



普通高等教育“十一五”国家级规划教材

畅通英语 2

Elementary

基础教程 (第二版)

Student's book (2nd Edition)

Channel

your English

H.Q.Mitchell-J.Scott
《畅通英语》改编组



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Changtong Yingyu Jichu Jiaocheng

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H.Q.Mitchell-J. Scott

Channel your English – Elementary – Student's Book

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第二版前言

《畅通英语》（第二版）系列教材是普通高等教育“十一五”国家级规划教材开发编写计划中的一种，是在英国MM出版公司2003年出版的*Channel your English*引进改编第一版的基础上进一步修编而成的。本系列教材既保留了原版教材新颖的教学设计模式和先进的教学理念，又结合国内高职高专英语教学的实际，增编了适量的辅教辅学和助考的内容和练习。本系列教材可供五年制和三年制高职高专学生使用。

《畅通英语》（第二版）以真实的交际型语言活动为基础，按照语言表达的难易程度分级编写，注重语言应用能力培养。从初级到中高级的英语学习全过程都有效地整合了听、说、读、写、译5种语言技能训练。该书布局系统全面、科学合理，将功能、语法、词汇、语音和跨文化交际技能尽收其中，利于教师按照语言学习和应用的规律有效地安排教学内容与进度，既提高学习者兴趣，又锻炼学习者能力，使所学内容与涉外交流、人际交往的真实话题和场景紧密结合，反复强化，达到学、练、用合一的理想效果。

本系列教材的特点主要体现在如下几个方面

教材内容贴近日常生活，真实生动，丰富有趣。学习者在生动的多元文化环境中学习语言，掌握技能。教材中阅读文章题材广泛，如不同国家的节日介绍、中国属相介绍、心理测试、神秘的UFO等；题材大多是学习者感兴趣的话题，如学习工作、休闲娱乐、求职指导、服饰打扮、饮食喜好、旅游探险、真诚友谊等。教材话题内容全面，覆盖诸多领域，如科技、网络、文化、社会、人物、经济、文摘、广告、说明等，使学习者在不同场合能够充分感知语言环境，通过语言操练掌握语言技能。

体现语言的人际、意念、语篇三大功能，实用性强。各单元的对话体现了许多常用的人际交往表达和意念功能，如介绍与陈述、赞同与反对、问题与解决方案、给予与获取、需求与允诺、推理与预测等。阅读与写作为文体多样实用，主要介绍应用文体，如广告、个人简历、景点介绍、论文、信件等。另外，以话题情景为中心归纳、联想、即学即用的词汇积累建档法，也十分有效，很值得推荐。

注重综合能力的培养。教材采用基于话题任务的交际教学法，突出强调涉外交流活动中必需的英语交际会话能力培养。使学生能以话题和情景为基础，灵活运用英语完成交际任务；强调学以致用，真正将语言学习与使用结合起来，能听会说，读写并重，达到“学好，用好，自然会考好”的目的。

图文并茂，新颖实用。教材配有大量与各种功能相关的富于启发性的图片，为语言学习者提供了形象的训练情景，有效地培养学习者对语言的领悟能力。

教学体系完备，教学资源丰富。本系列教材由学生用书、教师参考书、学生拓展练习册、MP3听力光盘和DVD视频光盘、电子教案等组成，形成完备、集成、立体化的英语教学资源体系。

本系列教材包括初、中、高各级的学生用书、学生拓展练习册和教师参考书各5册，含《基础教程》1、2册，《中级教程》1、2册和《高级教程》1册。《基础教程1》适合于初学者水平，《基础教程2》适合于初中起点水平，《中级教程1》适合于高中水平，《中级教程2》和《高级教程》适合于高中以上水平。学习者可以根据自己的实际水平，从不同的分册开始学习。每册包括12个单元，每单元包括3课内容。第1课以会话引入为主，包括情景对话、词语表达、语法结构和口语实践，并配有语音语调训练；第2课重在以听读为主的接受型技能训练，包括阅读、词语表达、语法、听力实践等部分；第3课重在以说写为主的产出型技能训练，包括听、说、读、写4种技能综合训练。学生用书每3个单元之后，还编有阶段复习测试题，配有单元主题扩展阅读短文及同步练习，供复习巩固所学语法结构、词语表达及阅读技能之用。学生用书还附有交际活动卡片、词汇表和词组表等，供学生查阅参考。

该书各级均配有学生拓展练习册，内含学生用书中各单元主题扩展阅读短文、各课的配套同步练习和针对“高等学校英语应用能力考试”大纲中所规定的项目和要求设计的模拟试题，供师生结合实际教学情况选用操练。学完本系列教材的前4册可以参加“高等学校英语应用能力考试”的B级考试，学完全系列教材可参加“高等学校英语应用能力考试”A级考试和大学英语四级考试。

本系列教材的对话、陈述、课文都配有MP3光盘，并配有电子教案。《畅通英语》（第二版）的教师参考书提供了详细的“教法和教材说明”，还增编各单元的“文化背景知识介绍”、“课文语言点注释”、“课文参考译

文”、“听力文字材料”和“补充练习答案”。

《畅通英语》（第二版）是一套集中外英语教育工作者长期教学研究最新成果的引进改编系列教材，其新颖的教学理念、实用的教学模式和贯穿始终的培养学生语言应用能力的教学活动定会给中国英语学习者、教育者新的启迪与裨益。

《畅通英语》（第二版）系列教材由四川大学石坚教授和电子科技大学冯斗教授担任总主编。本书为《畅通英语基础教程2》，主编为成都电子机械高等专科学校柳吉良教授，副主编为电子科技大学魏全凤副教授、电子科技大学何敏讲师和新疆石河子职业技术学院刘亚萍讲师，编者为李玉英（内江师范学院）、都静（电子科技大学）、张强宏（山西水利职业技术学院）和王平武（山西水利职业技术学院）等。

编 者

2010年10月

第一版前言

为了深入贯彻《中共中央国务院关于深化教育改革全面推进素质教育的决定》，进一步落实教育部等7部门《关于进一步加强职业教育工作的若干意见》，全面实施《2003—2007年教育振兴行动计划》，推动职教教材多样化发展，教育部制定了《2004年—2007年职业教育教材开发编写计划》。计划内的教材出版后将向全国职业学校推荐选用。

《畅通英语》系列教材是上述教材开发编写计划中的一种，是在英国MM出版公司2003年出版的*Channel your English*的基础上改编而成的。本套教材既保留了原版教材新颖的教学设计模式和先进的教学理念，又结合中国高职高专英语教学的实际，增编了适量的辅教辅学内容和练习。本套教材可供五年制和三年制高职高专学生使用。

《畅通英语》以真实的交际型语言活动为基础，按照语言表达的难易程度分级编写，注重语言应用能力培养。从初级到中高级的英语学习全过程都有效地整合了听、说、读、写、译5种语言技能训练。该书布局系统全面、科学合理，将功能、语法、词汇、语音和跨文化交际技能尽收其中，利于教师按照语言学习和应用的规律有效地安排教学内容与进度，既提高学习者兴趣，又锻炼学习者能力，使所学内容与涉外交流、人际交往的真实话题和场景紧密结合，反复强化，达到学、练、用合一的理想效果。

本套教材的特点主要体现在如下几个方面：

教材内容贴近日常生活，真实生动，丰富有趣。学习者在生动的多元文化环境中，学习语言，掌握技能。教材中阅读文章题材广泛，如不同国家的节日介绍、中国属相介绍、心理测试、神秘的UFO等；其次，题材大多是学习者感兴趣的话题，如学习工作、休闲娱乐、求职指导、服饰打扮、饮食喜好、旅游探险、真诚友谊等。教材话题内容全面，覆盖诸多领域，如科技、网络、文化、社会、人物、经济、文摘、广告、说明等，使学习者在不同场合能够充分感知语言环境，掌握语言技能，加以强化操练，便可表达自如。

图文并茂，新颖实用，词汇学习尤有特色。教材配有大量与各种功能相关的富于启发性的图片，为语言学习者提供了形象的训练情景，有效地培养学习者对语言的领悟能力。以话题为中心归纳、学习、使用和积累词汇，有趣而实用。

体现语言的人际、意念、语篇三大功能，实用性强。各单元的对话包罗许多常用人际交往表达和意念功能，如介绍与陈述、赞同与反对、问题与解决方案、给予与获取、需求与允诺、推理与预测等。阅读与写作文体多样实用，主要介绍应用文体，如广告、人物、景点、论文、信件等。

注重综合能力培养。教材采用基于话题任务的交际教学法，突出强调涉外交流活动中必需的英语交际会话能力培养。使学生能通过话题、情景，灵活运用英语完成交际任务，强调学以致用，真正将语言学习与使用结合起来，能听会说，读写并重，达到学好，用好，自然会考好的目的。

教学体系完备，教学参考资料十分丰富。本套教材由学生用书、教师用书、学生练习册、录音带、多媒体光盘等组成，形成完备、集成、个性化、立体化的英语教学体系。

本套教材结构科学合理，布局系统全面。主要包括以下内容：

《畅通英语》学生用书共5册，分为基础教程2册，中级教程2册和高级教程1册。基础教程1适合于初学者水平，基础教程2适合于初中水平，中级教程1适合于高中水平。学习者可以根据自己的实际水平，从不同的分册开始学习。每册包括15~16个单元，每单元包括3课内容：第一课以会话引入为主，包括情景对话、词语表达、语法结构和口语实践并结合语音语调训练；第二课重在以听读为主的接受型技能训练，包括阅读、词语表达、语法、听力和口语实践5个部分；第三课重在以说写为主的产出型技能训练，包括听说读写4种技能综合训练。在学生用书中每3~4个单元之后，还编有阶段复习题，供复习巩固所学语法结构和词语表达使用。学生用书之后还分别附有全书词表，中学英语基础词表及中文释义，供学生使用此书时查阅参考。

该书各级均配有学生练习册，内含学生用书中各单元主题扩展阅读短文和各课的配套同步练习及课内外各种活动设计安排，供师生结合各自的教学情况选用操练。《中级教程2》和《高级教程》的学生练习册中，各单元还配有反

映《高等学校英语应用能力考试大纲和样题》所规定的项目和要求的模拟试题。学完本套教材的前4册可以参加“高等学校英语应用能力考试”的B级考试，学完全套教材可参加A级考试。

全套教材的对话、陈述、课文都配有录音带，并配有对话部分的多媒体光盘。

《畅通英语》的《教师参考书》提供了详细的英文原版“教材和教法说明”，还增编了“文化背景知识介绍”、“课文语言点注释”、“课文参考译文”等。

《畅通英语》是一套集中外英语教育工作者长期教学研究最新成果的引进改编系列教材，其新颖的教学理念、实用的教学模式和贯穿始终的培养学生语言应用能力的教学活动定会给中国英语学习者、教育者新的启迪与裨益。

本套教材由电子科技大学冯斗教授和北京联合大学杨亚军教授担任总主编。《畅通英语基础教程2》主编为邓玉花（四川省干部函授学院），副主编为魏全凤（西南科技大学），编者为陈琦（四川省干部函授学院）、邓文英（成都信息工程学院）、杨茹（成都信息工程学院）。

编 者

2004年12月

Channel your English (2nd Edition)

Elementary

Student's Book

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READING

LISTENING

SPEAKING

WRITING

- A magazine article (a table to complete)
Focus: scanning for specific information

- A radio programme (True / False statements)
- Three short conversations
Focus: understanding specific information

- Pairwork
Focus: asking and answering about sports events, talking about talents and abilities in the present and the past, exchanging information about famous athletes

- An article about a famous athlete

- An extract from a book and a brochure (multiple matching)
Focus: understanding specific information

- A conversation (note taking)
- Two short conversations and a short monologue (multiple matching)
Focus: transferring from verbal to visual information

- Pairwork
Focus: talking about one's plans for the weekend, talking about future arrangements and giving wishes
- Group work
Focus: talking about preparations for a party

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Focus: emphasising reading for a purpose

- A conversation (True / False statements)
- Three short telephone conversations (note taking)
Focus: understanding specific information

- Pairwork
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- An e-mail accepting an invitation

- A magazine article (matching activities with places)
Focus: scanning for specific information

- A conversation (matching people with activities)
Focus: understanding specific information and transferring from verbal to visual information
- A conversation (multiple choice)
Focus: understanding specific information

- Group work
Focus: asking and answering about personal experiences
- Pairwork
Focus: talking about past experiences in detail
- Pairwork
Focus: talking about holiday activities

- A postcard describing one's holiday

- Letters from a problem page of a magazine (questions to answer)
Focus: understanding specific information

- Six short conversations (numbering pictures)
Focus: identifying situations
- A radio programme (True / False statements)
Focus: understanding specific information

- Pairwork
Focus: asking for and giving advice
- Game
Focus: giving and reporting commands
- Group work
Focus: making an appointment, talking about health problems, asking for and giving advice, expressing sympathy

- A letter describing a health problem and asking for advice

- A magazine article (multiple matching)
Focus: understanding gist and specific information

- Three radio advertisements (ordering pictures)
- A conversation (ticking pictures)
Focus: understanding gist and specific information

- Pairwork
Focus: talking about computers
- Guessing game
Focus: talking about the use of machines, devices etc.
- Group work
Focus: discussing the importance of devices / appliances

- A short magazine article

Contents

MODULE 1

UNITS	VOCABULARY	FUNCTIONS	STRUCTURES	PRONUNCIATION
Hello! PAGE 1	<ul style="list-style-type: none"> Numbers Colours School 	<ul style="list-style-type: none"> Greeting and saying goodbye Understanding classroom language 	<ul style="list-style-type: none"> a / an this / that Imperative 	
01 PAGE 5 How's work?	<ul style="list-style-type: none"> Jobs and workplaces Routines Schedules Telling time Days of the week 	<ul style="list-style-type: none"> Talking about routines Describing work Telling the time Asking for more information Talking about daily schedules Talking about permanent situations 	<ul style="list-style-type: none"> Present Simple (affirmative and Wh-questions) Prepositions of time (at, on, in, until, from ... to ...) When? / What time? 	Third-person singular -s
02 PAGE 11 Have a good time!	<ul style="list-style-type: none"> Entertainment Free-time activities Adverbs of frequency 	<ul style="list-style-type: none"> Expressing like and dislike Stating a desire Talking about free-time activities Asking for and giving opinions Expressing ability Responding to what sb says 	<ul style="list-style-type: none"> Present Simple (negative and questions) How often? The verb can want to, would like to like, love, hate, enjoy + -ing 	Intonation of questions
03 PAGE 17 Nearest and dearest	<ul style="list-style-type: none"> Family relationships Physical appearance Personal items 	<ul style="list-style-type: none"> Talking about family members Expressing possession Asking about and describing people's physical appearance Identifying people 	<ul style="list-style-type: none"> Whose? Possessive Case -'s Possessive Pronouns a vs the Adjectives 	/v/, /b/, /w/

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MODULE 2

04 PAGE 29 In the city	<ul style="list-style-type: none"> Location and directions Buildings and places in a city Places in a building Ordinals 	<ul style="list-style-type: none"> Referring to the location of places in a town Asking for, giving and understanding directions Reading a map Describing places 	<ul style="list-style-type: none"> There is / There are Prepositions of place and movement Object Personal Pronouns 	Unstressed words
05 PAGE 35 Nice and tasty	<ul style="list-style-type: none"> Food and drink Quantities and containers Cooking 	<ul style="list-style-type: none"> Asking and answering about quantities Ordering food Giving and following instructions Talking about food and eating habits 	<ul style="list-style-type: none"> Countable and Uncountable Nouns some / any / no How much? / How many? much / many / a lot of / lots of / a few / a little 	/æ/, /ʌ/, /ɑ:/
06 PAGE 41 Ready to wear	<ul style="list-style-type: none"> Clothes and accessories Shopping and prices Materials 	<ul style="list-style-type: none"> Identifying and describing objects Talking about clothes Asking for and giving opinions Talking about preference Talking about prices Buying and selling Offering help Thanking and accepting thanks 	<ul style="list-style-type: none"> Which? this / these, that / those one / ones too + adjective too vs very 	Sentence stress in questions and answers

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UNITS

VOCABULARY FUNCTIONS

STRUCTURES

PRONUNCIATION

07

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Do your best

- Sports
- Talents and abilities

- Talking about talents and abilities
- Describing feelings
- Expressing ability in the past
- Expressing regret

- Past Simple of be
- could
- Adverbs of manner

Strong and weak forms of was / were

08

PAGE 60

Fiesta time!

- Months
- Seasons
- Celebrations
- Festivals
- Wishes

- Making plans
- Talking about arrangements
- Describing celebrations and festivals
- Agreeing and disagreeing

- Future going to
- Present Progressive with future meaning
- Compounds of some, any, no, every

/ɒ/, /ɔ:/, /əʊ/

09

PAGE 66

Best mates

- People (personality)
- Friendship
- Errands and favours
- Leisure activities

- Making requests
- Expressing obligation
- Inviting
- Accepting and refusing an invitation
- Apologising and accepting apologies
- Asking for permission
- Making informal phone calls

- can, could, will, may, would for requests
- The verb have to

Polite requests

Revision 07-09 PAGE 72

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PAGE 79

Take a break

- Holiday
- Travelling
- Transport
- Adventure

- Talking about experiences
- Linking past and present time
- Describing a holiday
- Narrating past events

- Present Perfect Simple
- Present Perfect Simple vs Past Simple

Strong and weak forms of have / has

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PAGE 85

Doctor, doctor

- Health
- Ailments and injuries
- Accidents

- Asking for and giving advice
- Talking about health problems
- Expressing sympathy
- Making suggestions
- Reporting commands and requests
- Making formal phone calls

- The verb should
- Reported Speech (commands and requests)

Sentence stress

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PAGE 91

Online

- Technology
- Communication
- Appliances and devices

- Describing objects
- Talking about appliances and devices
- Expressing purpose
- Agreeing and disagreeing

- already, yet, still
- Infinitive of purpose
- It's + adjective + infinitive

Reduced forms

Revision 10-12 PAGE 97

Pairwork activities
British and American English
Grammar reference
Glossary
Useful expressions

PAGE 104
PAGE 114
PAGE 115
PAGE 123
PAGE 131

Hello!

Welcome to *Channel your English!*
Learn English and have a good time!

The English-speaking world

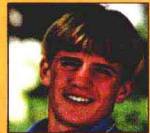
  Match the people with the places on the map. Then, listen and check your answers.

Montreal 07:00



Good morning!
I'm Peter and
I'm Canadian.

Perth 20:00



Good evening!
I'm Jim. I'm
Australian.

Johannesburg 14:00



Good afternoon!
I'm Maria and
I'm South
African.

London 12:00



Hi! I'm Emma
and I'm British.

Wellington 00:00



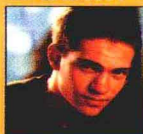
I'm Melissa. I'm
a New
Zealander. Good
night.

Chicago 06:00



Hello! I'm
Samantha and
I'm American.

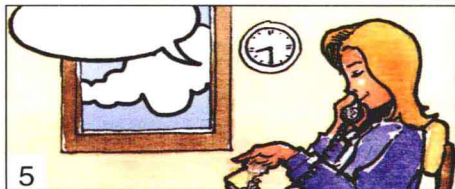
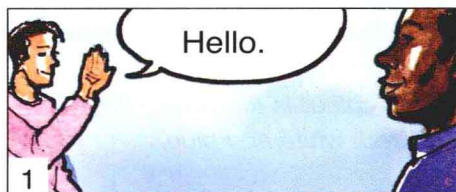
Dublin 12:00



Hello! I'm
James and I'm
Irish.

Greetings

 Choose and complete. ~~Hello~~ ~~Bye~~ Good morning Good afternoon Goodbye Good night Good evening



Numbers 0-100

1  Listen and repeat.

0 zero

1 one

2 two

3 three

4 four

5 five

6 six

7 seven

8 eight

9 nine

10 ten

11 eleven

12 twelve

13 thirteen

14 fourteen

15 fifteen

16 sixteen

17 seventeen

18 eighteen

19 nineteen

20 twenty

30 thirty

40 forty

50 fifty

60 sixty

70 seventy

80 eighty

90 ninety

100 one hundred

21 twenty-one

31 thirty-one

45 forty-five

57 fifty-seven

68 sixty-eight

2  Listen and write the numbers.

a. _____ b. _____ c. _____ d. _____
e. _____ f. _____ g. _____ h. _____

Colours

1  Listen and repeat.

What colour is it?



white



red



yellow



purple



brown



green



orange



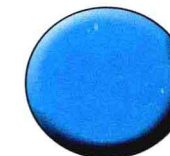
black



grey



pink



light blue



dark blue

2  Look at the flags below for one minute and then close your books. Talk in pairs as in the example.



AUSTRALIA



SOUTH AFRICA



IRELAND



CANADA



UNITED KINGDOM



UNITED STATES

e.g. **A:** What colour is the British flag?
B: It's red, white and blue.

At school

1  Listen and repeat.



This is Mrs Fletcher.



That is Mr Fletcher.



Ms Stewart is an English teacher.



Miss Lopez is a student.

2  Listen and repeat.



book

listening

 Listen to a man and woman talking and answer the questions. Circle a or b.

- Where are they?
 - At a restaurant.
 - At home.
- Who is a vegetarian?
 - The man.
 - The woman.
- Do they want salad?
 - No.
 - Yes.
- What doesn't the man like?
 - Mushrooms.
 - Cheese.
- What does the woman order for dessert?
 - Chocolate cake.
 - Cheesecake.

speaking

 Work in pairs.

Student A

You work at Dino's restaurant. Look at the menu on page 115 and take Student B's order.

Student B

You have just moved into a new house and you want to order dinner. Look at the following advertisement. Call Dino's restaurant and order.

DINO'S RESTAURANT

sandwiches
pasta
pizzas
salads

10:00 - 23:00
Call: 867 3423

question

e.g. A: Hello, Dino's restaurant.
B: Hello, I'd like to order, please.
A: What would you like?
B: I'd like a sandwich.
A: We have...
B: What's in/on...?
A: There is/are some...
B: Does it have any...?

picture

pen

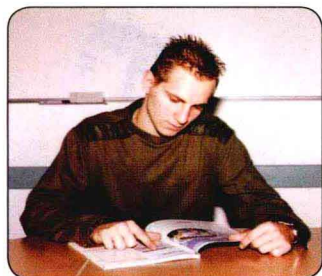
pencil

page

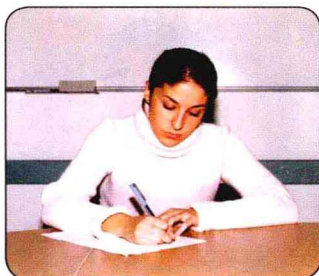
paper

In class

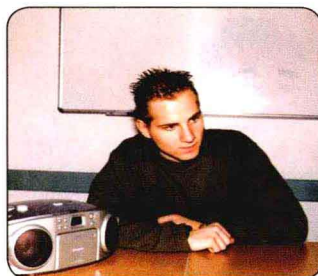
1  Listen and repeat.



 read



 write



 listen

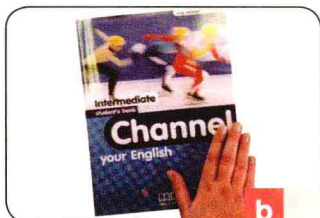


 speak

2  Listen and put the pictures in the correct order. Write 1 - 11 in the boxes.



a Open your book.



b Close your book.



c Complete the dialogue.



d Look at the board.



e Sit down.



f Stand up.



g Read the text.



h Speak in English.



i Ask and answer questions.



j Work in pairs.



k Work in groups of three.

3  Work in pairs. Ask your partner to do something. Use the verbs in the box.

open

close

sit

stand

look

write

01

How's work?

Lesson One

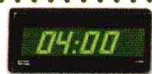
words and phrases

Telling time



Look, read and complete. Then, listen and check your answers.

What time is it?



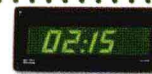
It's four o'clock.



It's _____.

It's six-oh-five. **or**
It's five past six.It's _____ **or**

It's _____ past _____.

It's two fifteen. **or**
It's quarter past two.It's _____ **or**

It's _____ five.

It's eight thirty. **or**
It's half past eight.It's _____ **or**

It's _____ past _____.

It's twelve forty-five. **or**
It's quarter to one.It's _____ **or**

It's _____ to _____.

It's two fifty. **or**
It's ten to three.It's _____ **or**

It's _____ six.

presentation

1 Listen, read and find out if Lisa and Sophie like their jobs.**Sophie** Hi, Lisa!**Lisa** Hello, Sophie. How are you? How's work?**Sophie** Oh, well, you know, boring. I get up early in the morning and I work all day long.**Lisa** What time do you start work?**Sophie** I go to the shop at 9:00 every day and I work until 5:30 in the evening ... On Thursdays, until 7:00. What about you? How are things at the office?**Lisa** Not that great! I start work at 7:00am and finish at 8:00pm. We even work on Saturdays from 8:00am to 1:00pm.**Sophie** I work on Saturdays, too. I finish at 6:00.**Lisa** What a weekend! When do you relax?**Sophie** Well, late at night and on Sundays.**Lisa** You know, Sophie, I think it's time to get a new job!**2** What time do Sophie and Lisa start and finish work? Read again and complete the schedule.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
SOPHIE	9:00 - 17:30	9:00 - _____	_____ - 17:30	- _____	9:00 - 17:30	-	✗
LISA	_____ - 20:00	7:00 - 20:00	7:00 - _____	- _____	7:00 - 20:00	-	✗