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ENGLISH EXPRESS

Beginner Workbook



Practical topics
For adult learners
Australian content
Online videos



Level: Beginner

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Bernard Miles

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English Express Beginner Workbook

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About this Book

The Students: Adult Learners of English

The book has been designed for adult learners of English. It covers topics suitable for adults, such as *House Hunting* and *Health*. It is intended to be used by people who would like to learn English for everyday interactions.

English Level: Beginner

The level of this book is categorised as *beginner*. The definition of a beginner may vary in different contexts. Some things that a beginner student may be able to do include: read letters of the alphabet, say numbers up to ten, greet people, say their name and fill in a very basic form. A beginner is one level up from a *pre-beginner*, who might still be learning letters of the alphabet, numbers and basic phonics.

With reference to the Common European Framework of Reference for Languages (CEFR), this book aligns to level A1.

With reference to the Australian Core Skills Framework (ACSF), this book may be suitable for students at Pre-level 1B, and to a limited extent, Level 1.

The Context: Australian

The book was developed in Australia and uses the language and conventions of Australia (e.g. spelling, metric system, dollars and cents). If you are not in Australia, the lessons may still be valuable to your students. The trial materials have been used in the UK, USA and Canada and have been enjoyed by students in these countries. The *Answer Key and Guide* section of the book provides some notes on relevant Australian language and conventions. You can discuss these with your students.

Structure of the Book

There are nine chapters, each with 16 tasks. The first chapter is called *Basic Skills*, which covers a range of skills and knowledge including letters, numbers, introducing oneself, asking questions and reading signs. The next eight chapters are topic-based. The tasks cover a range of skills and knowledge relating to everyday life. At the end of the book, there is an *Answer Key and Guide*.

Using the Book

You may be teaching a course that already has a main textbook. In this case, the *English Express Beginner Workbook* can be used as a supplementary resource. You can easily incorporate either an entire chapter, or individual tasks, into your syllabus.

Teaching Approaches

These are some of the ideas about teaching beginners that have informed the design of the book:

- Ensure the topics are relevant to students' lives.
- Use images to help students understand the meaning.
- Present language as full texts and full dialogues, not only as isolated words and sentences.
- Model the language before asking students to produce it.
- Build the students' confidence step-by-step. Avoid having too many processes in one activity, which may lead to cognitive overload.
- Keep the instructions as simple as possible. And whenever possible, *show* rather than *tell*.
- Repetition over time improves memory recall.

What about Grammar?

The book does not contain explicit grammar lessons or explanations. The aim of the book is to improve students' ability to understand and communicate in English, without worrying too much about accuracy. However, a lot of exercises in the book model sentence structures and ask students to imitate them. The reason for not including grammar explanations and drills is because there are already so many excellent grammar resources out there, including books and online materials. Many teachers already have their favourite grammar resource, which could easily be used in conjunction with this eBook.

Videos

The videos are an important component of this resource, particularly for the listening tasks. For your convenience, the videos can be streamed online. There are no additional charges to access the online videos. To stream these videos, internet access is required. The online videos are hosted on streaming platforms (e.g. YouTube) which may not be available in some countries. If you have any problems accessing the videos, you can contact the author for advice.

This is the link to the online videos. This web page should only be accessed by the licensee of this eBook and their own current students: englishexpress.com.au/bwvideos (Password available in the licenced version of the eBook.)

Printing and Sharing

Hard-copy printing: You can print hard-copies of lessons for your own students. The lessons can be printed in either colour or greyscale. The content is not dependent on colour, so greyscale printing can be used to save on printing costs.

PDF printing: You can distribute PDF versions of lessons for your own students. You can distribute lessons via a secure, private method (e.g. email, student portal, secure link), but not on a public website or on social media. You may prefer to select a limited range of pages to save/print to PDF, rather than sharing the entire book all at once. (Instructions: 1. Open the eBook. 2. Go to 'print'. 3. Select 'save as PDF'. 4. Select the page range you want to save. 5. Give the new file a name and select the location where you want to save it. 6. Send it to your students via email or other method. Note: These instructions may vary slightly depending on the PDF viewer you are using.)

Screen sharing: Using your teleconferencing app, you can display the lessons on screen for your own students. With most apps, both you and your students should be able to write and draw directly on the screen. You might also be able to save a copy of the screen.

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About the Author

I started out teaching English to migrants in the Language, Literacy and Numeracy Program (LLNP) and its successor, the Skills for Education and Employment Program (SEE Program). Since then, I have mostly worked as an instructional designer, developing assessment tools, learning materials and eLearning modules for a variety of courses, including English language/literacy, Foundation Skills and vocational courses. I have also worked as a director of studies in the ELICOS industry (English Language Intensive Courses for Overseas Students) where I developed new programs for specific markets, such as English courses for healthcare workers. Most recently, I have developed the website englishexpress.com.au, where I hope to publish more eBooks, animated videos, and other resources for learners and teachers of English.

Lesson Summaries

There are nine chapters in this book: a *Basic Skills* chapter and eight topic-based chapters. The chapters can be studied in any order.

Basic Skills

Skills and Knowledge	
<ul style="list-style-type: none"> ▪ Alphabet (upper and lower case) ▪ Names (and asking for the spelling) ▪ Introductions ▪ Numbers 0 to 9 (and phone numbers) ▪ Numbers 10 to 100 (and prices) ▪ Numbers 20 to 99 (and age) ▪ Time (o'clock, quarter past, half past, quarter to) ▪ Days of the week 	<ul style="list-style-type: none"> ▪ Months of the year (and seasons) ▪ Calendar (and dates) ▪ Years (and date of birth) ▪ Personal information (and filling in a form) ▪ Signs ▪ Things in the classroom ▪ Instructions (including classroom instructions) ▪ Questions (basic conversation questions)

Going to Class

Vocabulary	Listening	Speaking
<ul style="list-style-type: none"> ▪ School activities (e.g. practise reading, have lunch) ▪ School facilities (e.g. classroom, library, tea room) 	<ul style="list-style-type: none"> ▪ A new student asking about a class timetable ▪ A receptionist helping a new student fill in a form ▪ Meeting your new teacher 	<ul style="list-style-type: none"> ▪ Asking about your class timetable ▪ Meeting your new teacher
Reading	Writing	Numeracy
<ul style="list-style-type: none"> ▪ Class timetable ▪ School floor plan ▪ Enrolment letter from the school 	<ul style="list-style-type: none"> ▪ Filling in a school enrolment form ▪ Constructing questions about personal information 	<ul style="list-style-type: none"> ▪ Time (o'clock, a quarter past, half past, a quarter to, AM, PM) ▪ Dates ▪ Identifying symbols and describing location (floor plan)

Around Town

Vocabulary	Listening	Speaking
<ul style="list-style-type: none"> ▪ Places around town (e.g. school, bank, market) ▪ Things you can and can't do in the library (e.g. read books) 	<ul style="list-style-type: none"> ▪ Asking for directions ▪ Calling the library for information 	<ul style="list-style-type: none"> ▪ Asking for directions
Reading	Writing	Numeracy
<ul style="list-style-type: none"> ▪ Weekly planner ▪ Street map ▪ Information brochures of local businesses ▪ Library rules ▪ Text message to arrange a social meeting 	<ul style="list-style-type: none"> ▪ Text message to arrange a social meeting 	<ul style="list-style-type: none"> ▪ Identifying symbols (street map) ▪ Describing location (street map) ▪ Giving directions (street map) ▪ Phone numbers

At the Café

Vocabulary	Listening	Speaking
<ul style="list-style-type: none"> Food and drinks from the café (e.g. hamburger, donut, coffee) 	<ul style="list-style-type: none"> Prices of food and drinks Ordering food and drinks at the café 	<ul style="list-style-type: none"> Asking for the prices of food and drinks Ordering food and drinks at the café
Reading	Writing	Numeracy
<ul style="list-style-type: none"> Café menu Street map Text message to invite someone to lunch Receipt 	<ul style="list-style-type: none"> Writing the prices of food and drinks Text message to invite someone to lunch 	<ul style="list-style-type: none"> Prices (dollars and cents) Describing location (street map) Giving directions (street map)

House Hunting

Vocabulary	Listening	Speaking
<ul style="list-style-type: none"> Features of a home (e.g. living room, kitchen, bathroom) Furniture and appliances (e.g. bed, sofa, washing machine) 	<ul style="list-style-type: none"> Description of someone's home Enquiring about a rental property 	<ul style="list-style-type: none"> Asking questions about a property Enquiring about a rental property
Reading	Writing	Numeracy
<ul style="list-style-type: none"> Description of someone's home Rental advertisement Floor plan of a house 	<ul style="list-style-type: none"> Describing a property 	<ul style="list-style-type: none"> Date and time Rental prices (dollars into the hundreds)

At the Market

Vocabulary	Listening	Speaking
<ul style="list-style-type: none"> Categories of food (fruit, vegetables, meat, seafood) Food from the market (e.g. apples, carrots, chicken) 	<ul style="list-style-type: none"> Prices of food from the market Buying food from the market Supermarket specials announcement 	<ul style="list-style-type: none"> Asking for the prices of food Buying food from the market
Reading	Writing	Numeracy
<ul style="list-style-type: none"> Market catalogue Street map Receipt 	<ul style="list-style-type: none"> Writing the prices of food 	<ul style="list-style-type: none"> Prices and units of measurement (e.g. \$2.00/kg) Describing location (street map) Giving directions (street map)

Appointments

Vocabulary	Listening	Speaking
<ul style="list-style-type: none"> Types of appointments (e.g. see the dentist) Social activities (e.g. go to the movies) 	<ul style="list-style-type: none"> Listening to someone's schedule for the week Making an appointment over the phone 	<ul style="list-style-type: none"> Asking questions about someone's schedule Making an appointment over the phone
Reading	Writing	Numeracy
<ul style="list-style-type: none"> Medical centre brochure Appointment cards Calendar with appointments Text message to arrange a social activity 	<ul style="list-style-type: none"> Text message to arrange a social activity Replying to a friend's invitation via text message 	<ul style="list-style-type: none"> Days of the week Date Time

Health

Vocabulary	Listening	Speaking
<ul style="list-style-type: none"> Symptoms (e.g. cough, headache, fever) Parts of the body (e.g. head, stomach, back) 	<ul style="list-style-type: none"> Talking to the medical receptionist A consultation with the doctor Buying medicine from the chemist 	<ul style="list-style-type: none"> Talking about symptoms Talking to the medical receptionist A consultation with the doctor
Reading	Writing	Numeracy
<ul style="list-style-type: none"> Text message to request sick leave Medicine instructions 	<ul style="list-style-type: none"> Filling in a new patient registration form Text message to request leave from school or work 	<ul style="list-style-type: none"> Age Height (centimetres) Weight (kilograms)

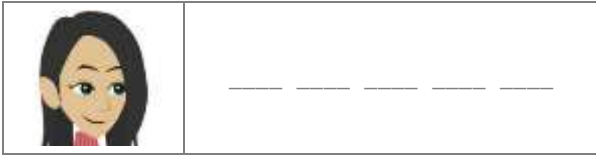
Transport

Vocabulary	Listening	Speaking
<ul style="list-style-type: none"> Types of transport (e.g. bus, train, car) Places around the city (e.g. beach, airport, museum) 	<ul style="list-style-type: none"> Talking about how you get to school Listening to someone's holiday plans Asking about local transport 	<ul style="list-style-type: none"> Talking about how you get to school Asking about local transport
Reading	Writing	Numeracy
<ul style="list-style-type: none"> Bus timetable Train timetable phone app Train rules 	<ul style="list-style-type: none"> Safe cycling tips 	<ul style="list-style-type: none"> Time duration (minutes and hours)

🎥 Watch the videos: *What's your name?*

Write each person's name.

PART A:



PART B:



PART C:




PART D:



Practise speaking.

Person 1:	What's your name?
Person 2:	My name is _____.
Person 1:	How do you spell that?
Person 2:	It's _____.
Person 1:	Can you repeat that, please?
Person 2:	Yes, it's _____.

Read about this person.




My name is Hanna. ← name

I come from South Korea. ← country

I live in Eastwood. ← suburb or town

Read about another person.



My name is Mateo.

I come from Spain.

I live in Newtown.

Write about yourself.

My name is _____ .

I come from _____ .

I live in _____ .

Practise speaking.

Person 1:	what's your name?
Person 2:	My name is _____ .
Person 1:	Where do you come from?
Person 2:	I come from _____ .
Person 1:	Where do you live?
Person 2:	I live in _____ .

🎥 Watch the video: *Introductions*

▶ Watch the video: *Numbers 0 to 9*

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

Write the numbers.

seven ____ three ____ one ____ five ____ six ____
 two ____ nine ____ eight ____ four ____ O / zero ____

▶ Watch the videos: *What's your phone number?*

Write the phone numbers.

PART A:

 Tim	-----
--	-------

 Alina	-----
---	-------

PART B:

 Beth	-----
---	-------

 Matteo	-----
---	-------

Practise speaking.

Person 1:	What's your phone number?
Person 2:	My phone number is _____.
Person 1:	Can you repeat that, please?
Person 2:	Yes, it's _____.

PART A: Watch the video: *Numbers 10 to 19*

10	11	12	13	14	15	16	17	18	19
----	----	----	----	----	----	----	----	----	----

Write the numbers.

thirteen _____ ten _____ sixteen _____ fourteen _____ eighteen _____
 seventeen _____ nineteen _____ eleven _____ fifteen _____ twelve _____

PART B: Watch the video: *Numbers: 10's*

10	20	30	40	50	60	70	80	90	100
----	----	----	----	----	----	----	----	----	-----

Write the numbers.

thirty _____ sixty _____ ninety _____ ten _____ fifty _____
 seventy _____ twenty _____ forty _____ one hundred _____ eighty _____

PART C: Write the prices.

ten dollars twenty \$ _____ . _____ fifteen dollars ninety \$ _____ . _____
 eighteen dollars fifty \$ _____ . _____ nineteen dollars forty \$ _____ . _____
 eleven dollars \$ _____ . _____ ninety dollars \$ _____ . _____

PART D: Watch the video: *How much is it?*

Listen to the prices. Write the prices.

		
book	bag	bottle
		
calculator	lamp	printer

PART A: Watch the video: *Numbers 20 to 99*

20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99


Write the numbers.

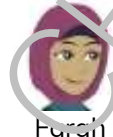
eighty-seven _____ fifty-nine _____ thirty-six _____ seventy-two _____ twenty-eight _____
 ninety-three _____ twenty-one _____ forty-five _____ ninety-nine _____ sixty-four _____


PART B: Watch the video: *How old are you?*


Listen and write each person's age.


How old are you?


 Tim	I'm _____ years old.
--	----------------------

 Furh	I'm _____ years old.
---	----------------------

 Hanna	I'm _____ years old.
--	----------------------


 Frank	I'm _____ years old.
--	----------------------


 Mateo	I'm _____ years old.
--	----------------------


 Alina	I'm _____ years old.
--	----------------------


▶ Watch the video: *What's the time?*

PART A: o'clock. Tick 1 each.


	<input type="checkbox"/> ten o'clock
10:00	<input type="checkbox"/> four o'clock
	<input type="checkbox"/> seven o'clock


	<input type="checkbox"/> twelve o'clock
8:00	<input type="checkbox"/> eight o'clock
	<input type="checkbox"/> five o'clock


	<input type="checkbox"/> six o'clock
2:00	<input type="checkbox"/> ten o'clock
	<input type="checkbox"/> two o'clock


	<input type="checkbox"/> seven o'clock
7:00	<input type="checkbox"/> six o'clock
	<input type="checkbox"/> three o'clock

PART B: a quarter past / fifteen. Tick 2 each.


	<input type="checkbox"/> a quarter past five
5:15	<input type="checkbox"/> five fifty
	<input type="checkbox"/> five fifteen


	<input type="checkbox"/> a quarter to eleven
11:15	<input type="checkbox"/> a quarter past eleven
	<input type="checkbox"/> eleven fifteen


	<input type="checkbox"/> half past one
1:15	<input type="checkbox"/> a quarter past one
	<input type="checkbox"/> one fifteen


	<input type="checkbox"/> a quarter past six
6:15	<input type="checkbox"/> six fifteen
	<input type="checkbox"/> six fifty

PART C: half past / thirty. Tick 2 each.


	<input type="checkbox"/> half past three
3:30	<input type="checkbox"/> three thirty
	<input type="checkbox"/> three thirteen


	<input type="checkbox"/> half past ten
9:30	<input type="checkbox"/> half past nine
	<input type="checkbox"/> nine thirty


	<input type="checkbox"/> half past five
4:30	<input type="checkbox"/> half past four
	<input type="checkbox"/> four thirty


	<input type="checkbox"/> half past twelve
12:30	<input type="checkbox"/> twelve thirty
	<input type="checkbox"/> one thirty

PART D: a quarter to / forty-five. Tick 2 each.

	<input type="checkbox"/> a quarter to one
1:45	<input type="checkbox"/> a quarter to two
	<input type="checkbox"/> one forty-five

	<input type="checkbox"/> a quarter to seven
6:45	<input type="checkbox"/> six fifteen
	<input type="checkbox"/> six forty-five

	<input type="checkbox"/> a quarter to five
4:45	<input type="checkbox"/> four forty-five
	<input type="checkbox"/> five forty-five

	<input type="checkbox"/> a quarter to eleven
10:45	<input type="checkbox"/> a quarter to ten
	<input type="checkbox"/> ten forty-five

▶ Watch the video: *Asking for the time.* Listen and write the times. Write **AM** or **PM**.

5:00 PM

🎥 Watch the video: *Days of the week*

Write the days of the week in order.

_____ Tuesday _____

_____ Friday _____

_____ Monday _____

_____ Wednesday _____

_____ Sunday _____

_____ Saturday _____ Thursday _____

Finish the sentences.

1. Today is _____.
2. Yesterday was _____.
3. Tomorrow is _____.

Sometimes we write the days using 3 letters. Match the days.

Wed	Monday
Sat	Tuesday
Thu	Wednesday
Sun	Thursday
Mon	Friday
Tue	Saturday
Fri	Sunday

🎥 Watch the video: *Months of the year*

April	September	January	July	May	October
March	November	August	February	December	June

Write the months in order.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Finish the sentences.

1. This month is _____.
2. Last month was _____.
3. Next month is _____.

🎥 Watch the video: *Seasons*

Answer the questions about seasons.



Which months are in summer?



Which months are in autumn?



Which months are in winter?



Which months are in spring?

Look at the calendar.

January							February							March							April							
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	
				1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7				1	2	3	4	
4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14	5	6	7	8	9	10	11	
11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21	12	13	14	15	16	17	18	
18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28	19	20	21	22	23	24	25	
25	26	27	28	29	30	31								29	30	31					26	27	28	29	30			
May							June							July							August							
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	
				1	2		1	2	3	4	5	6			1	2	3	4										1
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29	
31														30	31						30	31						
September							October							November							December							
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	
		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7				1	2	3	4	5
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	
27	28	29	30				25	26	27	28	29	30	31	29	30						27	28	29	30	31			

PART A:

Circle these dates on the calendar.

June 12	October 30	August 17	January 8	April 29	November 10
---------	------------	-----------	-----------	----------	-------------

PART B:

Circle these dates on the calendar.

23/9	14/5	16/2	23/12	12/7	18/3
------	------	------	-------	------	------

PART C:

What day of the week is it?

- November 3 is a Wednesday.
- March 15 is a _____.
- January 12 is a _____.
- August 21 is a _____.
- July 18 is a _____.
- June 24 is a _____.
- February 5 is a _____.
- December 29 is a _____.

PART D:

What's the date today? _____

PART A:

🎧 Watch the video: *Years*

Write the years next to the words.

2015	1996	2021	2000	2025	1972	1984	2009
------	------	------	------	------	------	------	------

	twenty twenty-five
	twenty twenty-one
	twenty fifteen OR two thousand and fifteen
	two thousand and nine
	two thousand
	nineteen ninety-six
	nineteen eighty-four
	nineteen seventy-two

PART B:


Say the years.


2030	2022	2018	2003	1994	1985
------	------	------	------	------	------


PART C:

🎧 Watch the video: *What's your date of birth?*

Listen and write the years.

 Muteo	Date of birth: 07 / 04 / _____
--	--------------------------------

 Hanna	Date of birth: 17 / 12 / _____
--	--------------------------------

 Alina	Date of birth: 15 / 11 / _____
--	--------------------------------

🎥 Watch the video: *Filling in a form*

Fill in the form with your information.

FORM	
Given name: _____	Family name: _____
Date of birth: ___/___/____	Country of origin: _____
Address: _____	
Postcode: _____	State: _____
Home phone: _____	Mobile phone: _____

Ask and answer the questions.

1. What's your given name? _____
2. What's your family name? _____
3. What's your date of birth? _____
4. What's your country of origin?
(Where do you come from?) _____
5. What's your address? _____
6. What's your postcode? _____
7. What's your state? _____
8. What's your home phone number? _____
9. What's your mobile phone number? _____

Notes: given name = first name
family name = surname = last name

Watch the video: *Signs*

Can you read the signs?

1



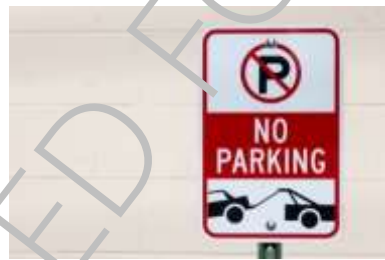
2



3



4



5



6



7



8



9



10



What colours can you see?



black



white



blue



red



yellow





green

🎥 Watch the video: *Things in the classroom*

Match the words with the pictures.

folder	pen	chair	whiteboard
table	bookshelf	computer	clock
notebook	phone	bin	book

🗣️ Practise saying the words.


🗣️ Ask questions.

Is there a _____ in the room?

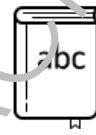

Yes. / No.



Look at the instruction words.


















<i>student</i>	student <i>student</i>	<u>student</u>	student ✓
write	copy	underline	tick
<i>student</i>	student	<i>student</i>	student 
circle	cross out	trace	match

Follow the instructions.

<p>1. Write your name.</p> <p>_____</p>	<p>2. Copy the word.</p> <p>Australia</p> <p>_____</p>
<p>3. Underline the word 'blue'.</p> <p>I have a blue car.</p>	<p>4. Tick the correct word.</p> <div style="display: flex; align-items: center;">  <div> <input type="checkbox"/> book <input type="checkbox"/> pen </div> </div>
<p>5. Circle the word 'red'.</p> <p>The apple is red.</p>	<p>6. Cross out the word 'small'.</p> <p>Australia is small big.</p>
<p>7. Trace the word.</p> <p>computer</p>	<p>8. Match the words with the pictures.</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <p>book</p> <p>pen</p> <p>bag</p> </div>  </div>

Practise these questions every day.



<p>1. What day is it today?</p> <p>Today is . . .</p> <p>Monday Tuesday Wednesday Thursday Friday Saturday Sunday</p>	
<p>2. What's the date?</p> <p> It's . . .</p>	
<p>3. What's the time?</p> <p> It's . . .</p>	
<p>4. How's the weather today?</p> <p>It's . . . today</p> <p>     </p> <p>hot cold sunny rainy cloudy windy</p>	
<p>5. What did you have for breakfast?</p> <p>I had . . . for breakfast.</p> <p>    </p> <p>bread eggs cereal porridge coffee</p>	
<p>6. How do you feel?</p> <p>I feel . . .</p> <p>   </p> <p>happy sad tired worried</p>	

Going to Class



Videos available at: [englishexpress.com.au/bwvideos](https://www.englishexpress.com.au/bwvideos) (The password for video access is in the licenced version of the eBook only. Sample videos are available on the [English Express Online](https://www.youtube.com/channel/UC8vXp1t1t1t1t1t1t1t1t1t) YouTube channel.)
Refer to the full Terms of Use at: [englishexpress.com.au/termsofuse](https://www.englishexpress.com.au/termsofuse)

GOING TO CLASS: TASK 1

Introduction

PART A: Look at the picture. Answer the questions.



1. Who are they?

- They are students.
- They are teachers.

2. What are they doing?

- They are teaching English.
- They are learning English.

3. Who is he?


- He is a student.
- He is a teacher.

4. What is he doing?

- He is teaching English.
- He is learning English.

PART B: Look at the pictures. What are they doing?



 What do you do every day?

🎥 Watch the video: *Vocabulary*

Match the words with the pictures.

practise writing	have lunch	start class
finish class	use the computer	practise listening
practise reading	practise speaking	have a tea break

🗣️ Say the words.

🗣️ Ask questions.

Question	Answer
Do you <u>practise writing</u> every day?	Yes, I do.
	No, I don't.

PART A: Read the class timetable.

Class: Beginner 1		EXPRESS COLLEGE
English Class Timetable		
9:00 AM	Start class	
9:15 AM	Practise reading	
10:00 AM	Practise writing	
10:30 AM	Have a tea break	
11:00 AM	Practise listening	
11:45 AM	Practise speaking	
12:30 PM	Have lunch	
1:30 PM	Use the computer	
3:00 PM	Finish class	

- What time do they start class? 9:00 AM
 9:30 AM
- What time do they practise writing? 9:15 AM
 10:00 AM
- What time do they have lunch? 12:30 PM
 1:30 PM
- What time do they finish class? 3:00 PM
 3:30 PM
- What do they do at 10:30 AM? practise reading
 have a tea break
- What do they do at 11:45 AM? practise listening
 practise speaking
- What do they do at 1:30 PM? use the computer
 practise writing

PART B: Match the times with the activities.



PART A: Watch the video: *English class timetable*



Class: Beginner 2 EXPRESS COLLEGE

English Class Timetable

10:00 AM	Start class
	Practise reading
	Practise writing
	Have a tea break
	Practise listening
	Practise speaking
	Have lunch
	Use the computer
	Finish class





- Farah is a student.
- She talks to her teacher.
- She asks about her timetable.
- Listen and write the times.

PART B: How do you say the times? Tick 2 each.

	<input type="checkbox"/> ten thirty	<input type="checkbox"/> ten o'clock	<input type="checkbox"/> ten
	<input type="checkbox"/> ten fifteen	<input type="checkbox"/> a quarter past ten	<input type="checkbox"/> a quarter to ten
	<input type="checkbox"/> ten thirty	<input type="checkbox"/> half past ten	<input type="checkbox"/> a quarter to ten
	<input type="checkbox"/> eleven forty-five	<input type="checkbox"/> a quarter to twelve	<input type="checkbox"/> a quarter to eleven





Say the times.





 Practise asking and answering.

 	<p>What time do we start class?</p> 
	<p>We start class at 10:00 AM.</p>

 	<p></p> 
	<p></p>

 	<p></p> 
	<p></p>

 	<p></p> 
	<p></p>

 	<p></p> 
	<p></p>

Watch the video: *A new student*

Hanna is a new student. She talks to the receptionist. She asks questions about her class.

Listen and answer the questions.



1. What days does she come to class? (Tick 3)

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

2. What time does she start class?


- 9:00
- 9:30

3. What time does she have lunch?

- 12:00
- 12:30

4. What time does she finish class?

- 3:00
- 3:30

 Read it aloud.

- Hanna is a new student.
- She talks to the receptionist.
- She asks questions about her class.



Receptionist



Student



Hi. How can I help you?



Hi. I'm a new student.



What's your name?



My name is Hanna Lee.



Hi Hanna. You start your English class next week.



OK. What days do I come to class?



You come to class every Monday, Tuesday and Wednesday.



I see. What time do I start class?



You start class at 9 o'clock.



What time do I have lunch?



You have lunch at half past 12.



What time do I finish class?




You finish class at 3 o'clock.



OK. Thanks for your help.



No problem. Have a nice day.

 Practise speaking.

- Person 1: You are the receptionist.
- Person 2: You are a new student. Ask questions about your class.

	Hi. How can I help you?
	Hi. I'm a new student.
	What's your name?
	My name is _____.
	Hi _____ . You start your English class next week.
	OK. What days do I come to class?
	You come to class every Monday, Tuesday and Wednesday.
	What time do I  ?
	  ?
	What time do I  ?
	  ?
	What time do I  ?
	  ?
	OK. Thanks for your help.
	No problem. Have a nice day.

 Practise speaking.

- Person 1: You are the receptionist.
- Person 2: You are a new student. Ask questions about your class.

Class: Beginner 1		EXPRESS COLLEGE
English Class Timetable		
9:00 AM	Start class	
9:15 AM	Practise reading	
10:00 AM	Practise writing	
10:30 AM	Have a tea break	
11:00 AM	Practise listening	
11:45 AM	Practise speaking	
12:30 PM	Have lunch	
1:30 PM	Use the computer	
3:00 PM	Finish class	

Receptionist: Hi. How can I help you?

Student: Hi. I'm a new student.

Receptionist: What's your name?

Student: My name is _____.

Receptionist: Hi _____. You start your English class next week.

Student: OK. What days do I come to class?

Receptionist: You come to class every Monday, Tuesday and Wednesday.

Student: What time do I _____?

Receptionist: You _____ at _____.

Student: What time do I _____?

Receptionist: You _____ at _____.

Student: What time do I _____?





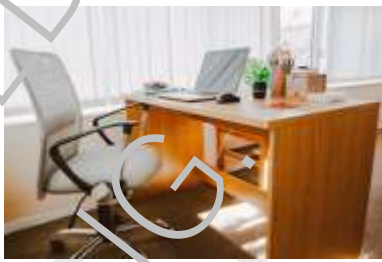



Receptionist: You _____ at _____.

Student: OK. Thanks for your help.

Receptionist: No problem. Have a nice day.

Watch the video: *School facilities*

Tick the correct words.

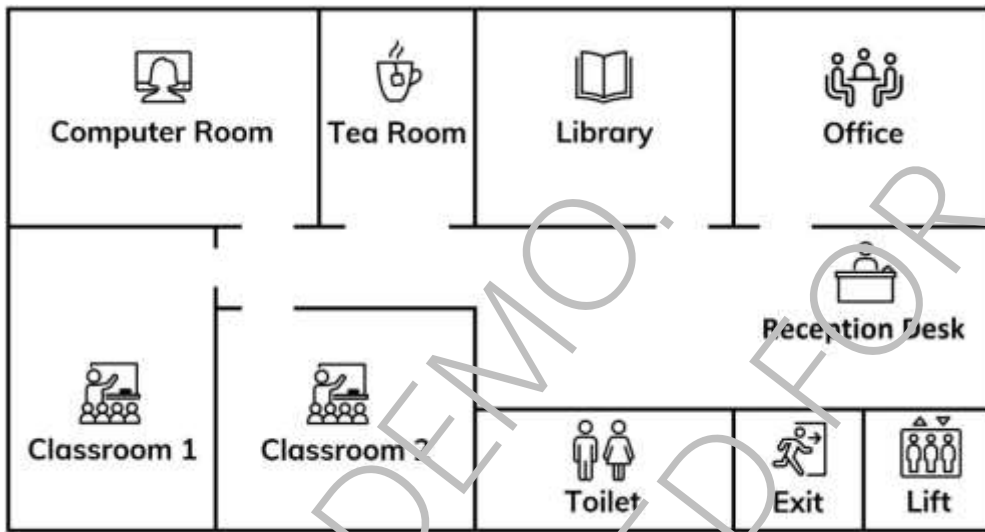
		
<ul style="list-style-type: none"> <input type="checkbox"/> classroom <input type="checkbox"/> library <input type="checkbox"/> tea room 	<ul style="list-style-type: none"> <input type="checkbox"/> lift <input type="checkbox"/> toilet <input type="checkbox"/> reception desk 	<ul style="list-style-type: none"> <input type="checkbox"/> library <input type="checkbox"/> office <input type="checkbox"/> computer room
		
<ul style="list-style-type: none"> <input type="checkbox"/> tea room <input type="checkbox"/> toilet <input type="checkbox"/> exit 	<ul style="list-style-type: none"> <input type="checkbox"/> lift <input type="checkbox"/> reception desk <input type="checkbox"/> computer room 	<ul style="list-style-type: none"> <input type="checkbox"/> classroom <input type="checkbox"/> office <input type="checkbox"/> tea room
		
<ul style="list-style-type: none"> <input type="checkbox"/> toilet <input type="checkbox"/> exit <input type="checkbox"/> lift 	<ul style="list-style-type: none"> <input type="checkbox"/> tea room <input type="checkbox"/> classroom <input type="checkbox"/> exit 	<ul style="list-style-type: none"> <input type="checkbox"/> computer room <input type="checkbox"/> lift <input type="checkbox"/> library

Say the words.

Ask questions about your school.

Question	Answer
Do we have a <u>library</u> ?	Yes, we do.
	No, we don't.

Look at the floor plan of the school.



Read about prepositions.

next to		The exit is <u>next to</u> the toilet.
opposite		The library is <u>opposite</u> the toilet.
between		The exit is <u>between</u> the toilet and the lift.

Answer the questions about the school. Use these words:


- | | | |
|---------|----------|---------|
| next to | opposite | between |
|---------|----------|---------|

- Where is the office? The office is _____ the library.
- Where is the tea room? The tea room is _____ classroom 2.
- Where is the library? The library is _____ the tea room and the office.
- Where is the computer room? The computer room is _____ the tea room.
- Where is the reception desk? The reception desk is _____ the office.
- Where is the toilet? The toilet is _____ Classroom 2 and the exit.

🎥 Watch the video: *Filling in a form*



PART A: Alina is a new student at school. Help her fill in the form.



EXPRESS COLLEGE

English Course Enrolment Form

Given name: _____ Family name: _____

Date of birth: ___/___/___ Country of origin: _____

Address: _____ Suburb: _____

Postcode: _____ State: _____

Home phone: _____ Mobile phone: _____

English Level: Beginner Level 1 Level 2 Level 3

PART B: Write the questions. Example:

given name	your	What's	?
------------	------	--------	---

What's your given name?

1.

your	What's	family name	?
------	--------	-------------	---

2.

spell	you	that	please	Can	?
-------	-----	------	--------	-----	---

3.

What's	date of birth	your	?
--------	---------------	------	---

4.

come	you	do	Where	from	?
------	-----	----	-------	------	---

5.

address	What's	your	?
---------	--------	------	---

6.


mobile phone	What's	number	your	?
--------------	--------	--------	------	---

7.

you	repeat	Can	please	that	?
-----	--------	-----	--------	------	---

Alina reads a letter from her new school. Answer the questions.





EXPRESS COLLEGE
6 Bay St Riverside
NSW 2690

Dear Alina Sharma,

Thank you for enrolling in Express College. Here is the information about your new course:

Course name: English for Beginners
 Room: Classroom 2
 Start date: March 24
 Finish date: December 17

Your timetable:

Mon	Tue	Wed	Thu	Fri
No class	No class	5:00 PM to 8:30 PM	5:00 PM to 8:30 PM	5:00 PM to 8:30 PM

We look forward to seeing you on March 24.

Kind regards,
Express College

1. What is the name of the course?

- Classroom 2
- English for Beginners

2. When does she start the course?

- March 24
- December 17

3. Circle the start date on the calendar.

MARCH						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

4. When does she finish the course?

- March 24
- December 17

5. Circle the finish date on the calendar.

DECEMBER						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

6. What days does she go to class? (Tick 3)

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday

7. What time does she start class?

- 5:00 PM
- 5:30 PM

8. What time does she finish class?

- 8:30 PM
- 8:45 PM

🎥 Watch the video: *First day of class*

Today is Alina's first day of class. She meets her teacher.













Write the sentences in the correct place.

Nice to meet you, too.	My name is Alina.	Thank you.
Hi. I'm a new student.	I come from Nepal.	

THIS IS A DEMONSTRATION COPY. NOT TO BE USED FOR TEACHING.

NOT TO BE USED FOR TEACHING.

	Please come in.
	
	Hi. My name is Frank. I'm your teacher. What's your name?
	
	Nice to meet you.
	
	Where do you come from?
	
	That's great. Please have a seat.
	

🗣️ Read it aloud.

PART A:

▶ Watch the video: *Saying the time (Part A)*

Match the times.

nine o'clock	12:30
a quarter past ten	11:00
half past twelve	11:45
a quarter to twelve	9:00
three o'clock	5:00
half past one	10:15
eleven o'clock	3:00
five o'clock	1:30

PART B:

▶ Watch the video: *Saying the time (Part B)*

Write the times.

a quarter past nine	9:15	
ten o'clock		
one o'clock		
two o'clock		
half past ten		
a quarter past eleven		
a quarter to nine		
half past eight		

Review crossword

DOWN ↓



_____ class



practise _____



practise _____



_____ class

ACROSS →



use the _____



have a _____



practise _____



practise _____



have _____

The crossword puzzle grid consists of the following numbered squares:

- 1: Down, 1 square
- 2: Down, 1 square
- 3: Across, 6 squares
- 4: Across, 10 squares (with 1 shaded square)
- 5: Down, 2 squares
- 6: Down, 2 squares
- 7: Across, 6 squares
- 8: Across, 8 squares
- 9: Across, 4 squares

Around Town



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AROUND TOWN: TASK 1

Introduction

PART A: Look at the picture. Answer the questions.



- What is she doing?
 - She is writing a message.
 - She is looking at a map.
- Where is she now?
 - She is at the car park.
 - She is at school.
- Where is she going?
 - She is going to the park.
 - She is going to the café.

PART B: Look at the pictures. What are these places?



- You need a book. Where do you go?
- You need medicine. Where do you go?
- You want coffee. Where do you go?
- You want to play football. Where do you go?

▶ Watch the video: *Vocabulary*

Match the words with the pictures.

café	bank	chemist	car park
post office	park	school	police station
medical centre	restaurant	library	market

🗣️ Say the words.

🗣️ Ask questions.

Question	Answer
Do you go to the <u>library</u> every week?	Yes, I do.
	No, I don't.

Note: We usually say school, not the school.

Note: chemist = pharmacy

Weekly Planner	
Monday	9:00AM Go to school. 3:00PM Go to the library.
Tuesday	9:00AM Go to school.
Wednesday	9:00AM Go to school.
Thursday	9:30AM Go to the post office.
Friday	11:30AM Go to the medical centre. 4:00PM Go to the chemist.
Saturday	2:30PM Go to the park. 7:30PM Go to the restaurant.
Sunday	1:00PM Go to the market.









This is Beth. She writes in her weekly planner.

Read it and answer the questions.

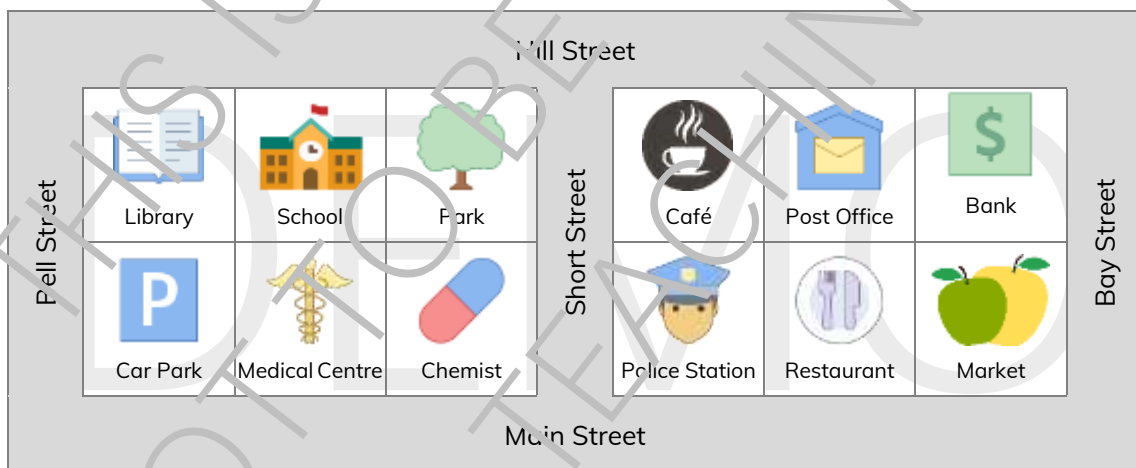


- When does she go to the library? On Monday at 3:00PM.
- When does she go to the park? On _____ at _____.
- When does she go to the market? On _____ at _____.
- When does she go to the chemist? On _____ at _____.
- When does she go to the post office? On _____ at _____.
- When does she go to the restaurant? On _____ at _____.
- When does she go to the medical centre? On _____ at _____.
- When does she go to school? On _____, _____
and _____ at _____.

Read about prepositions.

on	 Short Street	The park is <u>on</u> Short Street.
next to	 	The park is <u>next to</u> the school.
opposite	 	The park is <u>opposite</u> the café.
between	  	The school is <u>between</u> the library and the park.

Look at the map.













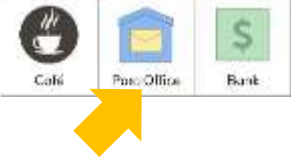




Answer the questions about the map. Use these words:





on	next to	opposite	between
----	---------	----------	---------

- Where is the restaurant? The restaurant is _____ Main Street.
- Where is the chemist? The chemist is _____ the police station.
- Where is the library? The library is _____ the car park.
- Where is the post office? The post office is _____ the café and the bank.
- Where is the school? The school is _____ Hill Street.
- Where is the market? The market is _____ the bank.

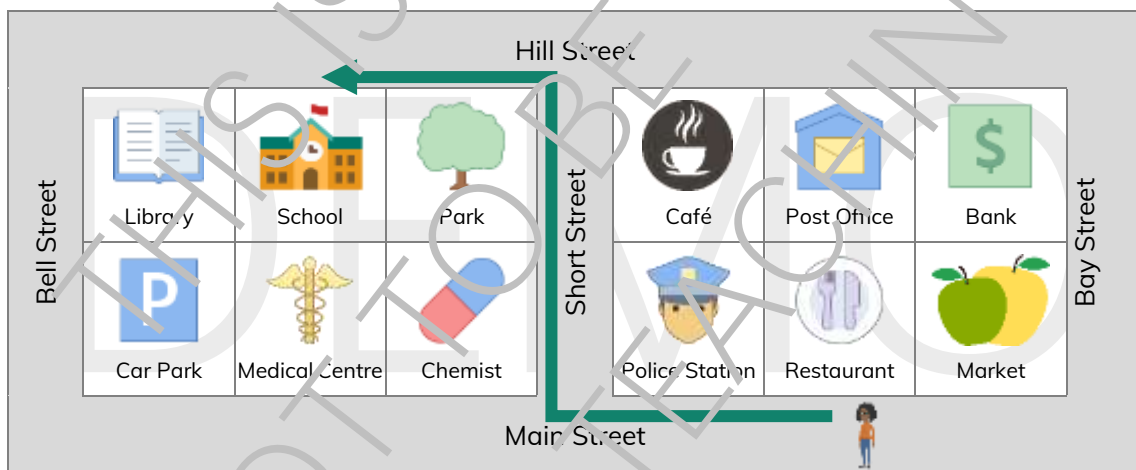
 Practise asking and answering.

	 <p>Where is the restaurant?</p>  <p>The restaurant is on Main Street.</p>
	 <p></p>  <p></p>
	 <p></p>  <p></p>
	 <p></p>  <p></p>
	 <p></p>  <p></p>

Read about directions.

go along		Go along Main Street.
turn left into		Turn left into Hill Street.
turn right into		Turn right into Hill Street.
go past		Go past the school.

You are at the restaurant. Go to the school. Look at the directions.



Write the directions. Use these words:

Go along	Turn left into	Turn right into	Go past
----------	----------------	-----------------	---------

1. _____ Main Street.
2. _____ the police station.
3. _____ Short Street.
4. _____ Hill Street.
5. _____ the park.

🎧 Watch the video: *Asking for directions*

PART A:

Beth is at the car park. She asks someone for directions.

Listen and answer the questions.



1. Where is she going?

- the bank
- the school

2. How does she go there?

- Walk along Bell Street.
- Go past Bell Street.

- Turn left into Hill Street.
- Turn right into Hill Street.

- Go past the library.
- Go past the park.

PART B:

Beth is outside the school. She asks someone for directions.

Listen and answer the questions.



1. Where is she going?


- the market
- the restaurant

2. How does she go there?

- Walk along Short Street.
- Go past Short Street.

- Turn left into Main Street.
- Turn right into Main Street.

- Go past the post office.
- Go past the restaurant.

 Read it aloud.

PART A:

- Beth is at the car park.
- She asks someone for directions.



Excuse me. Where is the school?



It's on Hill Street, next to the library.



I see. How do I go to the school?



Walk along Bell Street. Turn right into Hill Street. Go past the library.



So I walk along Bell Street. Turn right into Hill Street. Go past the library. Is that right?



Yes, that's right.



Thank you so much.



No worries!

PART B:

- Beth is outside the school.
- She asks someone for directions.



Excuse me. Where is the market?



It's on Main Street, next to the restaurant.



I see. How do I go to the market?



Walk along Short Street. Turn left into Main Street. Go past the restaurant.



So I walk along Short Street. Turn left into Main Street. Go past the post office.




No, not the post office. Go past the restaurant.



I see. Thank you so much.





No worries!

 Practise speaking.

- Person 1: Ask for directions.
- Person 2: Give directions.

 Excuse me. Where is the  ?


 


 I see. How do I go to the  ?


 

Is that right?

 Yes, that's right.

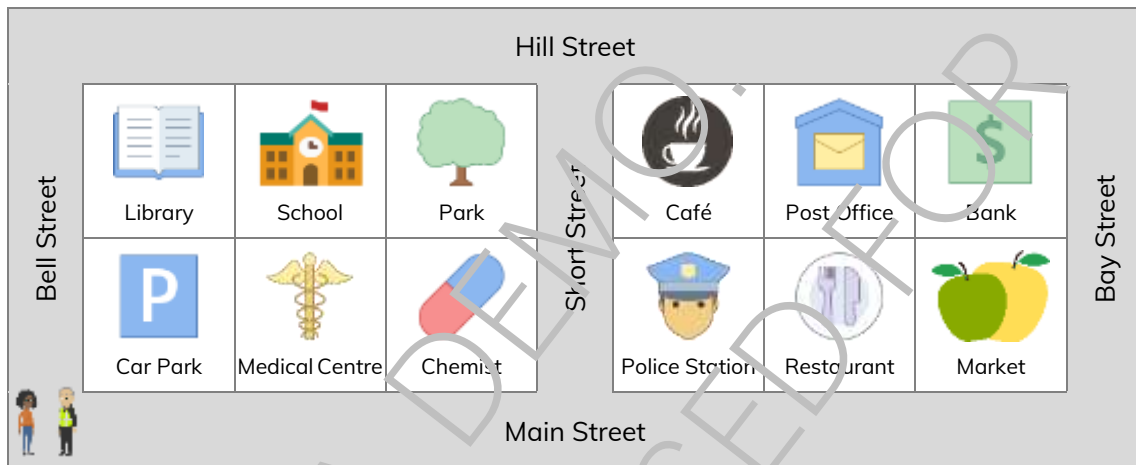
 Thank you so much.

 No worries!

 Practise speaking.

- Person 1: You are at the car park. Ask for directions.
- Person 2: Give directions.

MAP



Person 1: Excuse me. Where's the _____ ?

Person 2: It's _____ .

Person 1: I see. How do I go to the _____ ?


Person 2: _____ .

Person 1: So I _____ .
Is that right?

Person 2: Yes, that's right.

Person 1: Thank you so much.

Person 2: No worries.

 Ask for directions in your area.

Read the information brochures. Answer the questions.

P Riverside Car Park

Open 24 hours, 7 days

Parking rates:

0 - 2 hours	FREE
2 - 4 hours	\$6
4 - 6 hours	\$12
6 - 8 hours	\$18
8 - 10 hours	\$24
10+ hours	\$24 + \$3 / hour

Address: 67 Main St Riverside
Phone: 5550 4578

TOP CARE CHEMIST

Our services:

- ◆ Pharmacist
- ◆ Vitamins
- ◆ Beauty products
- ◆ Medical certificate

Opening hours:

Mon - Wed	8:00 AM - 7:00 PM
Thu	8:00 AM - 5:00 PM
Fri	8:00 AM - 5:00 PM
Sat	9:00 AM - 5:00 PM
Sun/Holidays	9:00 AM - 4:00 PM

74 Main St, Riverside
5550 2981
www.topcarechemist.com.au

Riverside Post Office & Newsagency

- Send and receive parcels.
- Hire a PO box.
- Buy newspapers.
- Buy lotto tickets.
- Get passport photos.

Opening hours:


MON - FRI	7:00 AM - 6:00 PM
SAT	9:00 AM - 3:00 PM
SUN / HOLS	CLOSED

54 Hill St Riverside
5550 6513

1. Where is the car park? _____ Main Street, Riverside
2. Is the car park open on Sunday? yes no
3. You park your car for 1 hour. How much does it cost? \$6 \$0
4. You park your car for 7 hours. How much does it cost? \$18 \$24

5. Where is the chemist? _____ Main Street, Riverside
6. What is the phone number of the chemist? _____
7. What time does the chemist open on Friday? 8:00 AM 9:00 AM
8. What time does the chemist close on Saturday? 4:00 PM 5:00 PM

9. Where is the post office? _____ Hill Street, Riverside
10. Can you send parcels at the post office? yes no
11. What time does the post office close on Saturday? 3:00 PM 4:00 PM
12. Is the post office open on Sunday? yes no



Riverside City Library

- ✓ 1000s of books and DVDs
- ✓ Public computers
- ✓ Quiet study rooms
- ✓ Children's story time
- ✓ Home delivery service

72 Hill St Riverside
5550 2573

www.riverside.gov.au/library














▶ Watch the video: *Calling the library*

- Beth looks at the information about the library.
- She calls the library to ask some questions.



Write the sentences in the correct place.

What time do you close?	What time do you open?	OK. Thank you so much. Bye.
Do you have any books for learning English?	Hi. Are you open on Sunday?	

	Hi. This is Riverside Library. How can I help you?
	
	Sorry, we're closed on Sunday. But we're open on Monday.
	
	We open at 9 AM.
	
	We close at 7 PM.
	
	Yes, we have a lot.
	
	No worries. Bye.

Read the library rules.

Riverside City Library

Library Rules

<p style="text-align: center;"> You can:</p> <ul style="list-style-type: none"> • read books • use a computer • do group work • drink water 	<p style="text-align: center;"> You can't:</p> <ul style="list-style-type: none"> • bring pets • eat food • put rubbish on the floor • talk on the phone • shout • smoke
--	---

Thank you for respecting the rules of the library.

Write *can* or *can't*.



1. You _____ read books.



2. You _____ talk on the phone.



3. You _____ bring pets.



4. You _____ do group work.



5. You _____ eat food.



6. You _____ use a computer.



7. You _____ drink water.



8. You _____ shout.



9. You _____ smoke.



10. You _____ put rubbish on the floor.

Watch the video: *Library rules*



PART A:

Read the text messages. Answer the questions.

1. Where are they going?
 - to the park
 - to the market
 - to the library

2. What day are they going?
 - on Friday
 - on Saturday
 - on Sunday

3. What time are they going?
 - at 10:00
 - at 10:30
 - at 11:30

PART B:

Write a text message. Ask your friend to go somewhere:

- the library
- the park
- the café
- the market



PART A:

▶ Watch the video: *Phone numbers (Part A)*

Match the phone numbers.

five-five-five-o six-five-one-three	5550 2573
five-five-five-o two-five-seven-three	0491 571 804
seven-o-one-o three-two-two-five	7010 6895
seven-o-one-o six-eight-nine-five	5550 6513
o-four-nine-one five-seven-one eight-o-four	0491 577 644
o-four-nine-one five-seven-seven six-four-four	7010 3225

PART B:

▶ Watch the video: *Phone numbers (Part B)*

Write the phone numbers.

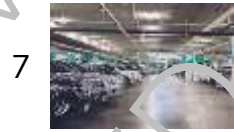
five-five-five-o four-five-seven-eight	5550 4578
five-five-five-o two-nine-eight-one	_____
seven-o-one-o three-six-six-two	_____
seven-o-one-o nine-eight-three-two	_____
o-four-nine-one five-seven-nine two-one-two	_____
o-four-nine-one five-seven-four six-three-two	_____

Review crossword

DOWN ↓



ACROSS →



At the Café



Videos available at: [englishexpress.com.au/bwvideos](https://www.englishexpress.com.au/bwvideos) (The password for video access is in the licenced version of the eBook only. Sample videos are available on the [English Express Online](https://www.youtube.com/channel/UC8vXp1Y1v1v1v1v1v1v1v1v1) YouTube channel.)
Refer to the full Terms of Use at: [englishexpress.com.au/termsofuse](https://www.englishexpress.com.au/termsofuse)

AT THE CAFÉ: TASK 1

Introduction

PART A: Look at the pictures. Answer the questions.



1. What's this place?

- It's a school.
- It's a café.



2. What can you buy at the café?

- You can buy food and drinks.
- You can buy clothes and shoes.



3. Can you buy coffee?

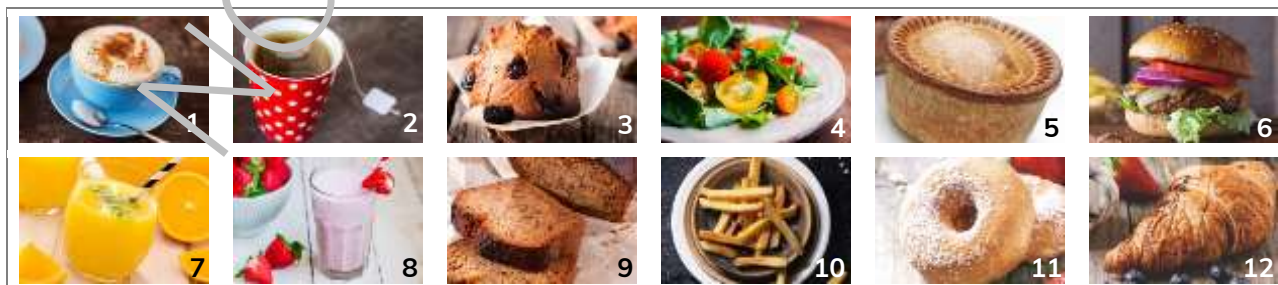
- Yes, you can.
- No, you can't.



4. Can you buy beer?

- Yes, you can.
- No, you can't.

PART B: Look at the pictures. What can you see?



Which ones are **food**?

Which ones are **drinks**?

🎥 Watch the video: *Vocabulary*

Match the words with the pictures.

salad	muffin	coffee	donut
meat pie	hamburger	croissant	tea
banana bread	orange juice	smoothie	chips

🗣️ Say the words.

🗣️ Ask questions.

Question	Answer
Do you like <u>hamburgers</u> ?	Yes, I like <u>hamburgers</u> .
	No, I don't like <u>hamburgers</u> .




🎥 Watch the video: *How much?*

Write the prices.

1		The hamburger is _____.
2		The chips are _____.
3		The meat pie is _____.
4		The salad is _____.
5		The muffin is _____.
6		The banana bread is _____.
7		The donut is _____.
8		The croissant is _____.
9		The small coffee is _____ . The large coffee is _____ .
10		The tea is _____.
11		The smoothie is _____.
12		The orange juice is _____.

🗣️ Say the prices.




 Practise asking and answering.




 meat pie \$8.00	<p>How much is the meat pie?</p> 
	<p>The meat pie is \$8.00.</p>

 salad \$10.00	<p></p> 
	<p></p>

 donut \$2.50	<p></p> 
	<p></p>

 banana bread \$4.50	<p></p> 
	<p></p>

 tea \$3.00	<p></p> 
	<p></p>

 orange juice \$5.50	<p></p> 
	<p></p>

🎧 Watch the video: *Ordering food*

The customer is at the café. She orders some food and drink from the cashier.

Listen and answer the questions.



1. How much is each food and drink?



- \$20.00
- \$12.00



- \$5.00
- \$10.00



- \$4.00
- \$6.00

2. What coffee does she order?

- small coffee 

- large coffee 


3. How much does it cost altogether?

- \$12.00
- \$20.00
- \$21.00

4. Does she pay by cash or card?

- cash 

- card 

 Read it aloud.

- The customer is at the café.
- She orders some food and drink from the cashier.



Cashier



Customer



Hi. How can I help you?



Hi. How much is the hamburger?



The hamburger is \$12.00.



OK. I'll have one hamburger, please.



Sure. Anything else?



Yes. How much are the chips?



The chips are \$5.00.



OK. I'll have some chips, please.



No problem. Would you like anything to drink?



Yes. One coffee, please.



Small or large?



How much is the large coffee?



The large coffee is \$4.00.



I'll have one large coffee, please. How much is it altogether?




It's \$21.00 altogether. Are you paying by cash or card?



Card, please.




Thank you. Your order will be ready soon.

 Practise speaking.

- Person 1: You are the cashier.
- Person 2: You are the customer. Order some food and drink.

	Hi. How can I help you?
	 ?
	\$8.00
	1 x 
	Sure. Anything else?
	 ?
	\$4.00
	2 x 
	No problem. Would you like anything to drink?
	 ?
	\$3.00
	1 x 
	It's \$19.00 altogether.  or  ?
	
	Thank you. Your order will be ready soon.

 Practise speaking.

- Person 1: You are the cashier.
- Person 2: You are the customer. Order some food and drink.

	Hi. How can I help you?
	 ?
	\$10.00
	1 x 
	Sure. Anything else?
	 ?
	\$2.50
	2 x 
	No problem. Would you like anything to drink?
	 ?
	\$5.00
	1 x 
	It's \$20.00 altogether.  or  ?
	
	Thank you. Your order will be ready soon.

 Practise speaking.

- Person 1: You are the cashier.
- Person 2: You are the customer. Order some food and drink.



Cashier: Hi. How can I help you?

Customer: Hi. How much is the _____ ?

Cashier: \$ _____ .

Customer: OK. I'll have one _____ , please.

Cashier: Sure. Anything else?

Customer: Yes. How much is the _____ ?

Cashier: \$ _____ .

Customer: OK. I'll have one _____ , please.

Cashier: No problem. Would you like anything to drink?

Customer: Yes. How much is the _____ ?

Cashier: \$ _____ .

Customer: OK. I'll have one _____ , please. How much is it altogether?

Cashier: It's \$ _____ altogether. Are you paying by cash or card?

Customer: _____ .

Cashier: Thank you. Your order will be ready soon.

Read a café menu. Answer the questions.

Coffee Express
 97 Park Street, Green Valley
 Ph: 5550 6412

MEALS

 Sandwich \$10.00	 Fish and Chips \$20.00	 Sausage Roll \$6.00	 Pasta \$18.00
--	--	---	--

DESSERTS

 Slice of Cake \$5.50	 Waffles \$8.50	 Pancakes \$9.90	 Ice-cream \$7.00
--	--	---	---

DRINKS













 Coffee \$3.00	 Tea \$3.00	 Hot Chocolate \$3.80	 Pineapple Juice \$5.00
---	--	--	---

OPENING HOURS

Monday – Friday	8:00AM – 9:00PM
Saturday	9:00AM – 6:00PM
Sunday	10:00AM – 4:00PM

- How much is the sandwich? _____
- How much is the slice of cake? _____
- How much is the hot chocolate? _____
- What costs \$20.00? _____
- What costs \$9.90? _____
- What costs \$5.00? _____
- Where is the café? _____
- What is the phone number? _____
- What time does the café open on Monday? _____
- What time does the café close on Sunday? _____

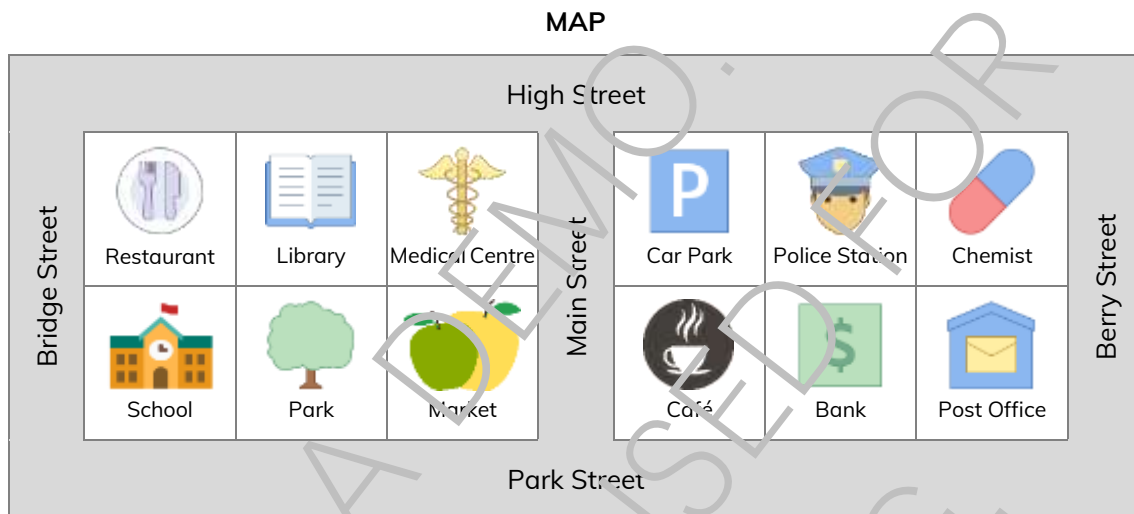
Look at **Task 10**. Write sentences about the menu.

1		The sandwich is \$10.00.
2		The fish and chips are \$20.00.
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

🎥 Watch the video: *Café menu*. Listen to the words and the prices from the menu.

🗣️ Say the prices.

Look at the map. Answer the questions about the café.



1. Where is the café?
 - A. The café is on High Street. yes no
 - B. The café is on Park Street. yes no
 - C. The café is next to the bank. yes no
 - D. The café is next to the school. yes no
 - E. The café is opposite the market. yes no
 - F. The café is opposite the chemist. yes no

2. You are at the chemist. How do you go to the café?
 - A. Walk along Main Street. yes no
 - B. Walk along Berry Street. yes no

 - C. Turn right into Park Street. yes no
 - D. Turn right into Bridge Street. yes no

 - E. Go past the library. yes no
 - F. Go past the bank. yes no

Practise giving directions.

- Alex and Kim have lunch at the café.
- This is a receipt from the café.
- Read the receipt. Answer the questions.





COFFEE EXPRESS

97 PARK STREET
GREEN VALLEY
PH: 5550 6412
ABN: 987654321
28.02.21 11:41AM

ITEM	PRICE
Pasta	\$18.00
Fish and Chips	\$20.00
Pancakes	\$ 9.90
Ice-cream	\$ 7.00
Hot Chocolate	\$ 3.80
Tea	\$ 3.00
TOTAL	\$61.70
CASH	\$80.00
CHANGE	\$18.30

Thank you for dining at
Coffee Express!

1. What do they buy? (Tick 6)



















2. How much is the pasta?

3. How much is the ice-cream?

4. How much is the tea?

5. How much is the total?

6. Do they pay by cash or card?

- cash
- card

7. How much cash do they give?

8. How much change do they get?

PART A:

▶ Watch the video: *Saying the prices (Part A)*

Match the prices.

four dollars	\$4.50
four dollars fifty	\$3.50
three dollars	\$3.50
three dollars fifty	\$4.00
five dollars	\$8.00
five dollars fifty	\$5.00
eight dollars	\$3.00
eight dollars fifty	\$5.50

PART B:

▶ Watch the video: *Saying the prices (Part B)*

Write the prices.

seven dollars	\$7.00	
two dollars fifty		
six dollars		
eighteen dollars		
twenty dollars		
twelve dollars		
ten dollars		
nine dollars ninety		

Review crossword

DOWN ↓



ACROSS →



THIS IS A DEMONSTRATION COPY. NOT TO BE USED FOR TEACHING. IT CANNOT BE EDITED.

The crossword grid consists of 12 numbered starting points for words:

- 1: Down, 1 square
- 2: Down, 3 squares
- 3: Down, 1 square
- 4: Across, 10 squares
- 5: Down, 4 squares
- 6: Across, 6 squares
- 7: Across, 4 squares
- 8: Down, 10 squares
- 9: Down, 4 squares
- 10: Across, 5 squares
- 11: Across, 3 squares
- 12: Across, 10 squares

House Hunting



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HOUSE HUNTING: TASK 1

Introduction

PART A: Look at the pictures. Answer the questions.



1. What's this?

- It's a house.
- It's a unit.

2. What's this?

- It's a house.
- It's a unit.

3. Do you live in a house or a unit?

- I live in a house.
- I live in a unit.

PART B: Look at the pictures. What can you see?







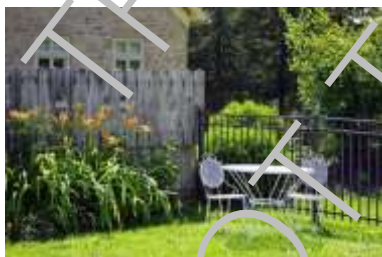
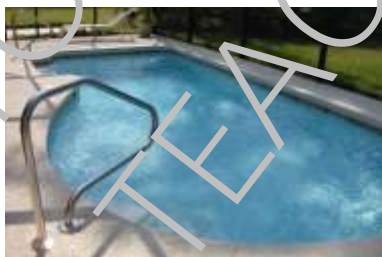



What do you have in your home?

🎥 Watch the video: *Vocabulary*

Match the words with the pictures.

kitchen	bedroom	car space
backyard	balcony	living room
dining room	swimming pool	bathroom

🗣️ Say the words.

🗣️ Ask questions.

Question	Answer
Do you have a <u>living room</u> ?	Yes, I have a <u>living room</u> .
	No, I don't have a <u>living room</u> .

PART A:  Watch the video: *Bob's house*

1. Does he have a living room? yes no
2. Does he have a dining room? yes no
3. Does he have a kitchen? yes no
4. How many bedrooms does he have? 2 3
5. How many bathrooms does he have? 1 2
6. Does he have a balcony? yes no
7. Does he have a backyard? yes no
8. Does he have a swimming pool? yes no
9. Does he have a car space? yes no

PART B: Read about Emma's house.

Emma's House



This is my house.

I have a living room.

I have a dining room.

I have a kitchen.

I have three bedrooms.

I have two bathrooms.


I don't have a balcony.

I have a backyard.

I have a swimming pool.

I don't have a car space.

1. Does she have a living room? yes no
2. Does she have a dining room? yes no
3. Does she have a kitchen? yes no
4. How many bedrooms does she have? 2 3
5. How many bathrooms does she have? 2 3
6. Does she have a balcony? yes no
7. Does she have a backyard? yes no
8. Does she have a swimming pool? yes no
9. Does she have a car space? yes no

 Talk about your house or unit.

Read the rental advertisements. Answer the questions.

PART A:

 **Top Choice Real Estate**



 Property type: house

 3 bedrooms

 2 bathrooms

 2 car spaces

 Rent: \$640/week

 Address: 24 Hill St Croydon

 Next inspection: July 27 11:45 AM

- Is it a house or a unit?
 - It is a house.
 - It is a unit.
- How many bedrooms does it have?
 - It has 2 bedrooms.
 - It has 3 bedrooms.
- How many bathrooms does it have?
 - It has 1 bathroom.
 - It has 2 bathrooms.
- How many car spaces does it have?
 - It has 1 car space.
 - It has 2 car spaces.
- How much is the rent?
 - The rent is \$640 per week.
 - The rent is \$430 per week.

PART B:

 **Top Choice Real Estate**



 Property type: unit

 2 bedrooms

 1 bathroom

 1 car space

 Rent: \$430/week

 Address: 15/2-14 Queen St Burwood

 Next inspection: June 14 1:30 PM

- Is it a house or a unit?
 - It is a house.
 - It is a unit.
- How many bedrooms does it have?
 - It has 2 bedrooms.
 - It has 3 bedrooms.
- How many bathrooms does it have?
 - It has 1 bathroom.
 - It has 2 bathrooms.
- How many car spaces does it have?
 - It has 1 car space.
 - It has 2 car spaces.
- How much is the rent?
 - The rent is \$640 per week.
 - The rent is \$430 per week.

Look at the rental advertisement.


 Practise asking and answering.


 **Top Choice Real Estate**




 Property type: house

-  5 bedrooms
-  3 bathrooms
-  2 car spaces
-  Rent: \$790/week
-  Address: 11 Park St Windsor
-  Next inspection: April 17 10:30 AM

 **5**

 How many bedrooms does it have?

 It has 5 bedrooms.

 **3**








 **2**





 **\$790**





 Watch the video: *Asking questions (Part A)*

Look at the rental advertisement.

 Practise asking and answering.


Top Choice Real Estate



-  2 bedrooms
-  1 bathroom
-  1 car space
-  Rent: \$510/week
-  Address: 7/3-15 High St Canterbury
-  Next inspection: May 5 2:00 PM

 Property type: unit

 **2**






 **1**








 **1**





 **\$510**





 Watch the video: *Asking questions (Part B)*


Watch the video: *Calling an agent*

Alice wants to rent a home. She calls an agent.

Listen and answer the questions.



1. Is it a house or a unit?
 - a house
 - a unit
2. How many bedrooms does it have?
 - 2 bedrooms
 - 3 bedrooms
3. How many bathrooms does it have?
 - 1 bathroom
 - 2 bathrooms
4. How many car spaces does it have?
 - 1 car space
 - 2 car spaces
5. How much is the rent?
 - \$570 per week
 - \$750 per week
6. When is she looking at the unit?
 - 3:00 PM today
 - 1:00 PM tomorrow
7. What is the address?
 - 37 Park Street, Newtown
 - 70 Park Street, Newtown

 Read it aloud.

- Alice wants to rent a home.
- She calls an agent.



Alice



Agent



Hi. This is Top Choice Real Estate. How can I help you?



Hi. I want to rent a unit in Newtown. Do you have anything?



Yes, we have a unit in Newtown.



How many bedrooms does it have?



It has 2 bedrooms.



How many bathrooms does it have?



It has 2 bathrooms.



How many car spaces does it have?



It has 1 car space.



How much is the rent?



The rent is \$570 per week.



Can I have a look at the unit?



Sure. How about 1:00 PM tomorrow?



That's great.



The address is 37 Park Street, Newtown.



Thank you. See you tomorrow.



See you then.

 Practise speaking.

- Person 1: You are the agent.
- Person 2: You are the customer. You want to rent a home. Call the agent.

	Hi. This is Top Choice Real Estate. How can I help you?
	 ?
	Yes, we have a house in _____.
	 ?
	3 
	 ?
	2 
	 ?
	2 
	 ?
	 \$620/week
	Can I have a look at the house?
	11:30 AM tomorrow?
	✓
	The address is 54 Bay Street.
	Thank you. See you tomorrow.
	See you then.

 Practise speaking.

- Person 1: You are the agent.
- Person 2: You are the customer. You want to rent a home. Call the agent.

Top Choice Real Estate



 Property type: house

 4 bedrooms

 3 bathrooms

 3 car spaces

 Rent: \$650/week

 Address: 25 Bay St Riverside

 Next inspection: by appointment

Top Choice Real Estate



 Property type: unit

 2 bedrooms

 2 bathrooms

 1 car spaces

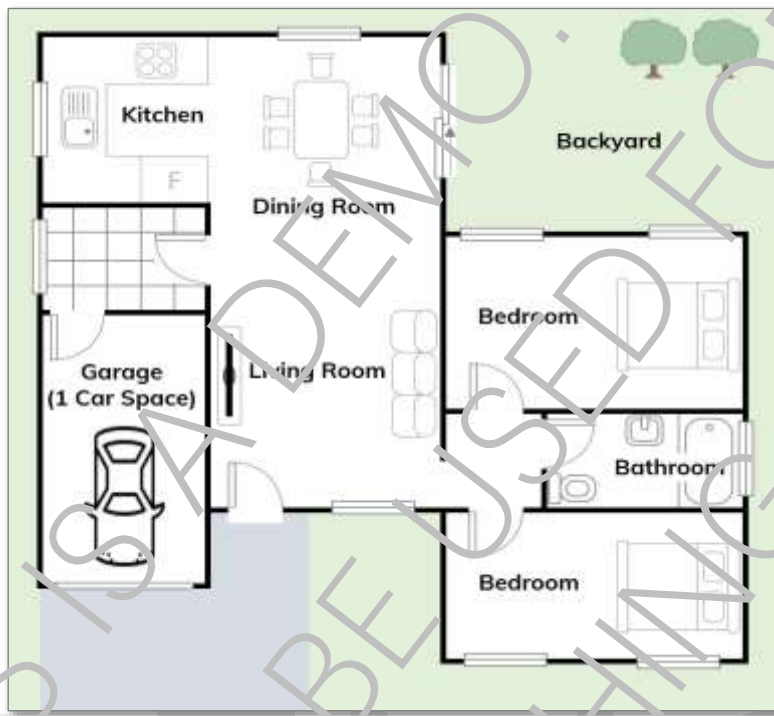
 Rent: \$520/week

 Address: 2/4-10 Berry St Riverside

 Next inspection: by appointment

Agent:	Hi. This is Top Choice Real Estate. How can I help you?
Customer:	Hi. I want to rent a <u>house / unit</u> in Riverside. Do you have anything?
Agent:	Yes. We have a <u>house / unit</u> in Riverside.
Customer:	How many bedrooms does it have?
Agent:	It has _____.
Customer:	How many bathrooms does it have?
Agent:	It has _____.
Customer:	How many car spaces does it have?
Agent:	It has _____.
Customer:	How much is the rent?
Agent:	The rent is _____.
Customer:	Can I have a look at the unit?
Agent:	Sure. How about _____ tomorrow?
Customer:	That's great.
Agent:	The address is _____.
Customer:	Thank you. See you tomorrow.
Agent:	See you then.

Look at this **floor plan** of a house. Answer the questions.













1. Does it have a living room? Yes, it _____ a living room.
has / doesn't have
2. Does it have a dining room? Yes, it _____ a dining room.
has / doesn't have
3. Does it have a kitchen? Yes, it _____ a kitchen.
has / doesn't have
4. Does it have a swimming pool? No, it _____ a swimming pool.
has / doesn't have
5. Does it have a backyard? Yes, it _____ a backyard.
has / doesn't have
6. Does it have a balcony? No, it _____ a balcony.
has / doesn't have
7. How many bedrooms does it have? It has _____ bedrooms.
one / two / three
8. How many bathrooms does it have? It has _____ bathroom.
one / two / three
9. How many car spaces does it have? It has _____ car space.
one / two / three

Talk about the house.

🎥 Watch the video: *Furniture and appliances*


PART A: Tick the correct words.

- | | | | | |
|-----|---|--|--|------------------------------------|
| 1. |  | <input type="checkbox"/> desk | <input type="checkbox"/> bed | <input type="checkbox"/> fridge |
| 2. |  | <input type="checkbox"/> bathroom | <input type="checkbox"/> washing machine | <input type="checkbox"/> microwave |
| 3. |  | <input type="checkbox"/> fridge | <input type="checkbox"/> air-conditioner | <input type="checkbox"/> bed |
| 4. |  | <input type="checkbox"/> TV | <input type="checkbox"/> wardrobe | <input type="checkbox"/> sofa |
| 5. |  | <input type="checkbox"/> microwave | <input type="checkbox"/> desk | <input type="checkbox"/> bathroom |
| 6. |  | <input type="checkbox"/> air-conditioner | <input type="checkbox"/> fridge | <input type="checkbox"/> TV |
| 7. |  | <input type="checkbox"/> wardrobe | <input type="checkbox"/> washing machine | <input type="checkbox"/> sofa |
| 8. |  | <input type="checkbox"/> desk | <input type="checkbox"/> air-conditioner | <input type="checkbox"/> fridge |
| 9. |  | <input type="checkbox"/> sofa | <input type="checkbox"/> microwave | <input type="checkbox"/> bathroom |
| 10. |  | <input type="checkbox"/> washing machine | <input type="checkbox"/> TV | <input type="checkbox"/> wardrobe |

PART B: Write the correct words.

- I sleep on the _____.
- I have a shower in the _____.
- When it's very hot, I turn on the _____.
- I sit on the _____.
- I study on the _____.
- I watch shows on the _____.
- I put my clothes in the _____.
- I put the milk in the _____.
- I heat up my food in the _____.
- I wash my clothes in the _____.

Read the inspection dates and times.



House 4 3 2

Rent: \$900/week





Address: 54 Green St Riverside


Next inspection: July 13 at 2:30 PM

Circle the date:

JULY						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Tick the time:



Unit 1 1 0

Rent: \$790/week





Address: 34/5-21 Short St Riverside


Next inspection: September 24 at 6:00 PM

Circle the date:

SEPTEMBER						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Tick the time:



Car Space

Rent: \$180/month





Address: 31 Main St Riverside

Next inspection: November 3 at 10:30 AM

Circle the date:

NOVEMBER						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Tick the time:

Say the dates and times.

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 ENGLISH EXPRESS BEGINNER WORKBOOK © BERNARD MILES 2021

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PART A:

▶ Watch the video: *Saying the prices (Part A)*

Match the prices.

six hundred and forty dollars	\$430
four hundred and thirty dollars	\$510
seven hundred and ninety dollars	\$820
five hundred and ten dollars	\$640
five hundred and seventy dollars	\$790
eight hundred and twenty dollars	\$570

PART B:

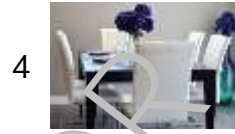
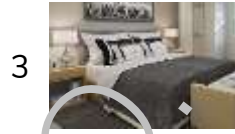
▶ Watch the video: *Saying the prices (Part B)*

Write the prices.

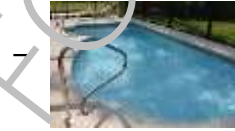
six hundred and fifty dollars	\$650	_____
one hundred and eighty dollars		_____
two hundred and ninety dollars		_____
five hundred and twenty dollars		_____
nine hundred dollars		_____
three hundred and sixty dollars		_____

Review crossword

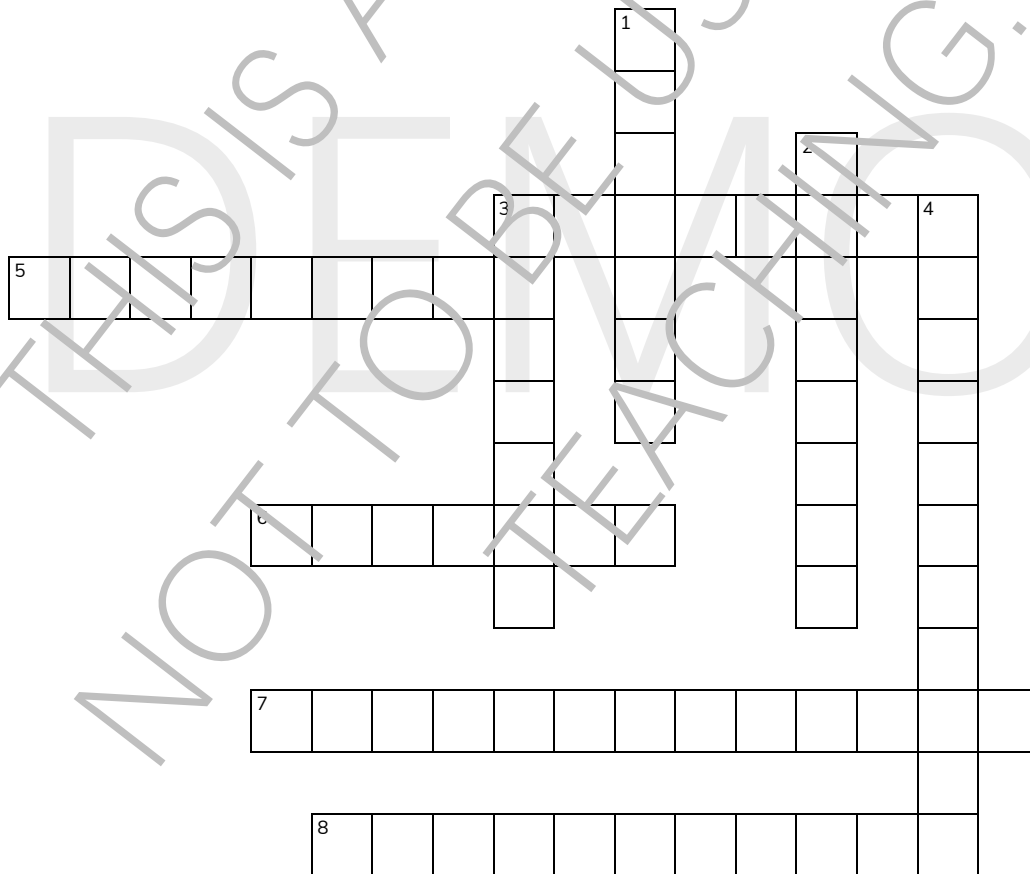
DOWN ↓



ACROSS →



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The crossword puzzle grid consists of 10 columns and 10 rows. The starting points for the words are as follows:

- 1: Down, starting at row 1, column 5.
- 2: Down, starting at row 3, column 7.
- 3: Down, starting at row 1, column 3.
- 4: Down, starting at row 1, column 9.
- 5: Across, starting at row 4, column 1.
- 6: Across, starting at row 6, column 3.
- 7: Across, starting at row 8, column 1.
- 8: Across, starting at row 9, column 3.

At the Market



Videos available at: [englishexpress.com.au/bwvideos](https://www.englishexpress.com.au/bwvideos) (The password for video access is in the licenced version of the eBook only. Sample videos are available on the [English Express Online](https://www.youtube.com/channel/UC8vXp1v1v1v1v1v1v1v1v1v1) YouTube channel.)
Refer to the full Terms of Use at: [englishexpress.com.au/termsofuse](https://www.englishexpress.com.au/termsofuse)

AT THE MARKET: TASK 1

Introduction

PART A: Look at the pictures. Answer the questions.

1. Where is she?

- She is at the market.
- She is at the café.

2. What is she doing?

- She is buying coffee.
- She is buying food.



3. What can you buy at the market?



- fruit
- seafood



- meat
- vegetables

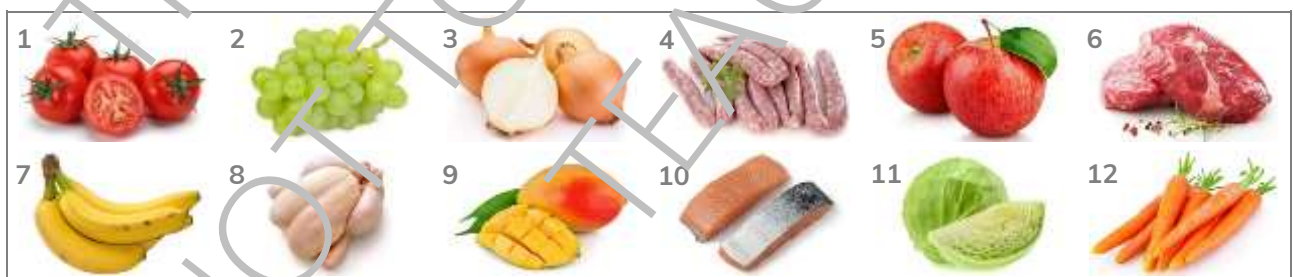


- meat
- fruit



- fruit
- seafood

PART B: Look at the pictures. What can you see?

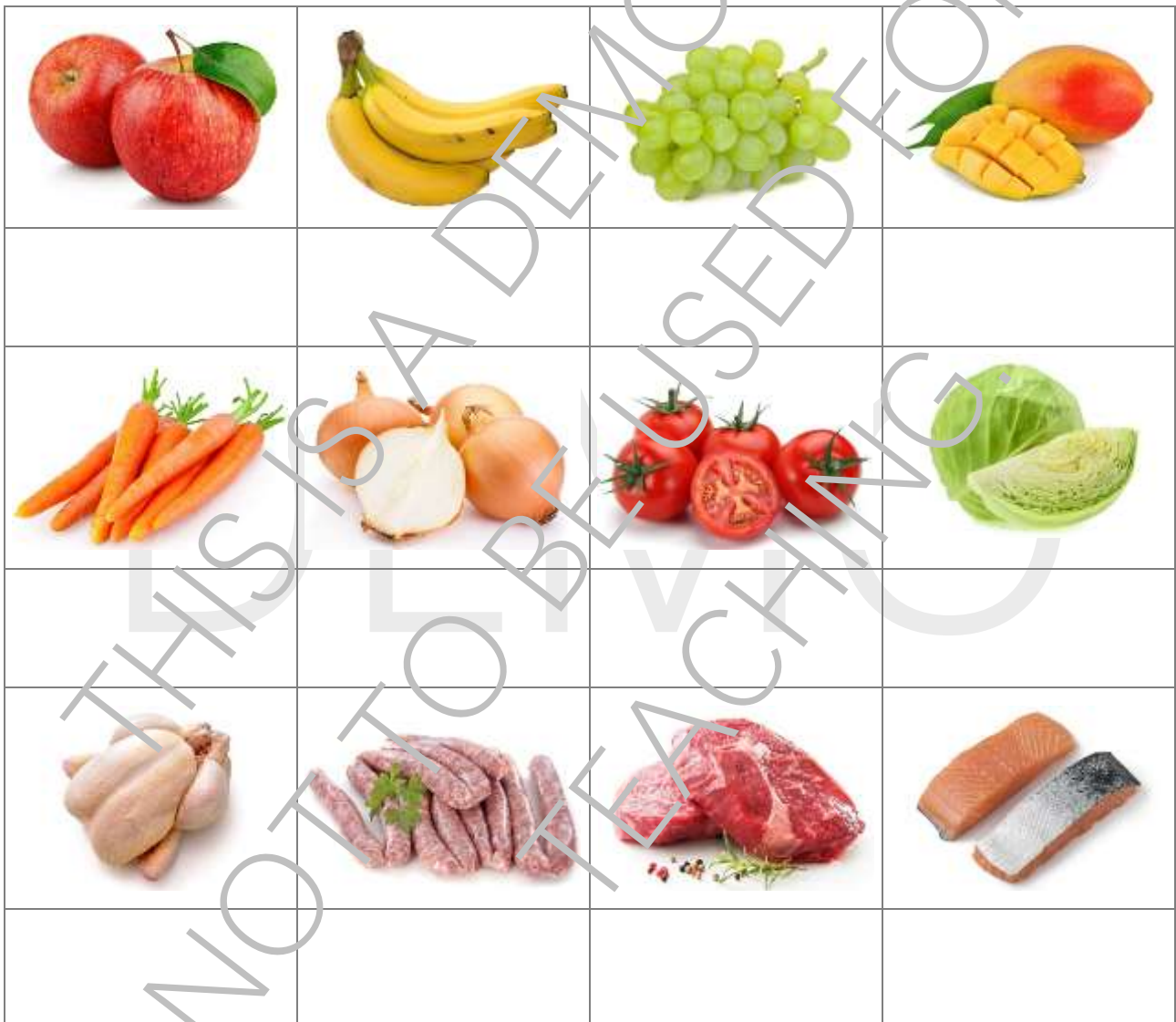


- Can you see some **fruit**?
- Can you see some **vegetables**?
- Can you see some **meat**?
- Can you see some **seafood**?

🎥 Watch the video: *Vocabulary*

Match the words with the pictures.

onions	chicken	tomatoes	bananas
steak	apples	carrots	sausages
grapes	salmon fillets	mangoes	cabbages















🗣️ Say the words.

🗣️ Ask questions.

Question	Answer
Do you like <u>apples</u> ?	Yes, I like <u>apples</u> .
	No, I don't like <u>apples</u> .




🎧 Watch the video: *How much?*




Write the prices.

1		The apples are _____ a kilo.
2		The bananas are _____ a kilo.
3		The grapes are _____ a kilo.
4		The mangoes are _____ each.
5		The carrots are _____ a kilo.
6		The onions are _____ a kilo.
7		The tomatoes are _____ a kilo.
8		The cabbages are _____ each.
9		The chickens are _____ each.
10		The sausages are _____ a kilo.
11		The steaks are _____ a kilo.
12		The salmon fillets are _____ a kilo.




🗣️ Say the prices.




 Practise asking and answering.

 apples \$5.50/kg	 <p>How much are the apples?</p>  <p>The apples are \$5.50 a kilo.</p>
--	--

 bananas \$3.50/kg	 
---	--

 cabbages \$4.00 each	 
--	--

 sausages \$11.00/kg	 
---	--

 tomatoes \$4.50/kg	 
--	--

🎧 Watch the video: *Buying food*

The customer is at the market. She buys food from the cashier. Listen and answer the questions.



1. How much are the grapes?

- \$5.00 a kilo \$5.50 a kilo



2. How many kilos of grapes does she buy?

- half a kilo 1 kilo

3. How much are the carrots?

- \$2.00 a kilo \$2.50 a kilo



4. How many kilos of carrots does she buy?

- 1 kilo 2 kilos

5. How much are the chickens?

- \$12.00 each \$14.00 each



6. How many chickens does she buy?

- 1 chicken 2 chickens

7. How much is it altogether?

- \$19.00 \$19.50


8. Does she pay by cash or card?



- cash



- card

 Read it aloud.

- The customer is at the market.
- She buys food from the cashier.



Customer



Cashier



Hi. How can I help you?



Hi. How much are the grapes?



The grapes are \$5.00 a kilo.



I'll have half a kilo of grapes, please.



Sure. Anything else?



Yes. How much are the carrots?



The carrots are \$2.50 a kilo.



I'll have 2 kilos of carrots, please.



Sure. Anything else?



Yes. How much are the chickens?



The chickens are \$12.00 each.



I'll have 1 chicken, please. How much is it altogether?



It's \$19.50 altogether. Are you paying by cash or card?



Cash. Here you are.



Thanks. Here's your food.




Thanks.

 Practise speaking.

- Person 1: You are the cashier.
- Person 2: You are the customer. Buy some food.

	Hi. How can I help you?
	 ?
	\$5.50/kg
	1kg 
	Sure. Anything else?
	 ?
	\$2.00/kg
	2kg 
	Sure. Anything else?
	 ?
	\$11.00/kg
	½ kg 
	How much is it altogether?
	It's \$15.00 altogether.  or  ?
	
	Thanks. Here's your food.
	Thanks.

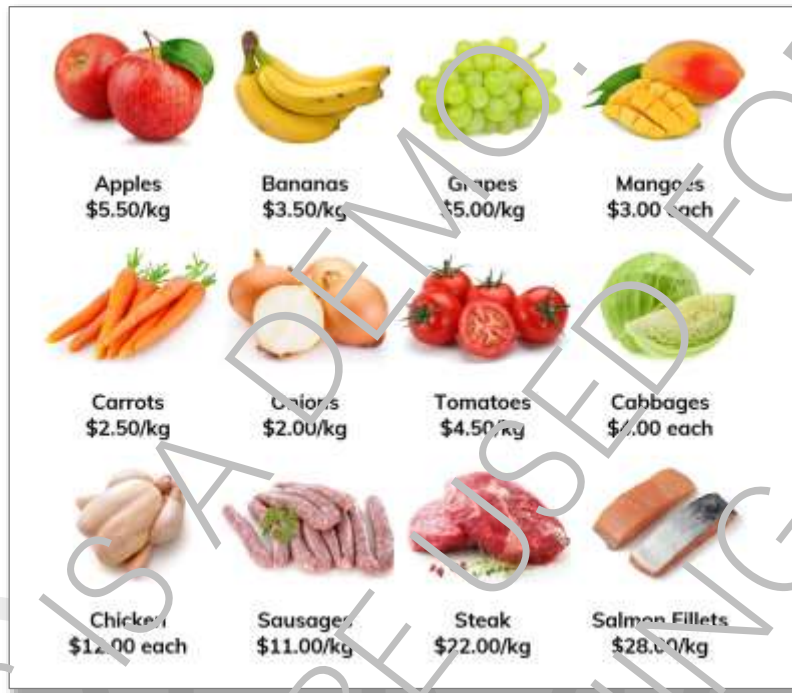
 Practise speaking.

- Person 1: You are the cashier.
- Person 2: You are the customer. Buy some food.

	Hi. How can I help you?
	 ?
	\$3.00 each
	4 x 
	Sure. Anything else?
	 ?
	\$4.50/kg
	2 kg 
	Sure. Anything else?
	 ?
	\$23.00/kg
	1½ kg 
	How much is it altogether?
	It's \$33.00 altogether.  or  ?
	
	Thanks. Here's your food.
	Thanks.

 Practise speaking.

- Person 1: You are the cashier.
- Person 2: You are the customer. Buy some food.



Cashier: Hi. How can I help you?

Customer: Hi. How much are the _____ ?

Cashier: The _____ are \$ _____ .

Customer: I'll have _____ , please.

Cashier: Sure. Anything else?

Customer: Yes. How much are the _____ ?

Cashier: The _____ are \$ _____ .

Customer: I'll have _____ , please.

Cashier: Sure. Anything else?

Customer: Yes. How much are the _____ ?

Cashier: The _____ are \$ _____ .

Customer: I'll have _____ , please. How much is it altogether?

Cashier: It's \$ _____ altogether. Are you paying by cash or card?

Customer: _____ .

Cashier: Thanks. Here's your food.

Customer: Thanks.

Read a market catalogue. Answer the questions.

FRESH EXPRESS MARKET
 Order online at freshexpressmarket.com.au
 Free delivery for orders over \$50

Check out this week's special deals!













Oranges \$5.50/kg	Kiwi fruits 75¢ each	Cherries \$15.00/kg	Lemons 60¢ each
Potatoes \$3.20/kg	Mushrooms \$9.90/kg	Celery \$1.20/bunch	Broccoli \$4.80/kg
Eggs \$4.70/dozen	Chicken Legs \$11.50/kg	Beef Mince \$13.00/kg	Prawns \$27.00/kg


OPENING HOURS
 Monday – Friday 6:30AM – 7:00PM
 Saturday 7:30AM – 1:30PM
 Sunday 8:00AM – 5:00PM


CONTACT DETAILS
 100 Short Street, Bayside
 Ph: 5550 1154

- How much are the potatoes? _____
- How much are the prawns? _____
- How much are the oranges? _____
- What costs \$13.00 a kilo? _____
- What costs 75 cents each? _____
- What costs \$4.70 for 12? _____
- What is half price? _____
- Where is the market? _____
- What time does the market open on Saturday? _____
- What time does the market close on Sunday? _____

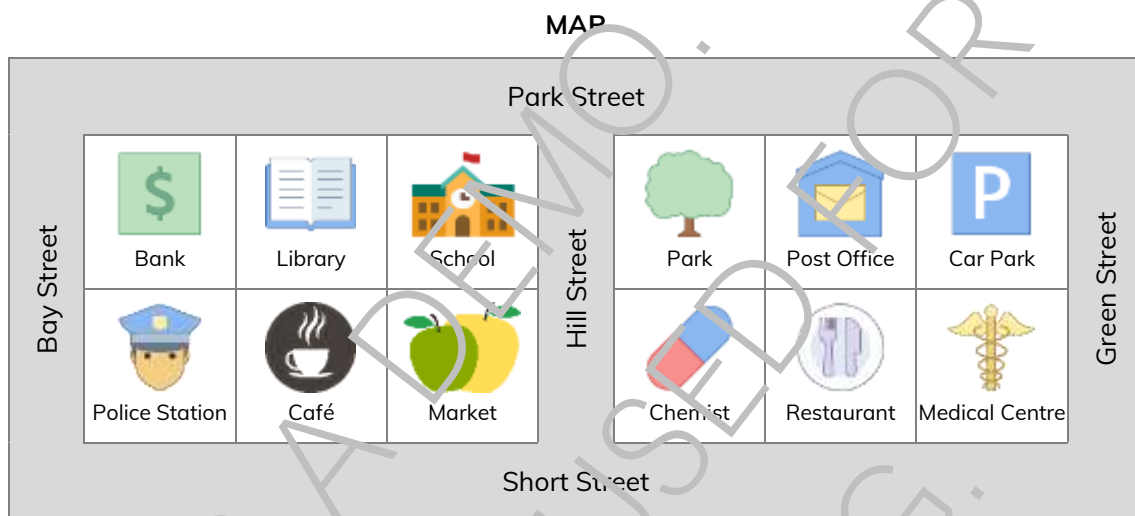
Look at **Task 10**. Write the prices of each food.

1		The oranges are \$5.50 a kilo.
2		The kiwi fruits are 75 cents each.
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

 Watch the video: *Fresh Express Market*. Listen to the words and the prices from the catalogue.

 Say the prices.

Look at the map. Answer the questions about the market.



1. Where is the market?

- A. The market is on Park Street. yes no
- B. The market is on Short Street. yes no
- C. The market is next to the café. yes no
- D. The market is next to the bank. yes no
- E. The market is opposite the chemist. yes no
- F. The market is opposite the post office. yes no

2. You are at the bank. How do you go to the market?

- A. Walk along Green Street. yes no
- B. Walk along Bay Street. yes no
- C. Turn right into Hill Street. yes no
- D. Turn left into Short Street. yes no
- E. Go past the café. yes no
- F. Go past the chemist. yes no




Practise giving directions.

The cashier is making an announcement. Listen and tick the prices.






PART A:

▶ Watch the video: *Announcement (Part A)*

 oranges	<input type="checkbox"/> \$4.00 <input type="checkbox"/> \$4.50	<input type="checkbox"/> a kilo <input type="checkbox"/> each
 kiwi fruits	<input type="checkbox"/> 45¢ <input type="checkbox"/> 55¢	<input type="checkbox"/> a kilo <input type="checkbox"/> each
 cherries	<input type="checkbox"/> \$12.00 <input type="checkbox"/> \$13.00	<input type="checkbox"/> a kilo <input type="checkbox"/> each

PART B:


▶ Watch the video: *Announcement (Part B)*

 mushrooms	<input type="checkbox"/> \$7.00 <input type="checkbox"/> \$7.50	<input type="checkbox"/> a kilo <input type="checkbox"/> each
 potatoes	<input type="checkbox"/> \$2.80 <input type="checkbox"/> \$2.90	<input type="checkbox"/> a kilo <input type="checkbox"/> each
 celery	<input type="checkbox"/> 70¢ <input type="checkbox"/> 80¢	<input type="checkbox"/> a kilo <input type="checkbox"/> a bunch

🗣️ Say the prices.

- Ben goes to the market.
- Read his shopping receipt.






**FRESH EXPRESS
MARKET**

100 SHORT STREET
BAYSIDE
PH: 5550 4154
ABN: 987654322
23.07.21 04:15PM

ITEM	\$
Cherries 400g @ \$12.00/kg	\$ 4.80
Kiwi Fruit 6 @ \$0.55/ea	\$ 3.30
Prawns 600g @ \$27.00/kg	\$16.20
TOTAL	\$24.30
CASH	\$30.00
CHANGE	\$ 5.70

Thank you for shopping at
Fresh Express!



5 012345 678900

1. How many grams of cherries does he buy?

- 400g
 600g

2. How much money does he pay for the cherries?

- \$3.30
 \$4.80

3. How many kiwi fruits does he buy?

- 5
 6

4. How much money does he pay for the kiwi fruits?

- \$3.30
 \$4.80

5. How many grams of prawns does he buy?

- 400g
 600g

6. How much money does he pay for the prawns?

- \$16.20
 \$30.00

7. How much is the total?

8. Does he pay by cash or card?

- cash
 card

9. How much cash does he give?

10. How much change does he get?

PART A:

▶ Watch the video: *Saying the prices (Part A)*

Match the prices.

two dollars a kilo	\$2.50/kg
two dollars fifty a kilo	\$4.00 each
three dollars each	\$5.00/kg
three dollars fifty a kilo	\$2.00/kg
four dollars each	\$4.50/kg
four dollars fifty a kilo	\$3.00 each
five dollars a kilo	\$5.50/kg
five dollars fifty a kilo	\$3.50/kg

PART B:

▶ Watch the video: *Saying the prices (Part B)*

Write the prices.

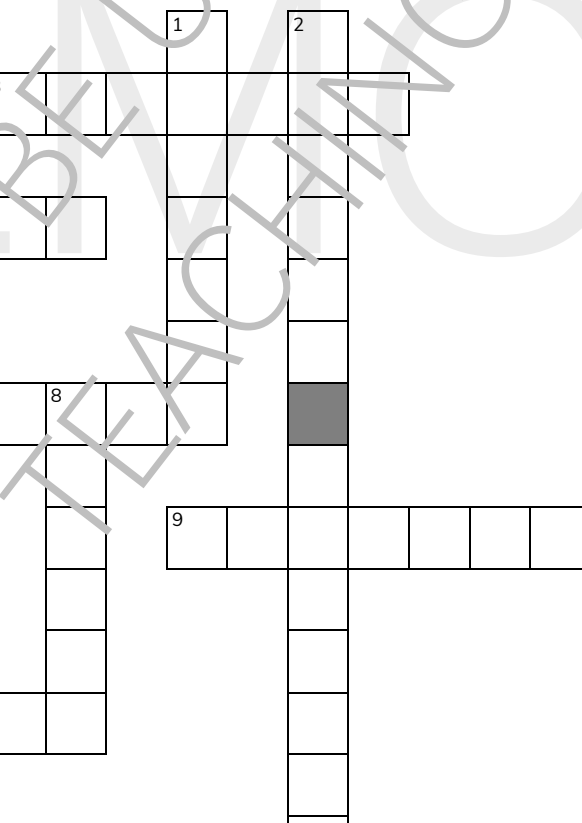
nine dollars ninety a kilo	<u>9.90/kg</u>
fifteen dollars a kilo	_____
three dollars twenty a kilo	_____
sixty cents each	_____
four dollars eighty a kilo	_____
twenty-seven dollars a kilo	_____
seventy-five cents each	_____
eleven dollars sixty a kilo	_____

Review crossword

DOWN ↓



ACROSS →

A crossword grid with 12 numbered starting points for words. The grid is composed of white squares for letters and black squares for empty space. The starting points are:

- 1: Down, top row, 5th column.
- 2: Down, top row, 6th column.
- 3: Across, 2nd row, 3rd column.
- 4: Down, 3rd row, 4th column.
- 5: Across, 4th row, 1st column.
- 6: Down, 6th row, 1st column.
- 7: Across, 6th row, 3rd column.
- 8: Across, 6th row, 5th column.
- 9: Across, 7th row, 5th column.
- 10: Down, 8th row, 2nd column.
- 11: Across, 9th row, 2nd column.
- 12: Across, 10th row, 1st column.

Appointments



Videos available at: englishexpress.com.au/bwvideos (The password for video access is in the licenced version of the eBook only. Sample videos are available on the [English Express Online](https://www.youtube.com/channel/UC8v1U11111111111111111111) YouTube channel.)
Refer to the full Terms of Use at: englishexpress.com.au/termsofuse

APPOINTMENTS: TASK 1

Introduction

PART A: Look at the picture. Answer the questions.



1. What's he doing?
 He's writing on his phone.
 He's writing on his calendar.
2. Is he busy?
 Yes, he's busy.
 No, he's not busy.
3. How about you? Are you busy?
 Yes, I'm busy.
 No, I'm not busy.

PART B: Look at the pictures. What are they doing?



1 What do you need to do? I need to _____.

I don't need to _____.

▶ Watch the video: *Vocabulary*

Match the words with the pictures.

get an x-ray	fix my car	see the dentist
have a swimming lesson	see the doctor	fix my phone
have an eye test	get a haircut	get a flu shot

🗣️ Say the words.

🗣️ Ask questions.

Question	Answer
Do you need to <u>see the doctor</u> ?	Yes, I do.
	No, I don't.

Note: Change my to your.





























Do you need to fix your car?

Do you need to fix your phone?

🎧 Watch the video: *Tim's busy week*

Tim has a busy week. What is he going to do each day?



Day:	Tick the activity:	Tick the time:
Monday	 <input type="checkbox"/>  <input type="checkbox"/>	 <input type="checkbox"/>  <input type="checkbox"/>
Tuesday	 <input type="checkbox"/>  <input type="checkbox"/>	 <input type="checkbox"/>  <input type="checkbox"/>
Wednesday	 <input type="checkbox"/>  <input type="checkbox"/>	 <input type="checkbox"/>  <input type="checkbox"/>
Thursday	 <input type="checkbox"/>  <input type="checkbox"/>	 <input type="checkbox"/>  <input type="checkbox"/>
Friday	 <input type="checkbox"/>  <input type="checkbox"/>	 <input type="checkbox"/>  <input type="checkbox"/>
Saturday	 <input type="checkbox"/>  <input type="checkbox"/>	 <input type="checkbox"/>  <input type="checkbox"/>
Sunday	 <input type="checkbox"/>  <input type="checkbox"/>	 <input type="checkbox"/>  <input type="checkbox"/>

🗣️ Practise speaking: On _____, he is going to _____ at _____.

 Practise asking and answering.

	 When are you going to see the dentist?	 On Monday at 9:30 AM.
		
		
		
		
		
		

Read the information about Greenhill Medical Centre. Answer the questions.

Greenhill Medical Centre
 35 High Street, Greenhill
 7010 9203
 www.greenhillmedical.com.au

OUR SERVICES

 DOCTOR Medicare card: \$0 Private fee: \$75	 DENTIST Check-up: \$180 Teeth cleaning: \$120
 X-RAY Medicare card: \$0 Private fee: \$200-\$400	 EYE TEST Medicare card: \$0 Private fee: \$72
 FLU SHOT Flu shot: \$20 Free for seniors 65+	OPENING HOURS Mon, Tue, Wed 8:00AM – 8:00PM Thu 8:00AM – 8:00PM Fri 8:00AM – 6:00PM Sat 9:00AM – 4:00PM Sun Closed

Please make an appointment.

1. What is the address?
 - 35 High Street, Greenhill
 - 53 High Street, Greenhill

2. What is the phone number?
 - 7010 6004
 - 7010 9203

3. What is the website?
 - www.greenhillmedical.com.au
 - www.medicalcentre.com.au

4. How much is a check-up at the dentist?
 - \$180
 - \$120

5. How much is an x-ray with a Medicare card?
 - \$200
 - free

6. How much is a flu shot?
 - \$20
 - \$75

7. What time does the medical centre open on Monday?
 - 8:00 AM
 - 9:00 AM

8. What time does the medical centre close on Friday?
 - 4:00 PM
 - 6:00 PM

9. Is the medical centre open on Saturday?
 - Yes, it's open.
 - No, it's closed.

10. Is the medical centre open on Sunday?
 - Yes, it's open.
 - No, it's closed.


Watch the video: *Calling the medical centre*

Tim calls the medical centre. He talks to the receptionist. He wants to make an appointment.

Listen and answer the questions.



1. What does Tim want?
 - He wants to see the doctor.
 - He wants to see the dentist.
2. What day is he going to see the doctor?
 - on Thursday
 - on Friday
3. What time is he going to see the doctor?
 - at 2:00 PM
 - at 3:00 PM
4. How do you spell his full name?
 - Tim Cole
 - Tim Coal
5. What is his phone number?
 - 0491 570 158
 - 0491 570 159

 Read it aloud.

- Tim calls the medical centre.
- He talks to the receptionist.
- He wants to make an appointment.



Hi. This is Greenhill Medical Centre. How can I help you?



Hi. Can I make an appointment to see the doctor?



Yes. When would you like to come?



Can I come on Thursday at 2:00 PM?



Sorry, 2:00 PM is not available. How about 3:00 PM?



Yes, 3:00 PM is good.



Can I have your name, please?



My name is Tim Cole.



Can you spell your name, please?



Yes, it's T-i-m C-o-l-e.



Can I have your phone number, please?



My phone number is 0491 570 159.



Can you repeat that, please?



Yes, it's 0491 570 159.



Thank you. See you on Thursday at 3:00 PM.



Thanks. See you then.




Bye.










 Practise speaking.

- Person 1: You are the receptionist.
- Person 2: Call the medical centre. Make an appointment.

	Hi. This is Greenhill Medical Centre. How can I help you?
	 ?
	Yes. When would you like to come?
	Friday  PM ?
	Sorry, 2:30 PM is not available. How about 3:15?
	✓
	name?
	
	spell?
	
	phone number?
	
	repeat?
	
	Thank you. See you on Friday at 3:15 PM.
	Thanks. See you then.
	Bye.

 Practise speaking.

- Person 1: You are the receptionist.
- Person 2: Call and make an appointment.

	See the doctor at Greenhill Medical Centre ☎ 7010 9203		See the dentist at Greenhill Medical Centre ☎ 7010 9203		Get an x-ray at Greenhill Medical Centre ☎ 7010 9203
	Have an eye test at Greenhill Medical Centre ☎ 7010 9203		Get a flu shot at Greenhill Medical Centre ☎ 7010 9203		Fix your car at Greenhill Car Repairs ☎ 7010 1508
	Fix your phone at Express Phone Repairs ☎ 7010 3589		Have a swimming lesson at Greenhill Pool ☎ 7010 2675		Get a haircut at Greenhill Hairdresser ☎ 7010 4073

Receptionist:	Hi. This is _____ . How can I help you?
Person:	Hi. Can I make an appointment to _____ ?
Receptionist:	Yes. When would you like to come?
Person:	Can I come on _____ at _____ ?
Receptionist:	Sorry, _____ is not available. How about _____ ?
Person:	Yes, _____ is good.
Receptionist:	Can I have your name, please?
Person:	My name is _____ .
Receptionist:	Can you spell your name, please?
Person:	Yes, it's _____ .
Receptionist:	Can I have your phone number, please?
Person:	My phone number is _____ .
Receptionist:	Can you repeat that, please?
Person:	Yes, it's _____ .
Receptionist:	Thank you. See you on _____ at _____ .
Person:	Thanks. See you then.
Receptionist:	Bye.

Read the appointment cards.

 **Greenhill Medical Centre**
Your next appointment to see the doctor is:

Day: Friday

Date: 25/6

Time: 3:30 PM

If you need to change your appointment, please call 7010 9203.

Circle the date:

JUNE						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Tick the time:









 **Greenhill Medical Centre**
Your next appointment to see the dentist is:

Day: Wednesday

Date: 14/7

Time: 10:15 AM

If you need to change your appointment, please call 7010 9203.

Circle the date:

JULY						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Tick the time:









 **Greenhill Medical Centre**
Your next appointment to have an eye test is:

Day: Monday

Date: 4/10

Time: 11:45 AM

If you need to change your appointment, please call 7010 9203.

Circle the date:

OCTOBER						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Tick the time:





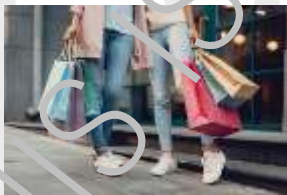




 Say the dates and times.

▶ Watch the video: *Activities*

Match the pictures with the words.



go shopping

go to the beach

play soccer

watch a movie

go to the café

have a barbecue

go to the gym

👤 Practise asking and answering: Do you like to _____ ?

Lisa has a busy month. Look at the appointments on her calendar:



NOVEMBER						
MON	TUE	WED	THU	FRI	SAT	SUN
1	2	3 fix my car 9:30 AM	4	5	6 beach 10:30 AM	7
8 shopping 1:00 PM	9	10 gym 5:30 PM	11	12	13	14 haircut 2:00 PM
15	16 movie 8:00 PM	17	18	19 café 7:30 PM	20	21
22 doctor 11:30 AM	23	24	25 soccer 6:30 PM	26	27	28 barbecue 12:00 PM
29	30 dentist 3:30 PM					

1. When is she going to see the doctor?



Day: Monday
Date: 22/11
Time: 11:30 AM

2. When is she going to go to the gym?



Day: _____
Date: _____
Time: _____

3. When is she going to go to the beach?



Day: _____
Date: _____
Time: _____

4. When is she going to watch a movie?



Day: _____
Date: _____
Time: _____

5. When is she going to go to the café?



Day: _____
Date: _____
Time: _____

6. When is she going to go shopping?



Day: _____
Date: _____
Time: _____

7. When is she going to have a barbecue?



Day: _____
Date: _____
Time: _____

8. When is she going to play soccer?



Day: _____
Date: _____
Time: _____

Practise asking and answering: When is she going to _____ ?



PART A:

Read the text messages. Answer the questions.

1. What are they going to do?
 - have a barbecue
 - go to the beach
 - go shopping
2. What date are they going to go to the beach?
 - on November 22
 - on November 23
 - on November 24
3. What time are they going to meet?
 - at 10:00 AM
 - at 11:00 AM
 - at 1:00 PM
4. What is Lisa going to do on November 22?
 - see the doctor
 - see the dentist
 - fix her car

PART B:

Write a text message. Ask your friend to do something:

- go to the beach
- go to the café
- go shopping
- watch a movie
- have a barbecue
- play soccer

Or anything else you like.



Your friend sends you a text message. Your friend asks you to go somewhere.

Write a reply to your friend.



Practise speaking. Make an appointment with a friend.

Question	Answer
Do you want to <u>go to the café</u> on Sunday?	Sounds great. See you then!
	Sorry, I'm going to <u>see the doctor</u> .

PART A:

🎥 Watch the video: *Saying the date (Part A)*

Match the dates.

24/3	May 16
13/1	July 7
16/5	November 13
7/7	March 24
16/9	January 13
13/11	September 16

PART B:

🎥 Watch the video: *Saying the date (Part B)*

Write the dates.

February 17	17/2	_____
April 3		_____
June 27		_____
August 29		_____
October 14		_____
December 18		_____

Review crossword

DOWN ↓



have an _____



get a _____



see the _____



fix my _____

ACROSS →



get an _____



get a _____



see the _____



fix my _____



have a _____ lesson

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NOT TO BE USED FOR TEACHING.

The crossword puzzle grid consists of white squares for letters and empty spaces. The starting points for the words are:

- 1: Down, starting at the top right.
- 2: Across, starting at the top left.
- 3: Across, starting in the middle left.
- 4: Down, starting in the middle right.
- 5: Down, starting in the lower middle.
- 6: Across, starting in the lower middle.
- 7: Across, starting in the lower left.
- 8: Across, starting at the bottom left.

Health



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HEALTH: TASK 1

Introduction

PART A: Look at the pictures. Answer the questions.



1. What's wrong?

- She's sick.
- She's hungry.



2. What's she doing?

- She's writing a message.
- She's calling the doctor.



3. What's she doing?

- She's seeing the doctor.
- She's going shopping.



4. What's she doing?

- She's drinking tea.
- She's taking medicine.

PART B: Look at the pictures. What's wrong?



👤 What do you do when you are sick?



I take medicine.



I drink water.



I have a rest.



I drink tea.



I see the doctor.



I wear a mask.

🎥 Watch the video: *Vocabulary*

Match the words with the pictures.

cough	runny nose	headache
stomach ache	sore throat	rash
cut	sore back	fever




		
		
		




🗣️ Say the words.

🗣️ Ask questions.

Question	Answer
Do you have a <u>headache</u> ?	Yes, I do.
	No, I don't.



 Practise asking and answering.




	<p>What's wrong?</p> 
	<p>I have a sore back.</p>

	<p></p> 
	<p></p>

	<p></p> 
	<p></p>

	<p></p> 
	<p></p>

	<p></p> 
	<p></p>

	<p></p> 
	<p></p>

🎧 Watch the video: *At the medical centre*

Tim goes to the medical centre. He talks to the receptionist.



Write the sentences in the correct place.

Yes, no problem.	My name is Tim Cole.	Yes, it's my first time here.
Thank you.	Hi. I have an appointment at 3 o'clock.	

Hi. How can I help you?

Can I have your name please?

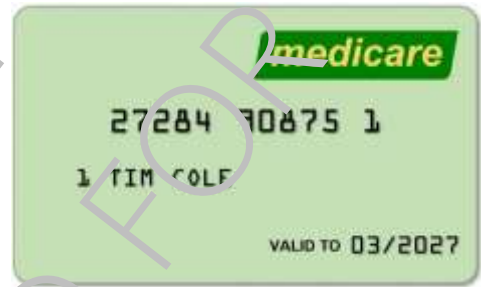
Is it your first time here?

Can you please fill in this form?


Please have a seat. The doctor will see you soon.

🗣️ Read it aloud.

Tim is at the medical centre.



Look at Tim's photo card and Medicare card. Fill in the form for Tim.

 **Greenhill Medical Centre**
New Patient Registration Form

PERSONAL DETAILS

Title: Mr Mrs Miss Ms Dr Other: _____

Given name: _____ Family name: _____

Date of birth: ____/____/____ Gender: Male Female Other

Address: _____ Suburb: _____

Postcode: _____ State: _____

Home phone: 5550 0961 Mobile phone: 0491 574 632

MEDICARE CARD

Medicare card number: _____

Reference number (next to name): ____ Expiry date: ____/____

EMERGENCY CONTACT DETAILS

Given name: Susan Family name: Cole

Phone number: 0491 570 159 Relationship: Wife

🎧 Watch the video: *Talking to the doctor*

Tim is sick. He talks to the doctor.





Listen and answer the questions.



1. What's wrong with Tim? (Tick 3)

- He has a headache.
- He has a sore throat.
- He has a cough.
- He has a fever.

2. What should he do? (Tick 2)


- He should exercise. 
- He should drink water. 
- He should have a rest. 
- He should go to work. 

3. Can he take medicine?

- yes
- no

4. What medicine can he take?

- paracetamol
- antibiotics

 Read it aloud.

- Tim is sick.
- He talks to the doctor.



 Tim

 Doctor



Hi Tim. Please have a seat.



Thanks.



How are you today?



I'm sick.



What's wrong?



I have a headache and a sore throat.



Do you have a cough?



Yes, I do.



Do you have a fever?



No, I don't.



Can you open your mouth, please? ... You have a cold.



What should I do?



You should drink water and have a rest.



Can I take medicine?




Yes, you can take some paracetamol.



OK. Thank you, Doctor.



No problem. Have a nice day.

 Practise speaking.

- Person 1: You are the doctor.
- Person 2: You are the patient.



Hi. Please have a seat.



Thanks.



How are you today?



I'm sick.



What's wrong?



✓



✗



Can you open your mouth, please? ... You have a cold.



What should I do?



Yes, you can take some paracetamol.



OK. Thank you, Doctor.



No problem. Have a nice day.

 Practise speaking.

- Person 1: You are the doctor.
- Person 2: You are the patient.

Symptoms: "I have a _____."			Remedies: "You should _____."	
				
headache	sore throat	runny nose	drink water	drink tea
				
cough	fever	stomach ache	have a rest	put on a bandage
				
sore back	rash	cut	take medicine	put on some cream

Doctor:	Hi. Please have a seat.
Patient:	Thanks.
Doctor:	How are you today?
Patient:	I'm sick.
Doctor:	What's wrong?
Patient:	I have a _____.
Doctor:	Do you have a _____?
Patient:	Yes, I do. / No, I don't.
Doctor:	Do you have a _____?
Patient:	Yes, I do. / No, I don't.
Doctor:	Can you open your mouth, please? / Let me see.
Patient:	What should I do?
Doctor:	You should _____.
Patient:	Can I take medicine?
Doctor:	Yes. / No.
Patient:	OK. Thank you, Doctor.
Doctor:	No problem. Have a nice day.



PART A:

Read the text messages. Answer the questions.

1. What happened?
 - Tim is busy.
 - Tim is sick.
 - Tim is late.

2. Will Tim come to school today?
 - yes
 - no

3. When will he come back to school?
 - this afternoon
 - tomorrow
 - next week

PART B:

Write a text message. You can't go to school or work.

Write your reason:

- I am sick.
- I have an appointment.
- I need to see the doctor.
- I need to see the dentist.



PART A: Tim is at the chemist. He buys some medicine.

Watch the video: *Buying medicine*



Hi. How can I help you?
 Hi. I need some paracetamol.
 Do you want tablets or _____ ?
 _____, please.
 OK. Just wait a minute . . . Here you are.
 How much is it?
 It's _____ for _____ tablets.
 Thanks.

Write the words and numbers:

Tablets	syrup
\$5.00	24

PART B: Tim takes some medicine.

Read the medicine instructions.

FIRST HEALTH

Paracetamol Tablets 500mg

For pain relief

- headache
- cold
- sore back
- flu

Instructions

Age:	How many:	How often:
12+	2 tablets with water	every 4-6 hours
7-12	1 tablet with water	every 4-6 hours

Warnings

- Not for children under 7.
- No more than 8 tablets per day.
- Do not take for more than 3 days.

Storage

- Store below 25°C.
- Keep tablets away from children.

EXPIRY DATE: **SEP 2027**

1. Which is the best way to take the tablets? (Tick 1)

9:00 AM	7:00 PM

9:00 AM	11:00 AM	1:00 PM	3:00 PM

9:00 AM	2:00 PM	7:00 PM	11:00 PM

2. Can he take 10 tablets in 1 day?

- yes
 no

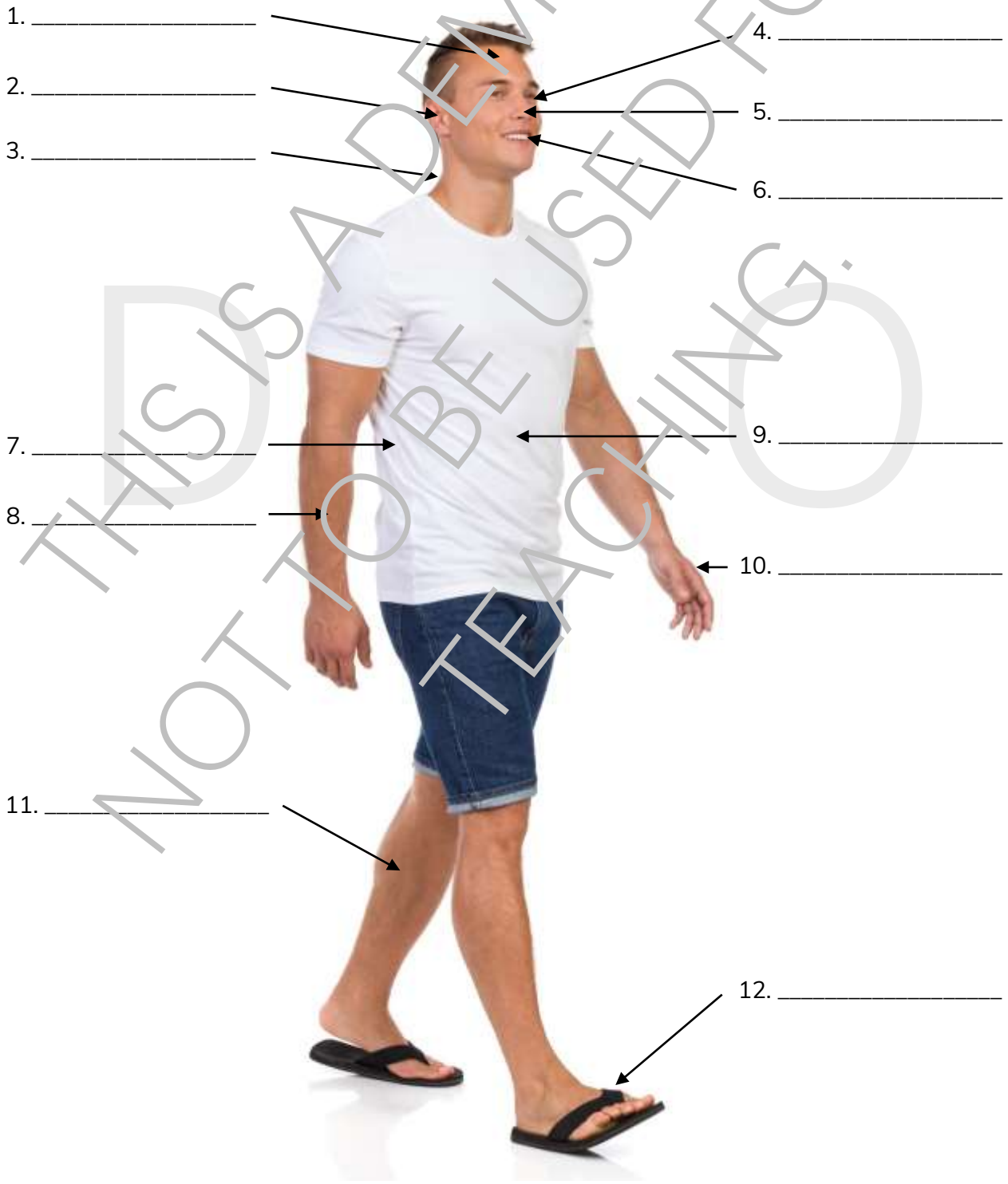
3. Can he take the tablets for 3 days?

- yes
 no


▶ Watch the video: *Parts of the body*

Match the words with the parts of the body.

eye	mouth	ear	arm
foot	head	hand	stomach
neck	leg	back	nose




Look at the pictures. Tick the correct sentences.

1  What's wrong?


I have a sore back.

I have a runny nose.

2  What's wrong?


I have a rash on my leg.

I have a cut on my hand.

3  What's wrong?


I have a sore throat.

I have a rash on my arm.

4  What's wrong?


I have a stomach ache.

I have a sore eye.

5  What's wrong?


I have a sore foot.

I have a runny nose.

6  What's wrong?


I have a cut on my leg.

I have a cut on my arm.

7  What's wrong?


I have a sore foot.

I have a rash on my arm.

8  What's wrong?


I have a headache.

I have a sore neck.

9  What's wrong?


I have a headache.

I have an earache.

10  What's wrong?


I have a headache.

I have an earache.

11  What's wrong?

I have a sore mouth.

I have a sore arm.

12  What's wrong?

I have a rash on my leg.

I have a stomach ache.

Note: These have the same meaning.

I have a sore back. = I have a backache. = I have a pain in my back.

Sometimes, the doctor asks you for your **age**, your **height** and your **weight**.

Personal information



Age
How old are you?



Height
How tall are you?



Weight
How much do you weigh?

Look at the personal information for each patient. Fill in the blank spaces.

<p>Age: 75yrs</p> <p>Height: 166cm</p> <p>Weight: 84kg</p>	Doctor: How old are you?
	Patient: I'm _____ years old.
	Doctor: How tall are you?
	Patient: I'm _____ centimetres.
	Doctor: How much do you weigh?
	Patient: I'm _____ kilos.

<p>Age: 34yrs</p> <p>Height: 170cm</p> <p>Weight: 63kg</p>	Doctor: How old are you?
	Patient: I'm _____ years old.
	Doctor: How tall are you?
	Patient: I'm _____ centimetres.
	Doctor: How much do you weigh?
	Patient: I'm _____ kilos.

<p>Age: 4yrs</p> <p>Height: 102cm</p> <p>Weight: 16kg</p>	Doctor: How old is she?
	Parent: She's _____ years old.
	Doctor: How tall is she?
	Parent: She's _____ centimetres.
	Doctor: How much does she weigh?
	Parent: She's _____ kilos.

Practise asking and answering.

▶ Watch the video: *Age, height and weight (Part A)*

Match the age, height or weight.

forty-five years old	67kg
a hundred and sixty centimetres	25yrs
sixty-seven kilos	176cm
twenty-five years old	45yrs
fifty-nine kilos	85kg
a hundred and seventy-six centimetres	160cm
thirty-three years old	59kg
eighty-five kilos	33yrs

▶ Watch the video: *Age, height and weight (Part B)*

Write the age, height or weight.

a hundred and thirty-six centimetres	<u>136cm</u>
seventy-one kilos	_____
sixty years old	_____
a hundred and fifty-five centimetres	_____
ninety-four kilos	_____
forty-two years old	_____
a hundred and fifty-eight centimetres	_____
fifty-three kilos	_____

Review crossword

DOWN ↓



ACROSS →



A crossword puzzle grid with the following structure:

- Down 1:** 10 cells, starting at row 1, column 5.
- Down 2:** 10 cells, starting at row 1, column 7.
- Down 3:** 3 cells, starting at row 1, column 6.
- Down 4:** 10 cells, starting at row 2, column 1.
- Down 5:** 5 cells, starting at row 4, column 3.
- Down 6:** 5 cells, starting at row 5, column 3.
- Down 7:** 4 cells, starting at row 6, column 5.
- Down 8:** 5 cells, starting at row 6, column 7.
- Across 4:** 8 cells, starting at row 2, column 1.
- Across 5:** 10 cells, starting at row 4, column 3.
- Across 6:** 4 cells, starting at row 6, column 5.
- Across 7:** 5 cells, starting at row 6, column 7.

Transport



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TRANSPORT: TASK 1

Introduction

PART A: Look at the pictures. Answer the questions.



1. Where is she?

- She's at the bus stop.
- She's at the station.

2. What is she doing?

- She's waiting for the bus.
- She's waiting for the train.



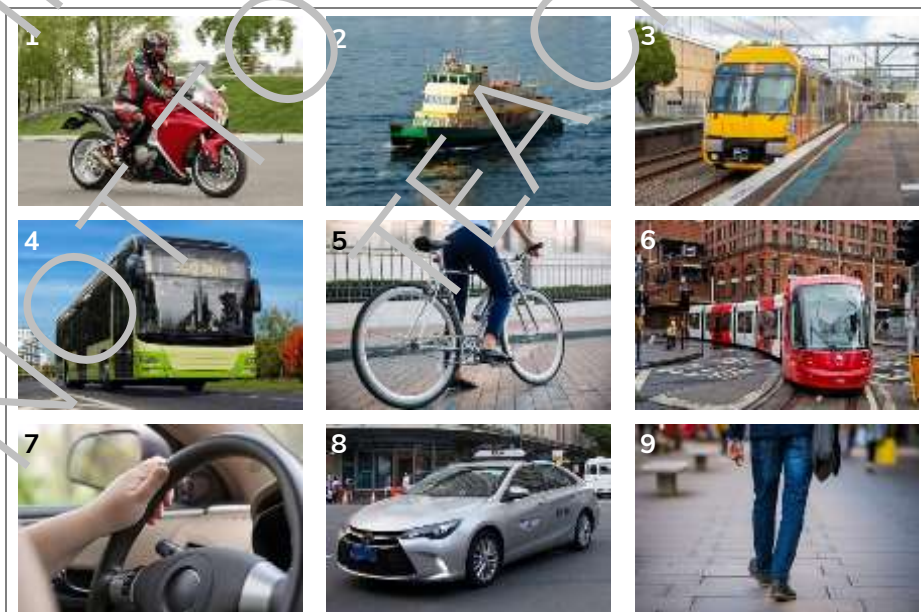
3. Where is she?

- She's at the bus stop.
- She's at the station.

4. What is she doing?

- She's waiting for the bus.
- She's waiting for the train.

PART B: Look at the pictures. What can you see?



- Do you have a car?
- Do you have a bicycle?
- Do you have a motorbike?

🎥 Watch the video: *Vocabulary*

Match the words with the pictures.

catch a train	drive a car	ride a bicycle
walk	catch a bus	catch a tram
catch a ferry	ride a motorbike	catch a taxi

🗣️ Say the words.

🗣️ Ask questions.

Question	Answer
Do you <u>catch a bus</u> to school?	Yes, I do.
	No, I don't.





Note: tram = light rail

▶ Watch the video: *How do you come to school?*

Two friends talk about transport.



Write the words and numbers in the correct place.

Bayside	 catch a bus	 15 minutes
Greenhill	 ride a bicycle	 25 minutes


 Where do you live?

 I live in _____.

 How do you come to school?

 I _____.

 How long does it take?

 It takes about _____. How about you? Where do you live?

 I live in _____.

 How do you come to school?

 I _____.

 How long does it take?

 It takes about _____.

👤 Practise asking and answering.

1. Where do you live?
2. How do you come to school?
3. How long does it take?

🎥 Watch the video: *Safe cycling tips*

Write the sentences in the poster.

Be careful at night.	Keep 1 metre from cars.
Don't wear headphones.	Follow the rules.
Signal before you turn.	Wear a helmet.

SAFE CYCLING TIPS

RIDE A BIKE SAFELY IN THE TRAFFIC
















Look at the bus timetable. Answer the questions.



X37

Bus Timetable

Route X37: Greenhill Hospital to Bayside Beach

	AM (Morning)					PM (Afternoon)				
Greenhill Hospital	8:15	9:15	10:15	11:15	12:15	1:15	2:15	3:15	4:15	5:15
Main Street	8:20	9:20	10:20	11:20	12:20	1:20	2:20	3:20	4:20	5:20
Greenhill Park	8:30	9:30	10:30	11:30	12:30	1:30	2:30	3:30	4:30	5:30
High Street	8:35	9:35	10:35	11:35	12:35	1:35	2:35	3:35	4:35	5:35
Bayside Market	8:45	9:45	10:45	11:45	12:45	1:45	2:45	3:45	4:45	5:45
Bayside Beach	8:50	9:50	10:50	11:50	12:50	1:50	2:50	3:50	4:50	5:50



Tina is at Greenhill Hospital. She is going to High Street. It's 10:00 AM now.

1. When is the next bus?
 - 10:15 AM
 - 11:15 AM
2. When does the bus get to High Street?
 - 10:20 AM
 - 10:35 AM
3. How long does it take?
 - 20 minutes
 - 1 hour



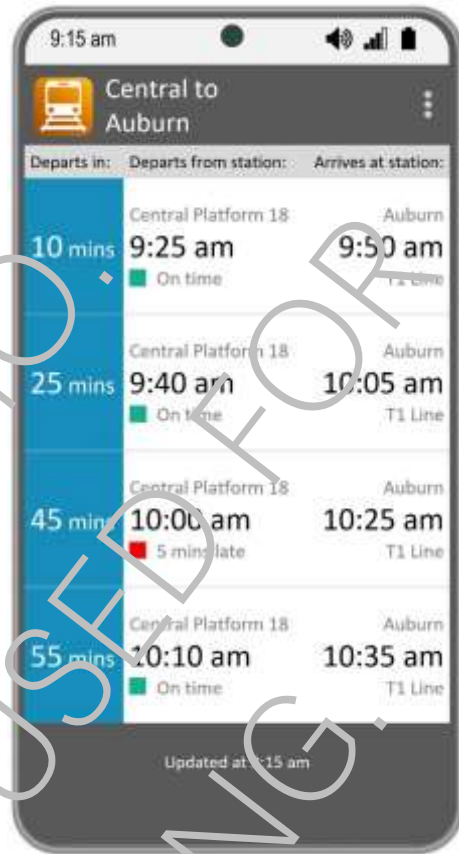
David is at Greenhill Park. He is going to Bayside Market. It's 3:25 PM now.

4. When is the next bus?
 - 3:30 PM
 - 3:40 PM
5. When does the bus get to Bayside Market?
 - 3:35 PM
 - 3:45 PM
6. How long does it take?
 - 15 minutes
 - 30 minutes

Jason is waiting for a train.

He is at Central Station. He is going to Auburn.

He looks at a train timetable on his phone.



Are these sentences correct? Tick 'yes' or 'no'.

1. The next train comes in 5 minutes	<input type="checkbox"/> yes	<input type="checkbox"/> no
2. The next train comes in 10 minutes.	<input type="checkbox"/> yes	<input type="checkbox"/> no
3. The next train comes at 9:25.	<input type="checkbox"/> yes	<input type="checkbox"/> no
4. The next train comes at 9:35.	<input type="checkbox"/> yes	<input type="checkbox"/> no
5. The train is on platform 10.	<input type="checkbox"/> yes	<input type="checkbox"/> no
6. The train is on platform 18.	<input type="checkbox"/> yes	<input type="checkbox"/> no
7. The train gets to Auburn at 9:25.	<input type="checkbox"/> yes	<input type="checkbox"/> no
8. The train gets to Auburn at 9:50.	<input type="checkbox"/> yes	<input type="checkbox"/> no
9. It takes 25 minutes to go to Auburn.	<input type="checkbox"/> yes	<input type="checkbox"/> no
10. It takes 45 minutes to go to Auburn.	<input type="checkbox"/> yes	<input type="checkbox"/> no

Read the sign about train rules.

Train Rules

Tap on and tap off.	No feet on seats.
Stand behind the yellow line.	No smoking.
Put your rubbish in the bin.	No alcohol.
Be quiet.	Keep off the tracks.

Write **must** or **must not**.



1. You _____ smoke.



2. You _____ drink alcohol.



3. You _____ put your rubbish in the bin.



4. You _____ stand behind the yellow line.



5. You _____ put your feet on the seats.



6. You _____ walk on the tracks.



7. You _____ tap on and tap off.



8. You _____ be quiet.

Watch the video: *Train rules*

🎥 Watch the video: *Places around the city*

Tick the correct words.

		
<input type="checkbox"/> the airport <input type="checkbox"/> the city <input type="checkbox"/> the hotel	<input type="checkbox"/> the beach <input type="checkbox"/> the shopping centre <input type="checkbox"/> the zoo	<input type="checkbox"/> the museum <input type="checkbox"/> the cinema <input type="checkbox"/> the airport
		
<input type="checkbox"/> the museum <input type="checkbox"/> the city <input type="checkbox"/> the beach	<input type="checkbox"/> the zoo <input type="checkbox"/> the shopping centre <input type="checkbox"/> the university	<input type="checkbox"/> the cinema <input type="checkbox"/> the museum <input type="checkbox"/> the beach
		
<input type="checkbox"/> the shopping centre <input type="checkbox"/> the hotel <input type="checkbox"/> the airport	<input type="checkbox"/> the zoo <input type="checkbox"/> the beach <input type="checkbox"/> the city	<input type="checkbox"/> the shopping centre <input type="checkbox"/> the university <input type="checkbox"/> the airport

🗣️ Say the words.

🗣️ Ask questions.

Question	Answer
Are you going to <u>the city</u> this week?	Yes, I am.
	No, I'm not.

▶ Watch the video: *Max's holiday*

















Where is Max going each day? (Tick 1 or 2 for each day.)








Monday	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
Tuesday	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
Wednesday	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
Thursday	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
Friday	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
Saturday	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
Sunday	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>

🗣️ Practise asking and answering: What are you doing on Monday?

 Practise asking and answering.

  train  1 hour	 <p>How do I go to the zoo?</p>	
		 <p>You can catch a train.</p>
	 <p>How long does it take?</p>	
		 <p>It takes about 1 hour.</p>

  tram  15 minutes		
		
		
		

  walk  10 minutes		
		
		
		


🎧 Watch the video: *Asking about transport*


Max is at the hotel. He asks the receptionist about transport.

Listen and answer the questions.




1. How can he go to the city?

 He can catch a train.

 He can catch a terry.


2. How long does it take?


 It takes about 10 minutes.

 It takes about 20 minutes.





3. How can he go to the beach?


 He can catch the X35 bus.

 He can catch the X37 bus.

4. How long does it take?

 It takes about 30 minutes.

 It takes about 45 minutes.

 Read it aloud.

- Max is at the hotel.
- He asks the receptionist about transport.



Max



Receptionist



Excuse me. How do I go to the city?



You can catch a train.



How long does it take?



It takes about 20 minutes.



Thanks. How do I go to the beach?



You can catch a bus.



Which bus?



The X37 bus.



How long does it take?




It takes about 30 minutes.




Thanks.



You're welcome.

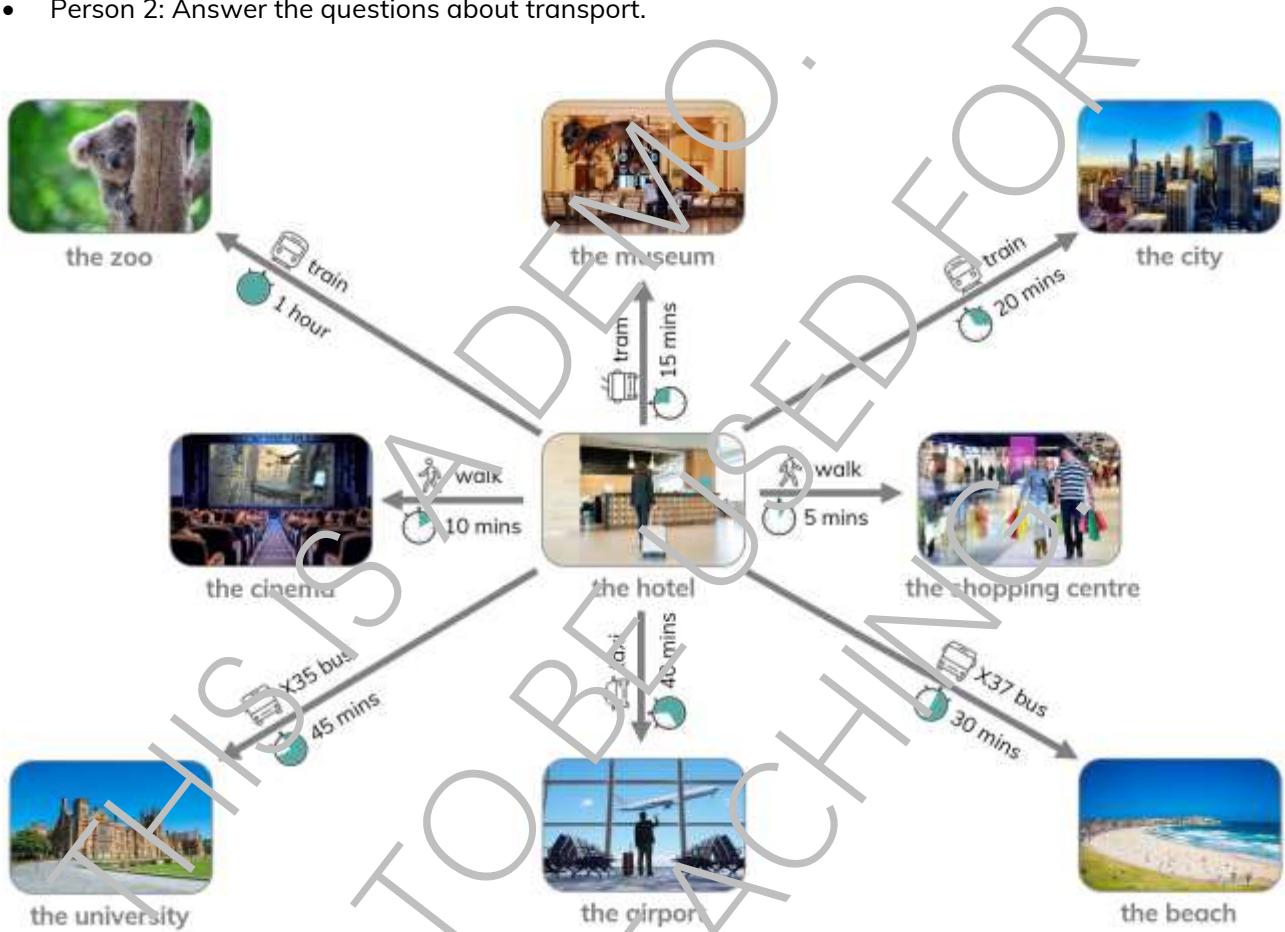
 Practise speaking.

- Person 1: Ask about transport.
- Person 2: Answer the questions about transport.

	Excuse me. How do I go to the		?
			
	How long?		
		5 minutes	
	Thanks. How do I go to the		?
			
	How long?		
		40 minutes	
	Thanks.		
	You're welcome.		

Practise speaking.

- Person 1: You are at the hotel. Ask about transport.
- Person 2: Answer the questions about transport.



Person 1:	Excuse me. How do I go to the _____?
Person 2:	You can _____.
Person 1:	How long does it take?
Person 2:	It takes about _____.
Person 1:	Thanks. How do I go to the _____?
Person 2:	You can _____.
Person 1:	How long does it take?
Person 2:	It takes about _____.
Person 1:	Thanks.
Person 2:	You're welcome.

Talk about your city or town.

▶ Watch the video: *How long does it take? (Part A)*

Match the lengths of time.

forty-five minutes	5 mins
five minutes	1 hr
thirty minutes	25 mins
one hour	45 mins
fifteen minutes	2 hrs 30 mins
one hour and fifteen minutes	30 mins
twenty-five minutes	15 mins
two hours and thirty minutes	1 hr 15 mins

▶ Watch the video: *How long does it take? (Part B)*

Write the lengths of time.

one hour and twenty minutes

1 hr 20 mins

ten minutes

fifty minutes

three hours

forty minutes

one hour and forty minutes

thirty-five minutes

one hour and thirty minutes


Templates

English Express Beginner Workbook

The templates include class surveys, forms, calendars and other texts that are related to the lessons in this book. There are no instructions for these templates – you can use them to create your own activities.

Class Survey: Introductions Extra practice for Basic Skills: Task 3	156
Class Survey: Birthdays Extra practice for Basic Skills: Task 10	157
Form: Course Enrolment Extra practice for Going to Class: Task 12	158
Class Timetable Extra practice for Going to Class (whole topic)	159
Weekly Planner Extra practice for Around Town: Task 3 / Appointments: Task 3	160
Appointment Cards Extra practice for Appointments: Task 10	161
Text Messages Extra practice for any topic	162
Calendar Extra practice for Appointments: Task 12	163
Calendar (Blank) Extra practice for Appointments: Task 12	164
Form: Medical Centre Extra practice for Health: Task 5	165
Class Survey: Transport Extra practice for Transport: Task 3	166

Form: Course Enrolment



EXPRESS COLLEGE
English Course Enrolment Form

Given name: _____ Family name: _____


Date of birth: ___/___/___ Country of origin: _____

Address: _____ Suburb: _____

Postcode: _____ State: _____

Home phone: _____ Mobile phone: _____

English Level: Beginner Level 1 Level 2 Level 3



EXPRESS COLLEGE
English Course Enrolment Form

First name: _____ Last name: _____

Date of birth: ___/___/___ Country of origin: _____

Address: _____ Suburb: _____

Postcode: _____ State: _____

Home phone: _____ Mobile phone: _____

English Level: Beginner Level 1 Level 2 Level 3

Class Timetable

English Class Timetable	

THIS IS A DEMONSTRATION COPY. NOT TO BE USED FOR TEACHING. IT CANNOT BE EDITED.

Weekly Planner



Appointment Cards



Greenhill Medical Centre

Your next appointment to see the doctor is:

Day: _____

Date: _____

Time: _____

If you need to change your appointment, please call 7010 9203.



Greenhill Medical Centre

Your next appointment to see the dentist is:

Day: _____

Date: _____

Time: _____

If you need to change your appointment, please call 7010 9203.



Greenhill Medical Centre

Your next appointment to have an eye test is:

Day: _____

Date: _____

Time: _____

If you need to change your appointment, please call 7010 9203.



Greenhill Medical Centre

Your next appointment to have an x-ray is:

Day: _____

Date: _____

Time: _____

If you need to change your appointment, please call 7010 9203.

Text Messages



Calendar

NOVEMBER						
MON	TUE	WED	THU	FRI	SAT	SUN
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Calendar

MON	TUE	WED	THU	FRI	SAT	SUN

THIS IS A DEMONSTRATION COPY. NOT TO BE USED FOR TEACHING. IT CANNOT BE EDITED.

Form: Medical Centre



Greenhill Medical Centre

New Patient Registration Form

PERSONAL DETAILS

Title: Mr Mrs Miss Ms Dr Other: _____

Given name: _____ Family name: _____

Date of birth: ___/___/___ Gender: Male Female Other

Address: _____ Suburb: _____

Postcode: _____ State: _____

Home phone: _____ Mobile phone: _____

MEDICARE CARD

Medicare card number: _____

Reference number (next to name): _____ Expiry date: ___/___/___

EMERGENCY CONTACT DETAILS

Given name: _____ Family name: _____

Phone number: _____ Relationship: _____

Answer Key and Guide

English Express Beginner Workbook

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Summary of the chapter

- Alphabet (upper and lower case)
- Names (asking for the spelling)
- Introductions
- Numbers 0-9 (phone numbers)
- Numbers 10-100 (prices)
- Numbers 20-99 (age)
- Time (o'clock, quarter past, half past, quarter to)
- Days of the week
- Months of the year (and seasons)
- Calendar (dates)
- Years (date of birth)
- Personal information (filling in a form)
- Signs
- Things in the classroom
- Instructions (classroom instructions)
- Questions (basic conversation questions)

This chapter covers a range of pre-beginner skills and knowledge. You can use it as a diagnostic tool to see which basic skills your students still need to learn.

Task 1: Alphabet

PART A

Answers

Write the upper case letters:

a	b	c	d	e	f	g	h	i	j	k	l	m
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
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Write the lower case letters:

A	B	C	D	E	F	G	H	I	J	K	L	M
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
n	o	p	q	r	s	t	u	v	w	x	y	z

Teacher notes

- Play the video either before or after students attempt the task.

Extra ideas

- Say a letter. Students listen and point to the letter.
- Point to a letter. Students say the letter.

PART B:

Answers

UPPER CASE

Y N J O F T U Q C B R 7 H

lower case

p i d v l x w m a g s k

Extra ideas

- Say some letters aloud. Students listen and write them down.

Task 2: Names

Answers

PART A Hanna Mateo

PART B Frank Farah

PART C Beth Tim

PART D Max Alina

Teacher notes

- There are two versions of the video: one with captions and one without captions. Use the video without captions to focus on listening skills.
- Remind students that the first letter of a person's name is capitalised.

Extra ideas

- Students practise asking for each other's names, asking for the spelling, and writing it down. This can be done either in pairs or in a larger group.
- Encourage students to use strategies to clarify information. Example: *Can you repeat that, please?*

Task 3: Introductions

Teacher notes

- Remind students that names, countries, and suburbs/towns/cities are capitalised.
- *I come from _____ is similar to I am from _____ .*

Extra ideas

- If students come from different countries, write the names of the countries on the board for other students to see.
- Students could use an online noticeboard (e.g. Padlet) to write and share their introductions.

Task 4: Numbers 0 to 9

Write the numbers

Answers

7 3 1 5 6
2 9 8 4 0

Teacher notes

- Play the video either before or after students attempt the task.

Extra ideas

- Say a number. Students listen and point to the number.
- Point to a number. Students say the number. (Or search for a virtual 'dice roller' on the internet.)

Write the phone numbers

Answers

PART A

Tim 0491 574 632

Alina 0491 572 549

PART B

Beth 0491 577 426

Mateo 0491 570 156

Teacher notes

- There are two versions of the video: one with captions and one without captions. Use the video without captions to focus on listening skills.
- When we say phone numbers, we can also use the words double and triple.

Extra ideas

- Say some random phone numbers. Students listen and type the numbers into their phone (without actually dialling).

Task 5: Numbers 10 and above

PART A

Answers

13 10 16 14 18
17 19 11 15 12

Teacher notes

- Play the video either before or after students attempt the task.

Extra ideas

- Say a number. Students listen and point to the number.
- Point to a number. Students say the number.

PART B

Answers

30 60 90 10 50
70 20 40 100 80

Teacher notes

- Play the video either before or after students attempt the task.
- 100 can be either *one hundred* or *a hundred*.
- Remind students that 40 is spelled *forty*, not *fourty*.

Extra ideas

- Say a number. Students listen and point to the number.
- Point to a number. Students say the number.
- Do pronunciation practice on -teen vs. -ty (e.g. 13 vs. 30).

PART C

Answers

\$10.20 \$15.90
\$18.50 \$19.40
\$11.00 \$90.00

Extra ideas

- Say a price. Students listen and point to the price.
- Point to a price. Students say the price.

PART D

Answers

book \$13.00 bag \$40.00 bottle \$10.50
calculator \$14.90 lamp \$20.00 printer \$70.00

Teacher notes

- There are two versions of the video: one with captions and one without captions. Use the video without captions to focus on listening skills.

Extra ideas

- Turn it into a speaking task. In pairs, students ask each other: *How much is the _____?*
- Students look at a shopping catalogue (either on paper or online) and ask each other about the prices.

Task 6: Numbers 20 to 99

PART A

Answers

87 59 36 72 28
93 21 45 99 64

Teacher notes

- The video is long and covers the numbers 20-99. You can encourage students to use it for self-study.

Extra ideas

- Say a number. Students listen and point to the number (or write the number).
- Point to a number. Students say the number.

PART B

Answers

Tim 38 Farah 42
Hanna 29 Frank 67
Mateo 51 Alina 20

Teacher notes

- There are two versions of the video: one with captions and one without captions. Use the video without captions to focus on listening skills.
- What's your age?* is sometimes used instead of *How old are you?* in formal situations.

Extra ideas

- Discuss when it is appropriate to ask for someone's age. For example, it may be OK for a doctor to ask for your age, and it may be OK to ask a child for their age.

Task 7: Time

What's the time?

PART A: o'clock

Answers

10:00 ten o'clock 8:00 eight o'clock
2:00 two o'clock 7:00 seven o'clock

PART B: a quarter past / fifteen

Answers

5:15 a quarter past five 11:15 a quarter past eleven
five fifteen eleven fifteen
1:15 a quarter past one 6:15 a quarter past six
one fifteen six fifteen

PART C: half past / thirty

Answers

3:30 half past three 9:30 half past nine
three thirty nine thirty
4:30 half past four 12:30 half past twelve
four thirty twelve thirty

PART D: a quarter to / forty-five

Answers

1:45 a quarter to two 6:45 a quarter to seven
one forty-five six forty-five
4:45 a quarter to five 10:45 a quarter to eleven
four forty-five ten forty-five

Teacher notes

- Play the video either before or after students attempt the task.

Extra ideas

- Watch the bonus video: AM and PM.

Asking for the time

Answers

10:30 AM 1:15 PM 7:45 PM 8:00 AM 12:30 PM 3:15 PM

Teacher notes

- There are two versions of the video: one with captions and one without captions. Use the video without captions to focus on listening skills.
- There are different acceptable ways to write the time. Examples: 10:30 AM, 10:30 am, 10.30 AM, 10.30 am.

Extra ideas

- Turn it into a speaking task. Students practise asking for the time.

Task 8: Days of the week

Write the days of the week in order

Answers

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Teacher notes

- Play the video either before or after students attempt the task.
- The first day of the week may vary according to the country or cultural/religious considerations. Calendars usually start with either Sunday or Monday. According to the International Organisation for Standardisation, Monday is the first day of the week. Australia follows this convention.
- Remind students that days of the week are capitalised.

Extra ideas

- Cut up the days of the week into cards. Students put them in order.

Match the days

Answers

Wed Wednesday
Sat Saturday
Thu Thursday
Sun Sunday
Mon Monday
Tue Tuesday
Fri Friday

Task 9: Months of the year

Write the months in order

Answers

1. January 7. July
2. February 8. August
3. March 9. September
4. April 10. October
5. May 11. November
6. June 12. December

Teacher notes

- Play the video either before or after students attempt the task.
- Remind students that months are capitalised.

Extra ideas

- Say a month. Students listen and point to the month.
- Point to a month. Students say the month.
- Cut up the months into cards. Students put them in order.

Answer the questions about seasons

Answers (southern hemisphere)

Which months are in summer? Which months are in autumn?
December March
January April
February May
Which months are in winter? Which months are in spring?
June September
July October
August November

Answers (northern hemisphere)

Which months are in summer? Which months are in autumn?

June September
 July October
 August November

Which months are in winter? Which months are in spring?

December March
 January April
 February May

Teacher notes

- There are separate videos for southern and northern hemispheres.
- Seasons are not capitalised (except when starting a sentence).
- Autumn is called *fall* in some countries (Canada and USA).

Extra ideas

- Talk about the weather and temperature in each season. Example: *Is January hot or cold?*

Task 10: Calendar

PART A

Teacher notes

- There are different acceptable ways to write out the date. Examples: *June 12, June 12th, 12 June, 12th of June.*

Extra ideas

- Students share their birthday. Others listen and circle the date.
- Discuss your local public holidays and their dates.
- Practise ordinal numbers (1st, 2nd, 3rd, etc.). Students can say the date without using ordinal numbers, but it may be useful for students to be aware of ordinal numbers.

PART B

Teacher notes

- This book uses the day/month convention of writing the date in numerals. Usually, the year is added as well (day/month/year) in formal writing and official documentation. This is the Australian/UK/European convention. North America writes the date as month/day/year and much of Asia writes the date as year/month/day. Remind students to be careful about writing the date when communicating across cultures. When in doubt, write the month in words to avoid any misunderstanding.

Extra ideas

- Say any date. Students listen and write the date in numerals.

PART C

Answers

Wednesday Monday
 Tuesday Saturday
 Sunday Thursday
 Friday Wednesday

Task 11: Years

PART A

Answers

2025 2021 2015 2009 2000 1996 1984 1972

Teacher notes

- Play the video either before or after students attempt the task.

Extra ideas

- Students share their birthday. Others listen and circle the date.

PART B

Answers

2030: **twenty thirty**
 2022: **twenty twenty-two**
 2018: **twenty eighteen / two thousand and eighteen**
 2003: **two thousand and three**
 1994: **nineteen ninety-four**
 1985: **nineteen eighty-five**

PART C

Answers

Mateo **1970**
 Hanna **1992**
 Alina **2001**

Teacher notes

- There are two versions of the video: one with captions and one without captions. Use the video without captions to focus on listening skills.

Task 12: Personal information

Teacher notes

- The video is optional.
- Students fill in the form and answer the questions with their own information. Alternatively, students could use the information in the video to fill in the form and answer the questions (if they do not want to reveal their own personal information).
- What's your country of origin? is formal and Where do you come from? is more common in everyday conversation. It may refer to a person's country of birth or their original nationality.

Extra ideas

- Students practise filling in real-life forms.
- Create online forms (e.g. Google Forms) for students to practise completing.

Task 13: Signs

Teacher notes

- Encourage students to read the signs aloud before watching the video.

Extra ideas

- Students discuss what is happening in each scene of the video.
- Students identify the shapes they see in each sign.
- Students walk around the building and identify real-life signs.

Task 14: Things in the classroom

Answers

table	chair	book	folder
pen	notebook	phone	computer
whiteboard	bookshelf	clock	bin

Teacher notes

- The video (*Things in the classroom*) may be shown either before or after students attempt the task.
- Some of the vocabulary have alternatives, which may have minor differences in meaning. Examples: *table/desk, chair/seat, bookshelf/bookcase, computer/laptop.*

Extra ideas

- Students sight read the words before attempting the task.
- Say the words aloud in random order. Students listen and point to the pictures (or the words).
- Cut up the words and pictures. Students match them.
- Work on pronunciation: practise difficult sounds, identify the number of syllables, identify the stressed syllable.
- Explore other related vocabulary. Examples: *door, window, light switch, cupboard.*
- Ask students: *What can you see in our classroom?*
- Use the words to write sentences. Example: *There is a bookshelf in the room.*
- Practise counting and using plural forms: Example: *There are 12 chairs in the room.*
- Create sentences that demonstrate how to use verbs and prepositions with the classroom items. Examples: *Sit on the chair. Write on the whiteboard. Look at the clock.*

Task 15: Instructions

Extra ideas

- Write a sentence on the board. Tell students: *Copy the sentence. Underline the word _____. Circle the word _____. Cross out the word _____.*

Task 16: Questions

Teacher notes

- These are simple questions that students can answer each day. As they become more confident, add follow-up questions and expand the conversations.

Summary of the chapter

- Vocabulary: School activities
- Reading class timetables
- Time: including o'clock, a quarter past, half past, and a quarter to
- Making a spoken enquiry about a class
- Vocabulary: school facilities
- Reading a floor plan of a school; identifying symbols
- Prepositions of place: next to, opposite, between
- Filling in a school enrolment form
- Asking and answering questions about personal details
- Reading a letter from the school
- Introducing yourself to the teacher

Note: The words school and college are both used in this chapter.

Task 1: Introduction

PART A

Answers

1. They are students. 3. He is a teacher.
 2. They are learning English. 4. He is teaching English.

Teacher notes

- There is an optional video (Introduction) for this task.

Extra ideas

- Students describe the picture in more detail. Prompts: Where are they? (classroom/school) What can you see in the picture? (whiteboard, bookshelf)
- Grammar lesson on the verb be. Examples: I am _____. You are _____. She/He is _____. We are _____. They are _____.

PART B

Answers

1. start class 2. practise reading 3. practise writing
 4. have a tea break 5. practise listening 6. practise speaking
 7. have lunch 8. use the computer 9. finish class

Teacher notes

- Do not be too concerned about accurate answers in this task. The purpose is to elicit language and ideas from the students.
- You may choose to use the video (Vocabulary) in this task, or wait until Task 2.

Task 2: Vocabulary

Answers

- start class practise reading practise writing
 have a tea break practise listening practise speaking
 have lunch use the computer finish class

Teacher notes

- The video (Vocabulary) may be shown either before or after students attempt the task.

Extra ideas

- Students sight read the words before attempting the task.
- Say the words aloud in random order. Students listen and point to the pictures (or the words).
- Cut up the words and pictures. Students match them.
- Work on pronunciation: practise difficult sounds, identify the number of syllables, identify the stressed syllable.
- Explore other related vocabulary. Examples: watch a video, learn grammar, learn vocabulary, do group work.
- Use the words to write sentences. Example: I like to use the computer.

Task 3: Reading

PART A

Answers

1. 9:00 AM 2. 10:00 AM 3. 12:30 PM
 4. 3:00 PM 5. have a tea break 6. practise speaking
 7. use the computer

Ideas

- Turn it into a speaking task. In pairs, students practise creating more questions and answering them. Examples: What time do they practise reading? What do they do at 10:00 AM?

PART B

Answers



Extra ideas

- Turn it into a speaking task. In pairs, students practise asking and answering questions. Example: What do they do at 10:30?

Task 4: Listening

PART A

Answers

English Class Timetable	
10:00 AM	Start class
10:15 AM	Practise reading
10:30 AM	Practise writing
11:00 AM	Have a tea break
11:15 AM	Practise listening
11:45 AM	Practise speaking
12:30 PM	Have lunch
1:00 PM	Use the computer
2:00 PM	Finish class

Teacher notes

- There are two versions of the video: one with captions and one without captions. Use the video without captions to focus on listening skills.

Extra ideas

- After students have filled in the timetable, turn it into a speaking task. Students ask and answer questions about the timetable.
- Play the video with captions. Turn the sound off. Students read along.

PART B

Answers

- ten o'clock / ten
 ten fifteen / a quarter past ten
 ten thirty / half past ten
 eleven forty-five / a quarter to twelve

Teacher Notes

- Remind students that there are usually two different ways to say the time.

Extra ideas

- Students practise looking at the clock and saying the time. For example, at various times throughout the lesson, ask students to say the current time.

Task 5: Speaking

Answers

- What time do we practise reading?
 We practise reading at 11:15 (AM).
 What time do we use the computer?
 We use the computer at 11:45 (AM).
 What time do we have lunch?
 We have lunch at 12:30 (PM).
 What time do we practise writing?
 We practise writing at 1:00 (PM).

Teacher Notes

- Do the task as both a writing and a speaking task.

Task 6: Listening**Answers**

1. Monday; Tuesday; Wednesday 2. 9:00 3. 12:30 4. 3:00

Teacher notes

- There are two versions of the video: one with captions and one without captions. Use the video without captions to focus on listening skills.

Task 7: Reading and speaking**Teacher notes**

- A full transcript of the Task 6 dialogue is presented. Students can role-play the scenario and read it aloud.

Extra ideas

- Focus on pronunciation: difficult sounds, linking, stress, intonation.
- Focus on useful words and phrases. Examples: *How can I help you? I see. Thanks for your help. Have a nice day.*
- Cut up the dialogue. Students put it in order.

Task 8: Speaking**Teacher notes**

- Students use the prompts to create a dialogue similar to the one in Tasks 6 and 7.

Extra ideas

- Encourage students to use strategies to clarify information. Example: *Can you repeat that, please?*
- Students write out the new dialogue.

Task 9: Speaking**Teacher notes**

- Students use the template to create another dialogue. This time, students can choose what to ask.

Task 10: Vocabulary**Answers**

classroom	reception desk	library
tea room	computer room	office
toilet	exit	lift

Teacher notes

- The video (Vocabulary) may be shown either before or after students attempt the task.
- Some of the vocabulary have alternatives. Examples: tea room: *break room, kitchenette*; toilet: *bathroom, restroom, WC*; lift: *elevator*

Extra ideas

- Say the words aloud in random order. Students listen and point to the pictures.
- Students walk around the school and identify the facilities.
- Work on pronunciation: practise difficult sounds, identify the number of syllables, identify the stressed syllable.
- Use the words to write sentences. Example: *We don't have a library in the school.*

Task 11: Describing location**Answers**

1. next to 2. opposite 3. between 4. next to 5. next to 6. between

Teacher notes

- Before attempting the task, students can look at the floor plan and identify the words and symbols.

Extra ideas

- Turn it into a speaking task. In pairs, students look at the floor plan and ask each other questions. Example: *Where is the _____?*
- Students can look at a real floor plan (for example, the building's emergency evacuation diagram).
- Students can draw a floor plan of the college/office.

Task 12: Filling in a form**PART A****Answers**

EXPRESS COLLEGE
English Course Enrolment Form

Given name: *Alina* Family name: *Sharma*

Date of birth: *15/11/2001* Country of origin: *Nepal*

Address: *23 Holly Street* Suburb: *Greenhill*

Postcode: *2440* State: *NSW*

Home phone: *5550 3941* Mobile phone: *0491 572 549*

English Level: Beginner Level 1 Level 2 Level 3

Teacher notes

- There are two versions of the video: one with captions and one without captions. Use the video without captions to focus on listening skills.
- This form uses Australian conventions: DD/MM/YYYY date format, suburb, four-digit postcode and state.
- Family name can also be referred to as surname or last name.
- Country of origin may also be phrased as country of birth. Some forms may ask for nationality, which may or may not be the same as a person's country of origin.

Extra ideas

- Students fill in the form with their own information (see the appendix for an extra blank form).
- Fill in the form based on the information given in the video, but include some small mistakes. Print it out. Students listen to the video and correct the mistakes.

PART B**Answers**

- What's your family name?
- Can you spell that, please? / Can you please spell that?
- What's your date of birth?
- Where do you come from?
- What's your address?
- What's your mobile phone number?
- Can you repeat that, please? / Can you please repeat that?

Extra ideas

- In pairs, students practise asking and answering the questions.

Task 13: Reading**Answers**

1. English for Beginners 2. March 24 3. 24 4. December 17 5. 17 6. Wednesday, Thursday, Friday 7. 5:00 PM 8. 8:30 PM

Teacher notes

- The letter is presented in a different font to the one used throughout the book. The lower case a and g look different.

Extra ideas

- Explore the structure and layout of the letter: sender details, recipient's name, letter body, sign-off.
- Students practise reading the letter aloud.
- Turn it into a speaking task. Students ask each other questions about the letter. Example: *What is the course name?*
- Students practise making questions with *what* and *when*.

Task 14: Listening and speaking**Answers**

Hi. I'm a new student.
My name is Alina.
Nice to meet you, too.
I come from Nepal.
Thank you.

Teacher notes

- There are two versions of the video: one with captions and one without captions. Use the video without captions to focus on listening skills.

Extra ideas

- Cut up the dialogue. Students put it in order.
- In pairs, students perform the dialogue, this time using their own personal information.

Task 15: Saying the time**PART A****Answers**

nine o'clock	9:00
a quarter past ten	10:15
half past twelve	12:30
a quarter to twelve	11:45
three o'clock	3:00
half past one	1:30
eleven o'clock	11:00
five o'clock	5:00

PART B**Answers**

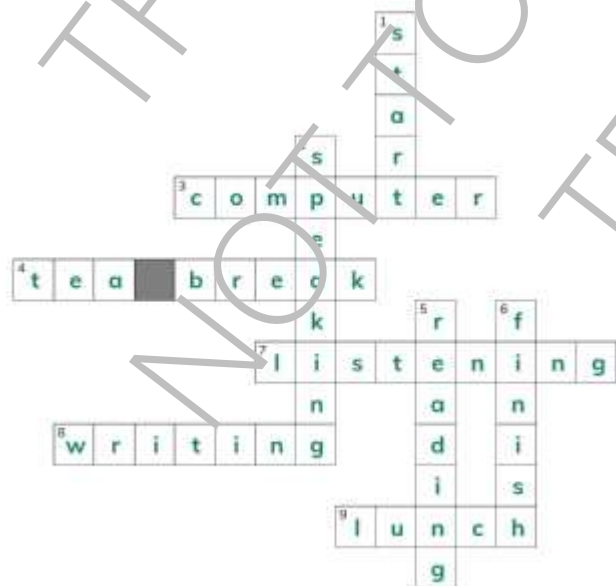
a quarter past nine	9:15
ten o'clock	10:00
one o'clock	1:00
two o'clock	2:00
half past ten	10:30
a quarter past eleven	11:15
a quarter to nine	8:45
half past eight	8:30

Teacher notes

- The videos may be shown either before or after students attempt the task.

Extra ideas

- Do a dictation task for extra practice. Read out some times. Students listen and write them down.

Task 16: Crossword**Answers**

Summary of the chapter

- Vocabulary: places around town
- Reading a weekly planner
- Prepositions of place: on, next to, opposite, between
- Asking for and giving directions
- Reading information brochures of local services/businesses
- Calling the library for information
- Vocabulary: library rules
- Reading and writing text messages to arrange a meeting
- Phone numbers

Task 1: Introduction**PART A****Answers**

1. She is looking at a map.
2. She is at the car park.
3. She is going to the café.

Teacher notes

- There is an optional video (Introduction) for this task.

Extra ideas

- Ask students if they use the map on their phone.
- Grammar lesson on present continuous.

PART B**Answers**

1. library
2. café
3. bank
4. chemist
5. school
6. medical centre
7. park
8. post office
9. car park
10. market
11. restaurant
12. police station

Teacher notes

- Do not be too concerned about accurate answers in this task. The purpose is to elicit language and ideas from the students.
- You may choose to use the video (Vocabulary) in this task, or wait until Task 2.

Task 2: Vocabulary**Answers**

school library café bank
park chemist market car park
restaurant post office police station medical centre

Teacher notes

- The video (Vocabulary) may be shown either before or after students attempt the task.
- School is a general word to refer to any learning institution such as college, university, high school, etc.
- Café can be written with or without the acute accent. The accent helps to show that there is not silent.
- Chemist can also be pharmacy. The word chemist is used in this book because it is common in everyday spoken language. In North American English, the word drugstore is commonly used.
- A medical centre is a place that has a small variety of health services, for example, general practitioners (GPs), dentists and pathologists. Larger medical centres may have specialist doctors as well.
- When we refer to these places, we usually use a determiner such as the or a. However, we often use school without a determiner: I'm going to school. (not: I'm going to the school.)

Extra ideas

- Students sight read the words before attempting the task.
- Say the words aloud in random order. Students listen and point to the pictures (or the words).
- Cut up the words and pictures. Students match them.
- Work on pronunciation: practise difficult sounds, identify the number of syllables, identify the stressed syllable.
- Explore other related vocabulary. Examples: supermarket, train station, butcher, bakery, hardware store.
- Ask students: What places do you have in your suburb?
- Use the words to write sentences. Example: I go to the library every week.

Task 3: Reading**Answers**

- | | |
|----------------------|---|
| 1. Monday; 3:00 PM | 2. Saturday; 2:30 PM |
| 3. Sunday; 1:00 PM | 4. Friday; 4:00PM |
| 5. Thursday; 9:30 AM | 6. Saturday; 7:30 PM |
| 7. Friday; 11:30 AM | 8. Monday, Tuesday and Wednesday; 9:00 AM |

Teacher notes

- The task uses present simple tense. It is appropriate to use present simple for future events that have already been scheduled. Present continuous could also be used.

Extra ideas

- Turn it into a speaking task. Students ask each other questions about the text. Example: When do you go to the library?
- Students practise making their own weekly planner.

Task 4: Prepositions of place**Answers**

1. on
2. opposite
3. next to
4. between
5. on
6. next to

Teacher notes

- Before doing the task, students look at the map and become familiar with it. Ask students to identify the street names and places.
- Remind students that street names are capitalised.

Extra ideas

- Turn it into a speaking task. Students ask each other questions about the map. Example: Where is the library?

Task 5: Speaking**Answers**

Where is the bank?
The bank is on Hill Street.
Where is the car park?
The car park is next to the medical centre.
Where is the police station?
The police station is opposite the chemist.
Where is the post office?
The post office is between the café and the bank.

Teacher notes

- Do the task as both a writing and a speaking task.

Task 6: Directions**Answers**

1. Go along
2. Go past
3. Turn right into
4. Turn left into
5. Go past

Teacher notes

- Go along is similar to walk along or go straight ahead.
- Turn left into and turn right into could also be turn left at and turn right at.

Extra ideas

- Turn it into a speaking task. Students work in pairs. One student chooses a starting point and then asks: How do I go to the _____?
- Choose a starting point. Give directions to an unknown destination. Students use their finger to follow your directions.

Task 7: Listening**PART A****Answers**

1. the school 2. Walk along Bell Street. Turn right into Hill Street. Go past the library.

PART B**Answers**

1. the market 2. Walk along Short Street. Turn left into Main Street. Go past the restaurant.

Teacher notes

- There are two versions of the video: one with captions and one without captions. Use the video without captions to focus on listening skills.

Task 8: Reading and speaking

Teacher notes

- A full transcript of the Task 7 dialogue is presented. Students can role-play the scenario and read it aloud.

Extra ideas

- Focus on pronunciation: difficult sounds, linking, stress, intonation.
- Focus on useful words and phrases. Examples: Excuse me. I see. Is that right? Yes, that's right. Thank you so much. No worries!
- Cut up the dialogue. Students put it in order.

Task 9: Speaking

Teacher notes

- Students use the prompts to create a dialogue similar to the one in Tasks 7 and 8.

Extra ideas

- Encourage students to use strategies to clarify information. Example: Can you repeat that, please?
- Students write out the new dialogue.

Task 10: Speaking

Teacher notes

- Students use the template to create another dialogue. This time, students can choose what to ask.

Task 11: Reading

Answers

- | | | | |
|-------|--------------|-------------|------------|
| 1. 67 | 2. yes | 3. \$2 | 4. \$18 |
| 5. 74 | 6. 5550 2981 | 7. 8:00 AM | 8. 5:00 PM |
| 9. 54 | 10. yes | 11. 5:00 PM | 12. no |

Teacher notes

- A post office and newsagency are usually separate stores, but sometimes they are combined into one store.

Extra ideas

- Turn it into a speaking task. Students ask each other questions about the text. Example: What time does the chemist open on Monday?
- Students identify the parts of the information brochures: heading, opening hours, services, address, phone numbers, web address.
- Read information brochures from the local community (or from online).

Task 12: Listening and speaking

Answers

- Hi. Are you open on Sunday?
 What time do you open?
 What time do you close?
 Do you have any books for learning English?
 OK. Thank you so much. Bye.

Teacher notes

- There are two versions of the video: one with captions and one without captions. Use the video without captions to focus on listening skills.

Extra ideas

- Cut up the dialogue. Students put it in order.
- Students perform the dialogue in pairs (try without reading).

Task 13: Reading and vocabulary

Answers

- | | | | | |
|--------|----------|----------|----------|-----------|
| 1. can | 2. can't | 3. can't | 4. can | 5. can't |
| 6. can | 7. can | 8. can't | 9. can't | 10. can't |

Extra ideas

- Turn it into a speaking task. Students ask questions about library rules. Example: Can you read books in the library?

Task 14: Reading and writing

Answers

1. to the library 2. on Saturday 3. at 10:30

Extra ideas

- Turn it into a speaking task. Students practise inviting their classmate somewhere. Use the phrases in the text messages: Are you free on _____? Do you want to go to the _____? How about (time)?
- Students practise declining an invitation or changing the day/time. For example: Sorry, I'm busy (on (day)). How about (day)?

Task 15: Phone numbers

PART A

Answers

- | | | |
|------------------|----------------------|--------------|
| five-five-five-o | six-five-one-three | 5550 6513 |
| five-five-five-o | two-five-seven-three | 5550 2573 |
| seven-o-one-o | three-two-two-five | 7010 3225 |
| seven-o-one-o | six-eight-nine-five | 7010 6895 |
| o-four-nine-one | five-seven-one | 0491 571 804 |
| eight-o-four | | |
| o-four-nine-one | five-seven-seven | 0491 577 644 |
| six-four-four | | |

PART B

Answers

- | | | |
|------------------|-----------------------|--------------|
| five-five-five-o | four-five-seven-eight | 5550 4578 |
| five-five-five-o | two-nine-eight-one | 5550 2981 |
| seven-o-one-o | three-six-six-two | 7010 3662 |
| seven-o-one-o | nine-eight-three-two | 7010 9832 |
| o-four-nine-one | five-seven-nine | 0491 579 212 |
| two-one-two | | |
| o-four-nine-one | five-seven-four | 0491 574 632 |
| six-three-two | | |

Teacher notes

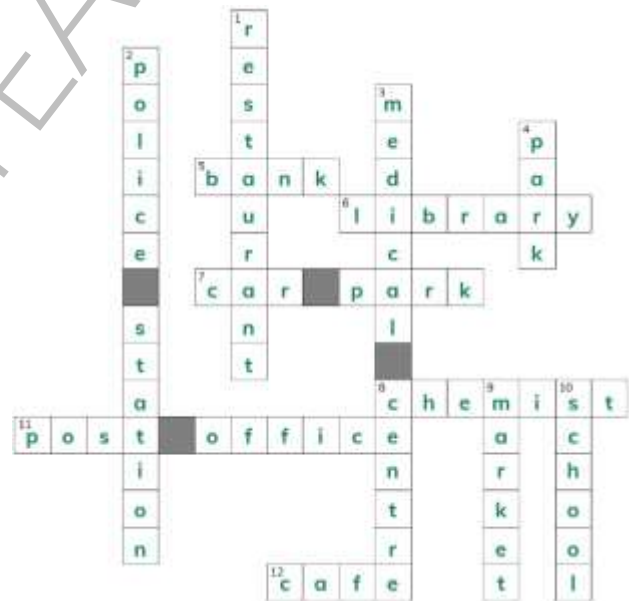
- The videos may be shown either before or after students attempt the task.

Extra ideas

- Do a dictation task for extra practice. Read out some phone numbers. Students listen and write them down.

Task 16: Crossword

Answers



Summary of the chapter

- Vocabulary: food and drink from the café
- Ordering food and drink at the café
- Reading a menu
- Reading a map and giving directions
- Reading and writing text messages to arrange a lunch
- Reading a receipt
- Prices (dollars and cents)

Task 1: Introduction**PART A****Answers**

1. It's a café.
2. You can buy food and drinks.
3. Yes, you can.
4. No, you can't.

Teacher notes

- There is an optional video (Introduction) for this task.

Extra ideas

- Ask students to describe the pictures: *What can you see? What are the people doing?*

PART B**Answers**

1. coffee
2. tea
3. muffin
4. salad
5. meat pie
6. hamburger
7. orange juice
8. smoothie
9. banana bread
10. chips
11. donut
12. croissant

Teacher notes

- Do not be too concerned about accurate answers in this task. The purpose is to elicit language and ideas from the students.
- You may choose to use the video (Vocabulary) in this task, or wait until Task 2.

Task 2: Vocabulary**Answers**

hamburger	chips	meat pie	salad
muffin	banana bread	donut	croissant
coffee	tea	smoothie	orange juice

Teacher notes

- The video (Vocabulary) may be shown either before or after students attempt the task.
- Café can be written with or without the acute accent. The accent helps to show that the e is not silent.
- Hamburger can be shortened to burger.
- Chips can also be called French fries, especially if the potatoes are cut thinner.
- Donut can also be spelled doughnut, which is the original spelling.
- Coffee: In most cafés, the customer would need to specify the type of coffee they want (e.g. short black, long black, cappuccino, latte). They can also specify the type of milk they want (e.g. regular milk, soy milk, almond milk). You can teach these options to students if they are interested.
- Difference between juice and smoothie: Juice is a drink made from squeezed fruit. A smoothie is a drink made from blended fruit, so smoothies are usually thicker. Also, smoothies often have other things added, such as dairy products.

Extra ideas

- Students sight read the words before attempting the task.
- Say the words aloud in random order. Students listen and point to the pictures (or the words).
- Cut up the words and pictures. Students match them.
- Work on pronunciation: practise difficult sounds, identify the number of syllables, identify the stressed syllable.
- Explore other related vocabulary. Examples: sandwich, cake, hot chocolate.
- Use the words to write sentences. Example: *I like hamburgers.*
- Explore the different varieties of the drinks. For example: coffee (short black, long black, cappuccino, latte), tea (black tea, green tea, iced tea), smoothie (banana, strawberry, mango), different types of juice (orange, apple, pineapple).

Task 3: Listening and writing**Answers**

- | | | | |
|-------------------|------------|------------|------------|
| 1. \$12.00 | 2. \$5.00 | 3. \$8.00 | 4. \$10.00 |
| 5. \$3.00 | 6. \$4.50 | 7. \$2.50 | 8. \$3.50 |
| 9. \$3.00; \$4.00 | 10. \$3.00 | 11. \$5.00 | 12. \$5.50 |

Teacher notes

- There are two versions of the video: one with captions and one without captions. Use the video without captions to focus on listening skills.
- Chips uses are instead of is because it is plural.

Extra ideas

- Turn it into a speaking task. Students ask each other questions. Example: *How much is the hamburger?*

Task 4: Speaking**Answers**

How much is the salad?

The salad is \$10.00.

How much is the donut?

The donut is \$2.50.

How much is the banana bread?

The banana bread is \$4.50.

How much is the tea?

The tea is \$3.00.

How much is the orange juice?

The orange juice is \$5.50.

Teacher Notes

- Do the task as both a writing and a speaking task.

Task 5: Listening**Answers**

1. \$12.00
- \$5.00; \$4.00
2. large coffee
3. \$21.00
4. card

Teacher notes

- There are two versions of the video: one with captions and one without captions. Use the video without captions to focus on listening skills.

Task 6: Reading and speaking**Teacher notes**

- A full transcript of the Task 5 dialogue is presented. Students can role-play the scenario and read it aloud.
- The dialogue uses the contraction *I'll = I will*. This may need to be introduced to students.

Extra ideas

- Focus on pronunciation: difficult sounds, linking, stress, intonation.
- Focus on useful words and phrases. Examples: *How can I help you? Anything else? No problem.*
- Cut up the dialogue. Students put it in order.

Tasks 7 and 8: Speaking**Teacher notes**

- Students use the prompts to create a dialogue similar to the one in Tasks 5 and 6.

Extra ideas

- Encourage students to use strategies to clarify information. Example: *Can you repeat that, please?*
- If they want to, students can specify the type of tea/smoothie they want to order.
- Students write out the new dialogue.

Task 9: Speaking**Teacher notes**

- Students use the template to create another dialogue. This time, students can choose what to order.

Task 10: Reading

Answers

- \$10.00
- \$5.50
- \$3.80
- fish and chips
- pancakes
- pineapple juice
- Green Valley
- 5550 6412
- 8:00 AM
- 4:00 PM

Extra ideas

- Turn it into a speaking task. Students ask each other questions about the text. Example: *How much is the sandwich?*
- Students use the text to practise ordering food. One person is the customer and the other person is the cashier.

Task 11: Vocabulary and writing

Answers

- The sandwich is \$10.00.
- The fish and chips are \$20.00.
- The sausage roll is \$6.00.
- The pasta is \$18.00.
- The slice of cake is \$5.50.
- The waffles are \$8.50.
- The pancakes are \$9.90.
- The ice-cream is \$7.00.
- The coffee is \$3.00.
- The tea is \$3.00.
- The hot chocolate is \$3.80.
- The pineapple juice is \$5.00.

Teacher notes

- Remind students to use *is* when the noun phrase is singular and *are* when it is plural. Refer to the first two example sentences.
- There is an optional video to accompany the task: *Café menu*.

Extra ideas

- Say the words aloud in random order. Students listen and point to the pictures.
- Turn it into a speaking task. Students ask each other: *How much is/are the _____?*

Task 12: Using a map

Answers

- a. no b. yes c. yes d. no e. yes f. no
- a. no b. yes c. yes d. no e. no f. yes

Teacher notes

- Before doing the task, students look at the map and become familiar with it. Ask students to identify the street names and places.

Extra ideas

- Turn it into a speaking task. Students ask each other questions about location. Example: *Where is the café?*
- Turn it into a speaking task. Students practise asking for and giving directions. One student chooses a starting point and then asks: *How do I go to the _____?*
- Choose a starting point. Give directions to an unknown destination. Students use their finger to follow your directions.

Task 13: Reading and writing

Answers

- having lunch
- at the café
- at 1:00 PM

Teacher notes

- The questions use present continuous to talk about the future.
- The text writes the time as 1pm and the question writes it as 1:00 PM. There are many acceptable ways to write the time.

Extra ideas

- Turn it into a speaking task. Students practise inviting their classmate somewhere.
- Students practise declining an invitation or changing the day/time. Example: *Sorry, I'm busy at (time). How about (time)?*

Task 14: Reading

Answers

- 
- \$18.00
- \$7.00
- \$3.00
- \$61.00
- cash
- \$80.00
- \$18.30

Task 15: Money

PART A

Answers

- four dollars \$4.00
- four dollars fifty \$4.50
- three dollars \$3.00
- three dollars fifty \$3.50
- five dollars \$5.00
- five dollars fifty \$5.50
- eight dollars \$8.00
- eight dollars fifty \$8.50

PART B

Answers

- seven dollars \$7.00
- two dollars fifty \$2.50
- six dollars \$6.00
- eighteen dollars \$18.00
- twenty dollars \$20.00
- twelve dollars \$12.00
- ten dollars \$10.00
- nine dollars ninety \$9.90

Teacher notes

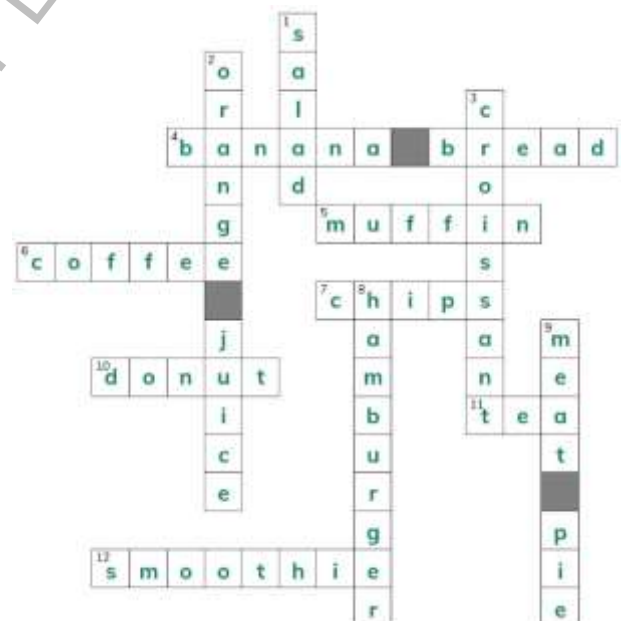
- The videos may be shown either before or after students attempt the task.

Extra ideas

- Do a dictation task for extra practice. Read out some prices. Students listen and write them down.

Task 16: Crossword

Answers



Summary of the chapter

- Vocabulary: features of a home
- Listening to and reading descriptions of a home
- Reading rental advertisements
- Enquiring about a rental property
- Reading a floor plan of a house
- Vocabulary: furniture and appliances
- Date and time
- Prices (dollars into the hundreds)

Task 1: Introduction**PART A****Answers**

1. It's a house.
2. It's a unit.
3. (either answer)

Teacher notes

- There is an optional video (Introduction) for this task.
- A unit may also be called an apartment or a flat.

Extra ideas

- Explore more words for categorising a property. For example: free-standing house (no shared walls), semi-detached house (one shared wall), terrace (part of a row of attached houses), townhouse (a house on common property land, similar to a unit), mansion (a very large house), granny flat (a small house at the back of another house), duplex (a house that has been converted into 2 homes), studio (a small unit with a combined living room and bedroom).

PART B**Answers**

- | | | |
|----------------|------------------|-------------|
| 1. bedroom | 2. living room | 3. balcony |
| 4. bathroom | 5. car space | 6. kitchen |
| 7. dining room | 8. swimming pool | 9. backyard |

Teacher notes

- Do not be too concerned about accurate answers in this task. The purpose is to elicit language and ideas from the students.
- You may choose to use the video (Vocabulary) in this task, or wait until Task 2.

Task 2: Vocabulary**Answers**

- | | | |
|-------------|---------------|-----------|
| living room | dining room | kitchen |
| bedroom | bathroom | balcony |
| backyard | swimming pool | car space |

Teacher notes

- The video (Vocabulary) may be shown either before or after students attempt the task.
- Car space is any private parking space that belongs to the resident. It could be a lock-up garage, an underground car space or an outdoor car space.

Extra ideas

- Students sight read the words before attempting the task.
- Say the words aloud in random order. Students listen and point to the pictures (or the words).
- Cut up the words and pictures. Students match them.
- Work on pronunciation: practise difficult sounds, identify the number of syllables, identify the stressed syllable.
- Explore other related vocabulary. Examples: laundry, garage, study, basement, storeroom, attic, hallway.
- Use the words to write sentences. Example: *I have a living room. I don't have a dining room.*
- Discuss what furniture or appliances belong in each part of the home.

Task 3: Listening and reading**PART A****Answers**

1. yes 2. yes 3. yes 4. 2 5. 2 6. no 7. yes 8. no 9. yes

Teacher notes

- There are two versions of the video: one with captions and one without captions. Use the video without captions to focus on listening skills.

Extra ideas

- Turn it into a speaking task. Students ask each other questions. Example: *Does he have a living room?*

PART B**Answers**

1. yes 2. yes 3. yes 4. 3 5. 2 6. no 7. yes 8. yes 9. no

Extra ideas

- Students read the text aloud.
- Students write some sentences about their own home, using the text as a model.

Task 4: Reading**PART A****Answers**

1. It is a house.
2. It has 3 bedrooms.
3. It has 2 bathrooms.
4. It has 2 car spaces.
5. The rent is \$640 per week.

PART B**Answers**

1. It is a unit.
2. It has 2 bedrooms.
3. It has 1 bathroom.
4. It has 1 car space.
5. The rent is \$430 per week.

Teacher notes

- The rental advertisements are presented in a different font to the one used throughout the book. The lower-case a looks different.
- The rent can be read in different ways. Example: \$640/week can be read as \$640 per week or \$640 a week.

Extra ideas

- Turn it into a speaking task. Students ask each other questions about the texts. Example: *Is it a house or a unit?*
- Memory game: Students have one minute to read and memorise the information in the advertisement. Ask students some questions about the advertisement, and they have to answer without looking at it. This game can also be done with the other advertisements throughout the unit.
- Students look at real estate advertisements in their local area.

Task 5: Speaking**Answers**

- How many bathrooms does it have?
It has 3 bathrooms.
- How many car spaces does it have?
It has 2 car spaces.
- How much is the rent?
The rent is \$790 per week.

Teacher notes

- There is an optional video for this task: Asking questions (Part A). Students can watch it before or after they attempt the task.

Teacher notes

- Do the task as both a writing and a speaking task.

Task 6: Speaking**Answers**

- How many bedrooms does it have?
It has 2 bedrooms.
- How many bathrooms does it have?
It has 1 bathroom.
- How many car spaces does it have?
It has 1 car space.
- How much is the rent?
The rent is \$510 per week.

Teacher notes

- There is an optional video for this task: Asking questions (Part B). Students can watch it before or after they attempt the task.

Teacher notes

- Do the task as both a writing and a speaking task.

Task 7: Listening

Answers

1. a unit 2. 2 bedrooms 3. 2 bathrooms
4. 1 car space 5. \$570 per week 6. 1:00 PM tomorrow
7. 37 Park Street, Newtown

Teacher notes

- There are two versions of the video: one with captions and one without captions. Use the video without captions to focus on listening skills.

Task 8: Reading and speaking

Teacher notes

- A full transcript of the Task 7 dialogue is presented. Students can role-play the scenario and read it aloud.
- Look at the unit can also be inspect the unit.

Extra ideas

- Focus on pronunciation: difficult sounds, linking, stress, intonation.
- Focus on useful words and phrases. Examples: *How can I help you? That's great. See you then.*
- Cut up the dialogue. Students put it in order.

Task 9: Speaking

Teacher notes

- Students use the prompts to create a dialogue similar to the one in Tasks 7 and 8.

Extra ideas

- Encourage students to use strategies to clarify information, for example: *Can you repeat that, please?*
- Students write out the new dialogue.

Task 10: Speaking

Teacher notes

- Students use the template to create another dialogue. This time, students can choose what to ask.

Task 11: Reading and writing

Answers

1. has 2. has 3. doesn't have 4. has
5. has 6. doesn't have 7. two 8. one 9. one

Extra ideas

- Turn it into a speaking task. Students ask and answer questions about the floor plan. For example: *Does it have a living room?*
- Ask students to identify some of the items in the floor plan: door, window, bed, toilet, sink, bath, stove, dining table, chairs, sofa, car, tree.
- Ask students to practise using prepositions such as next to. For example: *The dining room is next to the kitchen.*
- Show students some floor plans from property websites. Ask students to describe them.
- Students draw a floor plan of their own home.

Task 12: Vocabulary

PART A & PART B

Answers

1. bed 2. bathroom 3. air-conditioner 4. sofa 5. desk 6. TV
7. wardrobe 8. fridge 9. microwave 10. washing machine

Teacher notes

- Air-conditioner can be shortened to air-con.
- Sofa can also be called couch.

Extra ideas

- Say the words aloud in random order. Students listen and point to the pictures.
- Work on pronunciation: practise difficult sounds, identify the number of syllables, identify the stressed syllable.
- Students practise reading Part B aloud.
- Discuss which furniture and appliances belong in each part of the home.

Task 13: Reading and writing

Answers

- The room has a bed.
The room has a bathroom.
The room doesn't have an air-conditioner.
The room doesn't have a sofa.
The room has a desk.
The room doesn't have a TV.
The room has a wardrobe.
The room has a fridge.
The room has a microwave.
The room doesn't have a washing machine.

Extra ideas

- Turn it into a speaking task. Students ask and answer questions about the room. Example: *How much is the rent?*

Task 14: Date and time

Answers

Circle the date:

JULY						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Tick the time:



Circle the date:

SEPTEMBER						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Tick the time:



Circle the date:

NOVEMBER						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Tick the time:



Extra ideas

- Turn it into a speaking task. Students ask and answer questions about the advertisements. Example: *What date is the next inspection?*

Task 15: Money**PART A****Answers**

six hundred and forty dollars	\$640
four hundred and thirty dollars	\$430
seven hundred and ninety dollars	\$790
five hundred and ten dollars	\$510
five hundred and seventy dollars	\$570
eight hundred and twenty dollars	\$820

PART B**Answers**

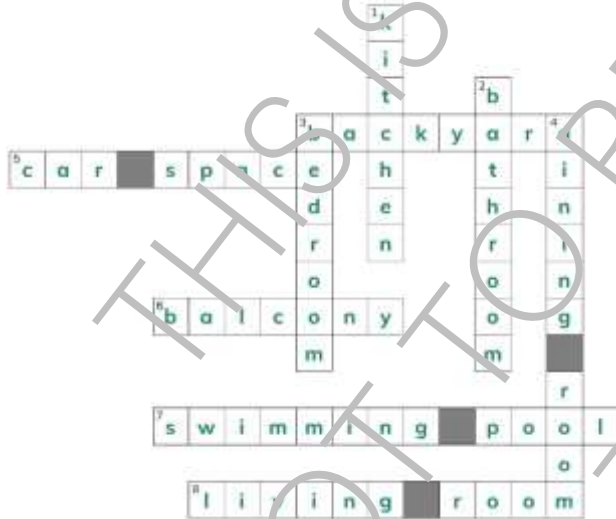
six hundred and fifty dollars	\$650
one hundred and eighty dollars	\$180
two hundred and ninety dollars	\$290
five hundred and twenty dollars	\$520
nine hundred dollars	\$900
three hundred and sixty dollars	\$360

Teacher notes

- The videos may be shown either before or after students attempt the task.

Extra ideas

- Do a dictation task for extra practice. Read out some prices. Students listen and write them down.

Task 16: Crossword**Answers**

Summary of the chapter

- Vocabulary: food from the market
- Buying food from the market
- Reading a market catalogue
- Reading a map and giving directions
- Listening to a shopping announcement
- Reading a receipt
- Prices and units of measurement (e.g. \$2.00/kg)

Task 1: Introduction**PART A****Answers**

1. She is at the market.
2. She is buying food.
3. fruit; vegetables; meat; seafood

Teacher notes

- There is an optional video (Introduction) for this task.

Extra ideas

- Ask students to describe the pictures: *What can you see in the pictures?*

PART B**Answers**

1. tomatoes
2. grapes
3. onions
4. sausages
5. apples
6. steak
7. bananas
8. chicken
9. mangoes
10. salmon fillets
11. cabbages
12. carrots

Teacher notes

- Do not be too concerned about accurate answers in this task. The purpose is to elicit language and ideas from the students.
- You may choose to use the video (Vocabulary) in this task, or wait until Task 2.

Task 2: Vocabulary**Answers**

apples	bananas	grapes	mangoes
carrots	onions	tomatoes	cabbages
chicken	sausages	steak	salmon fillets

Teacher notes

- The video (Vocabulary) may be shown either before or after students attempt the task.
- Most of the vocabulary has been given in plural form because the plural form is most likely to be used when shopping. You can show students the singular and plural forms of each word. The plural form is usually created by adding -s. Mangoes and tomatoes are formed by adding -es.
- Chicken and steak are given in singular form because types of meat are often referred to in singular form. However, when counting pieces of meat, the plural form would be used. In most cases, it doesn't matter whether you use singular or plural, as long as you use the correct form of the be verb: *The steak is \$22 a kilo (correct) or The steaks are \$22 a kilo (also correct).*
- When buying sausages, the customer would usually need to specify the type of sausage. You could discuss the different types of sausages. Examples: beef, pork, chicken, lamb.
- When we say steak, we are usually referring to beef steak. However, other types of meat can also be cut into steaks.
- A fillet is a piece of meat or fish without bones.

Extra ideas

- Students sight read the words before attempting the task.
- Say the words aloud in random order. Students listen and point to the pictures (or the words).
- Cut up the words and pictures. Students match them.
- Work on pronunciation: practise difficult sounds, identify the number of syllables, identify the stressed syllable.
- Explore other related vocabulary. Ask students: *What else can you buy at the market?*
- Use the words to write sentences. Example: *I like apples.*
- Explore the different varieties of some of the foods. There are many varieties of apples, grapes, onions, cabbages and sausages.

Task 3: Listening and writing**Answers**

- | | | | |
|------------|-------------|-------------|-------------|
| 1. \$5.50 | 2. \$3.50 | 3. \$5.00 | 4. \$3.00 |
| 5. \$2.50 | 6. \$2.00 | 7. \$4.50 | 8. \$4.00 |
| 9. \$12.00 | 10. \$11.00 | 11. \$22.00 | 12. \$28.00 |

Teacher notes

- There are two versions of the video: one with captions and one without captions. Use the video without captions to focus on listening skills.
- Ensure students understand the difference between a kilo and each.
- These phrases have the same meaning: a kilo and per kilo. When speaking, we often say a kilo, but in writing we often use per kilo (for example, in supermarket catalogues).

Extra ideas

- Turn it into a speaking task. Students ask each other questions. Example: *How much are the apples?*

Task 4: Speaking**Answers**

- How much are the bananas?
The bananas are \$3.50 a kilo.
- How much are the cabbages?
The cabbages are \$4.00 each.
- How much are the sausages?
The sausages are \$11.00 a kilo.
- How much are the tomatoes?
The tomatoes are \$7.50 a kilo.

Teacher notes

- Do the task as both a writing and a speaking task.

Task 5: Listening**Answers**

1. \$5.00 a kilo
2. half a kilo
3. \$2.50 a kilo
4. 2 kilos
5. \$12.00 each
6. 1 chicken
7. \$19.50
8. cash

Teacher notes

- There are two versions of the video: one with captions and one without captions. Use the video without captions to focus on listening skills.

Task 6: Reading and speaking**Teacher notes**

- A full transcript of the Task 5 dialogue is presented. Students can role-play the scenario and read it aloud.
- The dialogue uses the contraction *I'll = I will*. This may need to be introduced to students.

Extra ideas

- Focus on pronunciation: difficult sounds, linking, stress, intonation.
- Focus on useful words and phrases. Examples: *How can I help you? Anything else? Here you are.*
- Cut up the dialogue. Students put it in order.

Tasks 7 and 8: Speaking**Teacher notes**

- Students use the prompts to create a dialogue similar to the one in Tasks 5 and 6.

Extra ideas

- Encourage students to use strategies to clarify information. Example: *Can you repeat that, please?*
- Students write out the new dialogue.

Task 9: Speaking**Teacher notes**

- Students use the template to create another dialogue. This time, students can choose what to buy.

Extra ideas

- Students can add variation to the dialogue. Example: *That's too expensive. I don't want it.*

Task 10: Reading

Answers

- \$3.20/kg
- \$27.00/kg
- \$5.50/kg
- beef mince
- kiwi fruit
- eggs
- lemons; celery
- Bayside
- 9:30 AM
- 5:00 PM

Teacher notes

- Most of the vocabulary has been given in plural form because the plural form is most likely to be used when shopping. You can show students the singular and plural forms of each word. The plural form is usually created by adding -s. Cherry becomes cherries because it ends in a consonant + y. Potato becomes potatoes. Some, but not all, words that end in o change to -oes (mangoes does, but kilos doesn't).
- Celery is uncountable, so it doesn't have a plural form. You can say two bunches of celery, which is countable.
- Broccoli is uncountable, so it doesn't have a plural form. You can say two heads of broccoli, which is countable.
- Beef mince is uncountable.
- Dozen means 12.

Extra ideas

- Say the words aloud in random order. Students listen and point to the pictures.
- Turn it into a speaking task. Students ask each other questions about the text. Example: How much are the oranges?
- Students use the text to practise buying food. One person is the customer and the other person is the cashier.

Task 11: Vocabulary and writing

Answers

- The oranges are \$5.50 a kilo.
- The kiwi fruits are 75 cents each.
- The cherries are \$15.00 a kilo.
- The lemons are 60 cents each.
- The potatoes are \$3.20 a kilo.
- The mushrooms are \$9.90 a kilo.
- The celery is \$1.20 a bunch.
- The broccoli is \$1.80 a kilo.
- The eggs are \$4.70 a dozen.
- The chicken legs are \$11.60 a kilo.
- The beef mince is \$13.00 a kilo.
- The prawns are \$27.00 a kilo.

Teacher notes

- Remind students to use is when the noun is singular and are when it is plural.
- There is an optional video to accompany the task: Fresh Express Market.

Extra ideas

- Turn it into a speaking task. Students ask each other: How much is/are the _____?

Task 12: Using a map

Answers

- A. no B. yes C. yes D. no E. yes F. no
- A. no B. yes C. no D. yes E. yes F. no

Teacher notes

- Before doing the task, students look at the map and become familiar with it. Ask students to identify the street names and places.

Extra ideas

- Turn it into a speaking task. Students ask each other questions about location. Example: Where is the market?
- Turn it into a speaking task. Students practise asking for and giving directions. One student chooses a starting point and then asks: How do I go to the _____?
- Choose a starting point. Give directions to an unknown destination. Students use their finger to follow your directions.

Task 13: Listening

PART A

Answers

- oranges \$4.50 a kilo kiwi fruits 55¢ each
cherries \$12.00 a kilo

PART B

Answers

- mushrooms \$7.50 a kilo potatoes \$2.80 a kilo
celery 80¢ a bunch

Teacher notes

- There are two versions of the video: one with captions and one without captions. Use the video without captions to focus on listening skills.

Task 14: Reading

Answers

- 400g
- \$4.80
- 6
- \$3.30
- 600g
- \$16.20
- \$24.30
- cash
- \$30.00
- \$5.70

Teacher notes

- 1000 grams = 1 kilo

Task 15: Money

PART A

Answers

- | | |
|----------------------------|-------------|
| two dollars a kilo | \$2.00/kg |
| two dollars fifty a kilo | \$2.50/kg |
| three dollars each | \$3.00 each |
| three dollars fifty a kilo | \$3.50/kg |
| four dollars each | \$4.00 each |
| four dollars fifty a kilo | \$4.50/kg |
| five dollars a kilo | \$5.00/kg |
| five dollars fifty a kilo | \$5.50/kg |

PART B

Answers

- | | |
|-----------------------------|------------|
| nine dollars ninety a kilo | \$9.90/kg |
| fifteen dollars a kilo | \$15.00/kg |
| three dollars twenty a kilo | \$3.20/kg |
| sixty cents each | 60¢ each |
| four dollars eighty a kilo | \$4.80/kg |
| twenty-seven dollars a kilo | \$27.00/kg |
| seventy-five cents each | 75¢ each |
| eleven dollars sixty a kilo | \$11.60/kg |

Teacher notes

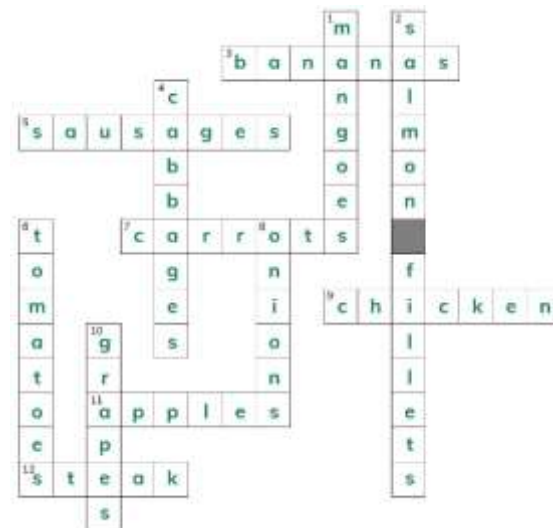
- The videos may be shown either before or after students attempt the task.

Extra ideas

- Do a dictation task for extra practice. Read out some prices. Students listen and write them down.

Task 16: Crossword

Answers



Summary of the chapter

- Vocabulary: types of appointments
- Listening to someone's schedule for the week
- Reading a medical centre brochure
- Making an appointment over the phone
- Reading appointment cards
- Vocabulary: social activities
- Reading a calendar with appointments
- Arranging a social outing by text message
- Dates and months

Task 1: Introduction

PART A

Answers

1. He's writing on his calendar
2. Yes, he's busy.
3. (either answer)

Teacher notes

- There is an optional video (Introduction) for this task.
- The questions and answers contain contractions for the word *is*: *what's*, *he's*, *I'm*. You may need to explain this to students.

Extra ideas

- Ask students about the picture: *How do you know he's busy?*

PART B

Answers

(These are key words. Actual responses may vary.)

1. fixing a car
2. haircut
3. dentist
4. flu shot / vaccination
5. eye test
6. doctor
7. x-ray
8. fixing a phone
9. swimming

Notes

- Do not be too concerned about accurate answers in this task. The purpose is to elicit language and ideas from the students.
- You may choose to use the video (Vocabulary) in this task, or wait until Task 2.

Task 2: Vocabulary

Answers

- | | | |
|------------------|------------------------|---------------|
| see the doctor | see the dentist | get an x-ray |
| have an eye test | get a flu shot | fix my car |
| fix my phone | have a swimming lesson | get a haircut |

Teacher notes

- The video (Vocabulary) may be shown either before or after students attempt the task.
- *Get an x-ray*, *get a flu shot*, and *get a haircut* can also use the verb *have* instead of *get*.
- For the phrases *fix my car* and *fix my phone*, remind students to change the pronoun to *your* or *his* if required.
- A *flu shot* is an informal term for an influenza vaccination.

Extra ideas

- Students sight read the words before attempting the task.
- Say the words aloud in random order. Students listen and point to the pictures (or the words).
- Cut up the words and pictures. Students match them.
- Work on pronunciation: practise difficult sounds, identify the number of syllables, identify the stressed syllable.
- Explore other related vocabulary. Ask students: *What else can you fix? What other type of lesson can you have?*
- Use the words to write sentences. Example: *I need to see the doctor.*

Task 3: Listening

Answers

- | | | |
|-----------|------------------------|-------|
| Monday | see the dentist | 9:30 |
| Tuesday | get a haircut | 4:00 |
| Wednesday | have a swimming lesson | 6:30 |
| Thursday | get an x-ray | 11:15 |
| Friday | have an eye test | 1:45 |
| Saturday | see the doctor | 10:15 |
| Sunday | fix my car | 2:00 |

Teacher notes

- There are two versions of the video: one with captions and one without captions. Use the video without captions to focus on listening skills.
- This chapter uses *be going to + verb* to talk about future events that have been arranged (e.g. *I am going to see the dentist*). You could also use present continuous (e.g. *I am seeing the dentist*) or present simple (*I see the dentist*) for future arrangements. The modal verb *will* is also often used for future events (recent decisions, promises, etc.), but usually not for things that have already been arranged. However, using *will* instead of *be going to* is unlikely to cause any confusion.

Extra ideas

- Turn it into a speaking task. Students talk about Tim's busy week. Example: *On Monday, he is going to see the dentist at 9:30 AM.*

Task 4: Speaking

Answers

- When are you going to get a haircut?
On Tuesday at 4:00 PM.
- When are you going to have a swimming lesson?
On Wednesday at 6:30 PM.
- When are you going to get an x-ray?
On Thursday at 11:15 AM.
- When are you going to have an eye test?
On Friday at 1:45 PM.
- When are you going to see the doctor?
On Saturday at 10:15 AM.
- When are you going to fix your car?
On Sunday at 2:00 PM.

Teacher notes

- Do the task as both a writing and a speaking task.

Extra ideas

- Students practise using prepositions for day and time. Example: *on Monday at 9:30 AM.*

Task 5: Reading

Answers

1. 35 High Street, Greenhill
2. 7010 9203
3. www.greenhillmedical.com.au
4. \$180
5. free
6. \$20
7. 8:00 AM
8. 6:00 PM
9. Yes, it's open.
10. No, it's closed.

Extra ideas

- Turn it into a speaking task. Students ask and answer questions about the brochure. Example: *What is the address?*
- Discuss some of the vocabulary in the text. Examples: *private*, *tea*, *check-up*, *teeth-cleaning*, *seniors*.

Task 6: Listening

Answers

1. He wants to see the doctor.
2. on Thursday
3. at 3:00 PM
4. Tim Cole
5. 0491 570 159

Teacher notes

- *Make an appointment* is the same as *book an appointment*.
- There are two versions of the video: one with captions and one without captions. Use the video without captions to focus on listening skills.

Task 7: Reading and speaking

Teacher notes

- A full transcript of the Task 6 dialogue is presented. Students can role-play the scenario and read it aloud.

Extra ideas

- Focus on pronunciation: difficult sounds, linking, stress, intonation.
- Focus on useful words and phrases. Examples: *How can I help you? How about _____? Can you repeat that, please?*
- Cut up the dialogue. Students put it in order.

Task 8: Speaking

Teacher notes

- Students use the prompts to create a dialogue similar to the one in Tasks 6 and 7.
- Students can try doing the dialogue over the phone.

Extra ideas

- Encourage students to use strategies to clarify information. Example: *Can you repeat that, please?*
- Students write out the new dialogue.

Task 9: Speaking

Teacher notes

- Students use the template to create another dialogue. Students can choose the scenario.
- Students can try doing the dialogue over the phone.

Task 10: Date and time

Answers

Circle the date:

JUNE						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Tick the time:



Circle the date:

JULY						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Tick the time:



Circle the date:

OCTOBER						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Tick the time:



Extra ideas

- Turn it into a speaking task. Students ask and answer questions about the appointment cards. Example: *What day is the appointment?*
- Create your own blank appointment cards. Tell students the day, date and time of each appointment and they write it down.

Task 11: Vocabulary

Answers

go to the beach watch a movie go to the café
go shopping have a barbecue go to the gym play soccer

Teacher notes

- Watch a movie can also be go to the movies or go to the cinema.
- Barbecue can be shortened to BBQ.
- Soccer is also called football. The word football is more commonly used around the world and amongst fans of the sport. In some countries where there are other sports called football (such as Australia and the USA), soccer is often used to avoid confusion.

Extra ideas

- Students sight read the words before attempting the task.
- Say the words aloud in random order. Students listen and point to the pictures for the words.
- Work on pronunciation, practise difficult sounds, identify the number of syllables, identify the stressed syllable.
- Explore other related vocabulary. Ask students: *What other activities do you like to do?*
- Use the words to write sentences. Example: *I like to go to the beach*

Task 12: Reading

Answers

1. see the doctor Day: Monday Date: 22/11 Time: 11:30 AM	2. go to the gym Day: Wednesday Date: 10/11 Time: 5:30 PM
3. go to the beach Day: Saturday Date: 6/11 Time: 10:30 AM	4. watch a movie Day: Tuesday Date: 16/11 Time: 8:00 PM
5. go to the café Day: Friday Date: 19/11 Time: 1:30 PM	6. go shopping Day: Monday Date: 8/11 Time: 1:00 PM
7. have a barbecue Day: Sunday Date: 28/11 Time: 12:00 PM	8. play soccer Day: Thursday Date: 25/11 Time: 6:30 PM

Teacher notes

- Students can write the date as day/month (e.g. 22/11) or day/month/year (e.g. 22/11/21). Tell students to change the format if you are in a country that uses a different date format.

Extra ideas

- Turn it into a speaking task. Students ask and answer questions about the calendar. Example: *When is she going to see the doctor?*
- Role-play some phone messages to change appointment days and times. Students listen and update the calendar. Example: *Hi Lisa. I'm calling about your doctor appointment on November 22. We need to change it to Friday, November 26 at 4:30 PM. Sorry about that.*

Task 13: Reading and writing

Answers

1. go to the beach 2. November 23 3. 11:00 AM
4. see the doctor

Teacher notes

- The text writes the time as 11am and the question writes it as 11:00 AM. There are many acceptable ways to write the time.

Task 14: Writing

Answer (sample)

Sorry, I'm going to see the doctor on Saturday. How about Sunday. Can we meet at 11:30am?

Teacher notes

- You can tell students some other ways to change or decline an invitation. Examples: *I'm busy. I don't have time. I have an appointment.*

Task 15: Dates

PART A

Answers

- 24/3 March 24
- 13/1 January 13
- 16/5 May 16
- 7/7 July 7
- 16/9 September 16
- 13/11 November 13

PART B

Answers

- February 7 7/2
- April 3 3/4
- June 27 27/6
- August 29 29/8
- October 14 14/10
- December 18 18/12

Teacher notes

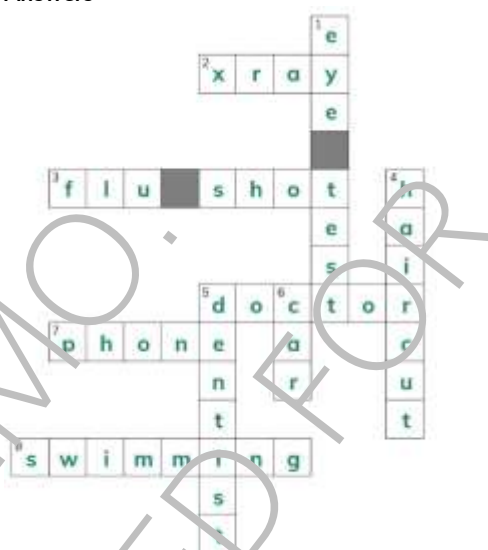
- The videos may be shown either before or after students attempt the task.
- There are different acceptable ways to write out the date. Examples: *March 24, March 24th, 24 March, 24th of March.*
- This book uses the day/month convention of writing the date in numerals. Usually, the year is added as well (day/month/year) in formal writing and official documentation. This is the Australian/UK/European convention. North America writes the date as month/day/year and much of Asia writes the date as year/month/day. Remind students to be careful about writing the date when communicating across cultures. When in doubt, write the month in words to avoid any misunderstanding.
- You can instruct students to include the year when writing out the dates. When filling in forms or writing formal documents, the year should always be included. But in social situations (such as text messages) it is OK to omit the year, as long there is no chance of confusion.

Extra ideas

- Do a dictation task for extra practice. Read out some dates. Students listen and write them down, or circle them on a calendar.
- Students ask each other for their birthday, or conduct a birthday survey of the entire class.
- Give students a list of famous people. They use the internet to find out their birthday. Alternatively, read out the birthdays and students write them down.
- Give students a list of public holidays. They use the internet to find out the dates of each holiday. Alternatively, read out the dates and students write them down.

Task 16: Crossword

Answers



Summary of the chapter

- Vocabulary: symptoms
- Describing symptoms
- Talking to the medical receptionist
- Filling in a new patient registration form
- A consultation with the doctor
- Asking for sick leave
- Buying medicine
- Reading medicine instructions
- Vocabulary: parts of the body
- Age, height and weight

Task 1: Introduction**PART A****Answers**

1. She's sick.
2. She's calling the doctor.
3. She's seeing the doctor.
4. She's taking medicine.

Teacher notes

- There is an optional video (Introduction) for this task.
- The questions and answers contain contractions for the word 'is': what's, she's. You may need to explain this to students.

Extra ideas

- Ask students about the picture: *How do you know she's sick?*

PART B**Answers**

He has a . . .

- | | | |
|---------------|-----------------|----------------|
| 1. cough | 2. headache | 3. fever |
| 4. runny nose | 5. stomach ache | 6. rash |
| 7. cut | 8. sore back | 9. sore throat |

Teacher notes

- Do not be too concerned about accurate answers in this task. The purpose is to elicit language and ideas from the students.
- You may choose to use the video (Vocabulary) in this task, or wait until Task 2.

Task 2: Vocabulary**Answers**

headache	sore throat	runny nose
cough	fever	stomach ache
sore back	rash	cut

Teacher notes

- The video (Vocabulary) may be shown either before or after students attempt the task.
- The words are presented as nouns/noun phrases and can be used with the verb *have*. Examples: *Do you have a _____? I have a _____.*
- Cough is also a verb. Example: *I am coughing.*
- Cut is also a verb: Example: *I cut my finger.*
- Ache is also a verb that can be used for any body part. Example: *My leg aches.*
- Sore is an adjective that can be used for any body part. Example: *My leg is sore. / I have a sore leg.*
- Sore back is the same as backache.
- The *gh* in *cough* is pronounced /f/.
- The *ch* in *stomach* and *ache* is pronounced /k/.
- A fever is generally considered as a body temperature of 38°C or higher.

Extra ideas

- Students sight read the words before attempting the task.
- Say the words aloud in random order. Students listen and point to the pictures (or the words).
- Cut up the words and pictures. Students match them.
- Work on pronunciation: practise difficult sounds, identify the number of syllables, identify the stressed syllable.
- Explore other related vocabulary. Examples: *pain, dizziness.*
- Use the words to write sentences. Example: *I have a headache.*

Task 3: Speaking**Answers**

What's wrong?
I have a headache.
What's wrong?
I have a sore throat.
What's wrong?
I have a stomach ache.
What's wrong?
I have a rash (on my arm).
What's wrong?
I have a cut (on my finger).

Teacher Notes

- Do the task as both a writing and a speaking task.
- Extra ideas
- Mime the actions and students guess the symptoms.

Task 4: Listening, writing and speaking**Answers**

Hi. I have an appointment at 3 o'clock.
My name is Tim Cole.
Yes, it's my first time here.
Yes, no problem.
Thank you.

Teacher Notes

- There are two versions of the video: one with captions and one without captions. Use the video without captions to focus on listening skills.
- The medical receptionist often asks, 'Is it your first time here?' because new patients need to fill in a form.

Extra ideas

- Students practise role-playing the dialogue.

Task 5: Writing**Answers**
Extra ideas

- Students practise filling in real forms. You can find real-life patient registration forms online.

Task 6: Listening**Answers**

1. He has a headache. He has a sore throat. He has a cough.
2. He should drink water. He should have a rest.
3. yes
4. paracetamol

Teacher notes

- There are two versions of the video: one with captions and one without captions. Use the video without captions to focus on listening skills.
- Paracetamol is an over-the-counter medicine for pain relief. There are many brands of paracetamol, including Panadol.
- Note: This is a simplified example of a doctor's consultation. A real consultation would usually have more questions and may also include some COVID-19 protocols.

Task 7: Reading and speaking**Teacher notes**

- A full transcript of the Task 6 dialogue is presented. Students can role-play the scenario and read it aloud.

Extra ideas

- Focus on pronunciation: difficult sounds, linking, stress, intonation.
- Focus on useful words and phrases. Examples: *Please have a seat. How are you today? No problem. Have a nice day.*
- Cut up the dialogue. Students put it in order.

Task 8: Speaking**Teacher notes**

- Students use the prompts to create a dialogue similar to the one in Tasks 6 and 7.

Extra ideas

- Encourage students to use strategies to clarify information.
- Students write out the new dialogue.

Task 9: Speaking**Teacher notes**

- Students use the template to create another dialogue. Students can choose the symptoms and remedies.

Task 10: Reading and writing**Answers**

1. Tim is sick. 2. no 3. next week

Teacher notes

- The texts says, 'I can't come to school. Come or go would both be correct. Come is commonly used when the direction of travel is towards either the speaker/writer or listener/reader.

Extra ideas

- Turn it into a speaking task. Students role-play making a phone call to request a leave of absence.

Task 11: Listening and reading**PART A****Answers**

syrup
Tablets
\$5.00; 24

Teacher notes

- There are two versions of the video: one with captions and one without captions. Use the video without captions to focus on listening skills.

Extra ideas

- Turn it into a speaking task. Students role-play buying medicine at the chemist.

PART B**Answers**

- 1.

2. no
3. yes

Extra ideas

- Ask additional questions about the medicine instructions. Examples: *What is the medicine for? Can children take the medicine? How many tablets can children take? Can you take the medicine for 7 days? Where do you keep the medicine? When do you throw away the medicine?*
- Students practise reading real-life medicine instructions.

Task 12: Vocabulary**Answers****Teacher notes**

- The video (Parts of the body) may be shown either before or after students attempt the task.
- The plural of foot is feet.

Extra ideas

- Students sight read the words before attempting the task.
- Say the words aloud in random order. Students listen and point to the pictures (or the words, or their own body).
- Work on pronunciation: difficult sounds, identify the number of syllables.
- Elicit other related vocabulary from students. Examples: *hair, face, chin, neck, shoulder, elbow, wrist, finger, thumb, chest, waist, knee, toe.*

Task 13: What's wrong?**Answers**

- | | |
|-----------------------------|-----------------------------|
| 1. I have a sore back. | 2. I have a cut on my hand. |
| 3. I have a rash on my arm. | 4. I have a sore eye. |
| 5. I have a runny nose. | 6. I have a cut on my leg. |
| 7. I have a sore foot. | 8. I have a sore neck. |
| 9. I have a headache. | 10. I have an earache. |
| 11. I have a sore mouth. | 12. I have a stomach ache. |

Extra ideas

- Turn it into a speaking task. One student asks, 'What's wrong?' and the other student answers. (Try it with the pictures only. Cut out the pictures and hand them out to students.)

Task 14: Age, height and weight**Answers**

75; 168; 84
34; 170; 63
4; 102; 16

Teacher Notes

- When saying your age, you can say *years old, years,* or just the number. These are all correct: *I'm 34 years old. / I'm 34 years. / I'm 34.*
- When saying your height, you can add the word *tall*. Example: *I'm 170 centimetres tall.*
- Weight can also be expressed with the verb *weigh*. Example: *I weigh 70 kilos.*

Extra ideas

- Students practise reading the dialogues aloud.

Task 15: Age, height and weight**PART A****Answers**

forty-five years old	45yrs
a hundred and sixty centimetres	160cm
sixty-seven kilos	67kg
twenty-five years old	25yrs
fifty-nine kilos	59kg
a hundred and seventy-six centimetres	176cm
thirty-three years old	33yrs
eighty-five kilos	85kg

PART B**Answers**

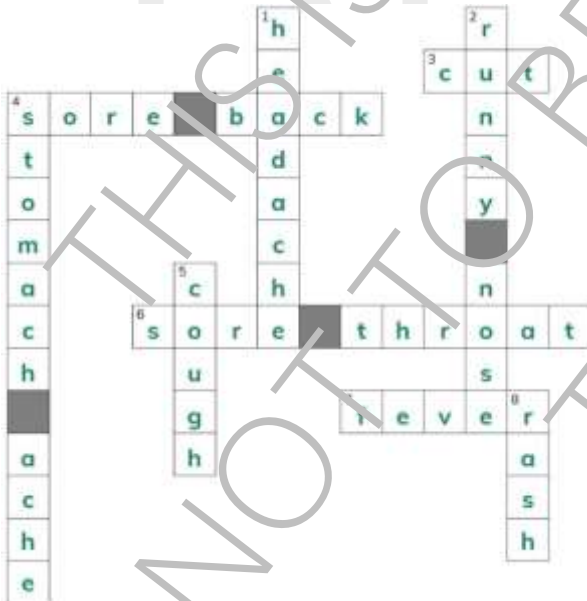
a hundred and thirty-six centimetres	136cm
seventy-one kilos	71kg
sixty years old	60yrs
a hundred and fifty-five centimetres	155cm
ninety-four kilos	94kg
forty-two years old	42yrs
a hundred and fifty-eight centimetres	158cm
fifty-three kilos	53kg

Teacher notes

- The videos may be shown either before or after students attempt the task.
- 100 can be either a hundred or one hundred.

Extra ideas

- Do a dictation task for extra practice. Read out some ages, heights and weights. Students listen and write them down.

Task 16: Crossword**Answers**

Summary of the chapter

- Vocabulary: types of transport
- Talking about how you get to school
- Safe cycling tips
- Reading a bus timetable
- Reading a train timetable app
- Reading train rules
- Vocabulary: places around the city
- Listening to someone's holiday plans
- Asking about local transport
- Time duration: minutes and hours

Task 1: Introduction

PART A

Answers

1. She's at the bus stop.
2. She's waiting for the bus.
3. She's at the station.
4. She's waiting for the train.

Teacher notes

- There is an optional video (Introduction) for this task.
- The questions and answers contain contractions for the word *is*: *she's*. You may need to explain this to students.

Extra ideas

- Ask students to identify things in the pictures. Examples: bus, sign, road, trees, platform, tracks.

PART B

Answers

- | | | |
|--------------|------------|----------------------|
| 1. motorbike | 2. ferry | 3. train |
| 4. bus | 5. bicycle | 6. tram / light rail |
| 7. car | 8. taxi | 9. walk |

Teacher notes

- Do not be too concerned about accurate answers in this task. The purpose is to elicit language and ideas from the students.
- You may choose to use the video (Vocabulary) in this task, or wait until Task 2.

Task 2: Vocabulary

Answers

- | | | |
|------------------|----------------|--------------|
| catch a bus | catch a train | catch a tram |
| catch a ferry | catch a taxi | drive a car |
| ride a motorbike | ride a bicycle | walk |

Teacher notes

- The video (Vocabulary) may be shown either before or after students attempt the task.
- Catch is a verb commonly used with public transport. You can also use get. Example: get a bus.
- Urban train systems may have different names, depending on the city. Examples: metro, subway (for underground trains). Train is a general word that can refer to either an urban train or an intercity train.
- Tram may also be called light rail. Technically there is no difference, but light rail is the term often used for more modern trams that have more carriages and run at a faster speed.
- In everyday conversation, people often say drive instead of drive a car, as the meaning is implied.
- Use the phrase get a lift if you are the passenger in the car.
- Motorbike is the shortened form of motorcycle.
- Ride a bicycle can also be ride a bike, or just the verb cycle.

Extra ideas

- Students sight read the words before attempting the task.
- Say the words aloud in random order. Students listen and point to the pictures (or the words).
- Cut up the words and pictures. Students match them.
- Work on pronunciation: practise difficult sounds, identify the number of syllables, identify the stressed syllable.
- Explore other related vocabulary. Examples: van, truck, scooter, trolleybus, monorail.
- Use the words to write sentences. Example: I catch a bus to school.

Task 3: Listening

Answers

- Greenhill
catch a bus
25 minutes
Bayside
ride a bicycle
15 minutes

Teacher notes

- There are two versions of the video: one with captions and one without captions. Use the video without captions to focus on listening skills.

Extra ideas

- Do a class survey about how people come to school. Table the results.

Task 4: Reading and writing

Answers

- Wear a helmet.
Follow the rules.
Keep 1 metre from cars.
Don't wear headphones.
Signal before you turn.
Be careful at night.

Teacher notes

- There are two versions of the video: one with captions and one without captions. Use the video without captions to focus on listening skills.
- Cycling is a verb that means ride a bicycle. The verb cycle is often used when talking about riding a bicycle as an activity or sport in addition to a mode of transport.
- These sentences are just general safety tips, not necessarily laws. If students are interested, they can check the cycling laws in their area.

Extra ideas

- Ask students to predict some safe cycling tips before you start the task.
- Ask students to practise reading the rules aloud.

Task 5: Reading

Answers

- | | | |
|-------------|-------------|---------------|
| 1. 10:15 AM | 2. 10:35 AM | 3. 20 minutes |
| 4. 3:30 PM | 5. 3:45 PM | 6. 15 minutes |

Extra ideas

- Create additional scenarios and questions for students to answer. Example: I am at Greenhill Hospital. I'm going to Bayside Beach. It's 1:00 PM now. When is the next bus? When does the bus get to Bayside Beach? How long does it take?
- Students look at real-life bus timetables.

Task 6: Reading

Answers

- | | | | | |
|--------|--------|--------|--------|--------|
| 1. no | 2. yes | 3. yes | 4. no | 5. no |
| 6. yes | 7. no | 8. yes | 9. yes | 10. no |

Teacher notes

- Depart means leave.
- Arrive means get to.

Extra ideas

- Create additional questions for students to answer. Example: I catch the train at 9:40 AM. What time do I get to Auburn?
- Explore the other information in the timetable. Examples: platform number, whether the train is on time or late.
- Students look at real train timetables, online timetables or phone apps.

Task 7: Reading and writing

Answers

- | | | | |
|-------------|-------------|---------|---------|
| 1. must not | 2. must not | 3. must | 4. must |
| 5. must not | 6. must not | 7. must | 8. must |

Teacher notes

- Students can watch the video either before or after attempting the task.
- There are two versions of the video: one with captions and one without captions. Use the video without captions to focus on listening skills.
- The train rules are presented in a different font to the one used throughout the book. The lower-case a and g look different.

Extra ideas

- Students look at real train rules for the local train system. You can find these online or at the station.
- Explore other modal verbs and their meanings. Examples: can, can't, should, shouldn't, need to, don't need to.

Task 8: Vocabulary

Answers

the city the beach the airport
 the museum the shopping centre the cinema
 the hotel the zoo the university

Teacher notes

- The video (Places around the city) can be shown either before or after students attempt the task.
- The city can also be called the CBD (central business district).
- The shopping centre can also be called the mall.
- The cinema can also be called the movies.

Extra ideas

- Students sight read the words before attempting the task.
- Say the words aloud in random order. Students listen and point to the pictures (or the words).
- Cut up the words and pictures. Students match them.
- Work on pronunciation: practise difficult sounds, identify the number of syllables, identify the stressed syllable.
- Explore other related vocabulary. Examples: the hospital, the market, the art gallery.
- Students use the words to write sentences. Example: I'm going to the city this week.

Task 9: Listening

Answers

Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Teacher notes

- There are two versions of the video: one with captions and one without captions. Use the video without captions to focus on listening skills.

Extra ideas

- Turn it into a speaking task. Students describe Max's holiday.

Task 10: Speaking

Answers

How do I go to the museum?
 You can catch a tram.

How long does it take?
 It takes about 15 minutes.

How do I go to the cinema?
 You can walk.

How long does it take?
 It takes about 10 minutes.

Teacher Notes

- Do the task as both a writing and a speaking task.

Task 11: Listening

Answers

1. He can catch a train. 2. It takes about 20 minutes.
 3. He can catch the X27 bus. 4. It takes about 30 minutes.

Teacher notes

- There are two versions of the video: one with captions and one without captions. Use the video without captions to focus on listening skills.

Task 12: Reading and speaking

Teacher notes

- A full transcript of the Task 11 dialogue is presented. Students can role-play the scenario and read it aloud.

Extra ideas

- Focus on pronunciation: difficult sounds, linking, stress, intonation.
- Focus on useful words and phrases. Examples: Excuse me. Thanks. You're welcome.
- Cut up the dialogue. Students put it in order.

Task 13: Speaking

Teacher notes

- Students use the prompts to create a dialogue similar to the one in Tasks 11 and 12.

Extra ideas

- Encourage students to use strategies to clarify information. Example: Can you repeat that, please?
- Students write out the new dialogue.

Task 14: Speaking

Teacher notes

- Students use the template to create another dialogue. Students can choose a destination from the diagram.

Extra ideas

- Students ask each other how to go to real places around town.

Task 15: Time duration

PART A

Answers

forty-five minutes	45 mins
five minutes	5 mins
thirty minutes	30 mins
one hour	1 hr
fifteen minutes	15 mins
one hour and fifteen minutes	1 hr 15 mins
twenty-five minutes	25 mins
two hours and thirty minutes	2 hrs 30 mins

PART B

Answers

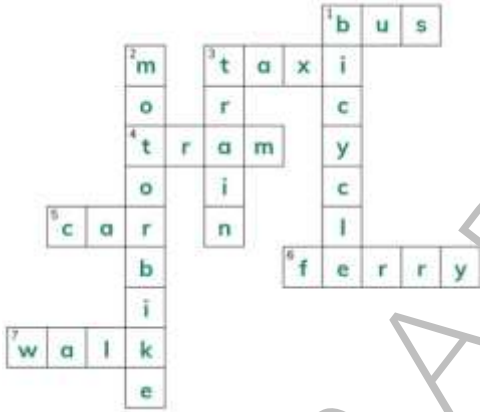
one hour and twenty minutes	1 hr 20 mins
ten minutes	10 mins
fifty minutes	50 mins
three hours	3 hrs
forty minutes	40 mins
one hour and forty minutes	1 hr 40 mins
thirty-five minutes	35 mins
one hour and thirty minutes	1 hr 30 mins

Teacher notes

- The videos may be shown either before or after students attempt the task.
- *Thirty minutes* can also be expressed as *half an hour*.

Extra ideas

- Do a dictation task for extra practice. Read out some time durations. Students listen and write them down.
- Students use online timetables or phone apps to find out how long it takes to go to different places.

Task 16: Crossword**Answers**

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