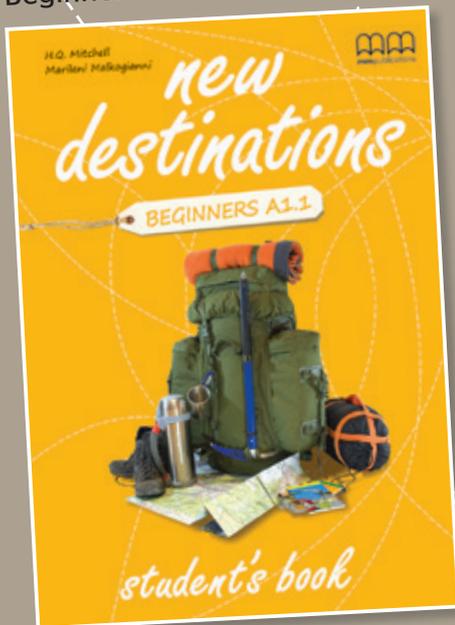


sample pages catalogue

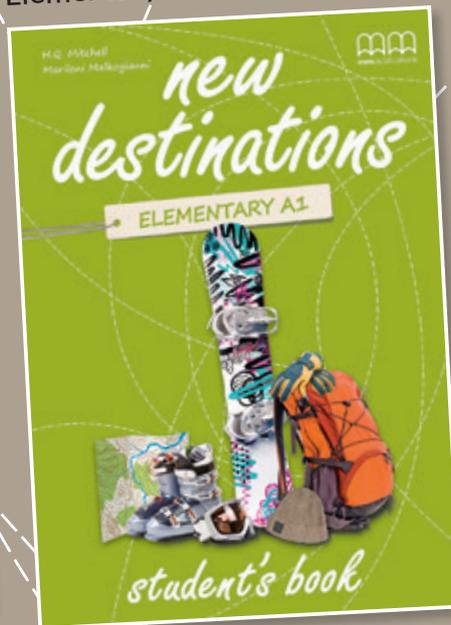
Student's Books

new destinations

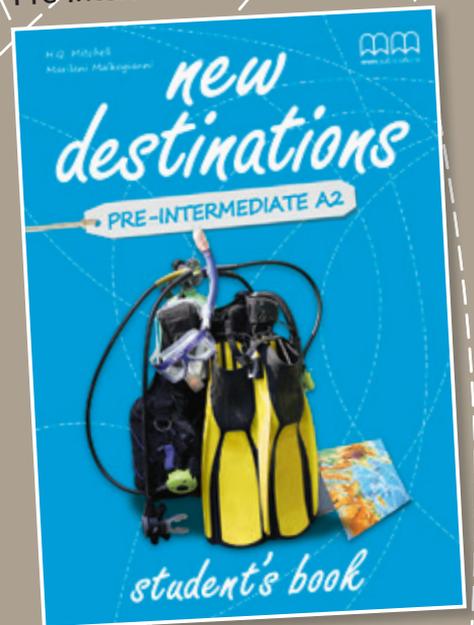
Beginners (A1.1)



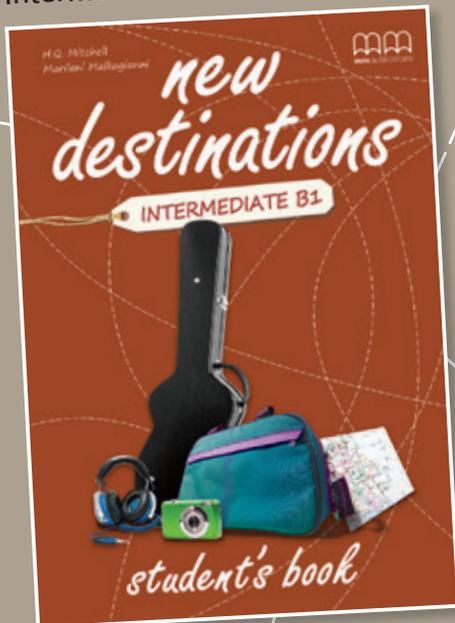
Elementary (A1.2)



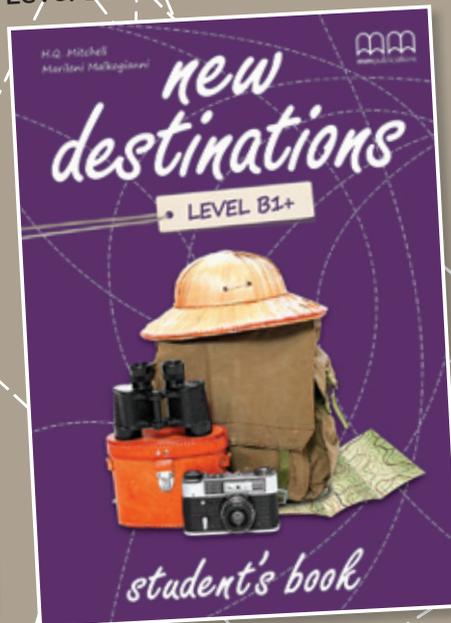
Pre-Intermediate (A2)



Intermediate (B1)



Level B1+



Level B2



Broaden your horizons with *new* destinations

New Destinations is an exciting six-level course for young adult learners, that takes them from **Beginner (A1.1)** to **B2 level**.

6 LEVELS 

Beginner (A1.1) to B2 level

It follows

- the requirements of the **Common European Framework of Reference**
- the **modular approach** and is organized in topic-based modules.

Course Features:

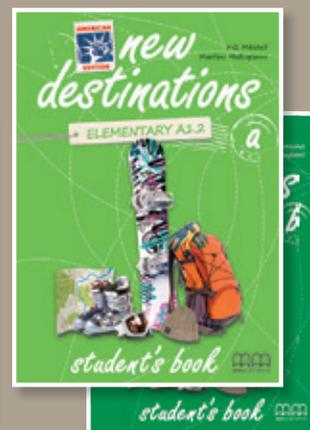
- Motivating and contemporary topics with multicultural and cross-curricular information
- Lively dialogues presenting real spoken English
- An integrated approach to the development of the four skills
- Special emphasis on vocabulary building
- Grammar presented and practised in context
- Systematic development of reading and listening skills and subskills
- A variety of communicative tasks
- Step-by-step approach to writing
- Activities 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/cross-curricular pages with web links
- Songs
- Competence-based Tasks
- Extra Grammar Practice

American edition
also available

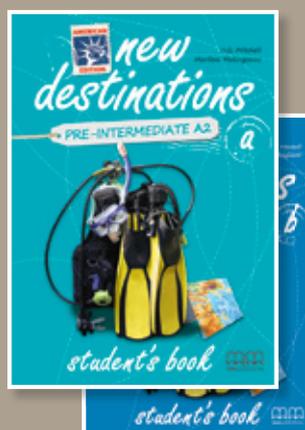
Beginners (A1.1)



Elementary (A1.2)



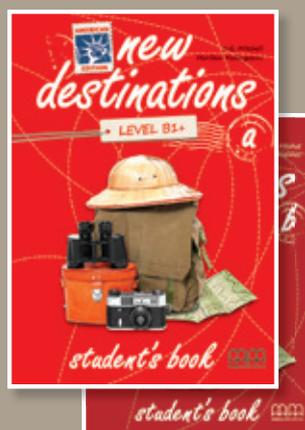
Pre-Intermediate (A2)



Intermediate (B1)



Level B1+

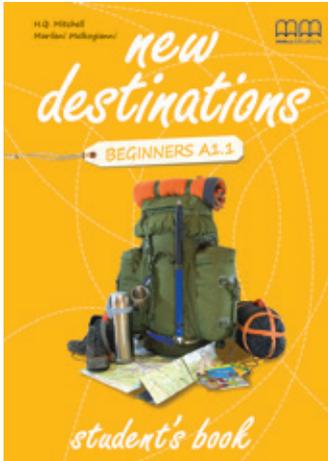


Level B2

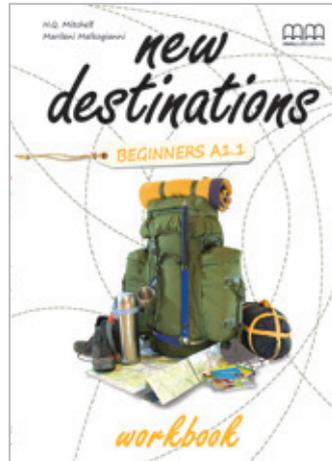


**Clear, flexible and compatible with
competence-based programmes.**

Components for students



Student's Book



Full-colour Workbook



DVD Activity Book

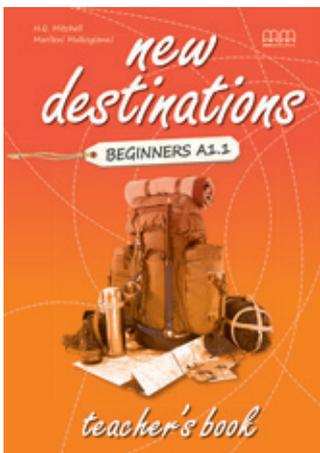


Online multimedia
resources for students at
www.mmpublications.com

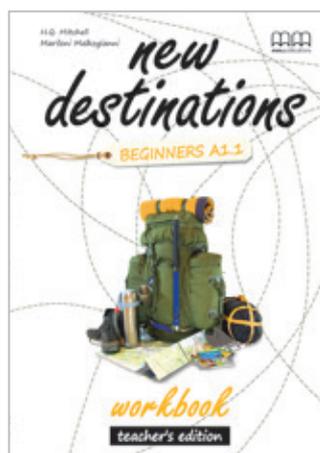


Online MM Placement Test

Components for teachers



Interleaved Teacher's
Book



Workbook Teacher's
Edition



Class CDs



DVD



Interactive Whiteboard
material



Teacher's Resource CD/CD-ROM with

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



Contents **New Destinations** Beginners A1.1

Modules	Grammar
Hello page 4	<ul style="list-style-type: none"> • What's your name? • I'm.../My name's... • How do you spell...? • Plurals (regular -s) • Imperative (affirmative)
1 page 7 Meeting people	<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
Cross-curricular page: The British Isles: Terminology p. 20	
2 page 21 That's me	<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 got</i> • Adjectives
Culture page: How many names for family members? p. 34	
3 page 35 Day in, day out	<ul style="list-style-type: none"> • Present Simple • What time? / When? • Prepositions of time • Adverbs of frequency
Cross-curricular page: The Tembé Indians of the Amazon p. 48	
4 page 49 Home is where the heart is	<ul style="list-style-type: none"> • There is / There are • Prepositions of place • a(n) / the • Object personal pronouns • Imperative
Culture page: What's up there? p. 62	
5 page 63 Let's eat	<ul style="list-style-type: none"> • a(n) / some • Countable and uncountable nouns • some / any • would like + noun • How much / How many?
Cross-curricular page: Jacket potatoes p. 76	
6 page 77 What are you up to?	<ul style="list-style-type: none"> • The verb <i>can</i> • Present Progressive • Let's / How about?
Culture page: Life in the fast lane... p. 90	
7 page 91 It happened...	<ul style="list-style-type: none"> • Past Simple • Time expressions • Why? / Because • Past Simple of the verb <i>be</i> • Past Simple vs Present Simple
Cross-curricular page: The race to the South Pole p. 104	
8 page 105 Time off	<ul style="list-style-type: none"> • Future <i>be going to</i> • Time expressions • want to / would like to • The verb <i>should</i>
Culture page: Travelling to New Zealand p. 118	

Contents **New Destinations** Elementary A1.2

Modules	Grammar
Hello p. 4	<ul style="list-style-type: none"> • What?/ How?/ How old?/ Where... from? • this/that • Imperative (affirmative-negative)
1 page 7 My world	<ul style="list-style-type: none"> • The verb <i>be</i> • These / Those • Plurals • Possessive adjectives • Possessive case • The verb <i>can</i> • a/an • Who...?
Culture page: The history behind a name p. 20	
2 page 21 Things I do	<ul style="list-style-type: none"> • Present Simple • Prepositions of time • would like to / want to • like / love etc. + -ing • Adverbs of frequency • How often...? Once / Twice, etc. • When...?
Cross-curricular page: Phishing for danger p. 34	
3 page 35 Something different	<ul style="list-style-type: none"> • Present Progressive • Whose...? • Possessive Pronouns • There is / There are • a(n) / the • Present Simple vs Present Progressive • Why?/ Because...
Culture page: Life in Tornado Alley p. 48	
4 page 49 Food for thought	<ul style="list-style-type: none"> • (Un)countable nouns • some/any/no • How much/many...? • much/many/a lot of/lots of/ a few/a little • Object Personal Pronouns • The verb <i>should</i>
Cross-curricular page: Healthy smoothie recipes p. 62	
5 page 63 I did it!	<ul style="list-style-type: none"> • Past Simple • Past Simple of the verb <i>be</i> • The verb <i>could</i> • Adjectives-Adverbs of manner
Culture page: The British Education system p. 76	
6 page 77 What's happening?	<ul style="list-style-type: none"> • Future <i>be going to</i> • can, could, may, will, would (for requests) • The verb <i>have to</i> (affirmative) • some, any, no, every (Compounds) • Let's... / How about...? / Why don't we/you...? • Which...?
Cross-curricular page: Animals in Danger p. 90	
7 page 91 Simply the best!	<ul style="list-style-type: none"> • one / ones • too / enough • Comparative Forms • Superlative Forms
Culture page: Driving around p. 104	
8 page 105 What an experience!	<ul style="list-style-type: none"> • Present Perfect Simple (ever, never, before) • Present Perfect Simple vs Past Simple • Reported Speech (Commands-Requests)
Cross-curricular page: Ice Hockey p. 118	

Contents **New Destinations**

Pre-Intermediate A2

Modules	Grammar
1 page 5 Networking Culture page: Fandoms p. 18	<ul style="list-style-type: none"> • Present Simple vs Present Progressive • Stative verbs • Past Simple • used to • Prepositions of time • Quantifiers
2 page 19 Unforgettable Cross-curricular: Who really discovered America? p. 32	<ul style="list-style-type: none"> • Past Progressive • Past Simple vs Past Progressive • Time Clauses (when, while, as, as soon as) • Present Perfect Simple • Present Perfect Simple vs Past Simple
3 page 33 What a place! Culture page: Quiz: Famous Landmarks p. 46	<ul style="list-style-type: none"> • can, could, may, be able to • have to, don't have to, need to, don't need to, needn't, must, mustn't • Indirect questions • Comparisons
4 page 47 Modern times Cross-curricular: Green Roofs p. 60	<ul style="list-style-type: none"> • Future will • will have to, will be able to • Time clauses (when, after, before, until, as soon as) • too-enough • Relative clauses (who-which-that-where)
5 page 61 A helping hand Culture page: Call for help! p. 74	<ul style="list-style-type: none"> • Infinitives • -ing • should - had better • Passive Voice (Present Simple - Past Simple)
6 page 75 The time of my life! Cross-curricular: Music genres p. 88	<ul style="list-style-type: none"> • may, might, could • Conditional Sentences Type 1 • if vs when • so / neither / too / either • Present Perfect Progressive • Present Perfect Progressive vs Present Perfect Simple
7 page 89 Job hunting Culture page: The dollar p. 102	<ul style="list-style-type: none"> • Question tags • Negative questions • Exclamatory sentences • Clauses of result • Reflexive pronouns • Past Perfect Simple
8 page 103 Lifestyles Cross-curricular: Installation art p. 116	<ul style="list-style-type: none"> • Reported speech (statements, questions, commands, requests) • Conditional Sentences Type 2 • Wishes and unreal past

Contents **New Destinations**

Intermediate B1

Modules	Grammar
1 page 5 Cultures & customs	<ul style="list-style-type: none"> • Present Simple - Present Progressive • Stative verbs • Questions and Question words • Indirect questions • Past Simple • used to - be/get used to
2 page 21 People to admire	<ul style="list-style-type: none"> • Past Progressive • Past Simple vs Past Progressive • Relative clauses • Adjectives - Adverbs of manner • Comparisons
3 page 37 Everyday life	<ul style="list-style-type: none"> • Present Perfect Simple - Present Perfect Progressive • <i>must, have to, need, would rather, had better</i> • <i>may, might, could</i> • <i>must, can't</i>
4 page 53 Mother Nature	<ul style="list-style-type: none"> • Future tenses • Time clauses • Conditional sentences (Types 1, 2) • Articles - Nouns - Determiners
5 page 69 Fact or fiction	<ul style="list-style-type: none"> • Past Perfect Simple - Past Perfect Progressive • Reported Speech (statements) • Reported Speech (questions, commands and requests)
6 page 85 Pack your bags	<ul style="list-style-type: none"> • Passive Voice I • Clauses of reason, concession, purpose • Passive Voice II
7 page 101 Life in the 21st century	<ul style="list-style-type: none"> • Infinitives and -ing forms • Causative form • Modal verbs + have + past participle
8 page 117 We're only human!	<ul style="list-style-type: none"> • Conditional sentences (Type 3) • Wishes and Unreal Past • all / both / neither / none • both... and... / neither... nor... / either... or...

Contents **New Destinations** Level B1+

Modules	Grammar
1 page 5 Meeting people	<ul style="list-style-type: none"> • Present Simple - Present Progressive • Stative verbs • Comparisons • Countable and uncountable nouns
2 page 23 See the world	<ul style="list-style-type: none"> • Past Simple - Past Progressive • Past Perfect Simple - Past Perfect Progressive • used to - would - was/were going to
3 page 41 Getting ahead	<ul style="list-style-type: none"> • Present Perfect Simple - Present Perfect Progressive • Relative clauses • should - ought to - had better
4 page 59 From Hi-fi to Wi-fi	<ul style="list-style-type: none"> • Future tenses • Other future forms • Time clauses • Conditional sentences (Type zero, 1, 2) • must - have to - need
5 page 77 Out and about	<ul style="list-style-type: none"> • Infinitives and -ing forms • may - might - could • must - can't • Question tags
6 page 95 Earth Watch	<ul style="list-style-type: none"> • Passive Voice • Clauses of concession
7 page 113 Body Talk	<ul style="list-style-type: none"> • Reported Speech (Statements, questions, commands and requests) • Clauses of result
8 page 131 On the go	<ul style="list-style-type: none"> • Unreal past • Conditional sentences (Type 3) • Causative Form

Contents **New Destinations** Level B2

Modules	Grammar
1 page 7 Holidays	<ul style="list-style-type: none"> • Present Simple - Present Progressive • Stative verbs • Nouns and quantifiers
2 page 19 Going places	<ul style="list-style-type: none"> • Present Perfect Simple - Present Perfect Progressive • Articles
CHECKPOINT 1 p. 31	
3 page 35 Against the law	<ul style="list-style-type: none"> • Past Simple - Past Progressive • Comparisons
4 page 47 Thrills and chills	<ul style="list-style-type: none"> • Past Perfect Simple - Past Perfect Progressive • would - was/were going to • Questions and question words
CHECKPOINT 2 p. 59	
5 page 63 Modern life	<ul style="list-style-type: none"> • Future forms • Time clauses • Modal verbs I (<i>can - could - may - might - must - need to - have to - should - ought to - had better</i>)
6 page 75 Save our planet	<ul style="list-style-type: none"> • Conditional Sentences (Type zero, 1, 2) • Modal verbs II (<i>will - can - may - might - could - must - can't</i>)
CHECKPOINT 3 p. 87	
7 page 91 Celebrities	<ul style="list-style-type: none"> • Relative clauses • Participle clauses
8 page 103 Entertainment	<ul style="list-style-type: none"> • Infinitives and -ing forms • Modal verbs + have + Past Participle
CHECKPOINT 4 p. 115	
9 page 119 Let's celebrate	<ul style="list-style-type: none"> • Passive Voice
10 page 131 Get the message	<ul style="list-style-type: none"> • Clauses of concession, result and purpose • Causative form
CHECKPOINT 5 p. 143	
11 page 147 Mind matters	<ul style="list-style-type: none"> • Reported Speech (<i>Statements, questions, commands and requests</i>)
12 page 159 Health and fitness	<ul style="list-style-type: none"> • Conditional Sentences (Type 3) • Unreal Past • Inversion
CHECKPOINT 6 p. 171	

introduction to the topic of the module through various activities

Meeting people



Discuss:

- Do you like meeting new people?
- What do you usually talk about?

Flick through the module and find...

- a TV programme about a group of friends
- a blog about finding a job
- two friends greeting in the morning
- a man with a new phone
- flags from different countries

In this module you will learn...

- to greet people and say goodbye
- to introduce yourself and others
- to ask for and give basic personal information (name, nationality, age, job, telephone number, e-mail, marital status)
- to complete a form
- to write about yourself
- to talk about relationships
- to use numbers 0-100

objectives of module clearly presented

1a How are you?

1 Vocabulary

Listen and repeat.

Good morning!

Good afternoon!

Good evening!

2 Read

Listen and read. Which phrases are formal, informal or both?



Jill Good morning, Brian.
Brian Hi, Jill. How are you?
Jill Not bad. And you?
Brian I'm OK, thanks.



Paul Hello, Leo!
Leo Hi, Paul! What's up?
Paul Not much. How's it going?
Leo Great!



Mrs Day Good afternoon, Mrs Ignes. How are you?
Mrs Ignes Good afternoon, Mrs Day. I'm fine. And you?
Mrs Day I'm very well, thank you.

3 Speak

Talk in pairs.

Good evening,...
 Hello,... How are you?
 Not bad. And you?

NOTE

- Male: Mr
- Female: Miss, Mrs, Ms

lively dialogues presenting real spoken English

4 Vocabulary

Listen and repeat.



Bye.

Goodbye.

Good night.

See you.

See you later.

See you tomorrow.

Take care.

Have a nice weekend.

5 Listen

A. Listen and choose the correct answer.

- a. Good morning.
b. Very well, thanks.
- a. Have a nice weekend.
b. Fine thanks. And you?
- a. I'm Steven.
b. Not bad.
- a. Bye!
b. I'm OK.
- a. Take care.
b. What's up?
- a. See you tomorrow!
b. Great!

B. Now, listen again and answer.

listening activity

6 Speak

Talk in pairs. Practise greeting and saying goodbye in the following situations.



Hello...
Hi! How are you?



Bye!
Goodbye!

9

a variety of communicative tasks

practical tips helping students to develop skills and become autonomous learners

grammar presented and practiced in context

vocabulary presented through visual prompts

short writing activity

1b Where are you from?

1 Vocabulary
Match the countries with the nationalities. Then listen and check.

TIP Practise the spelling and pronunciation of new words.

- Poland
- Spain
- Brazil
- Mexico
- Italy
- China
- Turkey
- Hungary
- Colombia
- Venezuela
- France
- Turkish
- Spanish
- Chinese
- Italian
- Peruvian
- Colombian
- Polish
- Venezuelan
- Brazilian
- Hungarian
- French
- Mexican

2 Read
A. Listen and read.

Tom: Hello, Marek. This is my friend Isabel. Isabel, this is Marek.
Isabel: Nice to meet you.
Marek: Hi, Isabel. That's a nice name. Are you Italian?
Isabel: No, I'm not. I'm Spanish. I live here in London.
Marek: Where are you from?
Isabel: I'm from Poland. Oh, so you're Polish.

B. Read again and complete with Isabel, Marek or Isabel and Marek.

- 'I'm not Italian.'
- 'I'm from Madrid.'
- 'I'm Polish.'

3 Speak
Talk in groups of three.
Mary, this is John.
John, this is Mary.
Nice to meet you, ...
Hi, ...

4 Grammar
THE VERB to be (I, you, we)
POSSESSIVE ADJECTIVES (my, your, our)
Read the examples and write the short forms in the table.

I'm from Colombia.	You're Polish.
I'm not from Venezuela.	You aren't Hungarian.
My name's Carlos.	Your surname's Dudek.
We're from Spain.	
We aren't Mexican.	
Our surname's Martin.	

Are you English? Yes, I am. / No, I'm not. /
Are you Polish? Yes, we are. / No, we aren't.

Full forms	Short forms
I am	I'm
You are	
We are	
are not	

Go to Grammar Reference

5 Practice
Circle the correct words.

Ken Good afternoon, I'm Ken and this is Sally.
Woman What's your surname?
Ken Our / Your surname's Jameson.
Woman Are you / You are Scottish?
Ken No, we am not / aren't
Woman Where / What are you from?
Ken You're / We're American. I'm from New York.
Sally I'm / I'm not from New York. I'm from Boston.

6 Speak
GUESSING GAME
Talk in pairs.
Student A: Read the cards below and choose a person. Don't tell Student B.
Student B: Ask questions and guess who Student A is.

a variety of communicative tasks

NAME: Diego Alvarez
NATIONALITY: Peruvian

NAME: Anna Varga
NATIONALITY: Hungarian

NAME: Karolina Malik
NATIONALITY: Polish

NAME: Claude Grenier
NATIONALITY: French

Are you Polish? Yes, I am. / No, I'm not. / Yes!
Are you Polish? No, I'm not. / I'm from... / So, you're...

7 Write
Write a few sentences about yourself, as in the example.

I'm Marie Dupont.
I'm from France. / I'm French.
I live in Paris.

grammar explanations & grammar reference section at the back of the book

3 Grammar

THE VERB to be (he, she, they)
POSSESSIVE ADJECTIVES (his, her, their)

Read the examples and write the short forms in the table.

Full forms	Short forms
He is Spanish.	She is Mexican.
He isn't Mexican.	She isn't Peruvian.
His name is Juan.	Her name is Dora.
They're married.	
They aren't single.	
Their surname is Torres.	
Is he/she single?	Yes, he/she is. No, he/she isn't.
Are they classmates?	Yes, they are. No, they aren't.

Go to Grammar Reference

1c Who's that?

1 Vocabulary

Listen and repeat.

teacher
friends
boss
colleagues
classmates
flatmates

vocabulary presented through visual prompts

4 Practice

Circle the correct words.

- Susan: There's Beata and her / their boss.
Carol: What's her / his name?
Susan: Antonio Panini.
Carol: He is / Is he Italian?
Susan: No, he isn't / aren't. His / He's Spanish.
- David: Susan and Tina is / are best friends.
Gary: They are / Are they classmates, too?
David: Yes, they are / are they.
Gary: Who's they're / their favourite teacher?
David: Mrs Garcia.
Gary: Oh, yes, she is / isn't nice.

5 Listen

Listen to three short dialogues and choose a or b.

- Kevin and Gordon are _____
a. flatmates
b. neighbours
- Mark and Ellie are _____
a. friends
b. colleagues
- Linda and Emma are _____
a. teachers
b. classmates

6 Speak

Write the names of people you know on a piece of paper. Then swap papers with your partner. Talk in pairs and try to find out who the people are.

Who's Kevin? Is he your neighbour?
Yes, he is. / No, he isn't. He's my...

TIP
• Look at the example.
• Speak only in English.

variety of listening and communicative tasks

2 Read

A. Listen and read. Who's the star of the TV show?

This is Barry. He's single, oo. Fay and Barry are colleagues.

This is Fay. She isn't married. She's single. Maria is her best friend.

This is Norman. Norman and Barry aren't colleagues. They're flatmates.

This is Maria and Craig. They're married.

channel 3 Mondays 9.00

Their favourite place is a cafe called... **get together**

B. Read again and answer the questions about the people in the pictures.

- What's her name?
- Is she married?
- Who's her colleague?
- What's his name?
- Is he single?
- Who's his flatmate?
- What are their names?
- Are they single?

various types of text

1d What's your number?

1 Vocabulary

Listen and repeat.



2 Speak

Talk in pairs.

What's your phone number?

020 8446 1014



NOTE
for telephone numbers:
0=oh, 44=double four

3 Vocabulary

Listen and repeat.

- 10 ten
- 11 eleven
- 12 twelve
- 13 thirteen
- 14 fourteen
- 15 fifteen
- 16 sixteen
- 17 seventeen
- 18 eighteen
- 19 nineteen
- 20 twenty
- 21 twenty-one
- 30 thirty
- 40 forty
- 50 fifty
- 60 sixty
- 70 seventy
- 80 eighty
- 90 ninety
- 100 one hundred

pronunciation activity

7 Speak

Talk in pairs.

What's your e-mail?

davidpeeters762@yahoo.com



NOTE

luke.davidson.34@hotmail.com
for e-mail addresses we say:
Luke Davidson 34 'at' hotmail
'dot' com

8 Grammar

QUESTION WORDS

(Who?/What?/How?/Where...from?)

Match the questions with the answers.

1. Who are you?
2. What's your phone number?
3. What's your e-mail?
4. How are you?
5. How old are you?
6. Where are you from?

- a. I'm 41.
- b. I'm OK.
- c. katy15@gmail.com
- d. I'm Roberta.
- e. Hungary.
- f. 020 8994 5563

Go to Grammar Reference

9 Listen

Listen and circle the correct answer.



activities focusing on reading for detail

4 Pronunciation

A. Listen and repeat. Notice the difference in pronunciation.

sixteen - sixty fourteen - forty

B. Listen and tick the correct number.

- | | | | |
|-------|--------------------------|----|--------------------------|
| 1. 15 | <input type="checkbox"/> | 50 | <input type="checkbox"/> |
| 2. 17 | <input type="checkbox"/> | 70 | <input type="checkbox"/> |
| 3. 13 | <input type="checkbox"/> | 30 | <input type="checkbox"/> |
| 4. 18 | <input type="checkbox"/> | 80 | <input type="checkbox"/> |
| 5. 19 | <input type="checkbox"/> | 90 | <input type="checkbox"/> |

5 Speak

Talk in pairs.

How old are you?

I'm 27 (years old).

6 Read

A. Listen and read.

Clare Hi, Simon. Happy Birthday!
Simon Thanks.
Clare How old are you?
Simon 25. Look! Here's my new phone.
Clare A present from Donna?
Simon That's right. Hey, Claire.
What's your number?
Clare 0786 213 2258.
Simon And what's your e-mail?
Clare claire76@gmail.co.uk.
Simon Thanks.

B. Read again and write S for Simon or C for Claire.

1. 25 years old
2. claire76@gmail.co.uk
3. 0786 213 2258
4. new phone

various types of speaking activities

speaking activities practicing taught language

1e What do you do?

1 Vocabulary

A. Listen and repeat.

actor / actress nurse dentist firefighter hairdresser reporter electrician shop assistant architect mechanic chef

NOTE
a dentist
an electrician

She's a dentist.

2 Read

A. Listen and read the blog. Do the people know each other?

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

1. Tim is English.
2. Tim is a mechanic.
3. Jenny is 27.
4. Keith is an electrician.

vocabulary presented through visual prompts

activities focusing on reading for detail

3 Speak

A. Talk in groups of four about what you do.

What do you do?
I'm a/an... Are you a/an...?

B. GUESSING GAME
Talk in pairs.

Student A: Choose a person from the cards below, but don't tell Student B.

Student B: Ask questions and guess who Student A is.

4 Write

Capital letters

Use capital letters:
• with names/surnames
• with Mr/Mrs/Miss/Ms
• with cities/countries/nationalities

A. Add capitals where necessary.

1. Is mr martin your boss?
2. I'm from canada, but i live in italy.
3. Are you british?
4. This is ms lipton.
5. My name is tanya white.
6. How are you, ben?

B. Complete the form below.

TIP When completing a form, make sure you understand what information you are asked to give.

useful advice to promote writing skills

SAMPLE PAGES FROM NEW DESTINATIONS BEGINNERS A1.1 - STUDENT'S BOOK

vocabulary, grammar and communication revision activities

speaking activity for further practice

1 Round-up

Vocabulary

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

- Canada - Ireland - Mexican - Spain - _____
- French - Italy - Polish - Australian - _____
- friend - flatmate - neighbour - single - _____
- classmate - electrician - chef - actress - _____
- twenty - one - thirteen - age - _____

Grammar

B. Complete with a or an.

- Chris is _____ teacher.
- Here's _____ present for your birthday.
- Amanda's _____ doctor and her flatmate is _____ nurse.
- Is Darren _____ architect?
- I'm not _____ police officer. I'm _____ actor.

C. Choose a, b or c.

- I'm from the USA. _____ name's Jack.
a. His b. My c. Your
- Sophie is a hairdresser. _____ e-mail is sophie@gleeson.net.
a. She b. His c. Her
- A: Are Mark and Jane married?
B: Yes, they are.
A: What's _____ surname?
a. your b. their c. our
- A: Who's Lee Jones?
B: _____ our boss.
a. He's b. His c. I'm

D. Circle the correct words.

- Who's / What's your phone number?
- We isn't / aren't British. We is / are Irish.
- A: How am / are you?
B: You're / I'm fine.
- Donna and Betty is / are students, but we / they aren't classmates.
- A: Are you / Is he your boss?
B: No, he aren't / isn't. He is / are my colleague.

Communication

E. Complete the situations.

- I'm fine, thanks.
- 01223 456 763.
- My surname is Finley.
- Nice to meet you, too.
- I'm a mechanic.

F. Match the questions with the answers.

1. What's your e-mail? a. Not much.
2. Where are you from? b. Turkey.
3. Who's your favourite teacher? c. No, she's single.
4. Is she married? d. jenny058@gmail.com
5. What's up? e. Mr Howard.

G. Reply to the questions / phrases below.

1. Good morning! _____
2. How's it going? _____
3. How old are you? _____
4. Where are you from? _____
5. Goodbye! _____

Speak

ROLE PLAY
Talk in groups of three.

Student A and B: Look at the picture, pretend you are the man or the woman and come up with personal information (name, age, nationality, job, phone number).

Student C: Look at the picture and pretend you are the nurse. Ask Students A and B questions.



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...

- say where I'm from and where I live
- introduce myself and others
- ask and answer personal questions
- greet people and say goodbye
- talk about my marital status
- say how old I am
- say my telephone number and e-mail
- say what I do
- write some basic information about myself
- complete a form
- ask about one's health
- use numbers 0-100
- talk about relationships

Write

Write sentences about yourself.

My name's... I'm... years old.

writing activity for further practice

a self-assessment section fostering learner autonomy

texts giving cultural and cross-curricular information

Cross-curricular page

Geography

A. What's the difference between the UK, Great Britain and England? Listen, read and find out.

THE BRITISH ISLES: TERMINOLOGY

POLITICAL
In the British Isles, there are two nations: the United Kingdom and The Republic of Ireland.

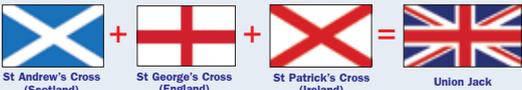
GEOGRAPHICAL
The British Isles are basically two islands. They are called Great Britain and Ireland.

THE UK
In the United Kingdom (UK) there are four countries: England, Scotland, Wales and Northern Ireland.

A person from the UK (England, Scotland, Wales and Northern Ireland) is called British. But they are also English, Scottish, Welsh and Irish and often prefer these nationalities.

THE UNION JACK

The national flag of the United Kingdom is called the Union Flag or Union Jack. It is actually three flags put together.



SONG
'Nice to meet you'
Go to Song page.

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

- Great Britain is an island of the British Isles.
- There are four countries in the British Isles.
- England is a country of the UK.
- A person from Wales is British and Welsh.
- The Union Jack is England's national flag.

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

song

Web links

SAMPLE PAGE FROM NEW DESTINATIONS BEGINNERS A1.1 WORKBOOK

1c Who's that?

A. Circle the correct words.

Dan Who's (1) he / his?
Paul (2) He's / His our neighbour.
Dan What's (3) he's / his name?
Paul Mario.
Dan Oh. And who's (4) she / her?
Paul (5) Her / She's our neighbour, too.
Dan Are they married?
Paul Yes, (6) their / they are.

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

they're his her he's she's their

1. A: Who's he?
B: _____ my best friend.
_____ name is Mike.

2. A: Are they single?
B: No, _____ married.
A: What's _____ surname?
B: Donaldson.

3. A: What's _____ name?
B: Mary, _____ my classmate.

C. Think of a person you know well and answer the questions.

1. What's his/her name?

2. Is he/she English?

3. Is he/she single or married?

4. Is he/she your friend?




a variety of activities

preparation for task involving analysis, skills integration and information transfer

Task 1

A. Listen, read and complete the table below.



Barry Hi! I am Barry Smith. This is Eva Demeter.
Eva Good morning! Nice to meet you.
Alex Hello, I'm Alex Garnier.
Sandhya And I'm Sandhya Garnier. Are you two married?
Eva No, we aren't. We are single. Barry and I are colleagues.
Barry Where are you from?
Sandhya Well, I'm Indian, but Alex is French.
Alex Are you American?
Eva Barry is, but I'm from Hungary.

Alex Oh, so you're Hungarian? Sandhya's boss is Hungarian.
Eva Really? What do you do, Sandhya?
Sandhya I'm a nurse. What about you?
Barry We are architects. What do you do, Alex?
Alex I'm a mechanic.
Barry Oh, really? What's your phone number?
Alex It's 207 158 4659.
Barry And my phone number is 207 194 1234.
Eva OK. Have a nice weekend!
Sandhya Bye! See you later!

FIRST NAME	Eva	Barry	Sandhya	Alex
SURNAME				
NATIONALITY				
MARITAL STATUS				
JOB				
PHONE NUMBER				

B. Talk in pairs. Interview your partner, complete the table below and present his/her information to the class.

FIRST NAME	
SURNAME	
NATIONALITY	
MARITAL STATUS	
JOB	
PHONE NUMBER	
E-MAIL	

What's your...?
 Are you...?
 Where...?
 What...?

competence-based tasks promoting learners' autonomy and encouraging collaborative learning

Task 1

C. Make your own business card: write your name, job, phone number and e-mail address. Pretend you are on a business trip and exchange business cards with your classmates, introducing yourselves briefly.

Hello my name's...
 I'm a/an...
 Nice to meet you Mr./Mrs. ...
 I'm...

performance evidence which links the language with real-life needs and ensures meaningful learning



5d Fast food

1 Vocabulary

A. Listen and repeat.



pizza



fish and chips



noodles



tacos



kebab



burger

B. Listen and repeat. Then say how much the food above costs in your country.

money

£5.85 = five pounds and eighty-five pence

€13.59 = thirteen euros and fifty-nine cents

\$49.15 = forty-nine dollars and fifteen cents

2 Read

A. Look at the pictures. What do you think the people are ordering? Listen, read and check your answers.



Fred Hi, I'd like a burger and chips, please.
Woman Do you want ketchup and mustard?
Fred Just mustard.
Woman Here's your burger and chips.
Fred Great. How much is that?
Woman \$4.85.
Fred Here's \$5.
Woman And here's fifteen cents change.



Tony Hi, I'd like a slice of chicken and mushroom pizza.
Man Sure. That's €2.75, please.
Tony Sorry, but it says €2.50 on here.
Man No, that's just mushroom pizza.
Tony Oh, you're right.
Man Anything to drink?
Tony Umm... I'd like a lemonade, please.
Man Medium or large?
Tony Medium. How much is that?
Man €4.
Tony There you go.
Man Enjoy!

tables of functions, structures and vocabulary introduced in each lesson

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



Functions					
Ordering food					
Taking an order					
Talking about prices					
Reading a menu					
Vocabulary					
Fast Food					
burger	fish and chips	kebab	noodles	pizza	tacos
Money					
cent	change	dollar	euro	pence	pound
Other words and phrases					
fried	How much is that?	medium	mustard		
say	There you go				

BACKGROUND NOTE
Pounds/pence are used in the UK.
Euros/cents are used in countries of the European Union.
Dollars/cents are used in the USA.
Australian dollars/cents are used in Australia.
Canadian dollars/cents are used in Canada.

background notes on different topics which aim at providing teachers with useful information about the texts appearing in the Student's Book

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you what the lesson will be about.
- Elicit answers.
- Ask Ss some questions:

*Do you like fast food?
 How often do you eat fast food?*

1. VOCABULARY >> 13,14

A. Aim: to present different types of fast food

- Ask Ss to look at the pictures and the words.
- Ask Ss: *What do the pictures show?* and elicit the answer: *Different types/kinds of fast food.*
- Help Ss deduce the meaning of any unknown words from the context of the corresponding picture.
- Ask Ss some questions:

*What is your favourite fast food?
 What is the most popular fast food in your country?*

- Ask Ss if they know where the types of fast food shown in the pictures come from.
- Elicit answers (**pizza** = Italy, **fish and chips** = UK, **tacos** = Mexico/Spain, **noodles** = Asia, **kebab** = Middle East, **burger** = USA).

LANGUAGE PLUS
 These are two main types of kebab. Shish kebab is a meal of small chunks of meat grilled on a skewer. Döner kebab is slices of meat slowly roasted on a rotating spit, and commonly served in pita bread. In the UK döner kebabs are a very popular fast food dish and are usually eaten after a night out.

- Play the CD and pause so that Ss can repeat what they hear.

B. Aim: to introduce and give Ss practice in talking about prices in different currencies

- Play the CD and pause so that Ss can repeat what they hear.
- Explain to Ss how sums of money are read in English.
- Ask Ss to tell you where *pounds/pence*, *euros/cents* and *dollars/cents* are used.

- Ask Ss the question in the rubric. Choose a student and ask him/her: *How much does a pizza cost?* and elicit the answer: *A pizza costs (eg. €11.50).*
- Choose Ss to tell you how much the food shown in the remaining pictures costs.
- For further practice in talking about prices, ask Ss to tell you how much other objects cost (eg. *a pencil, a pen, a notebook, a mobile phone, a bag, etc.*).

2. READ >> 15

- A. Aims:**
- to give Ss practice in predicting the content of dialogues by using visual information
 - to give Ss practice in identifying the main idea of the dialogues
 - to present vocabulary and functions in the context of three dialogues

- Draw Ss' attention to the three pictures and ask them the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss read and listen to the first dialogue and check their predictions.
- Do the same with the other two dialogues.

KEY
 The man in the **first picture** is ordering a burger and chips.
 The man in the **second picture** is ordering a slice of chicken and mushroom pizza and a lemonade.
 The woman in the **third picture** is ordering some chicken noodles and some fried rice.

- Ask Ss some questions:

*Does Fred want mustard on his hot dog? Yes, he does.
 How much money is the woman giving Fred back? Fifteen cents.
 Does Tony want something to drink? Yes, he does.
 How much does a medium lemonade cost? It costs €1.25.
 What is the name of the restaurant Jasmine is calling? Dragon's Den.
 What is Jasmine's phone number? It's 294 5573.
 What is the number of Jasmine's flat? 8.
 How much does Jasmine's order cost? It costs €11.50.*

key for Student's Book

suggested questions

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

4b Eat right

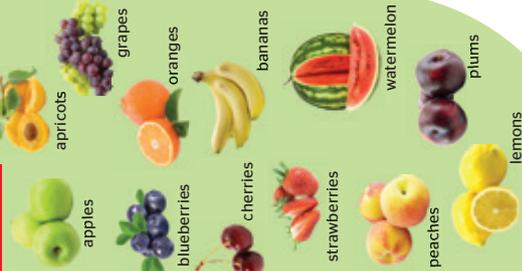
1 Vocabulary

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

Vegetables:



Fruit:



vocabulary presented through visual prompts

various types of texts

2 Read

A rainbow

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



"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.

So, add a little colour to your meals.



on your plate

B. Read again and tick.	protect against cancer	protect against heart disease	help you have healthy eyes	help you have a good memory
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 Grammar

How much? / How many?

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.
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		

Go to Grammar Reference

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?
- A: We don't have much / many vegetables in the fridge.
B: Well, I can go to the supermarket and buy a little / a few carrots and some spinach.
- A: Do you want any salt on your salad?
B: Just a little / a few.

5 Listen

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. Go to Pair work activity.

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 exercises developing speaking, listening and writing skills

3e Urban life

1 Vocabulary

ADJECTIVES DESCRIBING PLACES

A. Read the sentences below and match the adjectives in bold with the definitions a-h.

- The bus was **crowded** and I couldn't get on.
 - When I get tired of life in the city, I go to the countryside. It's so **peaceful** there.
 - You can find lots of books about **ancient** history in the library.
 - I live in a **noisy** neighbourhood and can't sleep at night!
 - Don't worry: the streets around here are **safe** for the children to play in.
 - The town square is a **popular** meeting place for teenagers.
 - We went on a tour around the town and saw many **historic** buildings.
 - The town centre has a great variety of **cosy** cafés and restaurants.
- B. Use some of the adjectives above to describe your city/town.

- comfortable and warm
- quiet and calm
- full of people
- making a lot of noise
- liked by a large number of people
- very old
- important in history
- not dangerous

2 Speaking

Work in pairs. The three people below have been offered jobs in the three cities presented. Read the information, discuss and decide which city is the most suitable for each person. Give reasons for your choices.

TIP

When talking to another person, listen carefully to him/her and respond to what he/she is saying (eg. I agree, I don't know about that).



Jill Grant, 23
Likes: art, cinema, eating out, travelling
Dislikes: shopping, nature



Helen Aberson, 34
Likes: sports, reading, shopping
Dislikes: art, theatre



Harry Perl, 41
Likes: museums, nature, swimming
Dislikes: nightlife, concerts

I think the most suitable city for Jill is... because...
I disagree. I think the ideal city for her is... because...



- Chicago, Illinois**
- beautiful parks and beaches
 - lots of sports facilities
 - museums



- New York City, New York**
- museums, galleries, shows
 - world famous shops
 - huge variety of restaurants



- Minneapolis, Minnesota**
- lakes and parks with sports activities
 - large shopping centre
 - many theatres

3 Listening

A. Discuss.

- What are the advantages and disadvantages of living in a city?
- Listen to Zoe talking to a friend about her new life. What is her opinion about life in the city?

C. Listen again and choose the correct picture a, b or c.

1. Where does Zoe live?





2. Where does Zoe go every weekend?





3. How does Zoe get to work?





4. What can Zoe see out of her window?





TIP Before you listen, read the rubric carefully and look at the pictures, maps, etc. This will give you an idea of what to listen for.

4 Writing

A DESCRIPTION OF A PLACE

A. Discuss.

- What is the most interesting place you've ever visited?
- Why do you like it?

Salvador da Bahia

Salvador is one of the most impressive cities I've ever visited. It is in eastern Brazil on the coast and it is the capital of the state of Bahia.

Salvador has many interesting places to see such as Pelourinho, the 'old city'. This area has colourful colonial buildings, narrow streets, beautiful squares and attracts many tourists every year. Other places worth visiting are the numerous churches and the Afro-Brazilian Museum.

There are many things to do in Salvador. You can go to Mercado Modelo for Salvador's best shopping. At this market, you can buy souvenirs, taste Bahian cuisine in one of the many restaurants and watch the fascinating capoeira, too. Salvador also offers a great variety of beautiful beaches.

Salvador is a very exciting city and I had a fantastic time there. It was an unforgettable experience and I hope to visit this wonderful city again.



- B. Read the text and choose a, b or c. The text is:
- a part of a story that happened in Salvador da Bahia.
 - a description of Salvador da Bahia.
 - an advertisement about a holiday in Salvador da Bahia.
- C. Read again and answer the following questions.
- In which paragraph (1-4) does the writer:
 - describe what tourists can do there?
 - say how he/she feels about the place?
 - describe the most important sights?
 - give general information about the place?

2. Which adjectives does the writer use to make the description more lively?

WRITING TASK

D. Write a description of a place you've visited. Your description should be between 100-120 words.

TIP

- When writing a description of a place:
- before you start, write down some ideas.
 - develop your ideas and write about the most important or interesting features of the place.
 - divide your text into paragraphs as shown above.
 - use a variety of adjectives to make your description lively.

practical tips helping students to develop skills and become autonomous learners

3a reading

warm-up activities introducing the topic

- A. Discuss.
- How much free time do you have?
 - What do you like doing in your free time?
- B. Read the texts A-D quickly. What topic do the four passages have in common?



Elizabeth (18 years old)
I'm what you call a **bookworm**. I find nothing more entertaining than staying at home and reading a good book. I read anything from adventure to science fiction. If I start reading a book, I don't put it down until I finish it. My parents are **constantly** complaining that I don't get out much, but I've no **intention** of changing. I've recently started writing and I hope to write a best seller in the future. I also spend a lot of time surfing the Net. Last week, I **came across** a site for people interested in writing and I became a member. Since then I've had the opportunity to talk to people with similar interests, and it's nice to know that I'm not so out of the ordinary.

Bruce (20 years old)
I'm really into surfing the Net and playing strategy games on my computer. I've been playing computer games ever since my father got me my first computer when I was six. When I'm not playing computer games, I **tend to** be out and about. My friends and I spend a lot of time at the local football pitch so, although I'm not so athletic, I do get some exercise. I'm also into hanging out at the local shopping centre where my friends and I either go to the cinema or to a café.

Jenny (19 years old)
I'm very sociable and hang out at all the 'in' places. I have lots of friends and love meeting people. At the weekends, I usually go somewhere to dance. When I was five, my mother took me to the Contemporary School of Dance and, since then, I have never stopped dancing. I also love music and go to concerts very often. On top of that, I'm a member of a local theatre group, and we put on performances **every once in a while**. We have a lot of fun choosing the plays and rehearsing. Since I joined the group, I've taken part in three different plays. It's not only fun but also very rewarding.

James (17 years old)
My idea of fun is anything that's related to sports. I've always been sporty and athletic and I'm **willing** to try whatever will get my adrenalin going. Unlike many people my age, I don't enjoy going out to cafés. I love doing things that keep me outdoors in the natural environment. I became a member of a rock climbing club about three years ago, and I must admit that I've had a lot of fun. I've met lots of interesting people and I've also been to a lot of interesting places. Besides this, I also find water windsurfing for ages and I've also recently started taking scuba diving lessons.



TIP
When matching questions with short texts:
• scan each text and look for the specific information mentioned in each question.
• Find the part of the text which correctly answers the question.
• Be careful! Don't choose a text just because the vocabulary or phrasing in the text is similar to that of the question.

- C. Read the texts A-D again and answer the questions 1-9 below. Write A, B, C or D in the boxes.
- Which teenager/s mention/s
- 1. not being interested in activities done by people their age?
 - 2. being interested only in outdoor activities?
 - 3. doing only activities that keep them indoors?
 - 4. doing an activity their parents helped them begin?
 - 5. doing an activity their parents are not happy about?
 - 6. doing an activity that made it possible for them to go to different places?
 - 7. starting an activity at a very young age that they still do?

3a Vocabulary & grammar

emphasis on vocabulary building

Vocabulary

LEXICAL SET
Complete the table below with the correct name of the sport. Choose from the sports in the box.

sport	place	equipment
basketball	water polo	windsurfing
snowboarding	boxing	tennis
	court	ball, racket, net, shorts, trainers, T-shirt
	ring	books, gloves, shorts
	pool	ball, goggles, swimwear
	slope	boots, board, goggles, gloves
	court	ball, net, shorts, trainers, vest
	sea/lake	swimwear, board, sail
	pitch	ball, boots, shorts, shin pads

- D. Match the highlighted words/phrases in the text with their meanings.
- 1. bookworm a. found by chance
 - 2. constantly b. a plan about what you will do
 - 3. intention c. ready
 - 4. came across d. do something usually or often
 - 5. willing e. sometimes but not very often
 - 6. tend to f. someone who likes reading
 - 7. every once in a while g. all the time

E. Discuss.
If you could get to know one of these teenagers, who would it be and why?

Grammar

PRESENT PERFECT SIMPLE - PRESENT PERFECT PROGRESSIVE

A. Look at the extracts from the texts and answer the questions that follow.

1. I've met lots of interesting people... (Text B)
 - Does James say exactly when he met those people?
 - Which tense is used?
2. Since I joined the group, I've taken part in three different plays. (Text D)
 - Is Jenny still taking part in plays?
 - Which tense is used?
3. I've been windsurfing for ages... (Text B)
 - Has James stopped windsurfing?
 - Which tense is used?

B. Look at the extracts 2 and 3 again. Which of the two tenses emphasises the result of the action and which emphasises the duration?

C. Complete the rules about the uses of the Present Perfect Simple and Present Perfect Progressive by circling the correct words.

- Use the Present Perfect Simple / Past Simple for an action which happened in the past, but the exact time is not mentioned.
- Use the Present Perfect Simple / Present Perfect Progressive for an action or state which started in the past and continues up to the present (emphasis on the action).
- Use the Present Perfect Simple / Present Perfect Progressive for an action or state which started in the past and continues up to the present (emphasis on the duration).
- Use for / since + a period of time and for / since + a specific point in time.

NOTE
We use the Past Simple for actions that happened in the past and the exact time is mentioned.

Go to Grammar Reference

THE THESPIANS

I (1) _____ (always / want) to do something interesting in my free time, but I work quite long hours and I'm often very tired when I get home from work. Some time ago, a friend of mine (2) _____ (give) me the idea of joining the Thespians, a drama club which meets just once a week. I (3) _____ (be) a member for the last six months and I (4) _____ (enjoy) every moment of it. The people in the club are very friendly, and the atmosphere is fun and relaxed. For the past few weeks, we (5) _____ (rehearse) for a play that we're going to put on for the local community centre. I am really looking forward to it. The daughter of one of the members (6) _____ (study) fashion design at university for the last two years and (7) _____ (design) our costumes. Yesterday, I (8) _____ (go) to the club for our last rehearsal before the play. The first performance will be on Friday night and I hope everything will go well.

Practice

Read the text below and complete the blanks with the Present Perfect Simple, the Present Perfect Progressive or the Past Simple of the verbs in brackets.

gradual familiarization of students with exam type tasks

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

4b writing

Writing a problem/solution essay!

1. DISCUSS

- What dangers are involved in accessing blogs, forums and chat rooms and talking to people you don't know well or at all?
- What do you know about cyberbullying or being bullied online?
- What can we do to protect ourselves from this type of bullying?

2. FOCUS ON USING NOTES

Read the rubric, the essay topic and the notes, and underline the parts of the essay that correspond to the notes.

In your English class you have been talking about cyberbullying. Now, your English teacher has asked you to write an essay. Write your essay using all the notes and give reasons for your point of view.

An increasing number of children are becoming victims of cyberbullying. Can something be done to prevent this from happening?



NOTES

- information
- skills
- ... (your own idea)

Cyberbullying is a cause for much concern. This is because young people, who do not have the knowledge and skills to deal with it effectively, are most often the victims. I, nevertheless, think that there are measures that can be taken to ensure their personal safety.

To begin with, it is important to inform children about cyberbullying. This process of raising their awareness about this problem is, in fact, an essential first step to dealing with it. Only in this way will they be able to identify cyberbullying and protect themselves from it.

Secondly, children must be equipped with the necessary know-how and skills both to prevent cyberbullying from happening to them and to deal with it when it does. This actually means that we must provide them with easy-to-follow, practical tips that they can apply when interacting with others online.

Finally, children must be encouraged to talk about and report incidents of cyberbullying. This involves saving messages or posts that are offensive as evidence, talking to trusted adults and informing online organisations of cases of cyberbullying.

It is evident from the above that measures can be taken to protect children from cyberbullying. I think that the solution lies in making children confident users of social networking by raising their awareness of existing dangers and equipping them with skills to deal with them.

3. FOCUS ON CONTENT AND ORGANISATION

Read the essay again and answer the following questions.

1. What is the writer's opinion on the topic? Underline the part of the essay that indicates this.
2. What is the third idea that the writer comes up with?

4. FOCUS ON STYLE AND REGISTER

A. Read the essay again and answer the following questions.

- Is the essay written in a formal or informal style?
- What examples can you find in the essay to justify your answer to the above question?

5. FOCUS ON LINKING WORDS/PHRASES

A. Look at the highlighted words/phrases in the essay. Which words or phrases does the writer use to:

- a. list points
- b. emphasise

B. Now read the essay topic, notes and essay that follows and complete it using the words/phrases in the boxes.

The increased production and consumption of electronic goods has resulted in a large amount of electronic waste being produced. What can be done to change the way people behave so as to lessen the production of electronic waste?

giving opinion I am in favour of _____	expressing result/consequence _____ as a consequence	adding points moreover _____
listing points firstly _____ last but not least _____	emphasising _____ as a matter of fact _____	summing up taking everything into account _____

NOTES

- raise awareness
- motivate
- ... (your own idea)

The rate at which we buy and dispose of electronic goods is having a serious impact on the amount of electronic waste that ends up being thrown away. Nevertheless, _____ measures can be taken to lessen the negative impact that consumer behaviour is having on the environment.

- (1) _____ people need to be made aware of the problem. This will help them realise that how we behave as consumers affects the environment. (3) _____ this realisation is an essential first step in getting consumers to take an active interest in the problem.
- (4) _____ people need to be motivated to change their consumer habits. This involves rewarding desired behaviour, such as giving them a discount when they recycle old electrical devices.
- (5) _____ people need to be informed of alternative courses of action. They will, (6) _____, act more responsibly because they will know what to do with devices for which they have no use.
- (7) _____ it is clear that the key to reducing electronic waste lies in changing consumer behaviour. (8) _____ measures being taken to make consumers realise that there is power in individual action and that our personal choices can make a difference.

6. WRITING TASK

A. Read the rubric, the essay topic and underline the key words. Notice that these notes have been expanded on. In your English class you have been talking about the overuse of technology. Now, your English teacher has asked you to write an essay. Write an essay using all the notes and give reasons for your point of view.

Children are spending too much time on computers and other electronic devices. What can be done to help them develop a healthier balance in their lives?

Notes	Justification
<ul style="list-style-type: none"> • setting limits • interests/hobbies 	<ul style="list-style-type: none"> • Why is it important to set limits to the amount of time children spend using electronic devices? • How can having other interests that do not involve the use of electronic devices benefit a child?

NOTES

- write about:
- setting limits
- interests/hobbies
- ... (your own idea)

B. Now come up with your own idea on the essay topic as well as examples to support it.

Your own idea	Justification
• _____	• _____

C. Copy and complete the outline below for your essay.

INTRODUCTION	Paragraph 1:
MAIN PART	Paragraph 2:
CONCLUSION	Paragraph 3:

D. Write your problem/solution essay based on the outline you have made (140-190 words).

For a list of linking words/phrases which you can use when you are writing a problem/solution essay, see Appendix I.

TIP

When writing a problem/solution essay:

- underline the key words and think about the problem being introduced.
- consider the notes you have been given and how these translate into possible solutions to the problem.
- in the introduction, identify the problem but do not talk about specific solutions.
- in the main part, do not just mention the solutions you are proposing. Use information that can help you justify, clarify and explain their relevance.
- come up with an additional idea that clearly serves as a solution to the problem and back it up by providing information that supports it.
- present the information in a manner that is straightforward, clear and impersonal.
- in the conclusion, do not introduce or mention additional solutions to the problem.

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

2 reading

warm-up activities
introducing the topic

1. PRE-READING

Discuss.

- When you hear the phrase 'amazing places', what kind of places come to mind? Which ones would you like to visit?
- Which of the following are important to you when you visit a place?

weather geographical features sights
culture and traditions people

- What do you know about Iceland?

2. READING FOR GIST

Read the magazine article on page 21 about Iceland and answer the question below.

What is the purpose of the article?

- to describe a place in detail
- to educate the reader
- to inform and entertain the reader
- to advertise a holiday

3. READING FOR DETAILS

Read the article again and answer the questions 1-6 below. Choose *a, b, c* or *d*.

TIP • Read through the text before you look at the questions.

- Then read each question carefully to get an idea of what you are looking for and underline the section in the text where the answer is found.
- Make sure you have chosen the correct answer by eliminating the wrong options.
- Be careful! Don't assume an option is correct just because it contains a word or phrase that is also in the text.

practical tips
helping students
to develop skills
and become
autonomous
learners

- Why would one find it hard to believe that there are lots of volcanoes in Iceland?
 - Volcanoes are not usually found on islands.
 - Volcanoes are a very special geographical feature.
 - We do not usually associate volcanoes with ice.
 - Volcanoes can cause damage to glaciers.
- When Jake Heath went to Iceland, the weather was
 - unusually mild.
 - warmer than he had expected.
 - as cold as he expected.
 - stormy but not very cold.
- What is remarkable about the Great Geyser?
 - its location
 - the temperature of the water
 - its size
 - the height the water reaches

- What does the word *it* in line 55 refer to?
 - the spa
 - the reservation
 - making a reservation
 - staying at the spa

- The Aurora Borealis
 - lasts for six months continuously.
 - occurs during daylight.
 - is a natural phenomenon.
 - is a state of total darkness.

- What do we learn about the Icelanders from the extract?
 - They have a good quality of life.
 - They are too traditional.
 - Most of them live in Reykjavik.
 - They keep themselves busy by taking part in fun activities.

4. GUESSING THE MEANING OF UNKNOWN WORDS

A. Match the highlighted phrasal verbs in the article with their meanings.

- | | | |
|----------------|--------------------------|----------------------------------|
| 1. stand out | <input type="checkbox"/> | a. to form |
| 2. made up | <input type="checkbox"/> | b. to compensate for |
| 3. turned out | <input type="checkbox"/> | c. to be very noticeable |
| 4. made up for | <input type="checkbox"/> | d. to happen in a particular way |

B. Look at the following words from the article and choose the correct meaning, *a, b* or *c*.

- | | |
|-------------------------------------|---|
| 1. struck (line 7) | 5. indulge in (line 53) |
| a. hit | a. think about |
| b. impressed | b. afford |
| c. attacked | c. allow yourself to experience something enjoyable |
| 2. scheduled (line 22) | 6. coastal (line 72) |
| a. arranged | a. near the sea |
| b. postponed | b. in the mountains |
| c. designed | c. in the suburbs |
| 3. spouts (line 33) | 7. policies (line 88) |
| a. drips continuously | a. ideas or plans |
| b. flows heavily | b. rules and laws |
| c. comes out quickly and with force | c. customs or traditions |
| 4. harness (line 45) | |
| a. acquire | |
| b. exchange | |
| c. control and use | |

a variety of activities developing reading skills
and familiarising students with exam type tasks

Wiceland!

Are you in search of an amazing place to go on holiday? Have you ever considered Iceland? 'Professional traveller', Jake Heath has just returned from a fascinating trip to the historic second largest island in Europe and tells our readers about this impressive place.



When I got to Iceland, I was immediately struck by the unique natural beauty and absence of pollution. These things make the island stand out from other places, as it is truly untouched by those evils that have spoilt much of the rest of the world. One of the reasons that Iceland is such an amazing place is that about half of the island is made up of volcanoes and a mountainous lava desert. Who would imagine that a place with a name like 'Iceland' would feature landscape like that? Of course, Iceland also has several glaciers, or 'frozen rivers', and many fjords. Plus, it has more land covered by glaciers than anywhere else in Europe. So, when you think of it, the name Iceland does make sense after all!

When I was told that my trip to Iceland had been scheduled for the first week in January, what I expected was extreme cold. However, I was in for a surprise. The climate of Iceland is milder in winter than most people think. As it turned out, the weather was no obstacle to my expeditions to some fascinating places.

I have been travelling around the world for more than a quarter of a century, and I have been to several breathtaking natural wonders. Very few of them can be compared to the Great Geyser in Haukadalur in South Iceland. This geyser, or hot spouting spring, spouts hot water to a height of 60 metres, which is a truly remarkable and incredible sight! Another extraordinary sight I visited was the famous volcano of Hekla, one of the 200 active volcanoes in the country. Its first recorded eruption was in 1104CE and since then there have been a series of eruptions, some of which were gentle while others caused significant damage to the nearby countryside.

In addition to volcanic activity, Iceland is richer in hot springs and high temperature geothermal activity than any other country in the world! The inhabitants of Iceland have managed to harness the energy of their natural resources. They have built a power station which collects and uses the natural geothermal heat produced under the ground to meet the energy needs of the island. The Icelanders have also used geothermal heat for open-air swimming pools and spas. Plus, these thermal spas are famous for their numerous health benefits. So, who wouldn't want to indulge in a stay at one of them? Naturally, I had made a reservation at one of the most popular spas, and it was an experience I will never forget!

What I found most difficult to get used to was the lack of daylight. You see in Iceland for two to three months of the year, there is continuous daylight, but from November to January there is an intensely dark period with only 2 to 3 hours of daylight per day. However, the breathtaking experience of seeing the Aurora Borealis, or Northern Lights, made up for this state of almost total darkness. This is a spectacular sight which you can admire especially well in Iceland on cold, clear nights from September to March. The sky lights up with many different colours caused by the interaction of particles from the sun with the earth's magnetic field.

About four fifths of the population of Iceland live near the capital, Reykjavik, and the surrounding coastal areas. Icelanders are not characterised only by high standards of living and a high level of technology and education. Their culture is very rich with strong traditions in music, literature and art. Reykjavik has an annual cultural event every third week in August which attracts about 100,000 people from all over the world. Of course, throughout the year visitors can participate in a variety of fun activities. I myself particularly enjoyed riding on a famous Icelandic pony, river rafting, whale watching and hiking on glaciers.

Iceland is a land of contrasts and quite a unique place not only in terms of geographical features. The wild Icelandic landscape invites the adventurous traveller, and the Icelandic people set an example with their environmentally-friendly policies.

5. POST-READING

Discuss.

- Would you like to visit Iceland? Why / Why not?
- How is the place you come from different from Iceland?

Beginners (A1.1)

Pre-Intermediate (A2)

Level B1+



Elementary (A1.2)

Intermediate (B1)

Level B2



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