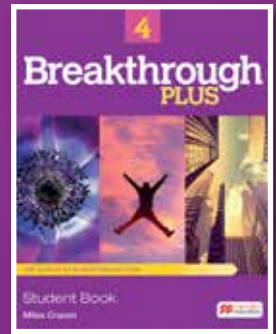




macmillan  
education



# Breakthrough PLUS

A refreshing communication-based course for adult and young adult learners of international English.

Brochure and sample unit



[www.macmillanbreakthroughplus.com](http://www.macmillanbreakthroughplus.com)

Hi there!

Welcome to **Breakthrough Plus** – a flexible, multi-skills course designed to help students express themselves with confidence.

One of the first things you'll notice is the **steady progression from controlled to free practice**. Each unit is divided into short, manageable sections that build on each other... leading students from the scripted **Conversation** that starts each unit through to the final **Speaking** activity where they have plenty of opportunity to personalize the topic and share their own ideas and experiences. This approach gives students the **support** they need to feel comfortable with the language, and then encourages them to experiment more creatively to develop **genuine fluency**.



Something else you'll notice is the use of **natural, authentic language**. Each level is full of useful everyday expressions presented in a real-life context. Engaging situations showcase common collocations, phrasal verbs, idioms and colloquial language in a memorable way.

What's more, the course features interesting **cultural insights** as students discover the opinions and experiences of other young people like themselves, on topics and issues they can really relate to. This also gives students the chance to hear **a range of different accents**, reflecting the fact that English is an international language.

Importantly, **Breakthrough Plus** recognizes that teaching situations are different, and no two classes are the same. This is why I have made the course as flexible as possible. At the end of every unit is an optional **Expansion** section that gives you a range of **additional activities** to choose from, depending on the needs of your particular class. Here you will find additional reading, writing, vocabulary and listening tasks. You'll also find throughout each level a unique **Challenge!** feature, which is useful for **mixed-ability classes**. The **Challenge!** feature provides optional activities you can use to keep more able students occupied.

For those that want a fully digitized version, the **Digital Student's Book** provides everything you could want and offers a flexible blended learning option – now optimized for tablets. Teachers can also use the **Breakthrough Plus Digital Student's Book** with interactive whiteboards.

I hope you will enjoy using **Breakthrough Plus** with your students. It is very practical and has a refreshingly light and humorous feel. Above all, it's easy to use, and fun. Why not download samples from our website and try it out for yourself?

Enjoy!

Miles Craven

## Want to hear more?

For video interviews about teaching adult and young adults using **Breakthrough Plus**, as well as ideas on using the course, visit: [www.macmillanbreakthroughplus.com](http://www.macmillanbreakthroughplus.com)



# Breakthrough PLUS – at a glance

**Breakthrough Plus** is a communication-focused course that builds young adult and adult learners' confidence in using English. It provides a supportive and adaptive environment for students to develop at a pace they feel comfortable with.



American English

**Breakthrough Plus** contains engaging topic-based content and a fresh design. It now comes with a new **Digital Student's Book**, which offers a smart and versatile learning environment and a host of great features for students. This provides a blended content-rich course, covering high-interest themes in a thorough but accessible way. The course has a light and refreshing feel with material that is rich yet manageable, and which also takes into account students' different levels and abilities.

- New **Digital Student's Book\*** for **Breakthrough Plus** is a page-faithful digital version of the coursebook which contains hundreds of interactive activities and embedded audio and video files, as well as a gradebook so students and teachers can check progress through the course where and when they wish.
- Teachers' access to the **Digital Student's Book** allows them to create and manage classes, as well as use the gradebook to see how their students are getting on. They can also create communicative classrooms using the **Digital Student's Book** on IWBs.
- All the video and audio files, video scripts and audioscripts are available in the **Teacher's** and **Student's Resource Centers**. All testing and assessment material is easily downloadable and available in the **Teacher's Resource Center**.
- A strong emphasis on all four skills with specific focus on **listening and speaking**.
- **Authentic, natural language** presented and practiced through clear, contextualized, and achievable tasks.
- Lots of **visual on-page support** for students, enhancing scope for creativity.
- A broad international and **cross-cultural flavor** with a range of different accents from native and non-native speakers.
- An optional **Challenge!** feature **motivates students** to push themselves further.
- **Genuine flexibility** – the course can be adapted to the needs of each class, without losing its underlying methodology.
- Amusing listening and reading passages feature regularly in the course, creating an **engaged and comfortable class**.

\* Access to **Digibook 2.0** is still available until December 2017. See the back of this brochure for all ISBNs.

## LEVELS AND THE CEFR

**Breakthrough Plus** is mapped to the Common European Framework of Reference with regular student self-assessment checks and 'Can do' statement signposting. We've also mapped **Breakthrough Plus** to the TOEIC® exam – visit our websites to access the mapping documents CEFR levels and equivalences to the Cambridge English Tests are shown in the diagram below.



Intro level = A1



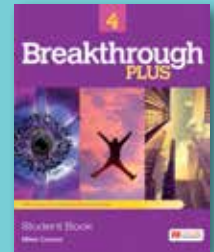
Level 1 = A2  
Cambridge English:  
Key



Level 2 = B1  
Cambridge English:  
Preliminary



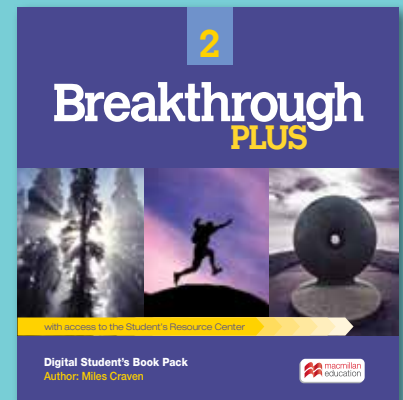
Level 3 = B1+  
Cambridge English:  
First



Level 4 = B2  
Cambridge English:  
Advanced

## NEW COMPONENT LIST

- **Digital Student's Book Pack:**  
Webcode access to Digital Student's Book and Student's Resource Center
- **Student's Book Pack (Standard):**  
Print Student's Book and webcode access to Student's Resource Center
- **Teacher's Resource Book Premium Pack:**  
Print Teacher's Book, webcode access to Digital Student's Book and Teacher's Resource Center



**Digibook** and **Digibook 2.0** and their respective components are also still available but will be discontinued from December 2017. Check with your local Macmillan office for more details.



## NEW-LOOK **BREAKTHROUGH PLUS** WEBSITE

The new-look website acts as one of the portals to the **Digital Student's Book** and **Resource Centers**.

The **Breakthrough Plus** website also contains a host of other great information and sample material, including:

- Full downloadable unit samples of each level with accompanying Teacher's Book pages and audio, which allow you to try **Breakthrough Plus** in the classroom and see how it suits you and your students.
- Downloadable video and audio samples, sample worksheets and activities.
- Case studies and testimonials from teachers using the course.



[www.macmillanbreakthroughplus.com](http://www.macmillanbreakthroughplus.com)

## FLEXIBLE DIGITAL OPTIONS

With its new **Digital Student's Book** and **Resource Centers** for students and teachers, **Breakthrough Plus** has a host of great features and can be used with tablets both online and offline. Make sure you take a look all the brilliant features these latest components of **Breakthrough Plus** have to offer.



### Digital Student's Book Students' access



- embedded video and audio files
- interactive exercises
- integrated gradebook allows instant results-checking, and includes a messaging function



### Digital Student's Book Teachers' access



- Teachers get the same things the students' access provides, and can also:
- create classes and monitor progress
  - annotate using the useful text tools
  - message their students
  - use it on interactive whiteboards for heads-up learning

## Find all these in your Digital Student's Book



### Interactive Practice

Hundreds of interactive exercises per level give students automatic scores that feed into their gradebooks.



### Video and audio files



### Resource Centers for Teachers and Students

Teachers get all the Student's Resource Center content plus:

- downloadable tests (unit tests, mid-course and end-of-course tests)
- extra practice worksheets
- answer keys and more

Students get:

- downloadable video and audio files
- transcripts and video scripts
- video worksheets and more



# Breakthrough PLUS – Level 2 Contents

Unit	Language	Skills
<b>Lifestyles</b> <b>1</b> Page 4	<b>Grammar</b> simple present adverbs of frequency everyday activities <b>Vocabulary</b> <b>Pronunciation</b> linking – <i>do you</i>	<b>Speaking</b> • talking about your daily life and routine <b>Listening</b> • Andy (U.S.) speaks about living in China • listening for detail – a short talk about life in Spain <b>Reading</b> • scanning – an internet article about daily life in Ghana <b>Writing</b> • your daily life
<b>Leisure</b> <b>2</b> Page 10	<b>Grammar</b> simple present and present continuous <i>like/love/hate ...ing</i> <b>Vocabulary</b> sports and leisure activities <b>Pronunciation</b> sentence stress	<b>Speaking</b> • talking about your likes and dislikes <b>Listening</b> • Mia (Korea) speaks about her weekend • predicting – a radio report about leisure preferences around the world <b>Reading</b> • reading for detail – a short letter from a friend <b>Writing</b> • a short letter to a friend
<b>Getting along</b> <b>3</b> Page 16	<b>Grammar</b> making requests asking for permission <b>Vocabulary</b> phrasal verbs <b>Pronunciation</b> linking sounds	<b>Speaking</b> • making and responding to requests <b>Listening</b> • Natalia (Brazil) speaks about working in a library • listening for keywords – four answering machine messages <b>Reading</b> • speed reading – a questionnaire <b>Writing</b> • a note
<b>Review 1</b> Page 22		
<b>Interests</b> <b>4</b> Page 24	<b>Grammar</b> simple past time expressions: <i>last/ago</i> , etc. <b>Vocabulary</b> hobbies and interests <b>Pronunciation</b> past forms	<b>Speaking</b> • talking about your favorite hobbies and interests <b>Listening</b> • Alistair (U.K.) talks about his hobby • listening for specific information – interviews with three collectors <b>Reading</b> • reading for keywords – a magazine article about people with unusual hobbies <b>Writing</b> • your hobbies and interests
<b>Telling a story</b> <b>5</b> Page 30	<b>Grammar</b> simple past and present continuous adjectives of emotion the schwa <b>Vocabulary</b> <b>Pronunciation</b>	<b>Speaking</b> • talking about something that happened to you <b>Listening</b> • Laura (Canada) speaks about an accident • ordering events – a TV report about an unusual event <b>Reading</b> • identifying reference words – a web page of unusual stories <b>Writing</b> • an experience you remember
<b>Celebrations</b> <b>6</b> Page 36	<b>Grammar</b> future plans, decisions <i>going to/will</i> celebrations and festivals <b>Vocabulary</b> <i>going to</i> <b>Pronunciation</b>	<b>Speaking</b> • talking about an important celebration in your life <b>Listening</b> • Ed (U.K.) talks about Bonfire Night in the U.K. • listening for detail – four people describe their favorite celebrations <b>Reading</b> • scanning – a magazine article about New Year around the world <b>Writing</b> • a popular celebration in your country
<b>Review 2</b> Page 42		

# Try Breakthrough PLUS

To download samples of all levels along with the accompanying audio and teacher's notes, please visit [www.macmillanbreakthroughplus.com](http://www.macmillanbreakthroughplus.com)

Unit	Language	Skills
<b>Food &amp; drink</b>  Page 44	<b>Grammar</b> countable and uncountable nouns <i>much/many, some/any</i> <b>Vocabulary</b> food and drink <b>Pronunciation</b> contrastive stress	<b>Speaking</b> • talking about your food and drink preferences <b>Listening</b> • Emilie (France) speaks about food and drink in France • identifying context – a chef explains how to cook barbecue chicken pizza <b>Reading</b> • reading for detail – a magazine article about food in the U.S. <b>Writing</b> • famous dishes in your country
<b>Rules</b>  Page 50	<b>Grammar</b> obligation <i>have to/don't have to</i> possibility <i>can/can't</i> <b>Vocabulary</b> travel <b>Pronunciation</b> linking – /w/ and /j/	<b>Speaking</b> • talking about rules in your life <b>Listening</b> • Henry (U.S.) talks about college rules • listening for gist – three people describe aspects of their lives <b>Reading</b> • categorizing information – a magazine article about rules and choices around the world <b>Writing</b> • rules in your country
<b>Adventures</b>  Page 56	<b>Grammar</b> present perfect <i>ever/never</i> <b>Vocabulary</b> adventurous activities adjectives to describe experiences <b>Pronunciation</b> <i>have</i>	<b>Speaking</b> • talking about things you've done <b>Listening</b> • Noriko (Japan) talks about adventurous sports • listening for opinion – four people describe sports they've done recently <b>Reading</b> • understanding descriptions – an e-mail from a friend <b>Writing</b> • experiences you've had
<b>Review 3</b> Page 62		
<b>Health</b>  Page 64	<b>Grammar</b> advice and suggestions <i>should/shouldn't</i> <i>Why don't you ... ?</i> , etc. <b>Vocabulary</b> health problems and remedies <b>Pronunciation</b> intonation in questions	<b>Speaking</b> • talking about health and what you do to stay healthy <b>Listening</b> • Frank (Australia) speaks about natural remedies • note-taking – two conversations at a doctor's office <b>Reading</b> • reading for detail – an internet advice page <b>Writing</b> • a paragraph giving advice
<b>Comparisons</b>  Page 70	<b>Grammar</b> comparatives and superlatives <i>more ... than/</i> <i>the most ...</i> <b>Vocabulary</b> adjectives to describe people <b>Pronunciation</b> word stress	<b>Speaking</b> • making comparisons and expressing preferences <b>Listening</b> • Jo (New Zealand) speaks about student housing • identifying context – three people talk about their new part-time jobs <b>Reading</b> • reading for opinion – a travel blog <b>Writing</b> • an article about your country
<b>The modern world</b>  Page 76	<b>Grammar</b> present perfect <i>for/since/just/yet/already</i> <b>Vocabulary</b> electronic equipment computers and the internet <b>Pronunciation</b> /dʒ/, /j/, /h/	<b>Speaking</b> • talking about technology in your life <b>Listening</b> • Clare (U.S.) talks about her business • listening for detail – a man describes a gadget he's bought <b>Reading</b> • scanning – advertisements on a website <b>Writing</b> • your favorite gadget
<b>Review 4</b> Page 82		
<b>Communication activities</b> Page 84 <b>Wordlist</b> Page 116	<b>Grammar reference</b> Page 102 <b>Irregular verbs</b> Page 118	<b>Pronunciation</b> Page 114 <b>Digibook features</b> Page 119

# 9 Adventures

- Focus** personal experiences
- Grammar** present perfect  
ever/never
- Vocabulary** adventurous activities  
adjectives to describe experiences



## 1 Warm-up

**a** Talk about the pictures with a partner.

*Where are these places?  
What can you see?*

**b** Do you remember your first vacation?  
Where was it? Who did you go with?

## 2 Conversation

**a** 2.15 Listen and read.

- Sandy:** So, where do you want to go this summer? It'll be our first vacation together since we got married.
- Vince:** I've never been to New York, and everyone says it's fantastic. Have you ever been there?
- Sandy:** Er ... yes, I have. I went two years ago.
- Vince:** Oh, really? Who did you go with?
- Sandy:** I went with Mike and his parents ... We took a helicopter ride over Manhattan. It was amazing! Oh, but that was before I met you.
- Vince:** Well, maybe we can go to Egypt. I've always wanted to go there.
- Sandy:** Er, actually, I've been there, too. I went last summer.
- Vince:** What? With Mike's family, I suppose?
- Sandy:** Yes. We went on a camel ride to the pyramids.
- Vince:** OK, well, what about Paris? I haven't been there. How about you?
- Sandy:** Er, well ...
- Vince:** Oh no! Really? With Mike again?
- Sandy:** Yes. Twice actually, but ... I don't mind going again.
- Vince:** Forget it. I don't want to go on vacation with you. You've been everywhere with Mike!

**b** Practice the conversation with a partner.

**2.16**

**Language box**

**Have you (ever) been to New York?**  
Yes, I **have**. I went last year.  
No, I **haven't**. I've never **been** there.

She's **been** to Paris twice.

They **haven't been** to Italy.

**Grammar reference, p.110**

Natural language is presented in engaging contexts.



Rich vocabulary development.



### 3 Vocabulary

a Match each activity with a picture.

- |                             |                          |
|-----------------------------|--------------------------|
| 1 <u>C</u> horseback riding | 5 ___ skydiving          |
| 2 ___ hang gliding          | 6 ___ hot-air ballooning |
| 3 ___ mountain biking       | 7 ___ scuba diving       |
| 4 ___ water-skiing          | 8 ___ sailing            |

b Which adjectives do you think describe each activity?

Tell a partner.

adventurous dangerous difficult  
exciting expensive scary tiring

c How adventurous are you? Have you tried any of these activities? Ask and answer questions with your partner.

- A: Have you ever been water-skiing?  
B: No, I haven't.  
A: Would you like to try?  
B: Not really. I think it's dangerous.

### 4 Exchange

a 2.17 Listen and complete the conversation. Then practice with a partner.

- A: Have you ever been <sup>1</sup> \_\_\_\_\_ ?  
B: No, I haven't. But I've been <sup>2</sup> \_\_\_\_\_ .  
A: Really? That sounds fun.  
B: Yeah, it was great. I went <sup>3</sup> \_\_\_\_\_ last year.  
A: Was it <sup>4</sup> \_\_\_\_\_ ?  
B: Yes, it was. But I <sup>5</sup> \_\_\_\_\_ it.

b Use these words to make more conversations.

Conversation 1	Conversation 2	Conversation 3
1 hang gliding	1 to America	1 to Australia
2 hot-air ballooning	2 to Europe	2 to New Zealand
3 with my family	3 to France	3 for two weeks
4 scary	4 expensive	4 cold
5 really liked	5 enjoyed	5 loved

Strong multi-skills syllabus with a focus on listening and speaking.

### Communication activity

- Student A, go to p.91  
Student B, go to p.100

Grammar activities, p.110

2.18 Pronunciation, p.115

Pronunciation support at the back of the book.

Strong on-page visual support at lower levels with frequent light humor.

**9** Adventures

**5** Language in action

With a partner, ask and answer questions about the things Yung-Ho and Annie have (✓) and haven't (X) done.

A: *Has Yung-Ho been horseback riding?*

B: *Yes, he has. He went horseback riding in 2010. He didn't like it because he thought it was difficult and scary.*

Optional 'Challenge!' feature is ideal for mixed-ability classes and early finishers.

**Challenge!**

Close your book. With your partner, try to remember everything Yung-Ho and Annie have and haven't done.  
 A: *Yung-Ho has been horseback riding.*  
 B: *Yes, and he's also been scuba diving.*

Broad international, cross-cultural flavor with a range of personalities and native and non-native accents.



## 6 Listening

**a** 2.19 Listen to Noriko, from Japan, talk about adventurous sports. Check (✓) the sports she has tried.

- horseback riding
- water-skiing
- skydiving
- hang gliding
- hot-air ballooning
- scuba diving

**b** 2.19 Listen again and note when Noriko did each sport.

## 7 Speaking

**a** Interview a partner. Write notes and ask questions for more information.

- A: *Have you ever written a poem?*  
 B: *Yes, I have. I love poetry.*  
 A: *Really? That's interesting. When did you last write a poem?*

Frequent opportunity for personalization.

<b>Have you ever ...</b>	<b>Notes</b>
• tried an adventurous sport?	_____
• been to a foreign country?	_____
• bought clothes or tickets on the internet?	_____
• lost something very important?	_____
• done something dangerous?	_____
• won a competition?	_____
• seen someone famous?	_____
• forgotten a friend's birthday?	_____
• written a poem?	_____
• eaten something strange?	_____
• been to a rock concert?	_____

**b** Make a group and tell your classmates interesting things you've discovered about your partner.

*Kris has written a lot of poems. He last wrote a poem a week ago, to his girlfriend!*

## 9 EXPANSION

The 'EXPANSION' pages give students the option of developing their skills, depending on their needs.



### Listening

**Skill:** Listening for opinion

**a** 2.20 Listen and write T (true) or F (false) for each statement.

- 1 Daniel thinks that mountain biking is hard work. \_\_\_
- 2 Sue finds scuba diving interesting. \_\_\_
- 3 In Sharon's opinion, water-skiing is easy. \_\_\_
- 4 Jessica thinks horseback riding is frightening. \_\_\_

**b** 2.20 Listen again and answer these questions.

**Daniel**

- 1 How far did he cycle? \_\_\_\_\_
- 2 What was the weather like? \_\_\_\_\_

**Sue**

- 1 When did she go scuba diving? \_\_\_\_\_
- 2 In which country was she at the time? \_\_\_\_\_

**Sharon**

- 1 What did she do yesterday? \_\_\_\_\_
- 2 What will she do tomorrow? \_\_\_\_\_

**Jessica**

- 1 How many times has she been horseback riding?  
\_\_\_\_\_
- 2 How did she feel at first? \_\_\_\_\_

### Vocabulary Adjectives to describe experiences

**a** How do these people feel? Write each adjective under a picture.

confused    disappointed    frightened    relaxed    worried



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_

**b** Complete each conversation with an adjective.

confusing    disappointing    frightening    relaxing    worrying

- 1 A: Tim has failed his driving test again.  
B: Oh no! How \_\_\_\_\_ .
- 2 A: My brother hasn't written to me for months.  
B: That's very \_\_\_\_\_ . Is he all right?
- 3 A: What did you think of the horror movie?  
B: It was very \_\_\_\_\_ !
- 4 A: Do you like your new camera?  
B: Yes, but I can't understand the instructions. They're very \_\_\_\_\_ .
- 5 A: You look great. Have you been on vacation?  
B: Yes, I spent two weeks at the beach. It was really \_\_\_\_\_ .

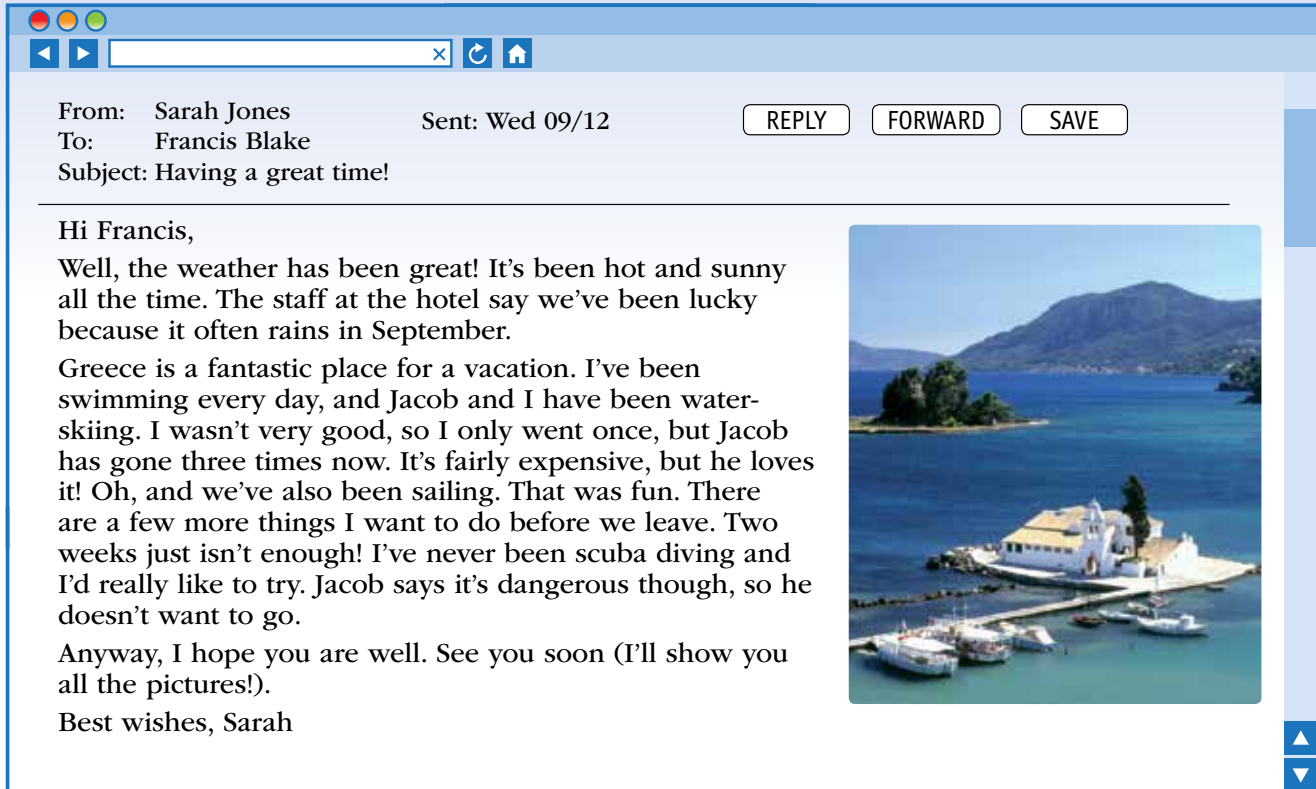
### Challenge!

Practice the conversations with a partner. Try to continue each conversation.

Reading and writing skills are expanded on, ensuring that students have the opportunity to study areas they need to develop further.

## Reading

Skill: Understanding descriptions



From: Sarah Jones Sent: Wed 09/12  
To: Francis Blake  
Subject: Having a great time!

REPLY FORWARD SAVE


Hi Francis,


Well, the weather has been great! It's been hot and sunny all the time. The staff at the hotel say we've been lucky because it often rains in September.

Greece is a fantastic place for a vacation. I've been swimming every day, and Jacob and I have been water-skiing. I wasn't very good, so I only went once, but Jacob has gone three times now. It's fairly expensive, but he loves it! Oh, and we've also been sailing. That was fun. There are a few more things I want to do before we leave. Two weeks just isn't enough! I've never been scuba diving and I'd really like to try. Jacob says it's dangerous though, so he doesn't want to go.

Anyway, I hope you are well. See you soon (I'll show you all the pictures!).

Best wishes, Sarah



a  2.21 Read the e-mail. Who or what do these words describe?

dangerous expensive fantastic fun great lucky

b Answer these questions.

- 1 Where has Sarah gone on vacation?
- 2 Has she gone on vacation alone?
- 3 How long is her vacation?
- 4 How many times has she been water-skiing?
- 5 Has she been scuba diving?

## Writing

Write about three experiences you've had that you enjoyed. Look at the study guide to help you.

*I've been to Europe. I went three years ago.  
It was really exciting. I went with my family.  
We visited ...*

### Study guide

#### Writing about experiences you've had

- 1 Think of something you've done that you enjoyed.  
*been to Europe, tried waterskiing*
- 2 When did you do this?  
*three years ago / last summer*
- 3 Write some adjectives to describe it.  
*exciting, fun*
- 4 Add some more details.  
*Who were you with? What happened?*
- 5 Repeat steps 1–4 for two more activities.



There is a review section every three units to ensure the students are retaining and reusing the language learned in the previous pages.

# Review 3

## Speaking

a With a partner, take turns to flip a coin. Heads = move one circle. Tails = move two circles. Answer the question for the circle you land on.



There is often a lighter feel to the review pages with a focus on using the language rather than being tested on it.

of three. Listen to the example. Take turns to choose a topic. Try to speak for as long as prompts to help you. Your classmates can ask you follow-up questions for more information.

### Talk about ...

- 'house rules' where you live (Who do you live with? How do you organize the housework? Are there any rules?)
- a vacation you didn't enjoy (Where did you go? When? What went wrong?)
- two things you've never done but would like to (What are they? What interests you about them?)
- your favorite things to eat and drink (What are they? When did you first try them? Why are they your favorites?)
- the last time you went to the movies (Who did you go with? When? What did you see? Did you like it?)
- a time you felt disappointed (When? What happened? Why were you disappointed?)
- an exciting place you have been to (Where? How was it exciting? What do you remember about it?)
- things you do to relax (When do you relax? What do you do? How often?)
- a dish you love to cook (What's it called? Who do you cook for? What are the ingredients?)
- something difficult you have done (What was it? Why was it difficult? What happened afterwards?)
- the last time you ate out (When? What did you eat? Who with? Was it good?)
- somewhere you have to go soon (Where is it? Why do you have to go there?)

'Skills check' builds the students' confidence as they see their language improve and expand.

## Listening check

2.23 Listen to these conversations. Choose the correct answer to each question.

### Conversation 1

- Where is Raymond going to go?  
a home b to the mall c to school d out for a meal
- Why can't Laura go with him?  
a She has to work. b She's going to cook. c She's sick. d She's waiting for a call.
- Laura asks Raymond to buy a carton of ...  
a milk b fruit juice c ice-cream d cream
- What does Raymond say he'll buy?  
a a bottle of oil b a bunch of grapes c a can of tomatoes d a jar of jam
- How much cheese do they have?  
a a lot b not much c enough for tonight d none at all

### Conversation 2

- What drink has Vicky never drunk before?  
a soda b pear juice c iced tea d apple juice
- What kind of fruit does Somsack offer Vicky?  
a orange b melon c pear d apple
- Vicky says she has never been ...  
a to the zoo b abroad c to Europe d horseback riding
- What does Somsack say Vicky doesn't have to take when they go out?  
a her hat b any money c her car d her camera
- What kind of restaurant has Vicky never been to before?  
a Thai b Korean c Chinese d Indian

## Language check

Choose the correct answer to complete each sentence.

- Would you like \_\_\_\_\_ chicken?  
a much b any c many d a lot
- Barry failed the exam so he \_\_\_\_\_ take it again next month.  
a doesn't have to b can't c has to d didn't have to
- \_\_\_\_\_ seen a famous singer?  
a Did you b Have you ever c Were you d Do you
- I gave Lisa a small \_\_\_\_\_ of chocolates for her birthday.  
a bunch b carton c jar d box
- \_\_\_\_\_ rice would you like?  
a Any b How many c How much d Some
- Do you want a slice of \_\_\_\_\_ for breakfast?  
a cereal b toast c soup d fruit juice
- Remember to buy \_\_\_\_\_ milk when you go to the supermarket.  
a many b much c any d some
- Molly \_\_\_\_\_ abroad.  
a has ever been b has never been c did never go d wasn't ever going
- I'm sorry, but you \_\_\_\_\_ eat in here.  
a have to b can c don't have to d can't
- I really like scuba diving because it's so \_\_\_\_\_ .  
a boring b exciting c expensive d difficult

## Skills check

Complete the chart.

I can ...	Yes	Need more practice
talk about food and drink.	<input type="checkbox"/>	<input type="checkbox"/>
talk about rules in my life.	<input type="checkbox"/>	<input type="checkbox"/>
talk about things I have done.	<input type="checkbox"/>	<input type="checkbox"/>
listen for main ideas.	<input type="checkbox"/>	<input type="checkbox"/>
find key information in a text.	<input type="checkbox"/>	<input type="checkbox"/>
categorize information in a text.	<input type="checkbox"/>	<input type="checkbox"/>

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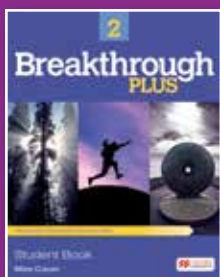
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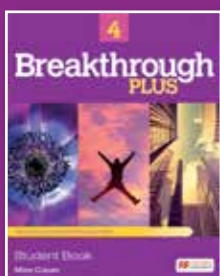
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