the Present Progressive of the verbs in brackets.

- A: Hey, Brian. What _____ (you / do) _____ (you / write) an email?
B: No, I'm not. I _____ (do) my homework.
A: On the computer?
B: Yes, I _____ (surf) the Net. I want to find information about Internet users around the world.
- A: It's Earth Day today. Our neighbors _____ (collect) rubbish in the park. Let's do something about the environment, too. Let's use public transport to go to work.
B: We have the day off, remember?
A: Oh, right. Let's plant some trees, then.
B: It _____ (rain), Celia. Let's stay at home.
- A: _____ (Ethan / watch) TV, again?
B: Yes, but he _____ (not watch) sports or a reality show. His friend Tony is here and they _____ (watch) a documentary together.

E. Complete the dialogues with can and the words in brackets. Give short answers where possible.

- A: _____ (you / play) the guitar, Brad?
B: No, _____ (play) the flute and the piano.
A: _____ (you / sing), too?
B: No, _____ (dance) very well.
- A: _____ (your brother / use) a computer?
B: Of course _____ (he's a computer engineer)!
- A: Betty _____ (speak) six languages.
B: Really? _____ (she / speak) Chinese?
A: No, _____ (she / speak) Japanese.

speaking activity for further practice

COMMUNICATION
F. Complete the dialogues with the sentences a-f.

- Can I take a message?
- I'm talking to Justin on my mobile.
- How can I help you?
- Hold on.
- Very well, Sir.
- Can you call her a bit later?

G. Reply to the phrases using Let's or How about.

- I'm hungry. _____
- I want a new keyboard. _____
- There's football on TV. _____
- Look! It's snowing! _____
- My room's a mess. _____

SPEAK GAME: SPOT THE DIFFERENCES
Talk in pairs. Look at the pictures and find the differences.

WRITE
Write a paragraph describing one of the pictures in the Speak activity.
In picture A Bob is checking his emails.

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...

- > talk about my abilities
- > have a conversation on the phone
- > make suggestions and arrangements
- > talk about things that are happening now
- > use numbers over one hundred
- > write an email
- > talk about the weather

Culture page: Life in the fast lane...

writing activity for further practice

a self-assessment section promoting learner autonomy

6 Round-up

A. Write the words in the correct category.

flute	guitar	cloudy	gardener	piano	sunny
cold	farmer	screen	printer	mouse	artist
jobs	weather	musical instruments		words related to computers	

vocabulary and grammar activities


B. Circle the correct options.

- I don't want to go shopping with Heather. I want to go **alone** / **together**.
- Don't **forget** / **decide** to call my secretary.
- Natalie **surfs** / **checks** the Net every evening.
- Protect** / **Throw** all your rubbish in the bin.
- I can't swim very well, but I want to become a(n) **volunteer** / **athlete**.
- Let's **recycle** / **plant** a tree in the garden.


C. Complete the sentences with the Present Progressive of the verbs in brackets.

- Jane What _____ the girls Tina and Brian _____ (clean) the garden?
- Tanya They _____ (listen) to _____ music and _____ (dance).
- Philip Hi, Frank! Where's Ben? Frank Oh, he _____ (study) for an _____ exam. _____ on the phone.

D. Look at the profiles of the two people below and complete the dialogues.



Thomas Burns
abilities / talents
sing
play the piano
dance



Joan Wong
abilities / talents
speak Italian
speak Spanish
use a computer

1. Interviewer So, Thomas, can you play the guitar?
Thomas No, I _____, but I _____?
Interviewer _____?
Thomas Yes, I can and _____ too.

2. Interviewer Ms Wong, _____?
Joan Yes, I can. I'm very good with computers. That's good. Can you speak French?
Interviewer No, _____, but _____?
Interviewer Really? What about Spanish?
Joan Yes, I can.

communication activity

E. Complete the dialogues with *let's* or *how about*.

- Mary I'm really hungry tonight.
Katie _____ make some pasta.
Mary No, _____ making pizza?
- Eddie It's Brenda's birthday on Saturday.
Vicky _____ getting her a skirt?
Eddie She doesn't wear skirts, _____ get her a T-shirt.
Vicky That sounds like a good idea.
- Sam It's very hot today. _____
Dave _____ having some ice cream?
Sam OK, _____ get some strawberry ice cream.

F. Put the dialogues in the correct order. Write 1-5.

- Really? That's good for the environment. I'm planting some trees in my garden.
I know. Have you got trees in your garden?
Hi, Jessica. What are you doing?
Yes, I've got three.
- Yes, I am.
Can you cook Italian food?
Hello, I'm here about the job.
Yes, of course I can.
Right. So, you're a chef.

G. Read the text and answer the questions.

EARTH DAY




Every year on 22nd April, people around the world do different activities to help protect the environment. What about you?

What can you do in Hammerton?
HAVE A CLEAN-UP DAY - Take your friends and clean up a neighbourhood in the city. Collect rubbish from the streets, parks, etc. Don't forget you can recycle bottles, paper and cans at the recycling bins all around the city.
PLANT TREES - This year Pines Park looks great. There are over 1,000 trees and it's all thanks to Earth Day. But we want more!
GO ON NATURE WALKS - Enjoy nature in your area. Take your friends and family and go for a walk around Keymore Lake. It's beautiful at this time of year.

We want people from 8 to 108 years old to join us!

- What can the people of Hammerton do on Earth Day?
- How many trees are there in Pines Park?
- Where is a good place for a nature walk?
- Can children help on Earth Day?

reading activity enhancing reading comprehension skills

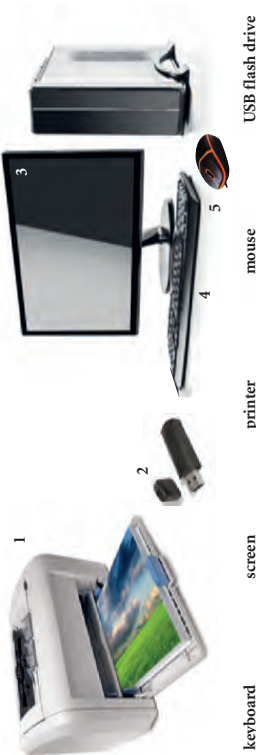
step-by-step guide to each stage of the lesson

tables of functions, structures and vocabulary introduced in each lesson

6e

Click here

1. VOCABULARY 
A. Match the words with the items in the pictures. Then listen and check your answers.



1. printer
2. USB flash drive
3. screen
4. keyboard
5. mouse

B. Look at the numbers. Listen and repeat.

- 278 two hundred and seventy-eight
- 3,456 three thousand, four and hundred fifty-six
- 4,125,000 four million, one and hundred twenty-five thousand
- 5,000,000,000 five billion

NOTE
1,500
or
one thousand five hundred
or
fifteen hundred

2. READ 
A. Read the questions and guess the answers. Then listen, read and check your answers.

- 1. How many people use the Internet in the U.S?
a. 35% of the population b. 73% of the population c. 86% of the population
- 2. What's the average age of computer game players in the US?
a. 13 b. 23 c. 35

A digital world: Computers

Computers are a part of our everyday life. People use computers for many reasons. Some people use them for work and others for fun. They play games, watch films and listen to music. People also surf the Net to find information. Of course, they use computers to communicate with each other through social media sites or by sending emails.

Amazing facts: USA

- Almost 3,800,000,000 of about 7,600,000,000 people around the world are Internet users. In the US, there are over 325 million people and about 280 million (86%) of them use the Internet. That's over half the population.
- 2/3 of the population (217,000,000) play computer and video games. The average age of these people is 35. About half of them are women.
- Over half of US office workers check their emails about five times a day during their working hours. About half of them check their emails when they are on holiday.

Functions

Using large numbers
Talking about computers

Vocabulary

Words related to computers
click (v) computer/video games keyboard mouse
printer social media site screen USB flash drive
Phrases for emails
Dear, ... I hope you're fine. Best wishes, ...
Write back soon, ... Yours, ...
Other words and phrases
almost around the world billion communicate
each other find fun half information million
office others over population send thousand
user

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson. Ask Ss if they have seen or read this phrase before and where (on websites).
- Ask Ss to look at the pictures and guess what the lesson will be about.
- Elicit answers.
- Ask Ss if they have got/know how to use a computer, what they use it for, if they spend many hours in front of their computer, etc.

1. VOCABULARY

A. Aim: to present vocabulary related to computers

- Ask Ss to look at the pictures 1-5 and then read through the words underneath them.
- Ask Ss to match the pictures with the words.
- Play the CD and have Ss check their answers.

- KEY
- 1. printer
 - 2. USB flash drive
 - 3. screen
 - 4. keyboard
 - 5. mouse

- Play the CD again and pause so that Ss can repeat what they hear.
- Make sure that Ss are familiar with all five items. Provide explanations if necessary.

LANGUAGE PLUS

The USB flash drive is used for storing computer information.

EXTRA VOCABULARY SECTION IN WORKBOOK

CD 3 ▶▶▶ B5

B. Aim: to present numbers over a hundred

- Draw Ss' attention to the box and have them see how the numbers are said in English.
- Differentiate between *hundred, thousand, million and billion* and explain to Ss how numbers over a hundred are said in English.
- Point to Ss that in English we say *two hundred* (not *two hundred and*), *three thousand* (not *three thousand and*), *four million* (not *four millions*), *five billion* (not *five billions*).
- Play the CD and pause so that Ss can repeat what they hear.
- Read out and explain the NOTE.

6e

OPTIONAL ACTIVITY

- Write some numbers on the board.
- Ask Ss to say them in English.

2. READ

A. Aim: to give Ss practice in making predictions based on background knowledge
to present vocabulary in the context of an article about computers

- Ask Ss to look at the layout of the text and decide what the text is (an article) and where it may be found (in an online magazine).
- Ask Ss to read through the questions and the options. Make sure that Ss haven't got any unknown words.
- Have Ss guess the answers to the questions.
- Play the CD. Ss read and listen at the same time and check their predictions.
- Check the answers with the class.

1. c 2. c

• Ask Ss some questions:

Which of the reasons mentioned in the text do you use a computer for?
Why do people surf the Net? To find information.
How do people use computers to communicate with each other? Through social media sites or by sending emails.
How many of the computer game players in the US are women? About half of them.
According to the text, when do over half of US office workers check their emails? During their working hours.

key for Student's Book

symbols representing the 21st century competencies

suggested questions

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

B. Aim: to give Ss practice in identifying specific information in the text

- Get Ss to do the activity and check the answers with the class.

KEY
1. a 2. b 3. e 4. c 5. d

- Choose some Ss to read the text aloud and explain any unknown words.

3. LISTEN  

Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences 1-3 and make sure that they haven't got any unknown words.
- Explain to Ss that each sentence corresponds to a monologue.
- Play the CD twice.
- Alternatively, play the CD and pause after each monologue so that Ss can choose the correct answer.
- Check the answers with the class.

KEY
1. 3,600,000
2. printers
3. 4,000

LISTENING TRANSCRIPT

1. OK, let's talk about Germany today. The population of Germany is 83,000,000 and the capital is... Berlin, of course. There are other big cities in Germany, like Hamburg, Munich and Frankfurt. Now, 3,600,000 people live in Berlin, but only 1,700,000 people live in Hamburg. Munich and Frankfurt are...
2. So, you want a computer and a printer... Well, I'm sorry we haven't got any printers here at Click Here, but we've got some great computers and laptops. This one over here isn't very expensive, and it also comes with a keyboard and a mouse.
3. *Computer Tec* is doing great this year. We have got about 4,000 people working for us around the world and they are doing an excellent job. Over 400,000 people buy computers from us every month. And the numbers keep going up.

4. WRITE 

Aim: to present set phrases for letters and emails

- Draw Ss' attention to the box containing set phrases for emails and explain what they should bear in mind when writing an email to a friend.
- A. Aim:** to give Ss practice in using some basic conventions of an email to a friend
- Ask Ss to read through the email and the words in the box.

3. LISTEN 

You will hear three monologues. Circle the correct answers.

- The population of Berlin is 3,600,000 / 1,700,000.
- At Click Here they don't have keyboards / printers.
- There are 4,000 / 400,000 people working for Computer Tec.



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

- | | | | |
|------------------|--------------------------|----------------|--------------------------|
| 1. 3,800,000,000 | <input type="checkbox"/> | 4. 280,000,000 | <input type="checkbox"/> |
| 2. 217,000,000 | <input type="checkbox"/> | 5. 325,000,000 | <input type="checkbox"/> |
| 3. 7,600,000,000 | <input type="checkbox"/> | | |
- a. the number of Internet users around the world
b. the number of computer and video game players in the US
c. the number of Internet users in the US
d. the population of the US
e. the world population

4. WRITE

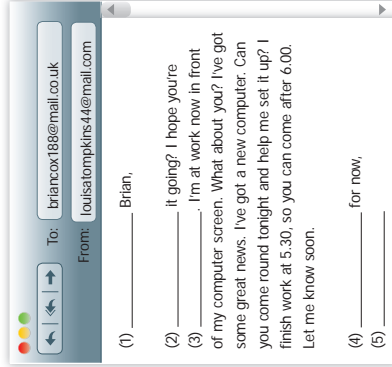
Set phrases for emails

When you write an email to a friend, don't forget:

- to start with **Dear or Hi/Hello** + first name, Dear Neil, Hi Betty, Hello Ted,
- to use a set phrase, How are you? How's it going? I hope you're fine. I'm writing to tell you about...
- to end with a set phrase and write your first name under this. Yours, Your friend, Love, Bye for now, See you soon, Best wishes, Write back soon,

A. Read the email and complete it with the words in the box.

- how's Louisa bye fine dear



B. Write an email to a friend.

- Don't forget to:
- use appropriate phrases.
 - tell him/her what you are doing at the moment.
 - ask him/her to do something for you.

TIP
Think about what you want to include in your email. Make some notes before you start writing.

4b

Eat right

1. VOCABULARY (i)

Listen and repeat. Which of the following do you like?

Vegetables:



carrots

lettuce



peppers



spinach



peas



potatoes



watermelon



lemons



strawberries



bananas



plums



cherries



apples



Fruit:



apples

blueberries



grapes



oranges



apricots



peaches



peaches



plums



cherries



oranges



apples



2. READ (i)

A. Read the title of the magazine article. What do you think it means? Listen, read and check your answers.

A rainbow on your plate

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

Red fruit and vegetables, like tomatoes and watermelon, protect you against some types of cancer. Some others, like strawberries and red grapes, help keep your heart healthy.

A lot of orange and yellow fruit and vegetables, like carrots, are rich in vitamin A and help you have healthy eyes. They also protect you against some types of cancer and heart disease.

Citrus fruit, like oranges, aren't rich in vitamin A, but they are rich in vitamin C and a type of B vitamin. They help keep your heart healthy.

Green fruit and vegetables, like spinach, green peppers and green apples, help keep both your eyes and heart healthy, and protect you against some types of cancer.

Blue and purple fruit and vegetables, like grapes and aubergines, protect you against some types of cancer and heart disease. Blueberries also help you have a good memory.

various types of texts

grammar presented and practised in context

3. GRAMMAR

How much? / How many?

much/many / a lot of / lots of / a few / a little

Read the dialogues below. Look at the words in bold and complete the table.

- A: How much fruit do you usually eat?
B: I don't eat **much** fruit.
- A: How many tomatoes do you need for the salad?
B: I don't need **many** tomatoes.
A: Well, I usually eat **a lot of** / **lots of** tomatoes.
- A: Would you like **a few** peas in your salad?
B: No thanks, but I'd like **a little** lemon juice on it.
A: Me too, but I'd also like **a lot of** / **lots of** salt.
B: It's not good for you, you know.

COUNTABLE	UNCOUNTABLE	BOTH
How many		

4. PRACTICE

Circle the correct words.

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

5. LISTEN (i)

Listen to three short dialogues and complete the sentences. Choose a or b.

- White fruit and vegetables help keep our _____ healthy.
a. eyes b. heart
- The man and woman don't need to buy any _____.
a. strawberries b. cherries
- The man orders _____ for dessert.
a. a fruit salad b. ice cream

6. SPEAK

Talk in pairs.

Students A & B: Go to the Speaking Section.

7. WRITE

How healthy is your diet? Look at the questions below and write a paragraph about your eating habits.

- How many meals do you have a day?
- Do you eat fruit and vegetables?
- How much water do you drink?
- How much milk do you drink?
- Do you eat junk food?
- How much chocolate do you eat?

a variety of listening, speaking and writing activities

B. Read again and tick.

protect against cancer		<input type="checkbox"/>
protect against heart disease		<input type="checkbox"/>
help you have healthy eyes		<input type="checkbox"/>
help you have a good memory		<input type="checkbox"/>

So, add a little colour to your meals.



a variety of vocabulary, grammar and communication activities

D. Complete the dialogues with the sentences.

- a. I'd like some dessert, please.
- b. Yes, I think so.
- c. Are you ready to order?
- d. But I'm really hungry.
- e. I don't like chocolate.
- f. I'm afraid we haven't.
- g. Some water and maybe some dessert later.
- h. There aren't any onions in it.



1. Woman (1) _____
 Waiter Sure. Here's the menu.
 Woman Have you got apple pie?
 Waiter (2) _____ But we've got chocolate cake.
 Woman (3) _____ I'd like some ice cream, then.
2. Man Are there any onions in the mushroom soup?
 Waitress (4) _____ Why?
 Man I don't like onions.
 Waitress I can bring you some tomato soup. (5) _____
3. Waiter (6) _____
 Boy Yes, I'd like a vegetarian pizza, please.
 Waiter Er... our pizza is very big, you know.
 There are eight slices in one pizza.
 Boy Yes, I know. (7) _____
 Waiter OK. Anything else?
 Boy (8) _____

4b Eat right

A. Look at the pictures and write the words in the correct category.

FRUIT

VEGETABLES

B. Complete the dialogues with much, many or a lot of / lots of.

1. Tina Are you eating carrots again, Glen?
 Glen Yes, I love carrots. They help you have healthy eyes and protect you against some types of cancer.
 Tina How _____ carrots do you eat every day?
 Glen About ten. It's important to eat _____ vegetables every day.
 Tina Well, I don't eat _____ vegetables. I think I should start.
2. Brian How _____ glasses of milk do you drink a day?
 Nancy I don't drink _____ milk.
 Brian Really? What about water? How _____ water do you drink?
 Nancy Oh! I drink _____ water. About fifteen glasses a day.
3. Steve Do you want salt on your salad?
 Nelly Yes, but just a little.
 Steve How _____ salt would you like? Is this OK?
 Nelly Oh, no! That's _____ salt!

C. Circle the correct words.

1. I'd like a little / a few cherries on my ice cream.
2. Eat many / a lot of fruit. It helps you keep healthy.
3. Mandy doesn't like much / many vegetables, just potatoes and peas.
4. There's a little / a few spinach in the salad. It's good.
5. Sean always adds a few / a little pepper to his food.

D. Look at the pictures. Complete the questions with How much / How many and answer them using a lot of / lots of / a few / a little.



1. _____ water is there in the bottle? 4. _____ peaches are there?
2. _____ strawberries are there? 5. _____ aubergines are there?
3. _____ cheese is there? 6. _____ lettuce is there?

Competence-based series



builds 21st century competencies



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