

On Screen

Student's Book

2



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Express Publishing

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Pronunciation/Intonation	Speaking & Functions	Writing	Across Cultures	CLIL
	<ul style="list-style-type: none"> greetings/introductions telling the time 	a registration card		
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/e/, /æ/, /ʌ/	<ul style="list-style-type: none"> narrating a story describing clothes asking about/describing experiences – commenting/describing feelings dialogue completion describing pictures 	<ul style="list-style-type: none"> a summary a story (SKILLS: sequence words, tenses, adjectives, story cards) 	<i>Grandmother Spider Steals the Sun</i> (story) – (multiple matching, answer questions)	(Geography) <i>Clouds</i> (informative text) – (multiple matching, answer questions)
Use of English (text completion)				
sentence transformations)				
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Grammar Reference (GR1-GR12) Notions & Functions (NF1-NF4) Writing Bank (WB1-WB2) Word List (WL1-WL5) American English – British English Guide (AE-BEG1) Irregular Verbs (IV1)				

Pronunciation/ Intonation	Speaking & Functions	Writing	Across Cultures	CLIL
homophones	<ul style="list-style-type: none"> comparing festivals describing a special day asking about/describing an event – expressing feelings dialogue completion asking for information 	<ul style="list-style-type: none"> compare festivals describe an embarrassing experience you had an email describing a celebration you attended (SKILLS: adjectives, recommending, error correction) 	<i>Finding your Roots</i> (magazine article) – (multiple choice)	(History) <i>May Day</i> (article) – (answer questions)
Use of English (text completion)				
sentence transformations) – Writing (an email)				
/dʒ/, /tʃ/	<ul style="list-style-type: none"> asking for/making suggestions – agreeing/ disagreeing matching exchanges asking questions 	<ul style="list-style-type: none"> a letter from Mother Earth an email about an event you attended an article providing solutions to a problem (SKILLS: join ideas, expand sentences, error correction) 	<i>El Grando</i> (article) – (multiple choice, complete sentences)	(Environmental Science) <i>Precious Water</i> (quiz, informative text, persuasive text) – (multiple matching, identifying numbers)
Speaking (responding to situations, dialogue completion)				
(text completion, sentence transformations) – Writing (an email)				
/ɔ/ in comparative -er	<ul style="list-style-type: none"> giving directions identifying people describing your flat/ neighbourhood talking about (dis)satisfaction 	<ul style="list-style-type: none"> a summary a text about an attraction in your country an informal letter describing your neighbourhood (SKILLS: word order, brainstorming) 	<i>Petrified Wood Park</i> (Internet advert/ persuasive text) – (missing sentences, complete sentences)	(Art & Design) <i>The Gherkin</i> (article) – (headings, answer questions)
(text completion) – Speaking (responding to situations)				
text completion, sentence completion) – Writing (a note)				
th: /θ/, /ð/	<ul style="list-style-type: none"> describing a film expressing preferences/likes – dislikes asking about a film dialogue completion 	<ul style="list-style-type: none"> a summary a quiz a short book review a film review (SKILLS: adjectives, recommending, brainstorming) 	<i>The Hobbit: From Bestseller to Box Office</i> (article) – (T/F statements, answer questions)	(ICT) <i>How to Import Pictures from a Mobile Phone to a Computer</i> (instructions) – (T/F statements)
(text completion) – Speaking (responding to situations, dialogue completion)				
(sentence transformations, sentence completion) – Writing (an email)				

Unit 1

Day in, day out

What's in this unit?

- ▶ **Topics:** People, Work, Education
- ▶ **Vocabulary:** daily routines, free-time activities, jobs & qualities, school subjects
- ▶ **Grammar:** present simple, present continuous, adverbs of frequency, question words, *-ing* form
- ▶ **Reading:** magazine articles
- ▶ **Listening:** an interview, a conversation
- ▶ **Speaking:** likes & dislikes, suggestions
- ▶ **Writing:** an informal email about your daily routine & free time
- ▶ **Culture:** Australian Jillaroos
- ▶ **CLIL:** (PSHE) *How to make a good first impression*
- ▶ **Skills:** reading (multiple matching, matching headings to paragraphs), use of English (text completion, sentence completion), listening (multiple matching)

Reading

- 1** a) What can the superheroes in pictures B-E do? What do they fight? How are the people in picture A related to them?



Listen and read to find out.

- b) Use the spidergram to tell the class.



STUDY SKILLS

T/F statements

Read the text quickly to see what it is about. Read the sentences and underline the key words. Read the text again and find the part that contains the answer. Make sure all the elements in the statement are true. Be careful with statements that contain words such as **always**, **only**, **never**, **not**. Remember the information can be paraphrased.

THE Real-Life SUPERHEROES

B

A

Superheroes Anonymous is a group of people in New York, who try to keep their **communities** safe.

Like all of the famous superheroes in films and comics the real identities of the members of Superheroes Anonymous are a secret. This group of real-life superheroes **get together** and fight crime on the streets. The group meeting looks like a fancy-dress party. Men and women wear colourful costumes, masks and long black capes. But who are these superheroes?

- 2** Read the text again and mark the sentences **T** (true) or **F** (false). Use the underlined words to help you do the task.

- 1 People know the members' real names.
- 2 Superheroes Anonymous is a group of everyday people.
- 3 During the day they look like everyone else.
- 4 They always meet in the evening.
- 5 They only protect people in danger.



Vocabulary

4 Match the words in bold to their meanings.

- usual • wears • pleased with himself
- people who live in the same areas
- unusual • old • meet
- people without a house to live in
- by themselves

5 **COLLOCATIONS** Fill in the gaps with the words: *fight, proud, real, make, Net, elderly*.

- | | |
|------------------|------------------|
| 1 identity | 4 to feel |
| 2 crime | 5 surf the |
| 3 people | 6 sure |

6 Fill in the gaps with a verb from the list.

- make • fight • deserve • live • look
- lead • hang • put on

- 1 Some elderly people alone and need help.
- 2 The members like real superheroes when they wear their costumes.
- 3 Some superheroes out together on the streets.
- 4 In films all superheroes help to crime.
- 5 Superheroes sure that other people are safe.
- 6 Superheroes double lives so their friends don't know that they are superheroes.
- 7 I think superheroes all to feel proud of themselves.
- 8 Superheroes really like to take off their work clothes and their costumes.

Speaking

7 What is a typical day in the life of Night Owl? Make notes, then use them to compare it with a typical day of yours. Tell the class.

Writing

8 Complete the summary of the text. Then, tell the class.

Superheroes Anonymous is a group of They get together to fight They help the They are ordinary people but they lead In the morning they go to work but at night

Night Owl explains that these people are **ordinary**, but choose to lead **extraordinary** double lives, just like Batman, Spider-Man or Superman. Night Owl says he is an accountant in the day. He goes to work in a suit and tie and works 9-5. At night, he **puts on** his superhero costume and hangs out with his friends on the streets to fight crime. "We don't use our free time to surf the Net, watch TV or read novels," Night Owl says.

Not all of the members of Superheroes Anonymous fight crime. They also help people who need help. They give food and clothing to **the homeless**, or make sure that **elderly** people living **alone** are safe and warm.

Why do they do this? "I live to see the look on people's faces when I help them," explains Night Owl. "I feel like I'm walking on air afterwards." Night Owl deserves to feel **proud**. These heroes are excellent role models.

Check these words

- community • real identity • secret • fight crime
- colourful costumes • lead double lives • accountant
- put on • hang out • read a novel • the homeless
- elderly • live alone • deserve • proud • role model

3 Read the text again and answer the questions.

- 1 Why does the group's meeting look like a fancy-dress party?
- 2 What do the real-life superheroes do as part of the community?
- 3 What does Night Owl mean when he says "I feel like I am walking on air"?

1b

Vocabulary

Jobs & Places of work

1 a) Form nouns to label the pictures.

1

2

3

4

5

6

bank
travel
tour
swimming
taxi
shop

guide
agent
clerk
driver
instructor
assistant

b) Who says each sentence? Choose from the jobs in Ex. 1a.

- 1 I take tourists to historical places.
- 2 I teach people how to swim.
- 3 I sell things to customers.
- 4 I give or take money.
- 5 I arrange holidays for people.
- 6 I drive people where they want to go.

2 a) Check these words in the Word List.

- doctor • teacher • gardener • farmer
- taxi driver • secretary • nurse • waiter
- actor • cook • lawyer • accountant
- police officer

b) Where does each person work? Write or say sentences.

- hospital • theatre • outdoors • office
- restaurant • school

A doctor works in a hospital.

Character adjectives

3 Fill in: *reliable, sociable, creative, unfriendly, careful, lazy, patient, polite.*

- 1 Keith is and enjoys talking to people.
- 2 John is and doesn't make mistakes.
- 3 Ann is very; she doesn't mind waiting for things.
- 4 Helen is; she is great at making unusual things.
- 5 Paul is; he has very good manners.
- 6 She's; you can count on her to do the job.
- 7 Kate can be at times and doesn't like working.
- 8 Bob can be at times; he behaves in an unkind way.

4 Match the adjectives to their opposites. Check in your dictionaries.

Note: We use *ir-, un-, im-* to form negative adjectives.

Positive	Negative
1 <input type="checkbox"/> patient	a lazy
2 <input type="checkbox"/> creative	b irresponsible
3 <input type="checkbox"/> hard-working	c unsociable
4 <input type="checkbox"/> sociable	d unfriendly
5 <input type="checkbox"/> responsible	e impatient
6 <input type="checkbox"/> friendly	f unimaginative

5 Listen to Kate talking about herself and complete the sentences.

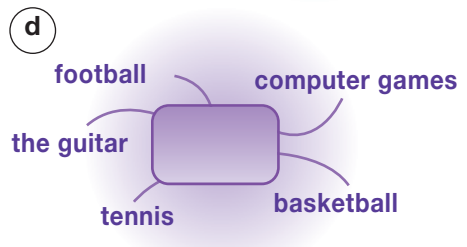
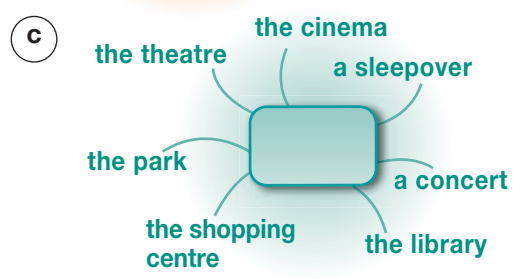
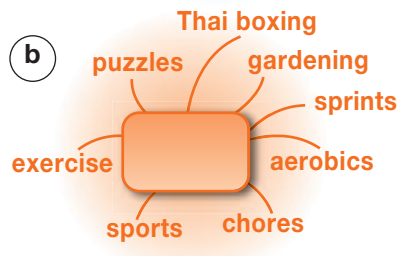
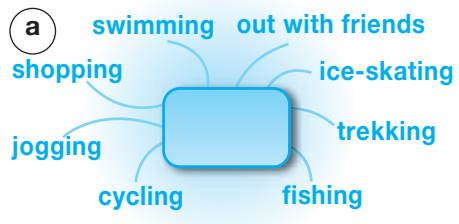
Kate works as a ...
She works in ...
She needs to be ..., ... and ...

6 **SPEAKING** Which character qualities best describe you/your friend? Give reasons.

I'm very ... ; I always I'm a bit lazy though; I sometimes My friend is

Free-time activities

7 a) Fill in: *do, play, go, go to.*



b) SPEAKING Which of these activities do you/don't you do in your free time? Tell your partner.

I don't ... but I ...

8 Listen to Mark talking about his free-time activities. What does he like? - doesn't he like?



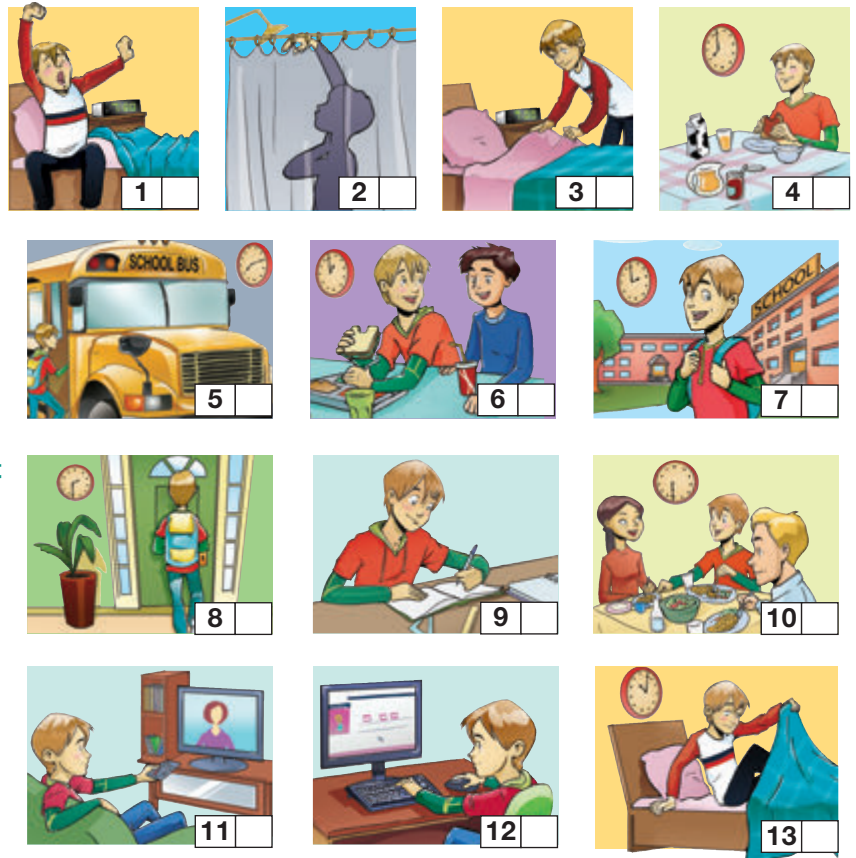
9 **SPEAKING** Compare Mark's free-time activities to yours.

*Mark likes ... I like ... too .
Mark doesn't like ... but I do.
I don't like ...*

Daily routine

10 Match phrases A-M to the pictures (1-13).

- | | | |
|-------------------------|------------------------|----------------------------------|
| A have breakfast | F have a shower | K surf the Net |
| B have lunch | G make the bed | L catch the bus to school |
| C have dinner | H get up | M school finishes |
| D go back home | I watch TV | |
| E do homework | J go to bed | |



11 **SPEAKING** What is Peter's daily routine? Tell the class.

Peter gets up at 7 o'clock. He has ...

12 Use these verbs to complete the text: *go (x2), surf, chat, get, have (x2), help.*

I ♥ Saturdays

Saturdays are great. I **1** up at about 9:00 and **2** breakfast. Then I **3** with the chores at home. We **4** lunch, then I sometimes **5** shopping with my mum. In the evenings I usually **6** the Net or I **7** online. My friends and I sometimes **8** to the cinema.

(Sandra, 14)

13 **WRITING** Compare your Saturdays to Sandra's.

Sandra usually gets up at about 9:00. I don't get up at 9:00. I always get up at 10:00.



Present simple vs Present continuous

Present simple

- routines/habits
Do they eat dinner at 7:00 every evening?
She goes shopping on Saturdays.
- permanent states
They don't live in London. They live in Paris.

Time expressions: every day/week/month/year etc, on Mondays, in the summer, twice a week

Present continuous

- actions happening now
I'm not watching TV, Mum. I'm studying.
- actions happening around the time of speaking – *Are you staying with Lynn?*
- future arrangements
They are flying to Ankara tomorrow.

Time expressions: now, at the moment, at present, today, tomorrow, this Monday

Note: some verbs (**want, like, need, believe,** etc) don't have continuous tenses.

I like dancing. (NOT: I am liking dancing.)

➤ see pp. GR3-GR4

1 a) Read the table. How do we form the affirmative/interrogative/negative of the **present simple/present continuous**?

b) Read the joke. Find examples of the uses of the **present simple** and the **present continuous**.

2 Study the box, then write the third person singular of the verbs.

get + -s → gets	play + -s → plays
go + -es → goes	study + -ies → studies
catch + -es → catches	

- | | | | |
|--------|--------|---------|----------|
| 1 like | 3 do | 5 stay | 7 listen |
| 2 cry | 4 read | 6 teach | 8 try |

3 Study the box, then write the verbs adding **-ing**.

Verb + -ing form

sleep + -ing → sleeping	cry + -ing → crying
write + -ing → writing	study + -ing → studying
lie + -ing → lying	get + -ing → getting

➤ see p. GR4

- | | | | |
|--------|---------|--------|---------|
| 1 put | 4 swim | 7 tie | 9 study |
| 2 have | 5 relax | 8 ride | 10 try |
| 3 die | 6 plan | | |

4 a) Fill in: *love, hate, like, not mind, not like* in the correct form.

- 😊 Jan 1) *loves* surfing the Net.
- 😊 She also 2) playing basketball.
- 😞 She 3) going shopping.
- 😞 She 4) watching TV.
- 😞 She 5) doing chores.

b) Now write sentences about you.

I like ... I enjoy ... I don't like ... I hate ...

5 Form questions and answer them, as in the example.

- 1 Dad/have breakfast? – sleep
Is Dad having breakfast?
No, he isn't. He is sleeping.
- 2 Tom/send emails? – surf the Net
- 3 Rachel and Beth/do puzzles? – do their homework
- 4 Mum/watch TV? – cook

6 **SPEAKING** In pairs write questions. Use the *present simple* or the *present continuous*.

- 1 you/get up at 7:00/every day?
A: Do you get up at 7:00 every day?
B: No, I don't. I get up at 7:30 every day.
- 2 you/do sports/every weekend?
- 3 you/tidy your room/now?
- 4 you/eat out/on Sundays?
- 5 you/watch TV/now?

7 Put the verbs in brackets into the *present simple* or the *present continuous*.

- 1 A: What (you/do) after school on Mondays?
B: I (go) cycling.
- 2 A: (you/catch) the bus home from school today?
B: No, I (meet) Emma in the park.
- 3 A: What time (Carol/leave) for school?
B: She always (leave) at 8:30.
- 4 A: (Sue/work) on Saturdays?
B: No, she only (work) Mondays to Fridays.
- 5 A: Julie (not/play) tennis tonight.
B: I (not/play) either – I (go) to the cinema.

8 Put the verb in brackets into the *present simple* or the *present continuous*.

A: Hi Louise. It's Susie. What **1** (you/do) this afternoon?
B: Hi Susie! Nothing much. You?
A: I **2** (go) to yoga class in an hour. **3** (you/want) to come with me?
B: Sure! But I **4** (need) to be back by 7:30 because we **5** (all/have) dinner together tonight.
A: No problem. The class **6** (finish) at 7:00.
B: OK! See you soon!

Adverbs of frequency
Adverbs of frequency answer the question: **How often?** They usually go **before** the main verb, but **after** the verb **to be**.
▶ see p. GR4

9 Fill in: *never, usually, always, often, sometimes, hardly ever.*

100% I **1** *always* go to bed at 11:00.
75% I **2** play football on Saturdays.
50% I **3** watch TV in the evenings.
25% I **4** cook dinner.
5% I **5** eat out.
0% I am **6** late for school.

10 Write the words in the correct order, as in the example.

- 1 goes/usually/Stuart/to bed at 11:00.
Stuart usually goes to bed at 11:00.
- 2 sometimes/we/football/play/on Saturdays
- 3 late/watch TV/never/they/at night
- 4 is/always/Annie/patient with others

11 Write true sentences about you/your friends. Use *adverbs of frequency*.

I usually watch TV in the evenings. My friend ...

12 **SPEAKING** In pairs, ask each other what you do in the mornings/afternoons/evenings every day and what you are doing this weekend. Use *adverbs of frequency* and question words like: *What, How often, Where, When, Who, Whose, Which.*

- A: What do you usually do on Monday mornings?*
B: I usually go to school. I never play football.
A: Where are you going this Saturday evening?
B: I'm going to the shopping centre.

13 **WRITING** Write a short paragraph about your typical week and your plans for the weekend.

Reading

1 Look at the picture. What are Jillaroos and Jackaroos? What do they do?



Listen and read to find out.

2 Read the text and complete the sentences.

- 1 Erin thinks the scenery is
- 2 Erin stays on
- 3 The Jillaroos start work
- 4 Jillaroos and Jackaroos have to make their horses
- 5 Jillaroos also learn to
- 6 Erin's favourite time is when they

3 Read again and mark the sentences *T* (true) or *F* (false).

- 1 Life in the Australian outback is different from Sydney.
- 2 Jillaroos get up very early to feed the animals.
- 3 Sheila is Erin's best friend.

4 Read the blog again and answer the questions.

- 1 What are Jillaroos and Jackaroos?
- 2 What do they learn on the ranch?
- 3 Why do they have to spend a lot of time with their horses?

Erin's Australian Adventure Blog

12 July

A Day in the Life of a Jillaroo

Hi everyone! Well, here I am, in the Australian outback! It's a big **change** from Sydney, but I'm really enjoying the peace and **quiet** here, and the **scenery** is just amazing! It's **late** now and the sun is slowly setting behind the mountains. I'm still dressed in my work clothes.

For two weeks, I'm what they call a 'Jillaroo', which is a cowgirl in training. The young men training with me are called 'Jackaroos'. There are twenty of us staying on the ranch. Every morning we wake up at **sunrise** to feed the ranch animals before we have breakfast. After that, we spend most of the morning with the horses. For Jillaroos and Jackaroos, your horse is your **best** friend, so we learn how to **gain** their trust. My horse's name is Sheila. We're not **close** friends yet, but we're making progress.

Being a Jillaroo isn't just about working with horses. In the evenings, we go trekking and learn how to **set up** campsites. Our **instructor**, Bill, is **great**. I love it when we **gather** around the campfire drinking tea.

Well, that's all for now. Wish me luck on the ranch!

Leave a comment

Check these words

- *adventure* • *the outback* • *peace* • *quiet*
- *scenery* • *sun setting* • *training* • *sunrise*
- *feed* • *gain trust* • *make progress* • *set up*
- *campsite* • *gather* • *campfire* • *luck*

Vocabulary

5 Match the words in bold to their synonyms.

- build • difference • view • win • come together • teacher • fantastic

6 Match the highlighted words to their opposites.

- noise • worst • early • sunset • distant

7 Fill in: *setting, trekking, instructor, peace, close, survive*.

- 1 She likes the and quiet of the countryside.
- 2 Look! The sun is behind the mountain.
- 3 Tammy and Laura are friends.
- 4 It's difficult to in the Australian outback.
- 5 We like going
- 6 Our is showing us how to set up campsites.

Prepositions

8 Fill in: *on, at, in*.

- 1 She makes breakfast the morning.
- 2 He goes to bed 9:30.
- 3 He doesn't work Mondays.
- 4 He starts work noon.
- 5 They often go camping weekends.
- 6 She goes to the cinema Saturday afternoons.

STUDY SKILLS

Collocations

Collocations are two or more words that go together. e.g. *fast train* (NOT: ~~quick train~~). Learn these words together. This will help you sound natural in English.

9 **COLLOCATIONS** Do or make? Complete the gaps. Check in your dictionaries.

- | | |
|---------------------|---------------------|
| 1 progress | 6 breakfast |
| 2 tea | 7 the washing |
| 3 homework | 8 your best |
| 4 sb a favour | 9 a decision |
| 5 friends | 10 a promise |

10 Fill in: *gain, big, luck, sets, feed, set up*.

- | | |
|------------------------|------------------|
| 1 change | 4 to trust |
| 2 the sun | 5 to |
| 3 to the animals | campsites |
| | 6 wish me |

Speaking

11 a) Tell the class three things you learnt from the text.

b) Read the text again and complete the mindmaps, then describe a typical day in the life of a Jillaroo to the class.

A Jillaroo's typical day

In the mornings ...

- 1 *feed animals.*
- 2
- 3

In the evenings ...

- 4
- 5
- 6

STUDY SKILLS

Multiple matching

Read the rubric and the list of words. While you listen, try not to get distracted as all the options are mentioned.

Listening

12 Read the rubric, then do the task.

You are going to hear a telephone conversation between two friends about working as a Jackaroo. For every day (1-4) choose the duty (A-E) Chris has to do. One duty is extra.

DUTIES

1 Monday 2 Tuesday 3 Wednesday 4 Thursday

(A) cook lunch (B) set up a campsite
(C) feed animals (D) go trekking (E) ride horses

Writing

13 **ICT** Think of an outdoor job in your country. Collect information, then write or say a few sentences about it. Think about: *name of job, place, daily routine*.

1e

Listening skills

Multiple choice

Preparing for the task

STUDY SKILLS




Read the rubric, then read the questions and possible answers. If there are pictures, think of vocabulary related to them. This will help you do the task.

- 1 Read the text and the question. Find the numbers in the text. Which answer is correct?

I get up at about 7:00 because my school is not far from my house. I get dressed and have breakfast. The school bus usually picks me up at 7:45. Classes start at 8:30 but we usually reach school at 8:15.

Pam




Pam starts school at ...

- A  B  C 

- 2 Read the rubric, then the questions and possible answers.

You are going to hear five recordings about people's everyday lives. For each question (1-5), choose the right answer (A, B or C).

- 1 What time is dinner?

- A  B  C 

- 2 What part of the body does the chair help?

- A  B  C 

- 3 Where does Dave work?

- A  B  C 

- 4 What class is the woman thinking of joining?

- A  B  C 

- 5 What is the woman describing?

- A what she likes cooking
B her favourite hobby
C her morning routine



Now do the task.

- 3 Listen to the last speaker again. How is your morning different from hers? Tell your partner or write sentences.

Multiple matching

- 4 Where do you usually do these hobbies? List under the headings:

INDOORS **OUTDOORS** **BOTH**

- drawing • photography • horse riding
- cycling • collecting stamps/coins • fishing
- swimming • reading • dancing • painting
- playing an instrument
- doing sports • playing computer games

- 5 You are going to listen to Paul talking to his sister Anna about his friends' hobbies.



Listen and match the people to their hobbies. There is one extra hobby.

PEOPLE		HOBBIES	
1	Paul	A	cycling
2	Jeff	B	doing sports
3	Steve	C	collecting coins
4	Ahmed	D	photography
		E	drawing

- 6 Use the adjectives to write or say sentences about the hobbies in Ex. 4, as in the example.

- boring ≠ interesting • expensive ≠ cheap
- exciting ≠ dull • easy ≠ difficult

I don't like horse riding. It's expensive.

Intonation in questions

- 7 Read the theory, then listen and say.

questions which start with a question word:

falling intonation - *Where's Bob?*

Yes/No questions: rising intonation - *Are you OK?*

- Are you going out? • Are you coming?
- Who's Ahmed? • When is he leaving?
- Does she still go horse riding?

Everyday English

Expressing likes/dislikes –
Making suggestions

- 1** Read the first and the last exchange. What is the dialogue about?

Listen and read to find out.



Anna: Hi, Mary. How's it going?
Mary: Not bad, Anna. You?
Anna: I'm OK.
Mary: Are you busy this weekend?
Anna: Not really. Why?
Mary: I'm going to the pool on Saturday afternoon. Do you want to come?
Anna: I don't really like swimming. Why don't we go bowling instead?
Mary: That's a good idea. I really like bowling a lot.
Anna: Is 6:00 OK with you?
Mary: That's great. Let's meet at 6:00 outside the shopping centre.
Anna: See you there.

- 2** Find phrases in the dialogue which express likes/dislikes. Replace them with phrases from the box below.



- I really enjoy/love ...
- I'm fond of ... • I quite like ...
- ... is my favourite ... • I prefer ...

• I don't mind



- I don't enjoy/like ... at all.
- I can't stand ... • I hate ...
- I don't like ... very much.

- 3** a) Decide if each set of sentences are similar or not. Tick (✓) or cross (X) accordingly.

- 1 a He hates bowling.
b Bowling is his favourite sport.
- 2 a She hates pop music.
b She can't stand pop music.
- 3 a She prefers tennis.
b She doesn't like tennis.

Note

like, hate, love, prefer, don't mind, fond of, enjoy, can't stand take a noun, or -ing form.
I like swimming.
I hate playing tennis.

- b) Use phrases from Ex. 2 to make the sets in Ex. 3a that don't match similar in meaning.

- 4** Use the phrases in Ex. 2 to express likes/dislikes. Use these phrases: *fishing, go to the cinema, go horse riding, watch DVDs, play tennis, play football, play computer games.*

A: *Do you like fishing?*

B: *I can't stand it.*

- 5** a) Work in pairs. Take roles and read the dialogue in Ex. 1 aloud.

- b) Replace the underlined phrases in the dialogue in Ex. 1 with appropriate ones from the box below.

Making suggestions

- Why don't we ...?
- How about (going) ...?
- Do you fancy (going) ...?

Agreeing/Disagreeing

- That sounds great.
- I'd like that. • Why not?
- I don't think so.
- No, I don't feel like that.

- 6** Work in pairs. Decide what to do at the weekend. Use ideas from Ex. 4 and the phrases in the box in Ex. 5b. Use the dialogue in Ex. 1 as a model.

Asking questions

- 7** Work in pairs.
Student A: Look at Card A, which gives information about a job.
Student B: Look at Card B and ask Student A questions.
Student A: Answer the questions.

Card A

Job advert

Part-time sales assistant
Fridays and Saturdays 9 to 5
Applicants must be over 16.
Call Peter on 223 6578
(morning hours)

Card B

- what job?
- working hours?
- what age?
- phone number?
- when/call?

Rubric analysis

- 1** Read the rubric and look at the underlined words. Use them to answer the questions.

This is part of an email from a new e-friend, Peter.

So, what do you do? What's your daily routine? What do you do in your free time? Do you like doing sports?

Write Peter an **email** answering his questions (50-100 words).

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What is it going to be about?
- 4 How many words should you write?

Model analysis

- 2** Read Andy's email. Match the paragraphs to the headings.

- 1 free-time activities
- 2 daily routine
- 3 personal information
- 4 closing remarks

- 3** Find in the email: *three school subjects, three sports, three free-time activities, five daily routine activities.*

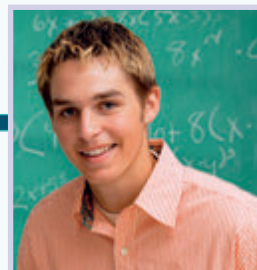
Capital letters

We use capital letters:

- To start a sentence (*I'm Tom*)
- with names (*Karl*)
- with school subjects (*History*)
- with the personal pronoun I (*I'm Andy*)
- with days of the week (*Sunday*), months (*January*)
- with names of cities (*Glasgow*), countries (*Scotland*), continents (*Europe*) and languages (*Spanish*)

- 4** a) Read the theory. Find examples in Andy's email.

From: Andy
To: Peter
Subject: My daily routine & free time



Dear Peter,

A I'm a 15-year-old student in secondary school. I live in London, England.

B My day starts very early because lessons begin at 8:00. I get up at 6:30 and at 7:45 I walk to school. I like History and Geography, but I hate Maths! In the afternoons, I do my homework and help with the chores. In the evenings, I surf the Net and sometimes watch TV. I go to bed at about 10:00.

C On Sundays I often go to the cinema. I love doing sports, too. I like ice-skating and cycling. My favourite sport is swimming.

D What about you? Write back.

Andy

- b) Rewrite the sentences using capital letters.**

- 1 i go to the park on saturdays.
- 2 john's from toronto in canada.
- 3 helen can speak italian and polish.
- 4 sara's birthday is in june.

Punctuation

We use:

- **full stop** (.) at the end of a sentence (*I am Tony.*)
- **comma** (,) to separate items in a list (*I like Maths, Chemistry and Physics.*)
- **question mark** (?) at the end of a question (*How old are you?!*)
- **exclamation mark** (!) at the end of an exclamation sentence (*Maths is great!*)

- 5** Read the theory. Put the correct punctuation marks in these sentences.

- 1 At school I study Music History Art Maths and Science
- 2 I'm not good at Geography
- 3 Do you like Physics
- 4 History is great
- 5 What are your favourite school subjects
- 6 My day starts very early

Word order

6 Put the words in the correct order.

- 1 I/Chemistry/enjoy/really.
- 2 the shopping centre/and/My friends/often/go to/I/on Saturdays.
- 3 cycling/I/basketball/like/and.
- 4 the Net/I/In the evenings/surf/often.
- 5 back/I/After school/walk/home.
- 6 He/often/football/plays.
- 7 isn't/my/History/school subject/favourite.
- 8 can't/She/Chemistry/stand.

Linkers

We use:

- **and, too** to join similar ideas. (*I like Maths. I like History. I like Maths and History. I like History. I like Maths too.*)
- **but** to join opposing ideas. (*Doing sports is exciting, but collecting coins is dull!*)
- **because** to give a reason. (*I never go to the pool. I never go to the pool because it's crowded.*)

7 a) Read the theory. Find examples in Andy's email.

b) Use these words to join the sentences: *and, but, too, because.*

- 1 John studies History. He also studies Geography.
- 2 I like Maths. I don't like French.
- 3 Stella is studying to be an actress. She is also studying to be a singer.
- 4 Sylvia is studying Biology. She loves animals and wants to be a vet.
- 5 Paul wants to be an engineer. I want to be an engineer.

8 Replace the underlined phrases in Andy's email with phrases from the Useful Language box.

Writing

9 Read the rubric. Underline the key words. Make notes of what you can write to John.

Write an **email** to a new e-friend, John (50-100 words). In your email

- present yourself.
- describe a typical weekday for you.
- say what you prefer doing at weekends.

10 Use your notes in Ex. 9 to complete the email. Follow the plan. Use phrases from the Useful Language box.

Useful Language

Personal information

- I'm (name) ... • I am a student. I work as a ... • I live in ... • I'm ... years old

Daily routine

- My day starts at ... • I usually get up at ... After ... I go to ...
- After school, I ... In the afternoons ... In the evenings ... At weekends ...
- I usually go to bed at ...

Likes/Dislikes

- I like ... a lot. / I'm good at ... / I really enjoy ... / I prefer ... / ... is my favourite ...
- I don't really like ... / I'm not fond of ... / I can't stand ...

Free Time

I usually/sometimes (*hang out with my friends, go to the park, go cycling, etc*)

Closing remarks

- Please write to me soon. • Write soon. • I hope to hear from you soon.

Plan

Dear + (friend's first name),

(Para 1) opening remarks, name, age, what you do

(Para 2) daily routine/favourite school subjects

(Para 3) weekend activities

(Para 4) closing remarks, ask friend to write back

(your first name)

Dear John,

I'm a ... in I live

I get up at and then I My favourite school subjects are ... and I don't really like In the afternoons, I ... and In the evenings I

At weekends, I usually I ... too. Sometimes, I



Checklist

When you finish writing your email, check for:

- grammar mistakes • punctuation
- use of capital letters • use of linkers
- paragraphs

Make sure you answer all the questions in the rubric.

1 Look at the pictures. Which shows someone: *biting her nails? smiling? making eye contact?*

A



B



C



2 How can you make a good impression when you meet someone for the first time? Read through to find out.

3 Read the text and complete the gaps (1-3) with the correct word (A-C).

4 Choose the correct word.

- 1 Don't **eat/bite** your nails.
- 2 Smiling **shows/points** you are friendly.
- 3 **Showing/Playing** with your hands suggests you are nervous.
- 4 I don't know Bill well enough to **form/make** an opinion.
- 5 When you are talking to someone, make eye **impression/contact** with them.

5 Listen and read the text. What did you learn from it? Tell the class.



It only takes three seconds for someone to form an opinion about you when you 1) them for the first time. That's why it's so important to make a good first impression. Whether you're starting at a new school or an after-school club, here are some tips to make sure your first impression is a great one.

Do ...

- Smile a lot. This helps to show that you are a friendly person.
- Make eye contact. You want to show that you're listening to the other person.
- Be polite. Listen 2) the other person and don't look around.

Don't ...

- Show you're nervous. Don't bite your nails or 3) with your hands too much. This makes the other person nervous, too.
- Talk about yourself all the time.

1	A meeting	B meet	C meets
2	A with	B at	C to
3	A play	B plays	C playing

Check these words

- *form an opinion* • *first impression* • *tip*
- *eye contact* • *nervous* • *bite nails*

Vocabulary

1 Fill in: *do, go, play, make*.

- | | |
|---------------------|---------------------|
| 1 progress | 6 board games |
| 2 shopping | 7 basketball |
| 3 friends | 8 my best |
| 4 a decision | 9 a favour |
| 5 ice-skating | 10 my nails |
- (10x2=20)

2 Match the opposites.

- | | |
|------------------------------------|----------|
| 1 <input type="checkbox"/> sunrise | A worst |
| 2 <input type="checkbox"/> quiet | B early |
| 3 <input type="checkbox"/> best | C sunset |
| 4 <input type="checkbox"/> late | D noise |
- (4x3=12)

3 Choose the correct word.

- He works in an office. **waiter/accountant**
 - She works in a restaurant. **cook/teacher**
 - He works outdoors. **tour guide/bank clerk**
 - He works in a theatre. **travel agent/actor**
 - She works in a hospital. **lawyer/nurse**
- (5x2=10)

4 Fill in: *does, goes, hangs, chats, surfs, plays*.

- Steve often out with friends.
 - Laura the Net in the evenings.
 - He puzzles.
 - He online.
 - She sometimes trekking.
 - He usually computer games.
- (6x2=12)

5 Choose the correct word.

- Superman's **real/polite** identity is a secret.
 - Superheroes **lead/deserve** double lives.
 - Superheroes Anonymous **gather/fight** crime.
 - Jillaroos try to **feed/gain** their horses' trust.
 - The sun is **setting/going** now.
- (5x2=10)

Everyday English

6 Match the sentences. There is one extra sentence.

- | | | |
|----------------------------|------------------------------------|-----------------------------|
| 1 <input type="checkbox"/> | Do you like football? | A In a bank. |
| 2 <input type="checkbox"/> | What time do you get up? | B Not really. |
| 3 <input type="checkbox"/> | How often do you go to the cinema? | C He's patient and polite. |
| 4 <input type="checkbox"/> | What does he do? | D In the evening. |
| 5 <input type="checkbox"/> | What is he like? | E Every Saturday. |
| 6 <input type="checkbox"/> | Where does he work? | F He works as a bank clerk. |
| | | G At 7:30. |
- (6x2=12)

Grammar

7 Put the verbs in brackets into the correct tense.

- How **(he/get)** to school?
 - He **(not/watch)** TV now.
 - What **(you/do)** now?
 - **(Sally/work)** in a bank?
 - She **(tidy)** her room now.
 - He **(study)** Spanish at school.
- (6x2=12)

8 Put the adverbs in the correct place.

- Steve arrives at school late. **(never)**
 - He can be lazy. **(sometimes)**
 - Pete goes to bed at 10:00. **(usually)**
 - She is careful. **(always)**
 - They play basketball. **(often)**
 - She walks to school. **(hardly ever)**
- (6x2=12)

Total: 100

Grammar in Focus

Put the verbs in brackets into the correct tense or choose the correct word.

- Bob 1) **(work)** as a teacher. 2) **His/Her** day 3) **(start)** very early. When he 4) **(finish)** work, he 5) **(go)** back home. He 6) **(play)** with his children 7) **or/because** he 8) **(help)** his wife 9) **with/at** the chores. Bob 10) **(not/work)** now. His children 11) **(have)** football practice at the moment so Bob 12) **(wait)** for them in his car. He always 13) **(drive)** them home when he 14) **(not/work)**.

Reading

Multiple matching

Preparing for the task

1 Read the texts. Choose the correct option.

A

Science Class
visit to the
Science Museum
Monday,
5th April

- 1 This text is an **announcement/email**.
- 2 You can see this text in a **bank/school**.
- 3 This text **advertises a product/gives information**.

B

Keep Quiet
Please

- 1 This text is a **sign/an invitation**.
- 2 You can see this text in a **restaurant/library**.
- 3 This text tells people not to **talk/eat**.

C

For a great day out
visit London Zoo!

Opening Times:
10 am - 4 pm

Tickets:
£20 (adults) – £15.50
(children)

- 1 This text is part of an **instructions leaflet/a brochure**.
- 2 You can see this text in a **zoo/an email**.
- 3 This text **advertises a local attraction/asks for money**.

STUDY SKILLS

Read the texts to get to know what each is about. Think where you can see each/what the purpose is. Read the sentences A-E and underline the key words. They will help you do the task.

2 Read texts 1-4 and sentences A-E below. For each text choose the appropriate sentence. One sentence is extra and does not match any of the texts.

1

The club is not open this weekend.
Aerobics classes are moving to
Wednesday evening.
Please ask Sam for the new timetable.

2

Learn to be an actor!
Private classes available with a
trained performer!
For more details call 987-2542.

3

Students please note that the History exam
tomorrow is now in ROOM 17B.

4

Shop assistant for weekend work, 11 am - 6 pm
every Saturday.
No experience is necessary. Please talk to Mary
inside the shop.

A	You can see this text on a school noticeboard.	
B	You can see this text in an email.	
C	This text advertises a job.	
D	You can see this text at a sports centre.	
E	This text advertises acting lessons.	

Use of English

Sentence completion

Preparing for the task

3 Choose the correct word. Do the sentences test grammar (G) or lexis (L)? Which words helped you decide?

- 1 What time you get up? G
A is B do C does
- 2 She goes to school 8:00.
A on B in C at
- 3 He doesn't walk to school.
A never B usually C sometimes
- 4 How does she play tennis?
A many B time C often
- 5 She likes Geography Maths.
A and B or C to
- 6 They are a lesson now.
A have B has C having
- 7 He's good Spanish.
A at B of C with
- 8 I hope to hear you soon.
A to B from C back
- 9 I don't tennis at all.
A prefer B like C stand
- 10 I can't pop music.
A stand B enjoy C hate
- 11 He always goes to the gym Mondays.
A in B at C on
- 12 Do you watch TV the evenings?
A on B in C at
- 13 He out with his friends at weekends.
A hangs B meets C finds
- 14 She sometimes the Net.
A watches B goes C surfs
- 15 They sports on Saturdays.
A go B make C do

STUDY SKILLS

Read the text, then the options. Decide what each gap tests: *grammar* or *lexis*. Choose the best option. Pay attention to the words before and after each gap. They will help you do the task.

4 Read the text. Fill in each gap 1-3 with the correct word (A, B or C).

From: Anna
To: Kate
Subject: Hi!

Hi Kate,
I'm writing to you from Australia. I'm
1) a ranch training to be a cowgirl.
I get up before the sun rises to feed the animals, then I have breakfast. Then I work with my horse. It's not easy, 2) I like it a lot. Right now we are resting before we go trekking.
I'm 3) a great time.
Write back,
Anna

- 1 A in B at C on
- 2 A and B but C because
- 3 A having B enjoying C doing

Listening

Multiple matching

5 1.15 You are going to hear a conversation between a brother and a sister. Match the hobbies (A-E) to the people (1-4). Write the appropriate letter (A, B, C, D or E) in the right box. You'll hear the conversation twice. One hobby is extra and does not match any of the people.

PEOPLE	HOBBIES
1 <input type="text"/> Amy	A aerobics
2 <input type="text"/> Paul	B computer games
3 <input type="text"/> Martin	C photography
4 <input type="text"/> Bob	D drawing
	E swimming

Reading

Matching headings to paragraphs

Preparing for the task

- 1** Read the headings. Decide which words best match the underlined words.

- A** DAILY ROUTINE
B TRAINING HARD

- get up • go to the gym
- exercise • have lunch
- go to bed • keep fit
- walk to work
- work out in gym
- Thai boxing • do sprints

- 2** Now read the text and decide which heading (A, B) in Ex. 1 best matches the paragraph below. Underline the words that helped you decide.

Being a stuntman is a demanding job. Stuntmen work out in the gym almost every day to keep fit. On a normal week they usually have five sessions of one hour each. I usually do sprints and Thai boxing.

STUDY SKILLS

Matching headings

Read the headings and underline the key words. Try to think of words related to them. Read the text quickly to get the gist. Read again and try to find words that mean the same as the underlined ones. This will help you do the task.

- 3** Read the text and match the headings (A-D) with the paragraphs (1-3). One heading does not match any paragraphs.

- A** DAILY ROUTINE
B FUN TIME
C A UNIQUE TRAVEL EXPERIENCE
D FRIENDLY BUT DANGEROUS

Unusual Jobs: Jaguar Sitting

1

Josh Sims is spending a year travelling around South America. Right now he is in Bolivia. For three weeks, he's taking care of a jaguar, the third biggest of the 'big cats' and one of the most dangerous animals on Earth!

2

His day begins very early as one of his responsibilities in the camp is to make breakfast. Then, for the rest of the day, together with his friend, Carl, they're 'sitting' a one-year-old orphan jaguar called Ru. They do whatever Ru wants them to do!

3

Ru is a harmless animal who likes being with people, but they have to be careful with him. Sometimes, Ru gets too excited during play and scratches them with his claws. It's usually nothing serious, but they always have to remember that Ru is a wild animal and not a pet. Still, it's an amazing experience.



Use of English

Text completion

Preparing for the task

- 4** a) Read the sentences. What type of words are missing in each sentence? Choose.

- 1 Eric from Canada. **preposition/verb**
 2 He is a **noun/adjective**
 3 He is friendly sociable. **noun/conjunction**
 4 He always spends afternoons at the pool. **possessive adjective/pronoun**
 5 Right now he is the Net. **noun/verb**
 6 Their flat is on the floor. **adjective/noun**

- b) Choose the word which best completes each gap.

- | | |
|----------------------|------------------|
| 1 coming – comes | 4 he – his |
| 2 student – students | 5 surf – surfing |
| 3 and – but | 6 two – second |

STUDY SKILLS

Text completion

Read the text carefully to get to know the gist of it. Identify what is missing in each gap (noun, adjective, etc). Carefully select the word that best fits each gap and decide how to change it. Read the completed text to see if it makes sense.

- 5 Read the text. Complete the gaps with appropriate words from the box in the correct form. Correct grammar and spelling is required. One word is extra.

friend I study go three get

Hi Mary,
I'm Laura. I live in Newport, Wales. I'm almost 14.
1) parents are doctors. My brother 2)
at university. He wants to be a lawyer. We live in a flat on
the 3) floor. I like History and Spanish. Right
now, I'm 4) ready to go out with my 5)
They're waiting for me. Be my e-friend.
Laura

Sentence completion

Preparing for the task

- 6 a) Read sentences 1 and 2. Then underline the correct options in sentences A and B.

1 He (not/like)
Geography much. He prefers Maths.

- A The sentence *describes an action happening now/contains a verb which doesn't have continuous forms*.
- B The verb in brackets *should be in the third-person singular/should be in the affirmative*.

2 "When (you/play)
basketball?" "At 7:30 on Saturdays."

- A The verb describes *a routine/an action happening now*.
- B The verb in brackets *should be in the interrogative/be in the first person singular*.

- b) Complete the gaps in sentences 1 and 2.

STUDY SKILLS

Read the sentence and pay attention to the words in brackets. You can't change the order they are given in. Find the words in the sentence that will help you decide how to use the words in brackets. Complete the sentence and check to see if it makes sense.

- 7 Complete the sentences using the correct form of the verbs in brackets. Do not change the order of the words. Add any necessary words.

- 1 He always (do/homework) in the afternoon.
He always
in the afternoon.
- 2 She (enjoy/play/basketball) in her free time.
She
in her free time.
- 3 She (be/always) late for school.
She late for school.
- 4 They (not/listen) to music at the moment.
They
to music at the moment.
- 5 We (not/be/really) close friends.
We
close friends.

▶ Workbook p. 13

Check your progress

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Now I can do these in English

- talk & write about daily routines/free-time activities
- talk about jobs
- express likes/dislikes
- ask questions
- make suggestions – agree/disagree
- use capital letters & correct punctuation
- join sentences with *and, too, but, because*

and I can do these tasks

- multiple matching (reading)
- text completion (use of English)
- multiple matching (listening)
- matching headings to paragraphs (reading)
- sentence completion (use of English)