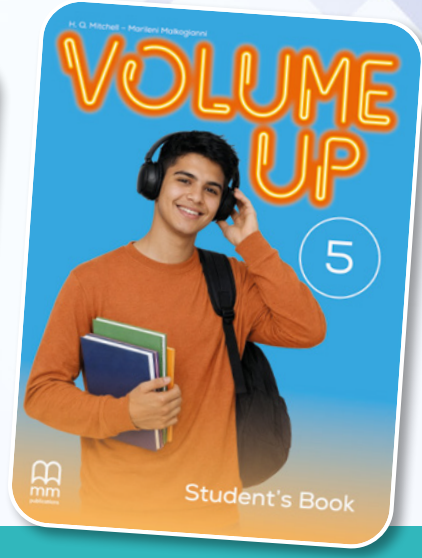
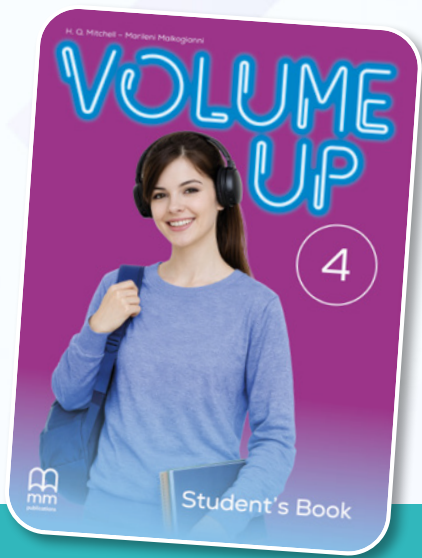
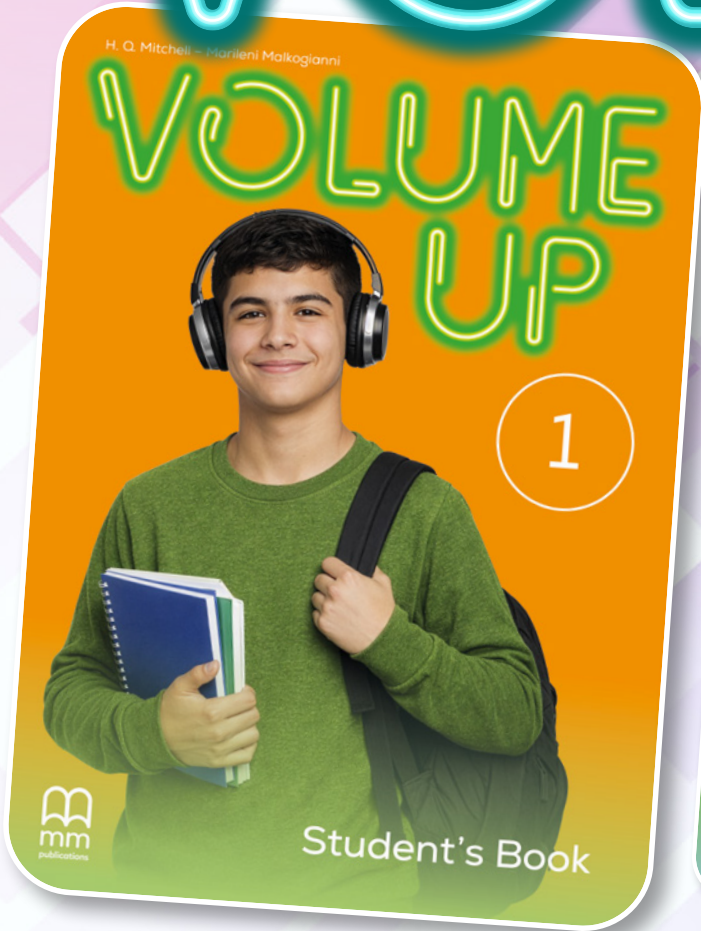




sample  
pages  
catalogue

# VOLUME UP



# VOLUME UP

## It follows:

- the formative purposes of the New Mexican School
- the requirements of the Common European Framework of Reference
- the modular approach

## It develops 21st century competencies:

- Intercultural awareness 
- Critical thinking 
- Autonomous learning 
- Communication 
- Cooperation 
- Creativity 
- ICT literacy 
- Personal and social responsibility 

## Each module includes:

- Four lessons, a closing activities section (Workbook) and a review section
- Lively dialogues
- Motivating and contemporary topics with multicultural and cross-curricular information
- Clear grammar presentations and practice
- A wide variety of reading and listening tasks
- Pair work and group work communication activities
- Writing closely linked with the other three skills
- Useful learning tips and notes highlighting key language points
- Optional activities at the back of the book (Extra Activities)
- Teacher's notes per lesson, along with the key to all activities (Teacher's Book)
- The transcripts for all the listening activities (Teacher's Book)
- Suggested answers for all the speaking activities (Teacher's Book)
- Model answers for all the writing activities (Teacher's Book)

is a dynamic English course series designed for young adults who want to communicate with confidence in today's world.

## Components

### for students:

- Student's Book including Workbook
- Student's Digital Material



### for teachers:

- Teacher's Book
- Class Audio Material
- Teacher's Digital Resources
- Interactive Whiteboard Material








# VOLUME UP 1 – CONTENTS

Modules	Vocabulary	Structures	Functions	Reading
 <p><b>Welcome!</b> p. 4</p>	<ul style="list-style-type: none"> <li>• Greetings</li> <li>• Alphabet</li> <li>• Countries and nationalities</li> <li>• Colors and classroom objects</li> <li>• Adjectives</li> <li>• Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Personal pronouns</li> <li>• The verb <i>be</i> (affirmative)</li> <li>• Question words (<i>Who...? / What...? / Where...? / How...?</i>)</li> <li>• Articles: a/an</li> <li>• Demonstratives (singular): this/that</li> </ul>	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Thanking and responding to thanks</li> <li>• Introducing oneself and others</li> <li>• Spelling</li> <li>• Exchanging basic personal information</li> <li>• Completing a form with one's personal information</li> </ul>	<ul style="list-style-type: none"> <li>• A dialogue between students</li> <li>• A registration form for a youth club</li> </ul>
 <p><b>School/ University life</b> p. 17</p>	<ul style="list-style-type: none"> <li>• People</li> <li>• Adjectives describing physical appearance (height, weight, age)</li> <li>• School subjects</li> <li>• Spare-time jobs</li> <li>• Social media activities</li> <li>• Jobs</li> <li>• Classroom language</li> <li>• Adjectives describing objects</li> <li>• Ordinal numbers</li> <li>• Places at university</li> </ul>	<ul style="list-style-type: none"> <li>• The verb <i>be</i> (negative, questions, short answers)</li> <li>• Imperative affirmative sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Describing people</li> <li>• Talking about what one is good at</li> <li>• Understanding and using classroom language</li> </ul>	<ul style="list-style-type: none"> <li>• Description of people a teenager knows</li> <li>• A chat room conversation</li> <li>• A comic strip</li> <li>• Social media posts and accompanying photos</li> </ul>
 <p><b>All about me!</b> p. 29</p>	<ul style="list-style-type: none"> <li>• Family members</li> <li>• Adjectives describing physical appearance (eyes, hair)</li> <li>• Personal belongings</li> <li>• Parts of the face/body</li> <li>• Pets</li> <li>• Adjectives</li> <li>• Personality adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• The verb <i>have</i></li> <li>• Demonstratives (plural): these/ those</li> <li>• Regular and irregular plural nouns</li> <li>• Possessive Adjectives</li> <li>• Possessive case</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing possession</li> <li>• Describing one's family members</li> <li>• Identifying and describing things</li> <li>• Describing people and pets</li> </ul>	<ul style="list-style-type: none"> <li>• A dialogue between two colleagues describing a picture</li> <li>• A dialogue between two college students</li> <li>• Descriptions about teenagers' pets</li> <li>• An online blog post</li> </ul>
 <p><b>My Home</b> p. 41</p>	<ul style="list-style-type: none"> <li>• Parts/Rooms of a house/apartment</li> <li>• Clothes/accessories</li> <li>• Shapes/Materials</li> <li>• Furniture and appliances</li> </ul>	<ul style="list-style-type: none"> <li>• There is / There are</li> <li>• Prepositions of place</li> <li>• a/an vs. the</li> <li>• Possessive pronouns</li> <li>• Whose...?</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing possession</li> <li>• Identifying the location of objects</li> <li>• Talking about one's bedroom</li> <li>• Describing one's house / apartment</li> </ul>	<ul style="list-style-type: none"> <li>• A dialogue between a man and a woman about a house</li> <li>• Housing advertisements</li> <li>• A comic strip</li> <li>• A description about one's house and bedroom</li> </ul>
 <p><b>Day in, Day out!</b> p. 53</p>	<ul style="list-style-type: none"> <li>• Days of the week</li> <li>• Months</li> <li>• Dates</li> <li>• Spare-time activities</li> <li>• Time</li> <li>• Daily routines</li> <li>• Sports</li> <li>• Hobbies</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of Wh- questions</li> <li>• When...?</li> <li>• Why...? / Because</li> <li>• Prepositions of time</li> <li>• like / don't like + - ing form</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about spare-time activities and hobbies</li> <li>• Expressing likes and dislikes</li> <li>• Expressing preference</li> <li>• Expressing result (so)</li> </ul>	<ul style="list-style-type: none"> <li>• A dialogue between two friends</li> <li>• A dialogue between two siblings</li> <li>• Schedules for youth clubs and information about people who might be interested in them.</li> <li>• A description about one's favorite day of the week</li> </ul>
 <p><b>In the city</b> p. 65</p>	<ul style="list-style-type: none"> <li>• Places in a town/city/ neighborhood</li> <li>• Seasons</li> <li>• Weather</li> <li>• Directions</li> <li>• Signs in public places</li> </ul>	<ul style="list-style-type: none"> <li>• Personal pronouns (object pronouns)</li> <li>• Revision of question forms</li> <li>• Let's...</li> <li>• How about...?</li> <li>• very/really</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about places in a city</li> <li>• Making suggestions</li> <li>• Asking for and giving directions</li> </ul>	<ul style="list-style-type: none"> <li>• Three short texts about Camden Market (poster, web page, email)</li> <li>• A dialogue between two friends</li> <li>• A description of one's city</li> </ul>

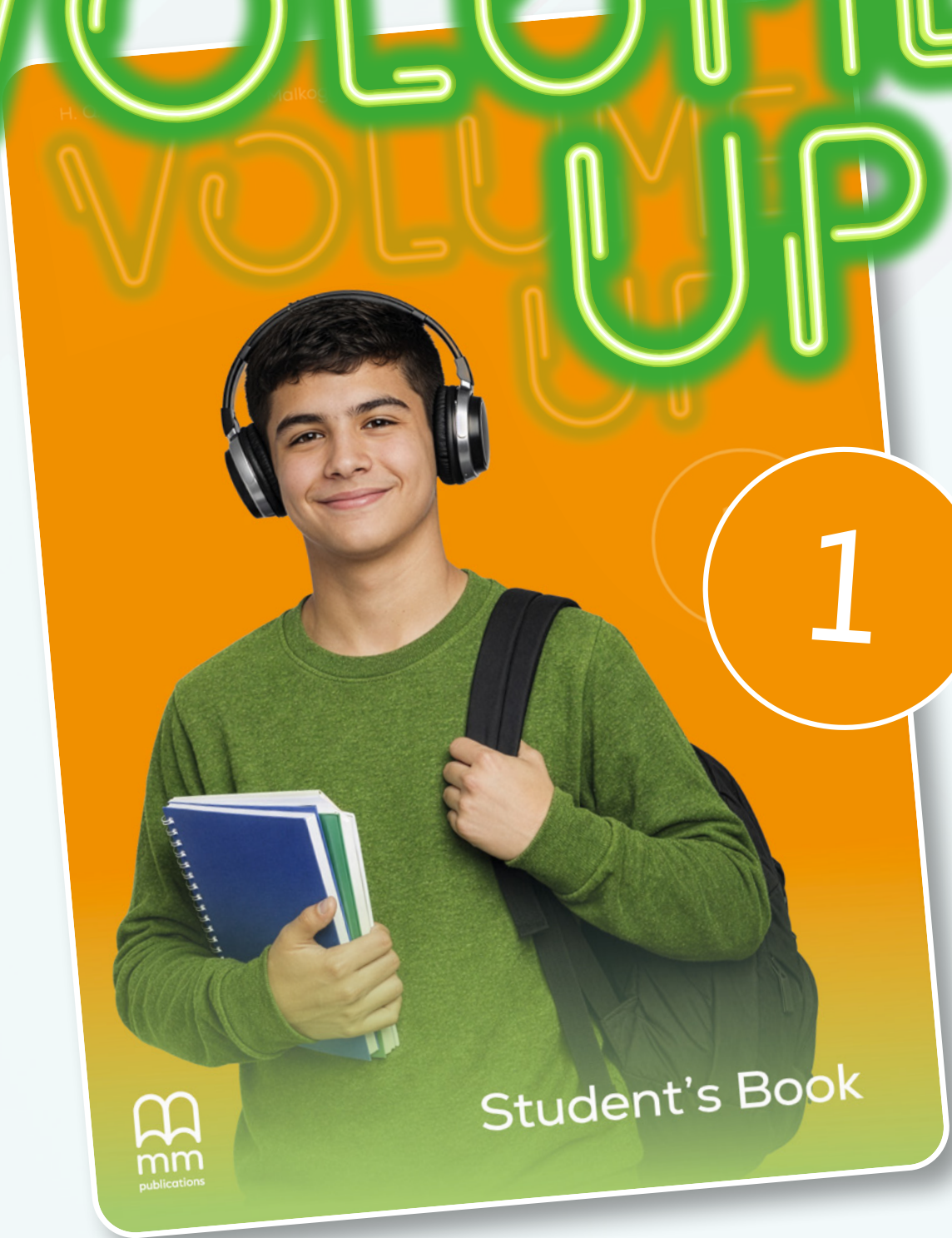
Listening (Pronunciation/ Intonation)	Speaking	Writing
<ul style="list-style-type: none"> <li>• Three short conversations (greeting and saying thank you)</li> <li>• Three short conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work: Asking and answering questions about names and where people are from</li> <li>• Presentation: Presenting one's classmate/friend and giving basic information about them (name, nationality, etc.)</li> <li>• Pair work: Asking and answering questions about classroom objects</li> <li>• Pair work: Asking for and giving personal information (age, phone number, email address, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• A form with personal information</li> <li>* Word stress</li> <li>* Numbers (sixteen vs. sixty)</li> </ul>
<ul style="list-style-type: none"> <li>• Short descriptions of four people</li> <li>• Three short dialogues</li> <li>* Intonation of questions</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work: Guessing Game</li> <li>• Group work: Survey about what people are good at</li> <li>• Pair work: Information gap: Asking and answering questions to complete a business card</li> </ul>	<ul style="list-style-type: none"> <li>• A few sentences about one's classmate</li> <li>• A social media post about one's favorite place at university</li> </ul> <p>Developing skills:</p> <ul style="list-style-type: none"> <li>• Capital letters</li> </ul>
<ul style="list-style-type: none"> <li>• A conversation between two friends about one's family members (physical appearance, likes occupation)</li> <li>• Three short dialogues about personal belongings</li> <li>* Third person singular -s: /s/, /z/, /ɪz/</li> <li>* /ɪ/, /i:/</li> </ul>	<ul style="list-style-type: none"> <li>• Group work: Talking about one's family members</li> <li>• Pair work: Talking about pets</li> <li>• Talking about one's personality</li> </ul>	<ul style="list-style-type: none"> <li>• A few sentences about one's pet or a pet one</li> <li>• An online blog post about oneself</li> </ul> <p>Developing skills:</p> <ul style="list-style-type: none"> <li>• Using adjectives</li> <li>• Linking words (and, but)</li> </ul>
<ul style="list-style-type: none"> <li>• A dialogue between two siblings about a new apartment</li> <li>• A conversation between two friends about clothes and accessories</li> <li>* /θ/, /ð/</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation: Presenting your dream house/apartment</li> <li>• Game: Spot the differences</li> <li>• Pair work: Asking and answering about clothes</li> <li>• Pair work: Memory Game</li> </ul>	<ul style="list-style-type: none"> <li>• A few sentences about one's bedroom</li> <li>• A description of one's house and bedroom</li> </ul> <p>Developing skills:</p> <ul style="list-style-type: none"> <li>• Describing a house / an apartment</li> <li>• Listing items</li> </ul>
<ul style="list-style-type: none"> <li>• Two short dialogues about events</li> <li>• Three short conversations about dates and times</li> <li>• Two people talking about their spare-time activities</li> <li>* /n/, /ŋ/</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work: Asking and answering about the date/birthdays</li> <li>• Pair work: Asking and answering about the daily routines</li> <li>• Game</li> <li>• Group work: Asking and answering about favorite sports</li> </ul>	<ul style="list-style-type: none"> <li>• A few sentences about my favorite sport/ spare-time activity</li> <li>• A description about one's favorite day of the week</li> </ul> <p>Developing skills:</p> <ul style="list-style-type: none"> <li>• Word order</li> <li>• Developing an idea by adding details through Wh-questions</li> </ul>
<ul style="list-style-type: none"> <li>• A teacher talking to students</li> <li>• A conversation between two people asking for and giving directions</li> <li>* Silent letters</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work: Asking and answering about the location of places in a neighborhood</li> <li>• Pair work: Asking and answering about the weather</li> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• A few sentences about one's neighborhood</li> <li>• A paragraph about one's city or a city they know well</li> </ul> <p>Developing skills:</p> <ul style="list-style-type: none"> <li>• Avoiding repetition</li> </ul>

# VOLUME UP 3 – CONTENTS

Modules	Vocabulary	Structures	Functions	Reading
 <p><b>1</b></p> <p><b>In the Past</b></p> <p>p. 4</p>	<ul style="list-style-type: none"> <li>Words related to celebrations and events</li> <li>Adjectives describing people</li> <li>Words related to sights and landmarks</li> <li>Opposite adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Past Simple of the verb <i>to be</i> (affirmative)</li> <li>Past Simple of the verb <i>to be</i> (negative, questions, short answers)</li> <li>The verb <i>could</i> for ability in the past</li> <li>There was / There were</li> </ul>	<ul style="list-style-type: none"> <li>Talking about past events and celebrations</li> <li>Talking about famous figures in the past</li> <li>Talking about ability in the past</li> <li>Talking about places of the past</li> </ul>	<ul style="list-style-type: none"> <li>An email about Mexican Independence Day</li> <li>A quiz show game about famous figures of the past</li> <li>An article about San Juan de Ulúa</li> </ul>
 <p><b>2</b></p> <p><b>Flashback</b></p> <p>p. 17</p>	<ul style="list-style-type: none"> <li>Collocations</li> <li>Spare-time activities</li> <li>Adjectives expressing feelings</li> <li>Geographical features</li> </ul>	<ul style="list-style-type: none"> <li>Past Simple of regular and irregular verbs (affirmative)</li> <li>Past Simple (negative, questions, short answers)</li> <li>Linking words/phrases</li> </ul>	<ul style="list-style-type: none"> <li>Talking about the past with the Past Simple</li> <li>Talking about the achievements of famous people of the past</li> <li>Describing an experience and feelings</li> <li>Using linking words to sequence events</li> </ul>	<ul style="list-style-type: none"> <li>An online article about famous people of the past</li> <li>A biography of a famous person of the past</li> <li>A dialogue between two friends talking about a weekend getaway</li> <li>A magazine article about different experiences</li> </ul>
 <p><b>3</b></p> <p><b>Places to Visit</b></p> <p>p. 29</p>	<ul style="list-style-type: none"> <li>Adventure activities</li> <li>Public places</li> <li>Places in a city</li> <li>Directions</li> </ul>	<ul style="list-style-type: none"> <li>Comparative forms</li> <li>Superlative forms</li> <li>The verb <i>can</i> for possibility</li> <li>Prepositions of place and movement</li> </ul>	<ul style="list-style-type: none"> <li>Talking about vacation activities</li> <li>Making comparisons</li> <li>Talking about different types of vacation places and accommodations</li> <li>Referring to the location of places in a town/city</li> <li>Asking for, giving and understanding directions</li> <li>Reading a map</li> </ul>	<ul style="list-style-type: none"> <li>Diary entries during a vacation</li> <li>Signs in public places</li> <li>Dialogues in different public places</li> <li>A travel blog</li> </ul>
 <p><b>4</b></p> <p><b>That's Life!</b></p> <p>p. 41</p>	<ul style="list-style-type: none"> <li>Jobs</li> <li>Mishaps / Misfortunes</li> <li>Types of camps</li> </ul>	<ul style="list-style-type: none"> <li>Present Perfect Simple</li> <li>Present Perfect Simple vs. Past Simple</li> </ul>	<ul style="list-style-type: none"> <li>Talking about experiences</li> <li>Talking about volunteer work</li> <li>Talking about mishaps and misfortunes</li> </ul>	<ul style="list-style-type: none"> <li>An internet forum about part-time jobs</li> <li>A leaflet about an organization</li> <li>A dialogue between two colleagues</li> <li>An email about a summer camp</li> </ul>
 <p><b>5</b></p> <p><b>Choices</b></p> <p>p. 53</p>	<ul style="list-style-type: none"> <li>Indoor and outdoor activities</li> <li>Compound nouns</li> <li>Words related to places of entertainment / events</li> <li>Food</li> <li>Cooking</li> </ul>	<ul style="list-style-type: none"> <li><i>like / love / enjoy / hate / can't stand + -ing or noun</i></li> <li>Adverbs of manner</li> <li><i>need / want + to + base form of verbs</i></li> </ul>	<ul style="list-style-type: none"> <li>Expressing likes and dislikes</li> <li>Talking about sports and spare-time activities</li> <li>Expressing opinions and justifying them</li> <li>Agreeing and disagreeing</li> <li>Talking about places of entertainment and events</li> <li>Talking about food and recipes</li> </ul>	<ul style="list-style-type: none"> <li>A quiz: Are You an Indoor or Outdoor Person?</li> <li>A fitness center website</li> <li>A magazine article about events taking place in the city on the weekend</li> <li>A recipe website</li> </ul>
 <p><b>6</b></p> <p><b>Dos and Don'ts</b></p> <p>p. 65</p>	<ul style="list-style-type: none"> <li>Words related to air travel</li> <li>Notes/Signs in public places</li> <li>Daily activities</li> <li>Processes and procedures</li> <li>Frequency adverbs</li> </ul>	<ul style="list-style-type: none"> <li>The verbs <i>have to</i> and <i>mustn't/can't</i></li> <li>The verbs <i>must/mustn't</i> and <i>have to / don't have to</i></li> </ul>	<ul style="list-style-type: none"> <li>Talking about travel and vacations</li> <li>Expressing obligation and prohibition</li> <li>Expressing lack of necessity</li> <li>Giving and understanding instructions</li> </ul>	<ul style="list-style-type: none"> <li>Two dialogues in airports</li> <li>Notes and signs in public places</li> <li>A set of instructions</li> </ul>

<b>Listening</b> <b>(Pronunciation/ Intonation)</b>	<b>Speaking</b>	<b>Writing</b>
<ul style="list-style-type: none"> <li>• People describing a celebration or event</li> <li>• A conversation between two friends about a museum visit</li> <li>• People describing a day out</li> </ul> <p>* stressed syllables</p>	<ul style="list-style-type: none"> <li>• Pair work: A Guessing Game about a celebration/event</li> <li>• A presentation about a sight/landmark in one's town/city</li> <li>• Pair work: Talking about a special day out</li> </ul>	<ul style="list-style-type: none"> <li>• A description of a sight/landmark in one's town/city</li> <li>• A description of a special day out</li> </ul>
<ul style="list-style-type: none"> <li>• Two friends talking about what one did last weekend</li> <li>• Two friends talking about a visit to a mall</li> <li>• A telephone conversation between two friends about a memorable experience</li> </ul> <p>* /d /, /t / and /id/</p>	<ul style="list-style-type: none"> <li>• Pair work: Talking about what one did last weekend</li> <li>• Pair work: Talking about a fun or scary experience</li> <li>• Pair work: Talking about a memorable experience</li> </ul>	<ul style="list-style-type: none"> <li>• A short biography of a famous person</li> <li>• A blog post about a memorable experience</li> </ul>
<ul style="list-style-type: none"> <li>• A conversation between two friends about adventure activities</li> <li>• A dialogue between two people who are discussing how to get somewhere</li> <li>• A dialogue between two people asking for and giving directions</li> </ul> <p>* /ɪ/, /i: /</p>	<ul style="list-style-type: none"> <li>• Pair work: Comparing adventure activities</li> <li>• Memory game: Playing a memory game about places in a town</li> <li>• Pair work: Asking for and giving directions to different places in a city</li> </ul>	<ul style="list-style-type: none"> <li>• A few sentences about adventure activities</li> <li>• An online blog post about a place worth visiting</li> </ul>
<ul style="list-style-type: none"> <li>• People talking about their jobs</li> <li>• Three people talking about experiences in a foreign country</li> <li>• Two people talking about mishaps and misfortunes</li> <li>• Two people talking about a summer camp</li> </ul> <p>* strong and weak forms of have and has</p>	<ul style="list-style-type: none"> <li>• Pair work: A Guessing Game about jobs</li> <li>• Pair work: A discussion about things one has done in their life</li> <li>• Pair work: Talking about mishaps and misfortunes</li> </ul>	<ul style="list-style-type: none"> <li>• A few sentences about the things one has done in their life</li> <li>• An email to a friend giving news</li> </ul>
<ul style="list-style-type: none"> <li>• A conversation between two friends about spare-time activities</li> <li>• Four monologues about places of entertainment / events</li> <li>• A dialogue between two people about what to cook</li> </ul> <p>* /s /, /ʃ / and /tʃ/</p>	<ul style="list-style-type: none"> <li>• Group work: A survey about spare-time activities</li> <li>• Pair work: Comparing two ways of exercising and expressing an opinion about them</li> <li>• Pair work: Talking about a recipe</li> </ul>	<ul style="list-style-type: none"> <li>• A paragraph expressing an opinion</li> <li>• A recipe</li> </ul>
<ul style="list-style-type: none"> <li>• Short conversations in public places</li> <li>• A conversation between a check-in clerk and a passenger</li> <li>• A conversation between two people asking for and giving directions</li> </ul> <p>* Silent letters</p>	<ul style="list-style-type: none"> <li>• Role play: A discussion between a check-in clerk and a passenger</li> <li>• Group work: A Game about one must / has to and can't do at different public places</li> <li>• Pair work: Asking and answering about a procedure</li> </ul>	<ul style="list-style-type: none"> <li>• A few sentences about what one has to and can't do when traveling on a plane</li> <li>• A set of instructions</li> </ul>

# VOLUME UP



mm  
publications

Student's Book



# Welcome!

## Discuss:

- What's your name?
- Who's your best friend?
- What's your favorite color?

## What's in this module?

- The alphabet
- Countries and nationalities
- Colors and classroom objects
- Numbers
- A form with personal information

## Objectives:

- To greet people and say goodbye
- To introduce yourself
- To exchange basic personal information
- To complete a form

## Competencies



# 1a Vocabulary

A.  Listen and repeat.



B. Talk in pairs.

*Hello! I'm... What's your name?*

*Hi! My name's... Nice to meet you.*

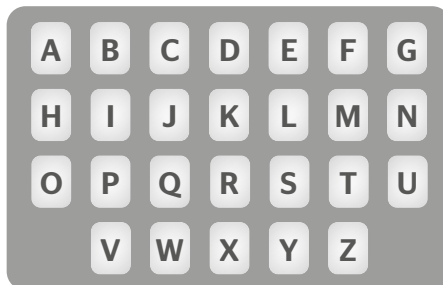
*Nice to meet you too!*

**Note**

**Male:** Mr. + last name

**Female:** Miss/Mrs./Ms. + last name

C.  Listen, read and repeat. Then write the capital letters next to the lowercase letters.



a  b  c  d  e  f   
 g  h  i  j  k  l   
 m  n  o  p  q  r   
 s  t  u  v  w  x   
 y  z

D. Talk in pairs.

*How do you spell your first name?*

**T - O - N - Y.**

*How do you spell your last name?*

**H - E - double R - E - R - A.**

E. Listen to the phrases in the table and repeat them.

Greeting	Saying goodbye	Saying thank you
<ul style="list-style-type: none"> <li>Hello. / Hi.</li> <li>Good morning.</li> <li>Good afternoon.</li> <li>Good evening.</li> </ul>	<ul style="list-style-type: none"> <li>Goodbye. / Bye.</li> <li>Good night.</li> <li>See you.</li> <li>Take care.</li> <li>Have a nice day.</li> </ul>	<ul style="list-style-type: none"> <li>Thank you. / Thanks.</li> <li>You're welcome.</li> <li>No problem.</li> </ul>
<ul style="list-style-type: none"> <li>How are you?</li> <li>I'm fine, thanks.</li> <li>Not bad.</li> <li>Great! And you?</li> <li>I'm very well, thank you.</li> </ul>		

**Note**

- *Hello* and *Hi* are more informal than *Good morning*, *Good afternoon* and *Good evening*.
- *Good night* is not a greeting. We use it to say goodbye in the evening or when someone is going to bed.

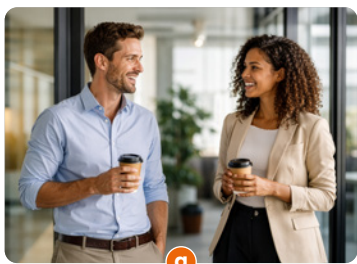
## Listening

Listen to three conversations and match them with the pictures.

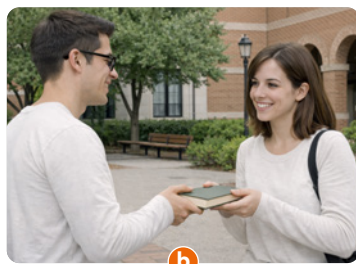
Dialogue 1

Dialogue 2

Dialogue 3



a



b



c

## Grammar

A. Read the table.

**The verb be**

PERSONAL PRONOUNS	FULL FORMS	SHORT FORMS
I	I am	I'm
You	You are	You're
We	We are	We're

B. Complete the speech bubbles with the words in the box.

I'm    You're    We're

..... Paul, right?

..... Vivian.

..... Carlos and Regina.

## Speaking

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

a. with a friend

b. with your teacher

*Hello / Good morning...  
How are you?*

# 1b

## Vocabulary

Match the countries with the nationalities. Then listen and check your answers.



Mexico



Italy



U.K.



Canada



U.S.A.



Spain



China



Hungary



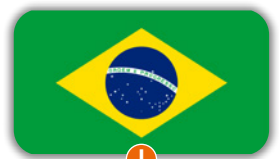
Australia



Japan



South Africa



Brazil

### Where are you from?

- |  |   |  |
|--|---|--|
| 1. I'm Canadian. <input type="radio"/> | 5. I'm Brazilian. <input type="radio"/> | 9. I'm Australian. <input type="radio"/>     |
| 2. I'm American. <input type="radio"/> | 6. I'm Italian. <input type="radio"/>   | 10. I'm South African. <input type="radio"/> |
| 3. I'm British. <input type="radio"/>  | 7. I'm Chinese. <input type="radio"/>   | 11. I'm Japanese. <input type="radio"/>      |
| 4. I'm Mexican. <input type="radio"/>  | 8. I'm Spanish. <input type="radio"/>   | 12. I'm Hungarian. <input type="radio"/>     |

#### Note

- the U.S.A. = the United States of America (the U.S., the States)
- the U.K. = the United Kingdom of Great Britain and Northern Ireland

## Pronunciation

A. Listen and repeat. Notice the syllable that is stressed in words **a** and **b**.

- a. Chi-na      b. Chi-nese

B. Listen and underline the stressed syllable.

- |            |            |           |             |
|------------|------------|-----------|-------------|
| › Japan    | › Canada   | › Italy   | › Hungary   |
| › Japanese | › Canadian | › Italian | › Hungarian |

# Reading

**A.** Do the people know each other? Listen, read and find out.

**Diego:** Hi! I'm Diego. I'm a new student here. What's your name?

**Marco:** My name's Marco. Nice to meet you. Where are you from, Diego?

**Diego:** I'm from Spain.

**Marco:** Where in Spain?

**Diego:** Madrid.

**Marco:** Nice! It's a beautiful city.

**Diego:** Yes! And you?

**Marco:** I'm Italian.

**Diego:** Great! And who's she?

**Marco:** She's my friend Maria. And this is Pablo. They're Spanish too!

**Diego:** Really? Cool! Nice to meet you!

**Maria:** Nice to meet you, too! Welcome to our school!

**Marco:** Oh... and this is Mr. Rodriguez! He's our teacher. He's Mexican.

**Mr. Rodriguez:** Hello, students! Welcome to our school, Diego! How are you?

**Diego:** Nice to meet you, Mr. Rodriguez. I'm fine, thank you.

**Mr. Rodriguez:** Time for class!

**Students:** Oh... now?

### Note

The U.K. is a **country**.  
British is a **nationality**.  
London is a **city**.

**B.** Read the dialogue again and complete the fact files.

Student	Student	Student	Student	.....
<b>Name:</b> Diego	<b>Name:</b> Marco	<b>Name:</b> Maria	<b>Name:</b> .....	<b>Name:</b> .....
<b>Nationality:</b> .....	<b>Country:</b> .....	<b>Country:</b> .....	<b>Nationality:</b> Spanish	<b>Country:</b> Mexico
<b>City:</b> .....				

# Grammar

**A.** Read the table.

### The verb be

PERSONAL PRONOUNS	FULL FORMS	SHORT FORMS
He	He is	He's
She	She is	She's
It	It is	It's
They	They are	They're

**B.** Choose the correct option. Then complete with **he's**, **she's**, **it's** and **they're**.

- Lucas **is / are** from Brazil. .... a teacher.
- Sophia **is / are** my friend. .... from Canada.
- John and Henry **is / are** from the U.S.A. .... American.
- Madrid **is / are** a beautiful city. .... in Spain.

# Speaking

Complete the fact file about yourself. Then swap files with a partner and present your partner to the class.

**First name:** ..... | **Last name:** .....

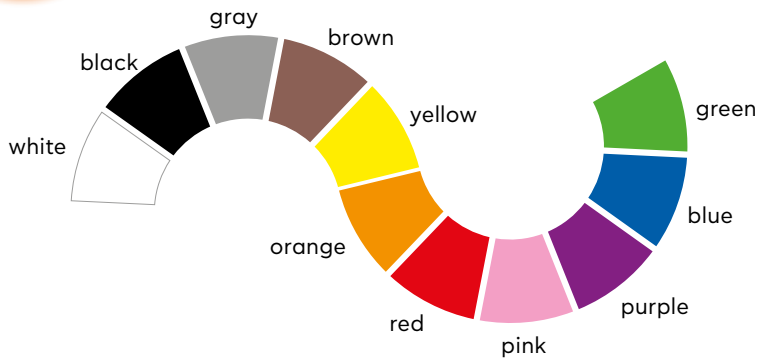
**Country:** ..... | **Nationality:** .....

*This is Alice Patterson. She is from the U.K. She's British.*

# 1c

## Vocabulary

A. Listen and repeat.



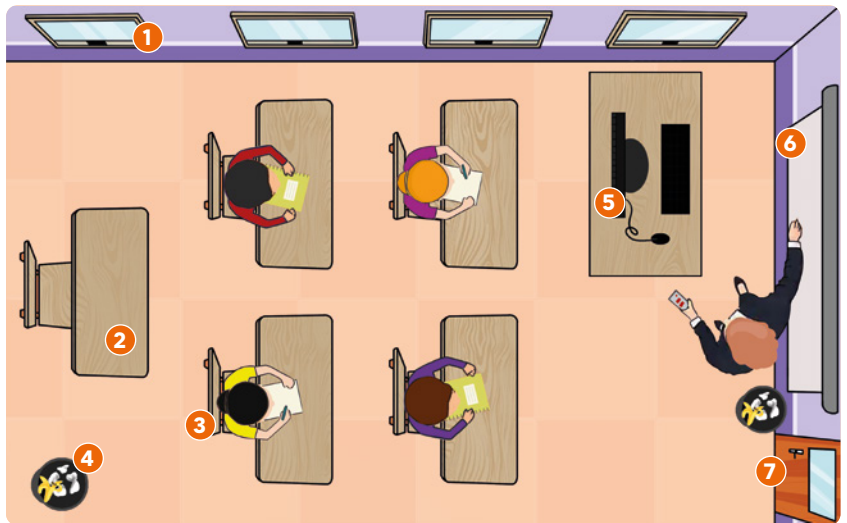
B. Talk in pairs.

What's your favorite color?  
**Blue.**

C. Label the picture with the words in the box. Then listen and check your answers.

door      computer  
chair      desk

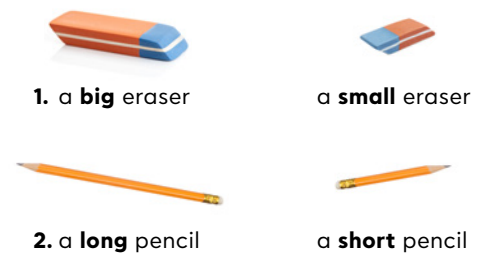
- 1 window
- 2 .....
- 3 .....
- 4 trash can
- 5 .....
- 6 board
- 7 .....



D. Listen and repeat.



E. Listen and repeat. Can you guess the meaning of the words in bold?





F. Look at Activity D. Find three items in your bag. Say the color and/or size.

**A pencil case. It's green.**  
**A pencil. It's long.**  
**A notebook. It's blue.**

# Grammar

## A. Read the table.

a / an	This / That	
It's <b>a</b> backpack. It's <b>an</b> eraser.	<b>A:</b> What's <b>this</b> ? <b>B:</b> It's a pen  <b>here</b>	<b>A:</b> What's <b>that</b> ? <b>B:</b> It's a chair.  <b>there</b>

## B. Complete the sentences with **this** or **that**. Then choose the correct article **a** or **an**.



1. .... is **a / an** umbrella.



2. .... is **a / an** door.



3. **A:** What's .....?  
**B:** It's **a / an** desk.



4. **A:** What's .....?  
**B:** It's **a / an** apple.

## C. Read the examples.

### Wh-questions

**What's** your name?

**Where** are you from?

**Who's** your favorite teacher?

**How** are you?

## D. Write the questions to the answers.

- A:** .....  
**B:** I'm Jake Smith.
- A:** .....  
**B:** I'm fine, thanks.
- A:** .....  
**B:** I'm American.
- A:** .....  
**B:** Mr. Brown.

# Speaking

Talk in pairs. Point to different objects in your classroom and ask and answer questions.

**What's this/that?**

*It's a green backpack.*

**And what's this/that?**

*It's a short pencil.*

# 1d Vocabulary

A. Listen and repeat.



B. Talk in pairs.

What's your (cell) phone number?  
*(It's) 221-400-8520.*  
What's your email address?  
*(It's) tori2@email.com.*

**Note**

For telephone numbers:

0 = oh/zero

55 = five five

Telephone/Phone number: 221-400-8520

We say: two - two - one,  
four - oh/zero - oh/zero,  
eight - five - two - oh/zero

For emails: @ at . dot

email: henrysmith2@email.com

We say: Henry Smith 2 "at" email "dot" com

C. Listen and repeat.

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

## Pronunciation

A. Listen and repeat. What's the difference in pronunciation?

sixteen - sixty

B. Listen and check (✓) the number you hear.

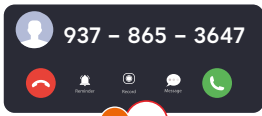
1. 15  50  2. 13  30  3. 18  80   
4. 19  90  5. 17  70  6. 14  40

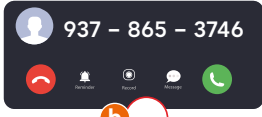
C. Talk in pairs.

How old are you?  
*I'm seventeen (years old).*

# Listening

Listen to the dialogues and put a check (✓) in the correct boxes.

1. 



2. 




3.  a kevin17@email.com  
 b kevin70@email.com

# Writing & Speaking

A. Mark wants to join a youth club. Read the form and complete it with the information in the box.

American mark@mailbox.com Jones 17

## YOUTH CLUB REGISTRATION FORM



**First name:**

**Age:**

**Phone number:**

**Email address:**

**Last name:**

**Nationality:**

**Note**

**Capital letters**

We use capital letters:

- with names
- with Mr./Mrs./Miss/Ms.
- with countries/nationalities

B. Now complete the form below about yourself.

## YOUTH CLUB REGISTRATION FORM

**First name:**

**Last name:**

**Age:**

**Nationality:**

**Phone number:**

**Email address:**

C. Talk in pairs.

**What's your first name?**

...

**What's your last name?**

...

**How old are you?**

...

**Where are you from?**

...

**What's your phone number?**

...

**What's your email address?**

...

# 1

## Workbook CLOSING ACTIVITIES

A. Complete the capital or lowercase letters.

A B C D ..... G H I K L ..... O P Q ..... S T U ..... W X Y Z  
 a ..... c d e f ..... h ..... j ..... l m n ..... p q r ..... t ..... v x y z

B. Complete the table

NAME	COUNTRY	NATIONALITY
Jane	U.K.	
Lee		Chinese
Luis	Mexico	
Sue		American
Maria	Italy	
Pedro		Spanish



C. Complete the blanks.

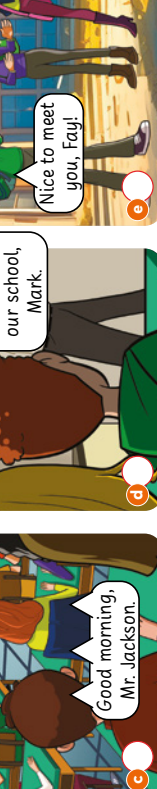
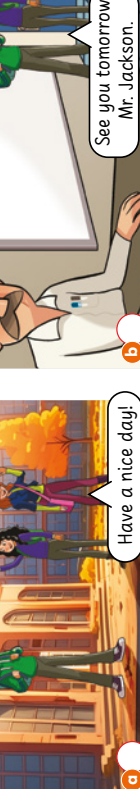
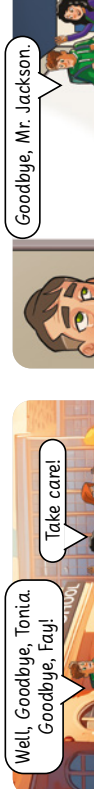
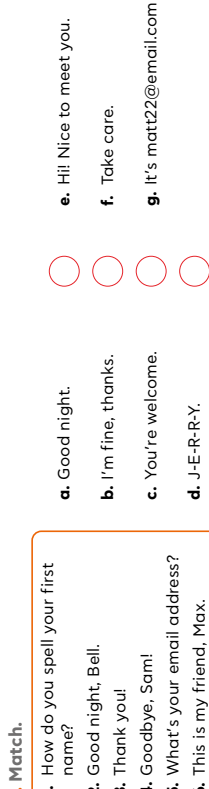
- thirty-six > .....
- ..... > 77
- sixty-three > .....
- ..... > 13
- ..... > 18
- forty-two > .....
- ..... > 100
- twenty-eight > .....
- eleven > .....
- ..... > 3

D. Replace the words in bold with the subject personal pronouns in the box.

We It They She

- Stella** is from Italy. ....
  - My backpack** is gray. ....
  - Matt and Gregg** are students. ....
  - Alfredo and I** are from Italy. ....
- E. Complete the sentences with the correct form of the verb **be**.
- Tom and I ..... friends. Tom ..... sixteen years old and I ..... seventeen years old.
  - My pencil case ..... red.
  - Emma and Amy ..... in class B3. They ..... classmates.
  - Lima ..... a beautiful city in Peru.
  - A: Where ..... you from?  
 B: I ..... from the USA.

F. Look at the pictures and choose the correct option. Then answer the questions, as in the example.



H. Read and put the frames in the correct order 1-5.



# 1

## Review

### Vocabulary

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

- Canada – Hungarian – Mexico – Italy  
.....
- Hello – Good morning – Bye – Good evening  
.....
- thirteen – ninety – email – fifty  
.....
- pink – small – green – blue  
.....
- Japanese – British – Australia – Brazilian  
.....
- ruler – pencil – long – backpack  
.....

Score  / 12

### Grammar

**B. Choose the correct option.**

- Hi, Steve! I / I'm Jack.
- Lisa is a new student. She / He is from Peru.
- Sandra and Veronica are / is students.
- Tom is / are sixteen years old.
- We're / We from Australia.
- You / They are a new student, right? What's your name?

Score  / 6

**C. Complete the sentences with this or that. Then choose the correct option, a or an.**

- What's.....? (here)  
It's **a / an** orange.
- What's.....? (there)  
It's **a / an** black trash can.
- ..... is **a / an** apple. (here)
- ..... is **a / an** computer. (there)

Score  / 8

**D. Complete the questions with What, How, Where or Who.**

- ..... old are you?
- .....'s your favorite color?
- ..... are you from?
- .....'s your favorite teacher?
- .....'s your phone number?

Score  / 5

### Communication

**E. Match. Then listen and check your answers.**

- |  |                      |
|--|----------------------|
| 1. Hi, I'm Sophia. <input type="radio"/> | a. I'm fine, thanks. |
| 2. Thank you. <input type="radio"/>      | b. Nice to meet you. |
| 3. How are you? <input type="radio"/>    | c. Take care.        |
| 4. See you. <input type="radio"/>        | d. You're welcome.   |

Score  / 4

**F. Complete the dialogue with the sentences a-e. Then listen and check your answers.**

- What's your email address?
- What's your last name, Greta?
- What's your first name?
- What's your phone number?
- How do you spell Stone?

- A: (1) .....
- B: Greta.
- A: (2) .....
- B: Stone.
- A: (3) .....
- B: S – T – O – N – E.
- A: (4) .....
- B: It's 937-552-4892.
- A: (5) .....
- B: It's gret@mailbox.com.

Score  / 5

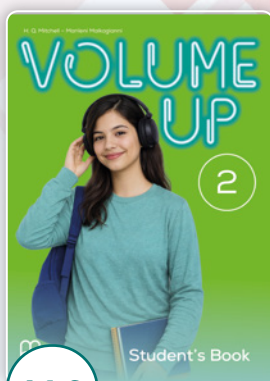
Total Score  / 40

### Check your progress.

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

# VOLUME UP

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