

*Excite, educate,  
inspire your students*

# On Screen



Express Publishing



# On Screen

## Student's Book

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# 1



Express Publishing

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Listening	Speaking	Writing	CLIL/Culture
<ul style="list-style-type: none"> <li>identify numbers</li> </ul>	<ul style="list-style-type: none"> <li>ask about addresses &amp; telephone numbers, age</li> <li>ask about/tell the time</li> <li>classroom language</li> <li>greetings</li> </ul>		
<ul style="list-style-type: none"> <li>a school timetable (gap filling)</li> <li>a dialogue (multiple matching)</li> <li>Pronunciation: /s/, /z/, /ɪz/ -s ending (plurals)</li> </ul>	<ul style="list-style-type: none"> <li>ask for – giving personal information</li> <li>present your superhero</li> <li>present yourself</li> <li>present your country</li> <li>present your country's flag</li> </ul>	<ul style="list-style-type: none"> <li>a post about your favourite superhero</li> <li>a short text about you and your friend</li> <li>an email to your e-friend presenting yourself (SKILLS: Word order, capital letters, linkers: <i>and/but</i>)</li> <li>a fact file about your country</li> </ul>	<b>CLIL (Geography):</b> <i>The UK</i> (article) <b>Culture Spot:</b> <i>The Union Jack</i>
<ul style="list-style-type: none"> <li>dialogues (multiple choice)</li> <li>a monologue (identify images)</li> <li>an advert (gap filling)</li> <li>Intonation: word stress</li> </ul>	<ul style="list-style-type: none"> <li>describe your neighbourhood</li> <li>describe a model village</li> <li>describe your house &amp; give directions</li> <li>present your neighbourhood &amp; house</li> <li>present a special place in your country</li> </ul>	<ul style="list-style-type: none"> <li>a summary of the text</li> <li>a short text about a place in your country</li> <li>an email describing your home (SKILLS: punctuation, adjectives, brainstorming)</li> </ul>	<b>CLIL (D&amp;T):</b> <i>The Heliotrope House</i> (article) <b>Culture Spot:</b> <i>Houses in the UK</i> (article)
<ul style="list-style-type: none"> <li>dialogues (multiple choice)</li> <li>Pronunciation: /s/, /z/, /ɪz/ -s ending (3rd-person singular present simple)</li> </ul>	<ul style="list-style-type: none"> <li>present your family</li> <li>describe your weekly routine</li> <li>identify &amp; describe people</li> <li>present our skeleton</li> <li>compare families</li> </ul>	<ul style="list-style-type: none"> <li>an informal email about Messi</li> <li>an email describing your best friend (SKILL: linkers; <i>also/too/or</i>, word order)</li> </ul>	<b>CLIL (Science):</b> <i>Our skeleton</i> (article) <b>Culture Spot:</b> <i>British Families</i> (article)
<ul style="list-style-type: none"> <li>dialogues (multiple choice)</li> <li>Pronunciation: /ɪŋ/</li> </ul>	<ul style="list-style-type: none"> <li>describe clothes</li> <li>buy clothes</li> <li>present two popular tourist destinations</li> <li>compare weather conditions</li> </ul>	<ul style="list-style-type: none"> <li>an informal email giving news</li> <li>a postcard from a holiday resort (SKILLS: apostrophes, tenses, word order, brainstorming)</li> <li>a poem</li> </ul>	<b>CLIL (Literature):</b> <i>Bed in Summer</i> (poem) <b>Culture Spot:</b> <i>Seasons &amp; Weather in the UK</i> (article)
<ul style="list-style-type: none"> <li>a monologue (T/F statements)</li> <li>Pronunciation: /t/, /d/, /ɪd/ -ed ending</li> </ul>	<ul style="list-style-type: none"> <li>present the ancient Egyptians</li> <li>a presentation of a famous person</li> <li>describe a visit to a place</li> <li>read dates</li> <li>present a historical event</li> </ul>	<ul style="list-style-type: none"> <li>a paragraph about an important historical event in your country</li> <li>a biography (SKILLS: sequence of events, tenses, expressing admiration)</li> </ul>	<b>CLIL (History):</b> <i>Guy Fawkes</i> (article) <b>Culture Spot:</b> <i>Our World of Monuments</i> (informative text)
<ul style="list-style-type: none"> <li>a dialogue (multiple choice)</li> <li>a monologue (note taking)</li> <li>Intonation: counting syllables</li> </ul>	<ul style="list-style-type: none"> <li>describe animals</li> <li>present a dinosaur</li> <li>narrate an experience</li> <li>express concern/disbelief</li> <li>summarise a story</li> <li>a presentation about reptiles</li> </ul>	<ul style="list-style-type: none"> <li>a text about Ankylosaurus</li> <li>a myth about an animal</li> <li>a story (SKILLS: set the scene, sequence words, adjectives, adverbs)</li> </ul>	<b>CLIL (Science):</b> <i>Mammals</i> (informative article) <b>Culture Spot:</b> <i>England's National Animals</i> (article)
<ul style="list-style-type: none"> <li>a monologue (multiple choice)</li> <li>Pronunciation: /ɪ/</li> </ul>	<ul style="list-style-type: none"> <li>compare places</li> <li>present a film</li> <li>express likes/dislikes</li> <li>talk about a film</li> </ul>	<ul style="list-style-type: none"> <li>a blog entry (describing a film) (SKILLS: recommending, avoiding repetition)</li> </ul>	<b>CLIL (Music):</b> <i>Music to your ears</i> (informative text) <b>Culture Spot:</b> <i>Fringe Festival</i> (article)
<ul style="list-style-type: none"> <li>a dialogue (multiple choice/gap filling)</li> <li>an announcement (gap filling)</li> <li>Pronunciation: <i>must/mustn't</i></li> </ul>	<ul style="list-style-type: none"> <li>talk about healthy eating habits</li> <li>present New Year celebrations</li> <li>make a shopping list</li> <li>express likes/dislikes</li> <li>order food at a fast food restaurant</li> <li>present &amp; compare food festivals</li> </ul>	<ul style="list-style-type: none"> <li>an informal email about a food festival (SKILLS: punctuation, error correction)</li> <li>a blog entry about a food festival in your country</li> </ul>	<b>CLIL (Food technology):</b> <i>My eatwell plate</i> (persuasive article) <b>Culture Spot:</b> <i>Fish and Chips</i> (article)
<ul style="list-style-type: none"> <li>a dialogue (T/F statements)</li> <li>an advert (gap filling)</li> <li>Pronunciation: <i>will/'ll/won't</i></li> </ul>	<ul style="list-style-type: none"> <li>make predictions</li> <li>say how you use a computer</li> <li>make plans &amp; express certainty/uncertainty about future plans</li> <li>present our solar system &amp; the Sun</li> </ul>	<ul style="list-style-type: none"> <li>weekend/summer plans &amp; predictions</li> <li>an email about holiday plans (SKILLS: word order, error correction)</li> </ul>	<b>CLIL (Science):</b> <i>The Solar system</i> (text) <b>Culture Spot:</b> <i>The Royal Observatory</i> (informative text)



# Meet & Greet

# Module 1

## Superheroes

They are popular all over the world and with good reason. Which one is your favourite?

 Video

### MODULE OBJECTIVES

- ▶ **Vocabulary**
  - character adjectives
  - countries & nationalities
  - school subjects
  - sports
- ▶ **Reading**
  - blog entries
- ▶ **Grammar**
  - *can* (ability)
  - the verb *to be*
  - subject/object pronouns
  - possessive adjectives/pronouns
  - question words
  - plurals
- ▶ **Listening**
  - note taking
  - multiple matching
- ▶ **Speaking**
  - asking for/giving personal information
- ▶ **Writing**
  - an informal email about yourself
- ▶ **CLIL (Geography):**
  - *The United Kingdom*
  - **Culture:** *The Union Jack*
- ▶ **Progress Check**



Green Lantern (Coast City, USA)

Spider-Man (New York City, USA)

Hulk (Ohio, USA)

Mr. Fantastic (Central City, USA)

Catwoman (Gotham City, USA)

The Flash (Keystone City, USA)

**1** Where is each superhero from?  
*Green Lantern is from Coast City, USA.*

Can (affirmative/negative)	
I/You	can/can't speak English.
He/She/It	
We/You/They	

▶ see p. GR2

**2** What can/can't each superhero do?

Special powers	
• do martial arts	• climb up walls
• fly deep into space & become invisible	• lift very heavy objects
• stretch his/her body	• run very fast

*Catwoman can do martial arts. She can't stretch her body.*

# 1a Reading

## Reading

1 What do you know about the characters in the pictures? Are they good or bad?

2 Which of these sentences best describes each character?

This character ...

- 1 is a **teenager**.
- 2 is a **brilliant engineer**.
- 3 is a **billionaire**.

Read the text to find out.

3 Read the text again and answer the questions.

- 1 Who can fly?
- 2 Who is Anthony Edward Stark?
- 3 Where is Toronto?
- 4 What can Ms. Marvel do?

## Vocabulary

4 Fill in: *head, engineer, super, suit, real*.

- 1 Iron Man is an .....
- 2 Iron Man is the ..... of Stark Industries.
- 3 Iron Man's ..... name is Anthony Edward Stark.
- 4 Ms. Marvel is a girl with ..... powers.
- 5 Iron Man is very strong in his special .....

### Check these words

- *brilliant* • *engineer* • *Physics*
- *billionaire* • *head* • *suit* • *space*
- *amazing* • *teenager* • *super*

# Favourite Avengers.org



Iron Man



Ms. Marvel  
(Kamala Khan)



Home About Contact



**Offline** A  
 Joined: 10/8/11 Newbie Posts: 14

Hi,  
 My name is Samir, and I'm from Amman in Jordan. My favourite Avenger is Iron Man. His real name is Anthony Edward Stark. He is a brilliant engineer with Master's degrees in Engineering and Physics and the billionaire head of Stark Industries. In the suit, he is very strong and fast. He can fly deep into space. He is an amazing superhero.

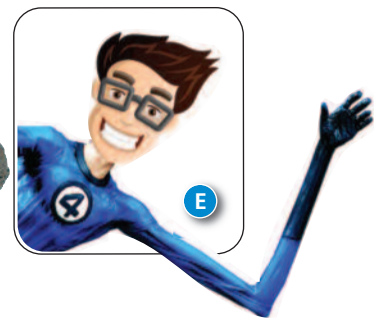
**Offline** B  
 Joined: 10/11/12 Newbie Posts: 3

Hello, Everyone,  
 I'm Sandra from Toronto, Canada. Ms. Marvel is my favourite Avenger. Her real name is Kamala Khan. She is a Muslim American teenager from New Jersey, and she is very clever. She can change her size and shape and use her super powers really well. She is fantastic!

### Character adjectives

5 a) Match the adjectives to the pictures.

- 1  strong
- 2  brave
- 3  kind
- 4  funny
- 5  clever



b) What are you and your friend like? Tell the class.

*I am ... and ... . My friend is ... and ... .*

### Speaking

6 Complete the table.

HERO	CHARACTER	ABILITIES
Iron Man	<i>strong, fast</i>	<i>fly deep into space</i>
Ms. Marvel		

7 **PRESENTATION SKILLS** Use the table in Ex. 6 to present the characters to the class.

*Iron Man is ... and ... . He can ... .*

*Ms. Marvel is ... . She can ... and ... .*

### Listening & Speaking



**THINK!** Listen to the text.  
 Tell the class which of the two Avengers is your favourite and why.

### Speaking & Writing

Create your own superhero. *Who is he/she? What is he/she like? What can he/she do?* Draw a picture, then write a short text. Use the texts in Ex. 2 as a model. Present your superhero to the class.

1 Look at the joke. Why aren't Billy's marks good?

**Pronouns & Possessive adjectives/pronouns**

2 Read the theory. Find examples in Ex. 1.

<b>Subject pronouns</b>	I	you	he/she/it	we	you	they
<b>Object pronouns</b>	me	you	him/her/it	us	you	them
<b>Possessive adjectives</b>	my	your	his/her/its	our	your	their
<b>Possessive pronouns</b>	mine	yours	his/hers/-	ours	yours	theirs

▶ see pp. GR1-GR2

3 Choose the correct item.

- 1 **Mine/My** name's Tonia. **I/Me** am a student.
- 2 This is Jo and Dan. Look at **they/them**.
- 3 The brown dog isn't **theirs/their**. It's **us/ours**.
- 4 Eyad's from Lebanon. **He/His** sister is 12.
- 5 **We/Us** are friends.
- 6 This is Mary. Look at **she/her**.

4 Read the table. Find an example in Ex. 1.

**The verb to be (interrogative & short answers)**

Interrogative	Short answers
Am I Spanish?	Yes, I am./No, I'm not.
Are you Spanish?	Yes, you are./No, you aren't.
Is he/she/it Spanish?	Yes, he/she/it is./ No, he/she/it isn't.
Are we/you/they Spanish?	Yes, we/you/they are./ No, we/you/they aren't.

▶ see p. GR1

5 Form complete questions. Answer them.

- 1 *Is* Darren from Australia? Yes, he *is*.
- 2 ..... Kate 16 years old? No, she .....
- 3 ..... you from Italy? No, I .....
- 4 ..... Monday your favourite day? No, it .....
- 5 ..... they from the USA? Yes, they .....

6 Look at the pictures and ask and answer questions, as in the example.

the UK/British      Greece/Greek      the USA/American  
Bulgaria/Bulgarian      Japan/Japanese      Turkey/Turkish  
Brazil/Brazilian      Poland/Polish      Egypt/Egyptian  
Bahrain/Bahraini      Spain/Spanish      Thailand/Thai

Sami

Jenny & Sandra

Sandy

Ai & Ju

Olga

Antonio & Gil

- 1 Sami/Jordan?  
A: *Is Sami from Jordan?*  
B: *No he isn't. He's from Egypt. He's Egyptian.*
- 2 Jenny & Sandra/Brazil?
- 3 Sandy/the UK?
- 4 Ai & Ju/Thailand?
- 5 Olga/Turkey?
- 6 Antonio & Gil/Greece?

## Question words

**Who:** asks about a person – *Who's he? Hamad.*  
**What:** asks about a thing – *What's this? It's a book.*  
**Where:** asks about a place – *Where's Ann from? Italy.*  
**How old:** asks about age – *How old are you? 12.*  
**When:** asks about time – *When is the Maths lesson? At 9:30.*

▶ see p. GR2

### 7 Read the theory. Then, form questions.

- ..... 's he? Yasser.
- ..... 's he from? Dubai.
- ..... is he? 16.
- ..... 's his birthday? In August.
- ..... 's this? It's his bag.

### 8 Read the answers. Ask questions.

- My name's **Mario**. *What's your name?*
- He's **14 years old**.
- It's a **pencil**.
- She's from **the USA**.
- She's **Sally**.

### 9 Read the joke. What can they do?

#### Can (interrogative & short answers)

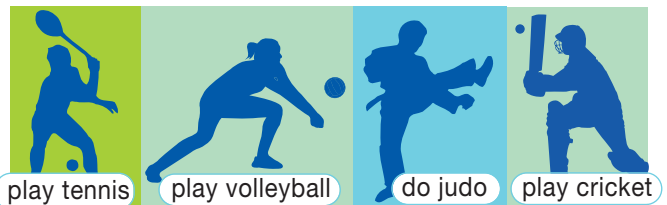
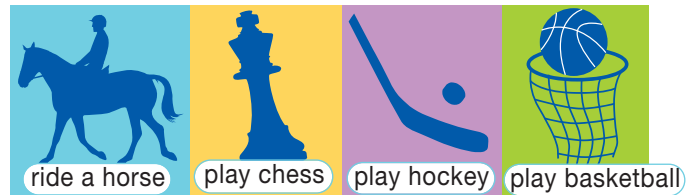


### 10 a) Read the table. Find examples in the joke in Ex. 9.

Interrogative	Short answers
Can I/you/he/etc play chess?	Yes, I/you/he/etc. can. No, I/you/he/etc. can't.

▶ see p. GR2

### b) SPEAKING Find out what your classmate can/can't do, then tell the class.



A: *Can you play basketball?*  
 B: *Yes, I can. etc.*

## Plurals

- noun + **-s**: *one friend – two friends*
- s, -ss, -sh, -ch, -x, -o + -es**:  
*bus – buses, class – classes, brush – brushes,  
 watch – watches, fox – foxes, tomato – tomatoes*
- vowel + **-y + -s**: *toy – toys*
- consonant + **-y → -ies**: *baby – babies*
- some nouns ending in **-f/-fe → -ves**:  
*leaf – leaves, knife – knives*
- irregular plurals**: *man – men, woman – women,  
 child – children, foot – feet, tooth – teeth,  
 mouse – mice, person – people*

▶ see p. GR2

### 11 Read the theory and write the plurals.


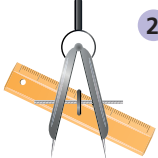







- |                  |                  |
|------------------|------------------|
| 1 pen – pens     | 7 day – .....    |
| 2 box – boxes    | 8 dog – .....    |
| 3 atlas – .....  | 9 leaf – .....   |
| 4 spy – .....    | 10 mouse – ..... |
| 5 potato – ..... | 11 class – ..... |
| 6 wish – .....   | 12 beach – ..... |

### 12 WRITING Write a short paragraph about you and your friend.

# 1c Listening skills

## Vocabulary School subjects

1 a) Listen and say.

 English	 Maths	 Information & Communications Technology (ICT)
 History	 Physics	 Geography
 Art	 Chemistry	 Physical Education (PE)

b) Complete the sentence.

*My favourite school subjects are ...*

2 a) Listen to Tony talking about his school timetable for Monday. Write the missing words (1-4).

	Monday	Room
8:30 – 9:25	Chemistry	R8
9:25 – 10:25	1) .....	R7
10:25 – 10:40	BREAK	
10:40 – 11:35	2) .....	R10
11:35 – 12:30	Physics	R6
12:30 – 1:30	LUNCH BREAK	
1:30 – 2:30	3) .....	R5
2:30 – 3:30	4) .....	R9

b) **SPEAKING** Ask and answer.

A: *Where's the Chemistry lesson?*

B: *In Room R8.*

3 Use these adjectives: *interesting, boring, difficult, easy to talk about various school subjects.*

*Maths is interesting.*

### Note

School subjects ending in -s take a verb in the singular.

## Multiple matching

4 Match the sentences (a-b) to the ones that have a similar meaning (1-4).

a I can't stand Maths.

b Maths is great.

1  I'm good at Maths.

2  Maths is boring.

3  My favourite school subject is Maths.

4  Maths is difficult.

## Preparing for the task

5 Read the extract. Match the people to the school subjects.

**Laura:** *So, what's your favourite school subject, Sandra? Maths?*

**Sandra:** *Maths is OK, but I'm very good at Chemistry. I like it a lot. Jane likes Maths. She's really good with numbers.*

People	Subjects
1 <input type="checkbox"/> Sandra	A Maths
2 <input type="checkbox"/> Jane	B Chemistry

6 You are going to listen to two people talking about their and their friends' favourite school subjects.

Listen and match the people to the subjects.

People	Subjects
0 <input type="checkbox"/> H Andy	A English
1 <input type="checkbox"/> Sue	B Maths
2 <input type="checkbox"/> Jeff	C Chemistry
3 <input type="checkbox"/> Ania	D History
4 <input type="checkbox"/> Paul	E Geography
5 <input type="checkbox"/> Mark	F Physics
	G Art
	H ICT

## Pronunciation /s/ /z/ /vz/

7 Listen and repeat.

/s/ desks, lessons, pens

/z/ balls, boys, photos

/vz/ boxes, horses

# Speaking skills

# 1d

## Everyday English

### Asking for/Giving personal information

- 1 a) Read the first and the last exchange. What is the dialogue about?  
b) Read through to find out.
- 2 a) Use the questions (A-H) to complete the dialogue. One question is extra. Who is the girl in the picture?



Salma: Hello, how can I help you?  
 Helen: I'd like to join the reading club.  
 Salma: Sure. **0)** G  
 Helen: Helen. Helen Matthews.  
 Salma: Right. **1)** .....  
 Helen: H-E-L-E-N, M-A-double T, H-E-W-S  
 Salma: **2)** .....  
 Helen: I'm from London, England.  
 Salma: **3)** .....  
 Helen: I'm 17.  
 Salma: **4)** .....  
 Helen: 32 King Street.  
 Salma: Right. **5)** .....  
 Helen: 2WS 72Z  
 Salma: Thank you. **6)** .....  
 Helen: 209 - 7736  
 Salma: Thanks. Here's your card.  
 Helen: Thank you very much. Goodbye.

### Asking for personal information

- A What's the postcode?
- B How do you spell it?
- C What's your home address?
- D Where are you from?
- E What's your phone number?
- F How old are you?
- G What's your name?
- H What's your email?

- 3 In pairs, take roles and read the dialogue aloud.

## STUDY SKILLS

### Role Plays

Role plays give you the chance to use everyday spoken English language in everyday situations. This helps you improve your speaking skills.

- 4 Work in pairs. You want to join the school chess club. Act out a dialogue similar to the one in Ex. 2. Use the questions (A-H) in Ex. 2a.

## Asking questions

- 5 Work in pairs.  
*Student A:* Look at Card A.  
*Student B:* Look at Card B and ask Student A questions.  
*Student A:* Answer the questions.

### CARD A

## Trevor's profile

<b>First name:</b>	Trevor
<b>Last name:</b>	Milles
<b>Country of origin:</b>	the USA
<b>Age:</b>	17
<b>Address:</b>	12 Oak Street
<b>Telephone:</b>	964-2284

### CARD B

## Trevor's profile

- what/last name?
- where from?
- age?
- address?
- phone number?

- b) Listen and check.

### Rubric analysis

- 1** Read the rubric. Use the underlined words to complete the sentences.

Write an email to your new English e-friend about you (50-60 words). In your email include this information:

- country you are from & age
- your favourite school subjects

- 1 You are going to write ...
- 2 It is for ...
- 3 It should contain ...

### Model analysis

- 2** Read the email and complete the table.

SEARCH

From: Antonio  
To: Mark  
Subject: Hi!

Hi, Mark,  
My name's Antonio, and I'm 17 years old. I'm from Barcelona in Spain.  
I'm a student at UAB. My favourite school subjects are History and ICT. They're very interesting. I'm not good at Physics. It's very difficult.  
What about you? Which are your favourite school subjects?  
Write back,  
Antonio Medina

Name	Antonio
Surname	.....
Country	.....
Age	.....
School name	.....
Favourite school subjects	.....

### Word order

In English, the **subject** (noun, pronoun) is always before the **verb**. *Peter is from London. He is a student.* Adjectives go before the noun (*Tennis is my favourite sport.*), but after the verb to be (*Tennis is easy.*).

- 3** Put the words in the correct order in the affirmative. Write about Claire.

- 1 is/Claire/British – *Claire is British.*
- 2 her favourite/are/subjects/Chemistry and English – .....
- 3 Tony/14 years old/is/her brother  
.....
- 4 is/Chemistry/school/his favourite/subject  
.....
- 5 Claire/can/shy/be/at times  
.....

- 4** Correct the sentences.

- 1 Rosa is Claire's friend best.  
*Rosa is Claire's best friend.*
- 2 She is old 16 years. ....
- 3 Rosa is clever a girl. ....
- 4 Maths is her subject favourite.  
.....
- 5 Her sport favourite is hockey.  
.....

### Capital letters

In English, we use capital letters when we start a new sentence (*He is 16.*) and for: names (*Kareem*), school subjects (*History*), the personal pronoun I (*I'm Kareem*), days of the week (*Monday*), months (*August*) and names of cities (*Cairo*), countries (*Morocco*) and continents (*Asia*).

- 5** Rewrite the sentences using capital letters where necessary.

- 1 becky is 14. her favourite subject is geography.  
*Becky is 14. Her favourite subject is Geography.*
- 2 peter and laura are from london in england.  
.....
- 3 he is paul and she is anna.  
.....
- 4 i am egyptian. ....
- 5 my favourite day is saturday and my favourite month is january. ....
- 6 italy is in europe. ....

**Linkers and/but**

- We use **and** to link two similar ideas. *My favourite colours are blue and yellow.*
- We use **but** to contrast two ideas. *I am good at History, but I'm not good at Maths.*

**6 Link the sentences. Use and or but to write about Mario.**

- 1 Mario is funny. He is kind. *Mario is funny and kind.*
- 2 He's good at Maths. He isn't good at Art.  
.....
- 3 He is clever. He is brave. ....
- 4 He's good at History. He isn't good at French.  
.....

**Writing**

**7 Answer the questions about you.**

- 1 What's your name? .....
- 2 How old are you? .....
- 3 Where are you from? .....
- 4 Are you a student? .....
- 5 Which are your favourite school subjects?  
.....
- 6 Which sports are you good at? .....
- 7 Which sports aren't you good at? .....

**8 Present yourself to the class.**

**9 Read the rubric. Use your answers in Ex. 7 to complete your email. Use the language in the Useful Language box. Follow the plan.**

Write an **email** to your English friend, (50-60 words). In your email write:

- where you are from.
- which your favourite school subjects are.
- which sports you are/aren't good at.

Hi ... ,  
 My name's ... . I'm ... old. I'm from ... in ... .  
 I'm ... . My favourite subjects are ... . I'm good at ... .  
 I'm not good at ... . What about you? ...  
 Write back,  
 (your full name)

**Useful Language**

**Opening remarks**

- Hi!
- Hello!

**Personal information**

- My name's ...
- I'm ... years old.
- I'm from ... in ...

**Favourite subjects**

- My favourite subjects are ...
- I'm good at ...
- I'm interested in ...
- ... is interesting/boring.
- I'm not good at ...

**Closing remarks**

- Write back soon.
- Write back.

**Plan**

Hi, (friend's first name),

(Para 1) name, age, where from

(Para 2) favourite school subjects

(Para 3) ask e-friend about his favourite subjects; closing remarks

sign off

(your full name)



**Checklist**

When you finish writing your email check for the following:

- grammar mistakes
- use of capital letters
- word order in sentences
- use of linkers
- clear paragraphs
- appropriate opening/closing remarks



Ana

I'm from Northern Ireland. Its capital city is Belfast. Its official languages are English and Irish.

Northern Ireland



Wyn

I'm from Wales. Its capital city is Cardiff. Its official languages are English and Welsh.

Wales

England

I'm from Scotland. Its capital city is Edinburgh. Its official languages are English and Scottish Gaelic.



Ina

I'm from England. Its capital city is London. Its official language is English.



Paul

### Check these words

• include • capital city • official language

### Listening & Reading

- 1 What country can you see on the map? What is its capital city?  
 Listen and read to find out.

- 2 Read the texts again. Copy and complete the table in your notebooks.

Country	Capital city	Official language
England		

### Speaking

- 3 Use the completed table to present the UK to the class.

### Writing

- 4 **PRESENTATION SKILLS** Draw a map of your country. Write a short fact file about it. On the map, include the capital city and other cities. Present it to the class.



## Culture Spot

### Listening & Reading

- 1 How many flags are on the Union Jack?  
 Listen and read to find out.

### Speaking & Writing

- 2 Describe the Union Flag to the class.
- 3 **PRESENTATION SKILLS** Write a similar text about the flag of your country. Present it to the class.

## The Union Jack



The Union Jack or Union Flag, is the national flag of the United Kingdom. The flag of England, a red cross on a white background or St George's Cross, the flag of Scotland, a white diagonal cross on a blue background or St Andrew's Cross, and the flag of Northern Ireland, a red diagonal cross, or St Patrick's Cross are together. Wales is part of the UK, but this flag is not on the Union Jack.



## Reading

- 1** Read the text and match the sentences (1-5) to the superhero. Write *B* for Batman or *S* for Superman.

Home info

## Lenny's Blog

Hi, guys! Today's topic is the world's favourite superheroes. Are you a Superman or a Batman fan?



Batman, of course! His real name is Bruce Wayne, and he's a rich businessman from Gotham City, in the USA. He's very strong and clever and he can do martial arts. Another cool thing about him is his super-fast car, the Batmobile. Batman is simply brilliant!

Nick\_2003: 7:03 pm



Batman is fantastic but he can't fly, he can't travel to other planets, and he can't run very fast, like Superman. This superhero from planet Krypton is also very clever and strong. Kal-El, the superhero's real name, can hear and see things that other people can't. He's amazing!

Mario L: 7:10 pm

This superhero ...

- 1 is not from planet Earth. ....
- 2 can do martial arts. ....
- 3 is not a fast runner. ....
- 4 can fly to other planets. ....
- 5 can see things others can't. ....

(5x2=10)

## Everyday English

- 2** Match the exchanges.

- 0** *F* What's your phone number?
- 1** What's the postcode?
- 2** How do you spell it?
- 3** How old are you?
- 4** What's your home address?
- 5** Where are you from?

- A** I'm 17.
- B** 12 Apple Street.
- C** I'm from Sydney in Australia.
- D** B-E-double L.
- E** It's ZWS 722.
- F** It's 555-7925.

(5x2=10)

## Listening

- 3** Listen to David telling his sister what sports his friends can do. Match the people to the sports.

### People

- 0** *H* David
- 1** John
- 2** Sam
- 3** Terry
- 4** Paul
- 5** Patrick

### Sports

- A** basketball
- B** tennis
- C** football
- D** swimming
- E** running
- F** chess
- G** boxing
- H** hockey

(5x2=10)

## Vocabulary

- 4** Write the nationalities.

- 0** Spain *Spanish*
- 1** Greece .....
- 2** Australia .....
- 3** the UK .....
- 4** Kuwait .....
- 5** Spain .....

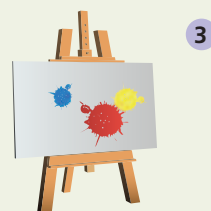
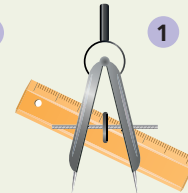
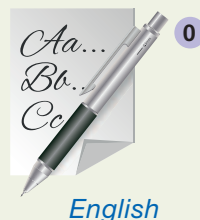
(5x1=5)

- 5** Choose the correct word.

- 0** He can ride/surf a horse.
- 1** He can fly/run deep into space.
- 2** She can do/run very fast.
- 3** He can climb/stretch up walls.
- 4** She can do/play martial arts.
- 5** He can fight/lift heavy objects.

(5x1=5)

- 6** Write the school subjects.



(5x1=5)

## Grammar

- 7** Choose the correct word.
- We/Us** are 17 years old.
  - Look at **him/he**. How old is **him/he**?
  - They/Them** are my friends. Look at **they/them**.
  - She/Her** is Lebanese. **She/Her** name's Rana.
  - That's not **yours/your** pen. It's **me/mine**.
  - Bill is **me/my** friend. The bike is **his/him**.
- (5x2=10)

- 8** Choose the correct word. Then answer the questions.
- Are/Is** he from Egypt? Yes, *he is*.
  - Are/Is** you from Kuwait? No, .....
  - Is/Are** you 16 years old? Yes, .....
  - Is/Am** Steve from the UK? No, .....
  - Are/Am** they 15 years old? Yes, .....
  - Is/Are** her name Amira? Yes, .....
- (5x2=10)

- 9** Put the words in the correct order.
- well/can/He/surf. *He can surf well.*
  - football/play/Can/you? .....
  - run/fast/he/Can? .....
  - do/I/martial/arts/can. ....
  - can't/They/chess/play. ....
  - can/do/judo/She. ....
- (5x2=10)

- 10** Rewrite in the plural, as in the example.
- |  |                          |
|--|--------------------------|
| 0 It's a book.<br><i>They are books.</i> | 3 He's a man.<br>.....   |
| 1 He's a boy.<br>.....                   | 4 It's a knife.<br>..... |
| 2 It's a watch.<br>.....                 | 5 It's a story.<br>..... |
- (5x1=5)

- 11** Choose the correct word.
- What/Who** is she?" "Marta."
  - How old/Who** are you?" "19."
  - Where/Who** are you from?" "Spain."
  - When/Where** is the Art lesson?" "At 10.15."
  - What/Who's** your name?" "Antonio."
- (4x2=8)

## Writing

- 12** Read the rubric, then write your email.

Write an email to your English pen-friend (50-60 words) about you. In your email write:

- your name.
- where you are from.
- what your favourite sports are.

(12 marks)

Total: 100

### ▶ Grammar in Focus

**Choose the correct word or complete the gaps.**

Hi, Mark,

**1) I/My** name's Matias, and I **2)** ..... 17 years old. I'm from Buenos Aires in Argentina. I'm **3)** ..... student at Colombia University. My favourite school subjects **4)** ..... Chemistry **5) and/but** Maths. **6) They/Their** are very interesting. I'm good at sports, too. I can play basketball and football very well, **7) and/but** I can't do judo. My friend, Paolo **8)** ..... play football and tennis very well. **9)** ..... can also play hockey. **10) Our/Ours** favourite athlete is Ronaldo. What about you? **11)** ..... you good at sports? **12) What/Who's** your favourite athlete?

Write back,  
Matias Torres

## Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

### Now I can ...

#### Lexical Competence

- describe people's character
- talk about countries & nationalities
- talk about sports
- talk about school subjects

#### Reading Competence

- read for specific information (multiple matching)
- answer comprehension questions
- complete a dialogue

#### Listening Competence

- listen for specific information (multiple matching)

#### Speaking Competence

- ask for & give personal information

- present: a superhero; myself; my country; my country's flag

#### Writing Competence

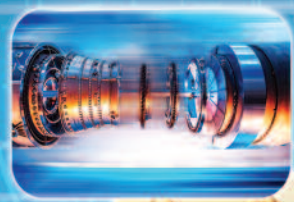
- write an informal email
- use capital letters
- link ideas

# On Screen

## Student's Book

Jenny Dooley  
Series Consultant:  
Dr. Amira H. Traish

# 2



Express Publishing

# Contents

	Vocabulary	Grammar	Reading
<b>Starter</b> (pp. 4-8)	<ul style="list-style-type: none"> <li>countries/nationalities</li> <li>ordinal/cardinal numbers</li> <li>family</li> <li>the time</li> <li>months/days of the week/seasons</li> <li>school subjects</li> <li>clothes</li> </ul>	<ul style="list-style-type: none"> <li><i>be/have got</i></li> <li>possessive adjectives/pronouns – subject/object pronouns • <i>a/an – the</i></li> <li>plurals • <i>have got</i> • <i>this/these – that/those</i> • <i>there is/there are</i></li> <li>prepositions of place • possession</li> <li><i>some/any/no/(a) few/(a) little</i></li> <li>question words</li> </ul>	
<b>Module 1</b> <i>Day in, day out</i> (pp. 9-18) <b>Progress Check 1</b> (pp. 19-20)	<ul style="list-style-type: none"> <li>jobs &amp; places of work</li> <li>character adjectives</li> <li>daily routine &amp; free-time activities/hobbies</li> </ul>	<ul style="list-style-type: none"> <li>present simple</li> <li>present continuous</li> <li>present simple vs present continuous</li> <li>adverbs of frequency</li> <li>verb + <i>-ing</i> form</li> </ul>	<i>The Real-Life Superheroes</i> (article) – (T/F statements; answer questions)
<b>Module 2</b> <i>Travel</i> (pp. 21-32) <b>Progress Check 2</b> (pp. 33-34)	<ul style="list-style-type: none"> <li>types of holidays</li> <li>holiday activities/problems</li> <li>means of transport</li> <li>geographical features/locations</li> <li>compass points</li> </ul>	<ul style="list-style-type: none"> <li>past simple</li> <li>order of adjectives</li> <li>Pronunciation: /t/, /d/, /ɪd/ ending - past simple</li> </ul>	<ul style="list-style-type: none"> <li><i>Travel Experiences</i> (blog entry) – (complete sentences; answer questions)</li> <li><i>Travel Time</i> (blog entry; letter) – (multiple matching)</li> </ul>
<b>Module 3</b> <i>Rain or Shine</i> (pp. 35-44) <b>Progress Check 3</b> (pp. 45-46)	<ul style="list-style-type: none"> <li>weather</li> <li>feelings</li> </ul>	<ul style="list-style-type: none"> <li>past continuous</li> <li>past simple vs past continuous</li> <li><i>while/when</i></li> <li>adverbs of manner</li> </ul>	<i>The Legend of the Rainbow</i> (story) – (multiple choice; answer questions)
<b>Module 4</b> <i>Sports &amp; Health</i> (pp. 47-58) <b>Progress Check 4</b> (pp. 59-60)	<ul style="list-style-type: none"> <li>sports &amp; equipment</li> <li>adjectives</li> <li>injuries</li> </ul>	modals	<ul style="list-style-type: none"> <li><i>Sandy's Sports Blog</i> (blog entries) (multiple matching; answer questions)</li> <li><i>Super Sunday</i> (article) – (matching headings)</li> </ul>
<b>Module 5</b> <i>Tasty Food</i> (pp. 61-70) <b>Progress Check 5</b> (pp. 71-72)	<ul style="list-style-type: none"> <li>food &amp; drinks</li> <li>food preparation</li> <li>health problems</li> </ul>	<ul style="list-style-type: none"> <li><i>to</i>-infinitive/<i>-ing</i> form</li> <li>C/U nouns</li> </ul>	<i>Snacks around the World</i> (article) – (multiple matching; answer questions)
<b>Module 6</b> <i>Special days</i> (pp. 73-84) <b>Progress Check 6</b> (pp. 85-86)	<ul style="list-style-type: none"> <li>festivals/celebrations</li> <li>activities</li> <li>embarrassing moments</li> </ul>	<ul style="list-style-type: none"> <li>present perfect</li> <li><i>just/already/yet/for/since/ever/never</i></li> <li>present perfect/past simple</li> </ul>	<ul style="list-style-type: none"> <li><i>Pete's festival blog</i> (blog entries) – (multiple matching; answer questions)</li> <li><i>Finding your Roots</i> (magazine article) – (multiple choice)</li> </ul>
<b>Module 7</b> <i>Mother Earth</i> (pp. 87-96) <b>Progress Check 7</b> (pp. 97-98)	<ul style="list-style-type: none"> <li>environmental problems &amp; actions</li> <li>materials</li> <li>environmental protection</li> </ul>	<ul style="list-style-type: none"> <li><i>will/won't</i></li> <li><i>be going to</i></li> <li>present continuous (future meaning)</li> <li>conditionals (types 0, 1, 2)</li> </ul>	<i>On Thin Ice</i> (magazine article) – (matching paragraphs)
<b>Module 8</b> <i>Culture</i> (pp. 99-110) <b>Progress Check 8</b> (pp. 111-112)	<ul style="list-style-type: none"> <li>appearance</li> <li>films</li> <li>TV</li> <li>music</li> <li>technology</li> </ul>	<ul style="list-style-type: none"> <li>relative pronouns</li> <li>reflexive/emphatic pronouns</li> <li>question tags</li> <li><i>some/any/every/no</i> &amp; compounds</li> </ul>	<ul style="list-style-type: none"> <li><i>The Life of Pi</i> (film review) – (matching headings; answer questions)</li> <li><i>The Hobbit</i> (article) (multiple choice; complete sentences)</li> </ul>
<b>Module 9</b> <i>Amazing places</i> (pp. 113-122) <b>Progress Check 9</b> (pp. 123-124)	<ul style="list-style-type: none"> <li>structures</li> <li>places</li> <li>shops &amp; services</li> </ul>	<ul style="list-style-type: none"> <li>comparative/superlative</li> <li><i>too – enough/very/really</i></li> </ul>	<i>Ma'in Hot Springs</i> (Internet article) (multiple choice; complete sentences; answer questions)

Listening	Speaking	Writing	CLIL/Culture
	<ul style="list-style-type: none"> <li>greetings/introductions</li> <li>telling the time</li> <li>talk about clothes</li> </ul>		
multiple choice (dialogues)	<ul style="list-style-type: none"> <li>talk about daily routines/free-time activities</li> <li>expressing likes/dislikes</li> <li>making suggestions – agreeing/disagreeing</li> <li>a presentation on how to make a good first impression</li> <li>a presentation on jobs for teens in your country</li> </ul>	<ul style="list-style-type: none"> <li>a summary</li> <li>a paragraph about your typical week &amp; plans for the weekend</li> <li>an email about your daily routine &amp; free time (SKILLS: capital letters; punctuation; word order; linkers)</li> </ul>	<p>CLIL (PSHE): <i>How to Make a Good First Impression</i> (gapped text)</p> <p>Culture Spot: <i>Part time jobs for teens in the UK</i></p>
<ul style="list-style-type: none"> <li>monologues (listen for gist)</li> <li>multiple choice (dialogue)</li> <li>pronunciation /oʊ/, /ɔ:/</li> </ul>	<ul style="list-style-type: none"> <li>talk about holiday problems</li> <li>sympathising/showing interest</li> <li>talk about geographical features</li> <li>a presentation on waves</li> <li>a presentation on a tourist destination</li> </ul>	<ul style="list-style-type: none"> <li>an email about a visit to a place</li> <li>a blog entry about a holiday</li> <li>an informal email about your holiday (SKILLS: adjectives; tenses; opening/closing remarks; brainstorming)</li> </ul>	<p>CLIL (Science): <i>Waves</i> (headings)</p> <p>Culture Spot: <i>The English Riviera</i></p>
<ul style="list-style-type: none"> <li>monologues (listen for gist)</li> <li>interview (T/F)</li> <li>pronunciation /e/, /æ/, /ʌ/</li> </ul>	<ul style="list-style-type: none"> <li>talk about the weather</li> <li>narrating/asking about/describing experiences – commenting/describing feelings</li> <li>describing pictures</li> <li>a presentation on clouds</li> </ul>	<ul style="list-style-type: none"> <li>a summary</li> <li>a story (SKILLS: sequence words; tenses; adjectives)</li> <li>a short text on the national weather service in your country</li> </ul>	<p>CLIL (Geography): <i>Clouds</i> (multiple matching)</p> <p>Culture Spot: <i>The Met Office</i></p>
<ul style="list-style-type: none"> <li>dialogue (matching)</li> <li>advert (gap fill)</li> <li>pronunciation: silent letters</li> </ul>	<ul style="list-style-type: none"> <li>talk about sports &amp; equipment</li> <li>expressing opinion – agreeing/disagreeing</li> <li>describe a health problem</li> <li>present Super Bowl Sunday/sports events</li> <li>present ways to keep our brain healthy</li> </ul>	<ul style="list-style-type: none"> <li>a blog comment about a sport</li> <li>an email expressing your opinion (SKILLS: adjectives expressing opinion; word order)</li> <li>an email about a sports event</li> </ul>	<p>CLIL (Science): <i>Caring for your Brain</i> (answer questions)</p> <p>Culture Spot: <i>Wimbledon</i></p>
<ul style="list-style-type: none"> <li>dialogue (note-taking)</li> <li>pronunciation: /əʊ/, /ɒ/</li> </ul>	<ul style="list-style-type: none"> <li>talk about food</li> <li>ordering a meal/taking – giving orders</li> <li>expressing preferences</li> <li>present snacks around the world</li> <li>present a dessert</li> </ul>	<ul style="list-style-type: none"> <li>a recipe</li> <li>an informal email about your favourite restaurant (SKILLS: adjectives; recommending; inviting; brainstorming)</li> </ul>	<p>CLIL (Science): <i>Cures in the Kitchen</i> (answer questions)</p> <p>Culture Spot: <i>Victoria Sponge</i></p>
<ul style="list-style-type: none"> <li>dialogues (multiple choice/matching)</li> <li>pronunciation: homophones</li> </ul>	<ul style="list-style-type: none"> <li>comparing festivals</li> <li>describing a special day</li> <li>asking about/describing an event/feelings</li> <li>asking for information</li> <li>present festivals</li> </ul>	<ul style="list-style-type: none"> <li>a blog comment/email about a festival</li> <li>an email describing a festival (SKILLS: adjectives; recommending; error correction)</li> </ul>	<p>CLIL (History): <i>May Day</i> (answer questions)</p> <p>Culture Spot: <i>The RHS Cardiff Flower Show</i></p>
<ul style="list-style-type: none"> <li>dialogue/radio programme (note-taking)</li> <li>pronunciation: /dʒ/, /tʃ/</li> </ul>	<ul style="list-style-type: none"> <li>asking for/making suggestions – agreeing/disagreeing</li> <li>a presentation on global warming</li> <li>a presentation on water</li> <li>present an animal organisation in your country</li> </ul>	<ul style="list-style-type: none"> <li>a letter from Mother Earth</li> <li>an article giving solutions to a problem (SKILLS: join ideas; expand notes into sentences; error correction)</li> </ul>	<p>CLIL (Environmental Science): <i>Cloud Seeding</i> (T/F statements)</p> <p>Culture Spot: <i>WWF</i></p>
<ul style="list-style-type: none"> <li>dialogue/review (multiple choice)</li> <li>pronunciation: /ð/, /θ/</li> </ul>	<ul style="list-style-type: none"> <li>deciding on a film to watch</li> <li>expressing likes/dislikes</li> <li>explain how to import pictures from a mobile phone to a computer</li> <li>present a film/book/TV show</li> </ul>	<ul style="list-style-type: none"> <li>a summary</li> <li>a quiz</li> <li>a book review</li> <li>a film review (SKILLS: adjectives; recommending; brainstorming)</li> </ul>	<p>CLIL (ICT): <i>Instructions manual</i> (instructions)</p> <p>Culture Spot: <i>Downton Abbey</i></p>
<ul style="list-style-type: none"> <li>dialogue (Yes/No statements)</li> <li>pronunciation: /ə/ in comparative -er</li> </ul>	<ul style="list-style-type: none"> <li>describing sb's flat/neighbourhood</li> <li>ask about/express (dis)satisfaction</li> <li>ask for/give directions</li> <li>present a tourist attraction in your country</li> <li>compare villages/towns</li> </ul>	<ul style="list-style-type: none"> <li>an informal email narrating an experience</li> <li>an informal letter about your neighbourhood (SKILLS: word order; adjectives; brainstorming)</li> </ul>	<p>CLIL (Art &amp; Design): <i>The Gherkin</i> (answer questions)</p> <p>Culture Spot: <i>Port Austin</i></p>



## Jobs & Places of work

1 Listen and say.



### MODULE OBJECTIVES

- ▶ **Vocabulary**
  - jobs & places of work
  - character
  - daily routine
  - free-time activities
- ▶ **Reading**
  - magazine articles
- ▶ **Grammar**
  - present simple
  - present continuous
  - adverbs of frequency
- ▶ **Listening**
  - dialogues (multiple choice)
- ▶ **Speaking**
  - likes & dislikes
  - suggestions
  - ask questions
- ▶ **Writing**
  - an informal email about you & your daily routine & free time
- ▶ **CLIL (PSHE):**
  - *How to make a good first impression*
  - **Culture:** part-time jobs for teens in the UK
- ▶ **Progress Check**



2 a) Who says each sentence?

- 1 I take tourists to historical places.
- 2 I teach people how to swim.
- 3 I sell things to customers.
- 4 I catch thieves.

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

- outdoors • office • pool • shop

*A farmer works outdoors.*

# 1a Reading

## Vocabulary

**1** 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.

**2** Match the underlined words to their meanings.

- be certain • meet • usual • without other people • special clothes that make you look different • the area around your house
- pleased with himself • wears • people without a house to live in

## STUDY SKILLS

### T/F statements

Read the text quickly to see what it is about. Read the sentences and find 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.

## Reading

**3** Read the text again and decide if sentences 1-5 are *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. ....

**4** 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 for their neighbourhood?
- 3 Why does Night Owl help people who need help?

**THE**  
**Real-Life**  
**SUPERHEROES**

**S**uperheroes Anonymous is a group of people in New York who try to keep their neighbourhood safe.

Like the famous superheroes in films and comics, the members of Superheroes Anonymous keep secret who they really are. This group of real-life superheroes get together and protect people in danger on the streets. The group's meeting looks like a fancy-dress party. Men and women wear colourful costumes, masks and long black capes. But who are these superheroes?

Night Owl explains that they are ordinary people, but choose to have double lives, just

**5** **COLLOCATIONS** Fill in: *proud, catch, make, keep, Net, fight*.

- |         |              |                  |
|---------|--------------|------------------|
| 1 ..... | the bad guys | 4 to feel .....  |
| 2 ..... | thieves      | 5 surf the ..... |
| 3 ..... | secret       | 6 .....          |
|         |              | sure             |





like Batman, Spider-Man and 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 goes out with his friends to make sure that everyone is safe. "We don't use our free time to surf the Net, watch TV or read novels," Night Owl says. But Superheroes Anonymous don't just fight the bad guys and catch thieves. They also help people who need help. They give food and clothes to the homeless and keep old people who live alone safe.

Why do they do this? "I love seeing the look on people's faces when I help them," explains Night Owl. "I feel amazing afterwards." Night Owl is right to feel proud. These heroes are excellent role models.

**Check these words**

- neighbourhood • member • secret
- protect • colourful costumes
- accountant • put on • read a novel
- the homeless • proud • role model

**Character adjectives**

- 6** a) Fill in: *pleasant, helpful, careful, lazy, polite, serious, shy, nasty, intelligent.*
- 1 Keith is always ..... and he never laughs or smiles.
  - 2 John is ..... and doesn't make mistakes.
  - 3 Ann is very ..... and always says 'please' and 'thank you'.
  - 4 Helen can be ..... at times and breaks her brother's toys.
  - 5 Paul is .....; he always gets good marks at school.
  - 6 The new teacher is very .....; she explains everything clearly.
  - 7 Kate can be ..... at times and doesn't like working.
  - 8 Bob is .....; most people enjoy being with him.
  - 9 Sue is .....; she never talks to people she doesn't know.

b) **SPEAKING** What are you/your friend like? Tell your partner. Give reasons.

*I'm very ... ; I always ... . But I can be a bit ... ; I can sometimes be ... . My friend is ... .*

**Speaking**

**7** Use the spidergram to tell the class what these people do.



**Speaking**



Watch the **Video** and read the text. Imagine you are Night Owl visiting a school. Give a presentation about yourself and real life superheroes to the students.

**Writing**

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

*Superheroes Anonymous is a group of ... . They get together to protect ... . They help the ... . They are ordinary people but they have ... . In the morning they go to work but at night ... .*

### Present continuous/Present simple



see pp. GR3-GR4

**1** Read the joke. Find all the **present simple** and **present continuous** verb forms. How do we form the affirmative/negative/interrogative of these tenses?

**2** Identify the verb forms in bold. Then, match them to their uses.

Sam **1) lives** in Manchester. He **2) wakes** up every morning at 7 a.m. to go to work. Today is Saturday, so he **3) isn't going** to work. Right now, he **4) is surfing** the Net. Later, he **5) is meeting** his friends in the park to play football.

- A** action happening now
- B** routine/habit
- C** action happening around the time of speaking
- D** future arrangements
- E** permanent state

**3** Study the box, then write the third-person singular of the verbs.

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

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

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

sleep + -ing → sleeping  
write + -ing → writing  
lie + -y + -ing → lying

cry + -ing → crying  
study + -ing → studying  
get + t + -ing → getting

see p. GR4

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

**5** 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 ...*

**6** a) Put the verbs into the **present simple** or the **present continuous**.

Hi Jane,  
How **1)** ..... (**you/be**)? I'm in York for a three-week English course. It **2)** ..... (**often/rain**) here but I **3)** ..... (**not/mind**). My day **4)** ..... (**begin**) very early in the morning. Lessons start at 8:30 and **5)** ..... (**finish**) at 4:00 in the afternoon. Right now I **6)** ..... (**have**) coffee at a café with my friend Mary. We **7)** ..... (**share**) the same room in college. Later, we **8)** ..... (**go**) to the cinema. What **9)** ..... (**you/do**)? Hope you **10)** ..... (**enjoy**) your visit to Paris.  
Write back,  
Sheila

b) Form questions, then answer them.

- 1 Sheila/study French?  
*Is Sheila studying French?  
No, she isn't. She's studying English.*
- 2 it/often/rain/in York?
- 3 lessons/start/9:00?
- 4 Sheila/eat/now?
- 5 Sheila & Mary/go/cinema/ later?
- 6 Jane/visit/York?

**7** **SPEAKING** In pairs write questions and answer them about yourself. 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 Fridays?
- 5 you/watch TV/now?

**8** 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: .....  
(**Lena/work**) on Fridays?  
B: No, she only .....  
(**work**) Sundays to Thursdays.

**9** 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?  
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.

**10** Read the theory. Then fill in: *never, usually, always, often, sometimes, hardly ever*.

### 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

- 100% I **1** *always* go to bed at 11:00.  
75% I **2** ..... play football on Fridays.  
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.

**11** Put 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/friendly with others

**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** Think about what you *often/always/usually/sometimes/never* do on a typical weekday; your plans for the weekend. Write a short paragraph.

# 1c Listening skills

## Vocabulary

### Daily routine & Free-time activities/Hobbies

**1** Which of the phrases can you see in the pictures?

- get up • have breakfast • have a shower
- make the bed • catch the bus/train/etc.
- go to school/college/work • have lunch
- lesson(s)/school/work finish(es)
- go back home • do my homework
- surf the Net • cook dinner • have dinner
- watch TV • listen to music • go to bed
- take the rubbish out • dust the furniture



**2** What is your daily routine? Tell your partner.

*I get up at 7 o'clock. I ...*

**3** a) Complete the phrases. Use *do, play, go, go to*.

- 1 ..... swimming, out with friends, jogging, ice-skating, cycling, fishing, dancing
- 2 ..... puzzles, gardening, aerobics, sports, chores, exercise
- 3 ..... the cinema, the theatre, the park, a concert, the shopping centre, the library
- 4 ..... football, the guitar, computer games, tennis, basketball, the oud

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

*In my free time, I don't ... but I ...*

## 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.

**4** 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

1 What time does Pam leave home?

- A B C

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

1 What time is dinner?

- A B C

2 What chore doesn't Kate like doing?

- A B C

3 Where does Dave work?

- A B C

4 Where does Steve want to go to?

- A B C

5 What is Tom doing?

- A B C

# Speaking skills

# 1d

## 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.



Dana: Hi, Mary. How's it going?  
 Mary: Not bad, Dana. You?  
 Dana: I'm OK.  
 Mary: Are you busy this weekend?  
 Dana: Not really. Why?  
 Mary: I'm going to the pool on Friday afternoon. Do you want to come?  
 Dana: 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.  
 Dana: Is 6:00 OK with you?  
 Mary: That's great. Let's meet at 6:00 outside the shopping centre.  
 Dana: 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 is similar or not.

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

**Note** see p. GR4

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, watch films, play tennis, play football, play computer games, dancing, drawing, collecting stamps/coins, painting, go on a picnic.*

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 shop manager  
 Thursdays and Fridays 9 to 5  
 Applicants must be over 16.  
 Call Peter on 223 6578  
 (morning hours).

#### Card B

#### Job advert

- 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 (60-100 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 Ahmed's email. Match the paragraphs (A-D) to the headings (1-4).

- |   |                      |
|---|----------------------|
| 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.*

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

#### Capital letters

We use capital letters:

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



**From:** Ahmed  
**To:** Peter  
**Subject:** My daily routine & free time



Dear Peter,

**A** I'm a 15-year-old student in secondary school. I live in Dubai, UAE.

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

**C** On Saturdays, I often go to the cinema. I love doing sports, too. I like ice-skating and basketball. My favourite sport is football.

**D** What about you? Write back.

Ahmed

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

- 1 i get up at 10:00 on fridays.  
*I get up at 10:00 on Fridays.*
- 2 i go to the park on saturdays.  
.....
- 3 john's from toronto in canada.  
.....
- 4 helen can speak italian and polish.  
.....
- 5 schools in england open in september.  
.....

#### 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. Write in your notebooks.

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

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

#### 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 boring!*)
- **because** to give a reason. (*I never go to the pool. It's crowded. I never go to the pool **because** it's crowded.)*

### b) Join the sentences using: *and, but, too, because*.

- 1 Nader studies History. He also studies Geography.  
*Nader studies History and Geography.*
- 2 I like Maths. I don't like French.
- 3 Sarah is studying to be a journalist. She is also studying to be a TV reporter.
- 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 Ahmed's email with phrases from the Useful Language box.

## Writing

### 9 Read the rubric. Find the key words. Make notes of what you can write.

Write an email to a new e-friend (60-100 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 (*go 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 ... ,

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 the weekends, I usually ... . I ... too. Sometimes, I ... .



## Checklist

When you finish 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.

# How to Make a Good First impression

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. Are you starting at a new school? 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 |

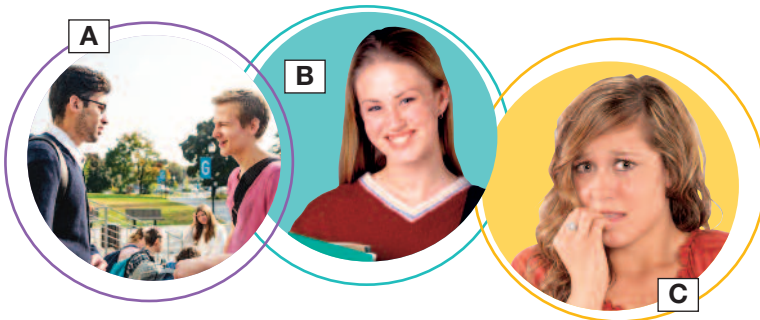


**Check these words**

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

**Reading**

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



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 again and complete the gaps (1-3) with the correct item (A-C).

**Listening & Speaking**

4 **PRESENTATION SKILLS** Listen and read the text. Imagine you are a school counsellor. Give a presentation to students on how to make a good first impression.



**Culture Spot**

**Listening & Reading**

1 What jobs can British teens do? How much do they earn?  
 Listen and read to find out.

**Speaking**

2 **PRESENTATION SKILLS** Is it the same in your country? Collect information under the headings: *Types of jobs – hours of work – earnings*. Compare with teens in the UK.



## Part-time Jobs for teens in the UK

15- and 16-year-old British teens can work up to two hours a day, seven hours on Saturdays and two hours on Sundays. During school holidays they can work up to 35 hours. The most popular jobs they can do are:

- Delivering newspapers to houses in the local area before going to school. People call them 'paperboys' or 'papergirls'.
- Babysitting for young kids in their houses while their parents are out for the evening.

Other popular jobs include working in a café, restaurant, hotel or in a shop, working in a hairdresser's, doing office work or washing cars. Teenagers need to have a work permit to work. Application forms are in their schools or at the local Education Welfare Office. Teens can get up to £3.79 per hour at work.



## Reading

- 1** a) Read the text and decide if sentences 1-6 are *T* (true) or *F* (false).



## Unusual Jobs: Jaguar Sitting

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!

His day begins very early, as he has to make breakfast in the camp. 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!

Ru is a friendly 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.



- 1 Josh is spending a year in Bolivia. ....
  - 2 The jaguar is the largest of all the big cats. ....
  - 3 Josh takes care of Ru alone. ....
  - 4 Ru hasn't got any parents. ....
  - 5 Ru is a dangerous animal. ....
  - 6 Sometimes Ru scratches Josh and Carl. ....
- (6x1=6)

**b) Answer the questions.**

- 1 Where is Josh now?
  - 2 What animal is he taking care of?
  - 3 What is his friend's name?
  - 4 Why does Ru sometimes scratch people?
- (4x3=12)

## Everyday English

- 2** Match the sentences.

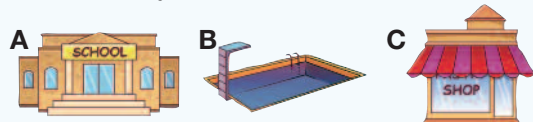
- |                                   |   |                                   |
|-----------------------------------|---|-----------------------------------|
| <b>1</b> <input type="checkbox"/> | Do you like football?                     | <b>A</b> In a shop.               |
| <b>2</b> <input type="checkbox"/> | What time do you get up?                  | <b>B</b> Not really.              |
| <b>3</b> <input type="checkbox"/> | How often do you go to the sports centre? | <b>C</b> He's helpful and polite. |
| <b>4</b> <input type="checkbox"/> | What does he do?                          | <b>D</b> Every Friday.            |
| <b>5</b> <input type="checkbox"/> | What is he like?                          | <b>E</b> He works as an engineer. |
| <b>6</b> <input type="checkbox"/> | Where does he work?                       | <b>F</b> At 7:30.                 |

(6x2=12)

## Listening

- 3** You are going to hear five short conversations. For questions 1-5, choose the correct answer (A, B or C).

- 1 Where is Tony?



- 2 How many children are in the class?



- 3 What does Pete do on Friday afternoons?



- 4 What is Sarah's mum's job?



- 5 What is Billy doing?



(5x3=15)

## Vocabulary

- 4** Fill in: *do, go, play*.

- |                    |                    |
|--------------------|--------------------|
| 1 ..... jogging    | 5 ..... basketball |
| 2 ..... tennis     | 6 ..... exercise   |
| 3 ..... puzzles    | 7 ..... chores     |
| 4 ..... the guitar | 8 ..... cycling    |

(8x1=8)

- 5** Choose the correct item.
- 1 He works outdoors. **engineer/teacher**
  - 2 She works outdoors. **tour guide/ administrative assistant**
  - 3 He works in a pool. **swimming instructor/ farmer**
  - 4 She works in a shop. **shop manager/ police officer**
- (4x1=4)

- 6** Choose the correct item.
- 1 A teacher must be very **polite/shy**.
  - 2 The police officers are trying to **catch/ fight** a thief.
  - 3 It takes 3 seconds to **form/get** an opinion about someone.
  - 4 Superheroes keep their names **secret/ safe**.
- (4x2=8)

## Grammar

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

Mahmoud 1) ..... (live) in Dubai. He 2) ..... (study) IT. Mahmoud 3) ..... (not/like) living on campus so he 4) ..... (look) for a flat to share. Mahmoud 5) ..... (go) to college in the morning then in the afternoon he 6) ..... (work) on his projects. There are many students in his college so he 7) ..... (make) new friends every day. He 8) ..... (also/learn) to play the oud. At the weekends, Mahmoud 9) ..... (go) to Jumeirah Beach. He really 10) ..... (like) this place. Right now he and his friends 11) ..... (have) dinner.

(11x1=11)

- 8** Put the adverbs in the correct place.
- 1 Steve gets up at 7 a.m. (**usually**)
  - 2 He catches the bus to school. (**always**)
  - 3 He arrives at school late. (**sometimes**)
  - 4 He plays basketball after school. (**often**)
  - 5 He is nasty to his brother. (**never**)

(5x1=5)

## Writing

- 9** Read the rubric, then write your email.

This is part of an email from your e-friend.

So, what do you do in your free time? What is your favourite sport? What do you do at the weekends?

Write your **email** answering the questions (60-100 words).

(19 marks)

Total: 100

## Grammar in Focus

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

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

## Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

### Now I can ...

#### Lexical Competence

- talk about jobs & places of work
- describe people's character
- talk about daily routines & free-time activities

#### Reading Competence

- identify T/F statements
- answer comprehension questions
- match headings to paragraphs

#### Listening Competence

- listen for specific information (multiple choice)

#### Speaking Competence

- describe a person's/ my daily routine & free-time activities
- discuss my habits & future arrangements
- express likes/dislikes
- make suggestions
- ask & answer questions

#### Presentation Skills

- present: a group of people; myself; my daily routine & weekend activities; jobs for teens in my country

#### Writing Competence

- write a summary of a text
- write an email about my daily routine

# On Screen

## Student's Book

Jenny Dooley

Series Consultant:  
Dr. Amira H. Traish

# 3



Express Publishing

# Contents

	Vocabulary	Grammar	Reading
<b>Starter</b> <b>(pp. 4-8)</b>	<ul style="list-style-type: none"> <li>daily routines</li> <li>free-time activities</li> <li>rooms/furniture</li> <li>food/drinks</li> </ul>	<ul style="list-style-type: none"> <li>present simple</li> <li>subject/object pronouns</li> <li>possessives</li> <li>question words</li> <li>adverbs of frequency</li> <li>can/have/do</li> <li>prepositions of place/time</li> <li>a/an – some/any, (how) much/many – a lot of/lots of</li> <li>– (a) few/(a) little – countable/uncountable nouns</li> </ul>	
<b>Module 1</b> <b>Just the job</b> <b>(pp. 9-18)</b> <b>Progress Check 1</b> <b>(pp. 19-20)</b>	<ul style="list-style-type: none"> <li>people &amp; work</li> <li>job qualities</li> <li>appearance</li> <li>character</li> </ul>	<ul style="list-style-type: none"> <li>present simple/present continuous</li> <li>adverbs of frequency</li> <li>stative verbs</li> <li>comparatives/superlatives</li> <li>intensifiers</li> </ul>	<i>A Day in the Life of a Jillaroo</i> (blog entry) – (multiple choice; answer questions)
<b>Module 2</b> <b>Nature's Power</b> <b>(pp. 21-32)</b> <b>Progress Check 2</b> <b>(pp. 33-34)</b>	<ul style="list-style-type: none"> <li>natural disasters</li> <li>weather</li> </ul>	<ul style="list-style-type: none"> <li>past simple</li> <li>past continuous</li> <li>adverbs</li> </ul>	<ul style="list-style-type: none"> <li><i>My Volcano Adventure!</i> (blog entry) – (complete sentences; answer questions)</li> <li><i>Sandy Strikes</i> (diary entries) – (multiple choice; answer questions)</li> </ul>
<b>Module 3</b> <b>Moments in Life</b> <b>(pp. 35-44)</b> <b>Progress Check 3</b> <b>(pp. 45-46)</b>	<ul style="list-style-type: none"> <li>holiday activities</li> <li>feelings</li> <li>experiences</li> </ul>	<ul style="list-style-type: none"> <li>present perfect</li> <li>present perfect continuous</li> <li>have been (to)/have gone (to)</li> <li>present perfect vs past simple</li> </ul>	<i>Reaching for the Sky</i> (article) – (missing sentences; answer questions)
<b>Module 4</b> <b>Law &amp; Order</b> <b>(pp. 47-58)</b> <b>Progress Check 4</b> <b>(pp. 59-60)</b>	<ul style="list-style-type: none"> <li>breaking the law</li> <li>feelings</li> <li>crime and law</li> </ul>	<ul style="list-style-type: none"> <li>past perfect/past simple</li> <li>infinitive/-ing form</li> <li>order of adjectives</li> <li>adverbs</li> </ul>	<ul style="list-style-type: none"> <li><i>Crime Never Pays</i> (news reports) – (matching)</li> <li><i>“Live and Let Die”</i> (extract) – (T/F statements)</li> </ul>
<b>Module 5</b> <b>High Tech</b> <b>(pp. 61-70)</b> <b>Progress Check 5</b> <b>(pp. 71-72)</b>	<ul style="list-style-type: none"> <li>electronic devices</li> <li>technology</li> <li>the Internet</li> </ul>	<ul style="list-style-type: none"> <li>will/be going to</li> <li>present simple/present continuous (future meaning)</li> <li>time clauses</li> <li>conditionals (types 0-3)</li> </ul>	<i>Artificial Intelligence</i> (article) – (multiple choice; answer questions)
<b>Module 6</b> <b>Healthy mind, healthy body</b> <b>(pp. 73-84)</b> <b>Progress Check 6</b> <b>(pp. 85-86)</b>	<ul style="list-style-type: none"> <li>food &amp; drink</li> <li>health problems and treatments</li> <li>injuries</li> <li>extreme sports</li> </ul>	<ul style="list-style-type: none"> <li>the passive</li> <li>reflexive/emphatic pronouns</li> </ul>	<ul style="list-style-type: none"> <li><i>Poisonous Mushrooms, Poison Oak, GM The future of food</i> (texts) – (multiple choice; answer questions)</li> <li><i>Natural Healing</i> (texts) – (multiple matching; answer questions)</li> </ul>
<b>Module 7</b> <b>World Problems</b> <b>(pp. 87-96)</b> <b>Progress Check 7</b> <b>(pp. 97-98)</b>	<ul style="list-style-type: none"> <li>world problems</li> <li>problems in cities/towns</li> </ul>	<ul style="list-style-type: none"> <li>modals</li> <li>deductions</li> <li>singular/plural nouns</li> </ul>	<i>Lion Lights</i> (article) – (multiple choice; answer questions)
<b>Module 8</b> <b>Creative minds</b> <b>(pp. 99-110)</b> <b>Progress Check 8</b> <b>(pp. 111-112)</b>	<ul style="list-style-type: none"> <li>cultural events/places</li> <li>the arts</li> <li>newspapers &amp; magazines</li> <li>cinema &amp; theatre</li> <li>musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>direct/reported speech (statements/questions/commands/requests)</li> <li>question tags</li> <li>clauses of concession</li> </ul>	<ul style="list-style-type: none"> <li><i>Henna Art – Traditional Meets Modern</i> (article) – (multiple choice; answer questions)</li> <li><i>Musical Instruments across the World</i> (article) – (multiple matching; answer questions)</li> </ul>
<b>Module 9</b> <b>Teen Spotlight</b> <b>(pp. 113-122)</b> <b>Progress Check 9</b> <b>(pp. 123-124)</b>	<ul style="list-style-type: none"> <li>teen problems</li> <li>clothes, accessories &amp; footwear</li> </ul>	<ul style="list-style-type: none"> <li>relative pronouns/adverbs – relative clauses</li> <li>so/such</li> <li>the/-</li> <li>some/any/no/every &amp; compounds</li> </ul>	<i>Cycling to a Better Future</i> (article) – (multiple choice; answer questions)
<b>Grammar Reference (pp. GR1-GR13)</b>		<b>Word List (pp. WL1-WL13)</b>	

Listening	Speaking/Presentation Skills	Writing	CLIL/Culture
<ul style="list-style-type: none"> <li>pronunciation: /s/, /z/, /ɪz/ -s ending (3rd person singular)</li> </ul>	<ul style="list-style-type: none"> <li>describe your daily routine</li> <li>talk about free-time activities</li> <li>likes/dislikes</li> <li>compare rooms</li> <li>decide what to eat/drink</li> </ul>		
<ul style="list-style-type: none"> <li>dialogue (Yes/No statements)</li> <li>intonation (stress in compound nouns)</li> </ul>	<ul style="list-style-type: none"> <li>talk about jobs/job qualities</li> <li>present a day in your life as a Jillaroo</li> <li>present various career paths</li> <li>present a teen programme</li> <li>present an army school of music</li> </ul>	<ul style="list-style-type: none"> <li>compare classmates</li> <li>a blog entry about a person's job (SKILLS: brainstorming; intensifiers; adjectives)</li> </ul>	<b>CLIL (Citizenship):</b> UAE Youth Ambassadors Programme <b>Culture Spot:</b> <i>The Pipes and Drums</i>
<ul style="list-style-type: none"> <li>monologue (note-taking)</li> <li>dialogue (multiple choice)</li> <li>pronunciation: /e/, /æ/, /ʌ/</li> </ul>	<ul style="list-style-type: none"> <li>present natural disasters/an experience</li> <li>ask about/describe/comment on sb's experience</li> <li>describe feelings</li> <li>set the scene</li> </ul>	<ul style="list-style-type: none"> <li>an email about a person's experience</li> <li>a story</li> <li>compare disasters</li> <li>a summary</li> </ul>	<b>CLIL (History):</b> <i>A City Burns Down</i> <b>Culture Spot:</b> <i>The Great Fire of London</i>
<ul style="list-style-type: none"> <li>dialogue (multiple choice)</li> <li>announcement (note-taking)</li> <li>intonation (in exclamations)</li> </ul>	<ul style="list-style-type: none"> <li>present tourist attractions</li> <li>present a climbing trip</li> <li>ask about/describe an experience</li> <li>describe feelings</li> <li>compare desert biomes</li> <li>present desert biomes</li> </ul>	<ul style="list-style-type: none"> <li>a blog entry</li> <li>an informal email</li> <li>a semi-formal thank-you letter (SKILLS: semi-formal style, tenses)</li> </ul>	<b>CLIL (Geography):</b> <i>Biomes</i> <b>Culture Spot:</b> <i>The Gorilla Run</i>
<ul style="list-style-type: none"> <li>dialogue (multiple choice)</li> <li>announcement (note-taking)</li> <li>intonation in exclamations (<i>how, what</i>)</li> </ul>	<ul style="list-style-type: none"> <li>describe an arrest</li> <li>make a witness statement</li> <li>present Ian Fleming</li> <li>present a famous author from your country</li> </ul>	<ul style="list-style-type: none"> <li>a summary</li> <li>an informal email narrating an event (SKILLS: participles, order of adjectives, adverbs)</li> </ul>	<b>CLIL (Literature):</b> <i>The Hound of the Baskervilles</i> <b>Culture Spot:</b> <i>Arthur Conan Doyle</i>
<ul style="list-style-type: none"> <li>dialogue (Yes/No statements)</li> <li>pronunciation: homophones</li> </ul>	<ul style="list-style-type: none"> <li>talk about electronic devices</li> <li>present AI</li> <li>present (dis)advantages of mobile phones</li> <li>express annoyance/sympathy</li> <li>present early computers</li> <li>present a famous university in your country</li> </ul>	<ul style="list-style-type: none"> <li>a prediction about the future</li> <li>a for-and-against essay (SKILLS: formal style, linkers, topic/supporting sentences)</li> </ul>	<b>CLIL (ICT):</b> <i>About Computers</i> <b>Culture Spot:</b> <i>MIT</i>
<ul style="list-style-type: none"> <li>monologue (T/F statements)</li> <li>pronunciation: /s/, /ʃ/</li> </ul>	<ul style="list-style-type: none"> <li>talk about health problems/symptoms</li> <li>present the (dis)advantages of GM foods</li> <li>talk about extreme sports</li> <li>describe/treat an injury</li> <li>present how to protect our skin from the sun</li> <li>present your country's health system</li> </ul>	<ul style="list-style-type: none"> <li>an opinion essay (SKILLS: linking words/phrases, expressing opinion, topic sentences)</li> <li>a text about natural treatments</li> </ul>	<b>CLIL (Science):</b> <i>Our Skin</i> <b>Culture Spot:</b> <i>The National Health Service</i>
<ul style="list-style-type: none"> <li>dialogue (multiple choice)</li> <li>intonation (interjections)</li> </ul>	<ul style="list-style-type: none"> <li>act out an interview</li> <li>present an award</li> <li>talk about problems in your city/town</li> <li>present problems/suggest solutions</li> <li>talk about how to save water</li> <li>present an environmental charity</li> </ul>	<ul style="list-style-type: none"> <li>a summary</li> <li>an essay suggesting solutions to problems (SKILLS: making suggestions; topic/supporting sentences)</li> </ul>	<b>CLIL (Environmental Science):</b> <i>What is your Water Footprint?</i> <b>Culture Spot:</b> <i>Conservation International</i>
<ul style="list-style-type: none"> <li>dialogue (multiple choice)</li> <li>advert (note-taking)</li> <li>intonation (question tags)</li> </ul>	<ul style="list-style-type: none"> <li>express preferences giving reasons</li> <li>present a henna artist</li> <li>book tickets/make decisions</li> <li>present a musical instrument</li> <li>present an art movement</li> <li>present a famous museum</li> </ul>	<ul style="list-style-type: none"> <li>a formal email of complaint (SKILLS: linkers: concession, formal style)</li> <li>a short text about a traditional musical instrument</li> </ul>	<b>CLIL (Art &amp; Design):</b> <i>Realism</i> <b>Culture Spot:</b> <i>Victoria &amp; Albert Museum</i>
<ul style="list-style-type: none"> <li>announcement (note-taking)</li> <li>dialogue (T/F statements)</li> <li>pronunciation: <i>so/such</i></li> </ul>	<ul style="list-style-type: none"> <li>talk about teen problems</li> <li>give an award acceptance speech</li> <li>describe people's clothes</li> <li>ask for/give advice</li> </ul>	<ul style="list-style-type: none"> <li>an email nominating sb for an award</li> <li>an informal email giving advice (SKILLS: informal style, opening/closing remarks, giving advice/expressing possible results)</li> </ul>	<b>CLIL (PSHE):</b> <i>Let's Talk about Money</i> <b>Culture Spot:</b> <i>HELP Wanted!</i>





## MODULE OBJECTIVES

- ▶ **Vocabulary**
  - people & work
  - job qualities
  - appearance
  - character
- ▶ **Reading**
  - an article about the life of a Jillaroo (multiple choice)
- ▶ **Grammar**
  - present simple/present continuous
  - adverbs of frequency
  - stative verbs
  - comparatives/superlatives
  - phrasal verbs (related to jobs)
  - prepositions
  - word formation (person nouns)
- ▶ **Listening**
  - a dialogue (Yes/No statements)
  - stress in compound nouns
- ▶ **Speaking**
  - present a day in the life of a Jillaroo
  - describe a job
- ▶ **Writing**
  - a paragraph about an outdoor job
  - a blog entry describing a job
- ▶ **CLIL (Citizenship): YOUTH AMBASSADORS PROGRAMME**
  - **Culture:** *The Pipes and Drums*
- ▶ **Progress Check**

### Words of wisdom

"Pleasure in the job puts perfection in the work."  
(Aristotle)

Discuss



bike rider-photographer for Google Maps



travel nurse



face painter



theme park mascot



stuntman



team mascot



ball boy



hippotherapist

## People & Work

- 1 Listen and repeat the jobs in pictures A-H.
- 2 Match the jobs in the pictures (A-H) to the qualities (1-8). Then tell the class.

- |   |                                     |   |
|---|-------------------------------------|---|
| 1 | <input type="checkbox"/>            | <b>brave</b> because they have to take risks on film sets.            |
| 2 | <input type="checkbox"/>            | <b>fast</b> because the game must continue.                           |
| 3 | <input type="checkbox"/>            | <b>caring</b> because their patients should trust them.               |
| 4 | <input checked="" type="checkbox"/> | <b>fit</b> because they have to carry heavy equipment.                |
| 5 | <input type="checkbox"/>            | <b>friendly</b> because they should make visitors feel comfortable.   |
| 6 | <input type="checkbox"/>            | <b>funny</b> because they should make people laugh.                   |
| 7 | <input type="checkbox"/>            | <b>imaginative</b> because they have to think of interesting designs. |
| 8 | <input type="checkbox"/>            | <b>understanding</b> because they work with people with disabilities. |

*Bike rider-photographers for Google Maps need to be fit because they have to carry heavy equipment.*

# 1a Reading

## Vocabulary

- 1** Look at the picture. What do you think Jillaroos and Jackaroos are? What do they do?  
🔊 Listen and read to find out.

### STUDY SKILLS

#### Multiple choice

Read the text quickly to get the general idea and the writer's purpose. Read the questions and find the key words. Then read the text carefully to answer the questions. Note that the information in the questions may be paraphrased.

- 2** Read the text and answer the questions by choosing A, B, C or D.

- What is Erin doing in the blog entry?  
A describing her daily routine as a Jillaroo  
B complaining about life in the countryside  
C giving advice about how to control horses  
D asking others to become Jillaroos too
- At what time of the day is Erin writing the blog entry?  
A in the morning  
B in the evening  
C during her lunch break  
D in the middle of the night
- How does Erin feel about her horse?  
A She is proud of how well they understand each other.  
B She is sorry that they are not closer to each other.  
C She understands that she must be patient.  
D She feels that the horse is unfriendly.
- Erin was very impressed by the way the ranchers  
A communicate with their horses.  
B move a large number of animals.  
C use trees to build fences.  
D work together with their dogs.

- 3** Match the words in bold to their synonyms.

- build • difference • view • win • important
- fantastic



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. I'm tired, but I'm also happy. 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. We are learning all about riding horses and taking care of them. For Jillaroos and Jackaroos, our horse is our **best** friend, so we must try to **gain** their trust. For this reason, we each work with one horse for the whole two weeks. My horse's name is Sheila. We aren't close friends yet, but we're making progress.

- 4** Match the highlighted words to their opposites.

- noise • worst • early • sunset

- 5** **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  |





In the afternoons, we do a variety of jobs. We take care of the cows and sheep, and move them from place to place. We do this on horseback. The ranchers use dogs to help move the animals, and the way they work together is amazing to watch. We even learn how to cut down trees and build fences, which is an **essential** skill to have on a ranch! It's a lot of hard work, but I'm learning so much that it's well worth it.

Being a Jillaroo isn't just about working, though. In the evenings, we go trekking and learn how to **set up** campsites. Our instructor, Bill, is **great**. He makes sure that learning is fun. I love it when we all come together around the campfire to drink tea and tell stories.

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* • *ranch*  
 • *sunrise* • *feed* • *gain trust* • *make progress*  
 • *set up* • *campsite* • *campfire* • *luck*

## Topic-related vocabulary

### Character adjectives

6 Fill in: *brave, patient, sociable, responsible*.

- 1 Tour guides should be ..... and enjoy talking to other people.
- 2 Kindergarten teachers have to be ..... because they work with young children.
- 3 Firefighters should be ..... as they often face dangerous situations.
- 4 You can always trust Mateo to do the job properly; he's a very ..... person.

### Words often confused

7 Complete the gaps with the words in the list. Check in the Word List.

• work • job • occupation

- 1 Now that Patrick has a(n) ....., he can save some money.
- 2 Neil is looking for ..... on a ranch.
- 3 Please write your name, address and ..... on the form.

• earn • win • gain

- 4 My parents ..... their living as doctors.
- 5 You need to ..... more experience in your field before you can work for a big company.
- 6 The first to answer all the questions correctly will ..... the prize!

• wage • pay • salary

- 7 His daily ..... as a waiter isn't very high, but he gets a lot of money from tips.
- 8 Now that he's a company manager, Nathan's ..... comes to £65,000 a year.
- 9 He has to work long hours, but his total ..... is very good.

8



First write, then tell the class five things you liked from the text.

## Speaking



Watch the **VIDEO**. Imagine you are Erin Milton. You are a guest speaker at Dublin High School. Present a day in your life as a Jillaroo.

## Writing

**ICT** Collect information about being a racehorse trainer, then write a short paragraph about it. Think about: *name of job – place – daily routine*.

# 1b

## Grammar in use



### Present simple/Present continuous



Mahmoud 1) **works** as an airline pilot. His flight 2) **leaves** at 11:00. He usually 3) **flies** to European countries, but today 4) **he's flying** to Canada. 5) **He's staying** in Canada for a week. He 6) **is flying** back to Jordan next Sunday.

- |   |           |                       |
|---|-----------|-----------------------|
| A | input box | routines              |
| B | input box | fixed arrangements    |
| C | input box | actions happening now |
| D | input box | permanent states      |
| E | input box | temporary situations  |
| F | input box | timetables            |

see pp. GR1-GR2

**1** Read the text. Match the tense forms to their meanings. When do we use the *present simple*? When do we use the *present continuous*? How do we form each tense in English?

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

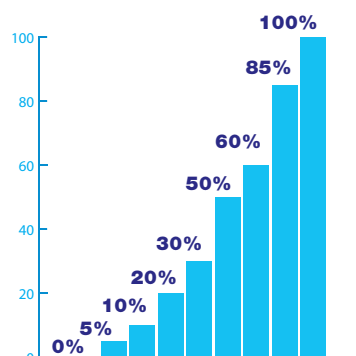
- A: ..... (you/drive) to the office every day?  
B: No, I ..... (catch) the bus.
- A: James ..... (love) swimming.  
B: Yes, but he ..... (not/like) other sports.
- A: ..... (she/join) us for lunch later?  
B: No, she can't. Her train ..... (depart) at 1 o'clock.
- A: (Dana/usually/sit) ..... at this desk?  
B: Yes, but this week she ..... (sit) over there by the window.
- A: ..... (you/go) to work now?  
B: No, my office ..... (not/open) on Mondays.

### Adverbs of frequency

**3** Put the adverbs of frequency in the correct order.

- sometimes • never • usually • always • often
- hardly ever • rarely • seldom • occasionally

- 0% *never*
- 5% ...
- 10% ...
- 20% ...
- 30% ...
- 50% ...
- 60% ...
- 85% ...
- 100% *always*



**4** Rewrite the sentences putting the correct adverb of frequency in the correct position.

- Mia finishes work at 5:00. (85%)
- John is late for work. (0%)
- Lucia eats her lunch at her desk. (20%)
- Fatmah walks to the office. (100%)
- Hamad plays tennis after work. (60%)
- They work overtime. (30%)

**5** **SPEAKING** Write sentences about you or your friends. Use: *now, never, at the moment, at present, always, sometimes, usually*. Tell your partner.

*I'm having an English lesson now.  
I never eat fish.*

### Stative verbs

see p. GR2

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

- A: I ..... (think) of applying for a part-time job.  
B: I ..... (think) that's a great idea!
- A: Thomas ..... (look) for a new job.  
B: That's why he ..... (look) so stressed!
- A: I ..... (see) you're advertising for a new secretary.  
B: Yes, I ..... (see) some of the applicants later.
- A: I hear you ..... (have) a new boss.  
B: Yes, we ..... (have) a meeting with him after lunch.
- A: Donna ..... (be) really rude today!  
B: That's strange. She ..... (be) usually very polite.

## Comparatives & Superlatives > see p. GR3

- 7** Read the text. Find examples of the *comparative* and the *superlative*.

### AMAZING FACTS

Bruny Surin is a fast sprinter but he isn't as fast as Usain Bolt. Usain is the fastest sprinter in the world. He can run 100 m in 9.58 seconds.



The shortest woman in the world is the Indian actress Jyoti Amge. She's 62.8 cm.

The people of Okinawa, Japan, are among the healthiest in the world. They live much longer than other people from busier, more stressful places because they eat lots of vegetables and fish.



- 8** Complete the gaps with the correct form of the *adjective* in brackets.

- Lydia has a ..... (**big**) office than Katie.
- Alya is ..... (**helpful**) person in the office.
- Brian is ..... (**responsible**) than Adam.
- Jasim isn't ..... (**creative**) as his sister.
- She gets ..... (**high**) salary in the company.

- 9** Choose the correct answer (A, B or C).

- Carl doesn't earn as much ..... Julia.  
A as                      B than                      C of
- Amira is the ..... organised person in the office.  
A very                      B more                      C most
- My new job is a lot ..... than my old one.  
A exciting                      B more exciting  
C most exciting
- Rana's project is the ..... difficult of all.  
A little                      B less                      C least

## Phrasal verbs (related to jobs)

- 10** Choose the correct particle. Check in the Word List.

- The careers advisor can help you **find up/out** the right job for you.
- They can't decide where to **set off/up** their new offices.
- Don't forget to **fill in/up** your name and email address on this form.
- Please **write down/up** what office supplies we need so I can order them.
- Ziad's **looking for/of** a new job.

## Prepositions

- 11** Fill in: *with* (x2), *for*, *of*, *in*, *about*. Check in your dictionary.

### Friends forever

Laura is my best friend. We hardly ever get angry **1)** ..... each other. If we disagree **2)** ..... something, Laura makes a joke about it. She has a talent **3)** ..... making me laugh, even when I feel sad. We're interested **4)** ..... the same things. For example, Laura's fond **5)** ..... playing sports, just like me, and we both love going to the cinema. Laura also gets on well **6)** ..... my family. She's loyal and honest, and I'm glad she's my friend.

## Word formation (forming person nouns)

- 12** Complete the sentences with the nouns derived from the words in bold.

We use **-or**, **-ian**, **-ist**, **-er** to form person nouns.  
act – actor                      electric – electrician  
art – artist                      retail – retailer

- International company is looking for a full-time ..... (**TRANSLATE**).
- Paolo is a wildlife ..... (**PHOTOGRAPH**).
- Javier works as a ..... (**JOURNAL**).
- Ali is a professional ..... (**MUSIC**).
- Sofia is a great ..... (**VIOLIN**).

- 13** **WRITING** Write sentences comparing your classmates. Use: *tall*, *short*, *funny*, *hard-working*, *helpful*, *energetic*. Tell the class.

*Paul is taller than Carl. Mohammad is the tallest of all.*

# 1c

## Listening skills

### Vocabulary Appearance

1 List the words under the headings:

AGE BUILD HAIR HEIGHT  
LOOKS SPECIAL FEATURES

- young • slim • curly • short • handsome
- pretty • tall • beard • blond(e)
- overweight • old • wavy • middle-aged
- in his/her late teens/thirties • straight
- beautiful • well-built • thin • bald
- moustache • shoulder-length
- in his/her early thirties • of medium height

2 Choose some words from Ex. 1 to describe the people in the pictures.



### Character

3 Match the adjectives to their opposites.

1	brave	a	irresponsible
2	honest	b	unfair
3	fair	c	cowardly
4	responsible	d	serious
5	helpful	e	careless
6	careful	f	lazy
7	funny	g	dishonest
8	hard-working	h	unhelpful

4 Choose three adjectives and their opposites and make sentences as in the example.

*Police officers need to be brave. They can't be cowardly because they take risks at work.*

### Yes/No Statements

#### Preparing for the task

5 a) Read sentences 1-3. Replace the underlined words with the ones below:

- responsibility • has a friend
- on Mondays and Tuesdays • works

- 1 Eyad knows someone who is an employee in the company.
- 2 It isn't Eyad's duty to deal with customers.
- 3 Eyad works in the company two days a week.

b) Read the dialogue and decide if the sentences (1-3) in Ex. 5a are correct (YES) or incorrect (NO).

**James:** How is your job at the company going?

**Eyad:** I'm really enjoying it. My friend Hamad works there, too, so we have a lot of fun together.

**James:** Great! What are your responsibilities?

**Eyad:** Well, I collect receipts, check them for mistakes and enter the information into the computer system. I don't deal with customers, though.

**James:** I see. And are you working there today?

**Eyad:** No, I only work on Mondays and Tuesdays.

6 a) You will hear Mark and Carla talking about a summer job. Mark the sentences YES (correct) or NO (incorrect).

- 1 Carla left her job at the clothes shop. ....
- 2 Carla read an advert for a job as a face painter. ....
- 3 Karen works as a face painter. ....
- 4 Carla says that face painting is a stressful job. ....
- 5 Most children want their faces painted like cartoon characters. ....
- 6 Carla watched some children's programmes to improve her work. ....

b) What does Carla do? Does she like her job? Tell the class.

### Intonation (stress in compound nouns)

7 Listen and repeat.

In compound nouns, the primary stress is on the first word.

- police officer • graphic designer
- office manager • news presenter
- shop assistant • football player • tour guide

## Everyday English Describing a job

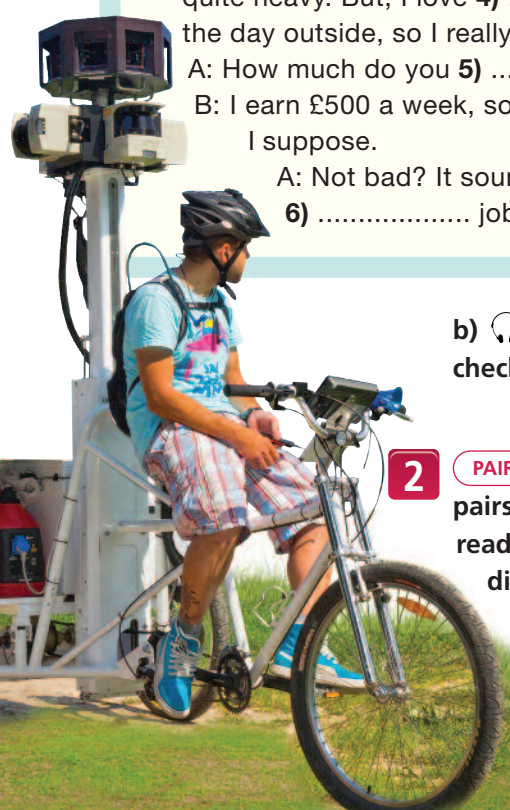
**1** a) Read the dialogue and complete the gaps with words from the list.

- dream • responsibilities • spending
- earn • involves • part-time

A: Hello, Alan. How is your summer going?  
 B: Oh, hi, Greg. It's going very well, actually. I got a **1)** ..... job as a bike rider-photographer for Google Street View.  
 A: That's great! What are your **2)** ..... ?  
 B: Well, the job **3)** ..... riding a tricycle and taking photographs of everything around me. Then, Google uploads these photographs onto Google Maps Street View where you can see them online.  
 A: Where do you work?  
 B: In areas where cars can't reach, such as public gardens.  
 A: And do you enjoy the work? I imagine it must be a bit tiring.  
 B: Yes, it is. The tricycle has a long pole which holds nine cameras on top and there is a computer on the back, so it's quite heavy. But, I love **4)** ..... the day outside, so I really enjoy it.  
 A: How much do you **5)** ..... ?  
 B: I earn £500 a week, so it's not bad, I suppose.  
 A: Not bad? It sounds like a **6)** ..... job!

**b)** Listen and check.

**2** **PAIRWORK** Work in pairs. Take roles and read out the dialogue.



**3** a) Complete the advert. Use: *wage, experience, apply, duties.*

## Positions Available

Greeters needed for full-time work in busy theme park.

**1)** ..... include working outdoors, greeting visitors, checking tickets and providing visitors with park information. Candidates must be over 18 years of age. No previous **2)** ..... necessary.  
 Weekly **3)** ..... : 2,200 AED.  
 Location: Dubai



**4)** ..... by email to [jobs@dubaithemeparks.com](mailto:jobs@dubaithemeparks.com)

**b)** **PAIRWORK** Work in pairs.

**Student A:** Imagine you got the job in the advert above. Tell Student B about the job.

**Student B:** Ask Student A about the job.

**Student A:** Talk about your responsibilities, where you work, whether you enjoy the job and your wage.

Use the dialogue in Ex. 1 as a model and the phrases in the Useful Language box.

Asking about a job	Describing a job
• What does the job involve?/What are your responsibilities?	• My job involves ... ./ I'm responsible for ... ./ My job is to ...
• Where do you work?	• I work in/at/on ... .
• Do you enjoy the work?	• I really love/hate etc. it./ I love/like spending time/the day ... .
• How much do you earn?/How much do you make?	• I earn/make ... a day/ week/month./I get paid ... .

**4** Watch the VIDEO . Imagine you are a careers advisor. Give an information session to a group of high school students. Talk about: *different career paths – responsibilities – hours – salary and qualities needed.*

### Rubric analysis

- 1** Read the rubric and find the key words. Then answer the questions.

One of your relatives has an interesting job. Write a blog entry about their job. Write about: *what their duties are and what they like/dislike about the job.* Write your **blog entry** (80-100 words).

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

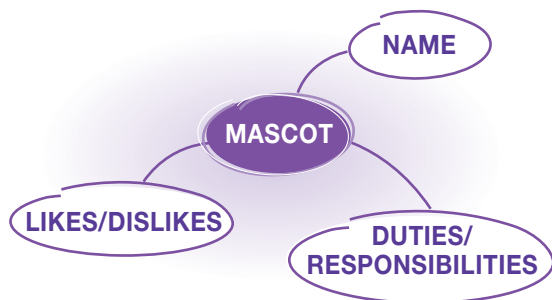
### Model analysis

- 2** a) Read the model and match the descriptions (1-4) to the paragraphs (A-D).

- |   |                                 |
|---|---------------------------------|
| 1 | duties of job                   |
| 2 | conclusion, invite comments     |
| 3 | likes/dislikes                  |
| 4 | introduction, name/relationship |

- b) What adjectives has the writer used in the model?

- 3** Read the blog entry again. Copy and complete the spidergram with notes from the text.



### Intensifiers

- 4** a) Read the table. How do the words *quite*, *really/very* and *extremely* change the meaning of the sentences?

quite (✓)	She works <u>quite well</u> with others.
really/very (✓✓)	It's a <u>very tiring</u> job.
extremely (✓✓✓)	It's <u>extremely hot</u> in the costume.

**Video**

**A** Hi, everyone! My cousin Tina has a cool job: she works as a mascot for my hometown's football team!

**B** She has to dress up in a huge eagle costume! During games, Tina encourages the fans to cheer for the team and at half time, she dances around the pitch. She's really funny!

**C** Tina loves talking to the players before and after the games and watching the games for free. She mustn't talk to anyone when she is in costume, though and she doesn't like that. Also, it's tiring to wear the heavy costume.

**D** I'm very proud that my cousin is the mascot of my favourite team. Please leave your comment below.

- b) Form sentences, as in the example.

- 1 being/salesperson/interesting job (✓) *Being a salesperson is a quite interesting job.*
- 2 it is/tiring/to work/as a waiter (✓✓)
- 3 Nicolás/is/hard-working/employee (✓✓✓)
- 4 Dima/owns/successful/business (✓✓)
- 5 Yasser/feels/lucky/to work in such a big company. (✓)

## Adjectives describing jobs

5 Match the sentences (1-6) with the explanations (a-f).

- 1  Being a doctor is very **difficult**.  
 2  Work as a salesman can be very **stressful** at times.  
 3  My job as a supermarket cashier can be quite **boring**.  
 4  Being a company manager is an **important** job.  
 5  Working as a team mascot is quite **unusual**.  
 6  My job as an accountant is very **well-paid**.

- a I sometimes feel worried and nervous.  
 b Not many people do what I do.  
 c People admire me and treat me with respect.  
 d I earn a very high salary.  
 e It's very important that I never make a serious mistake.  
 f I just do exactly the same thing over and over again every day.

## Writing

6 a) Read the rubric and underline the key words.



Your friend has recently started work as a face painter at a theme park. Write a blog entry about him/her and his/her job. In your blog entry: *describe the duties of the job and what they like/dislike about it*. Write your **blog entry** (80-100 words).

b) Copy and complete the spidergram in your notebook with the ideas in the list.

- stressful to work with a lot of children
- being creative
- entertain children
- Ann, friend
- when children are happy
- paint children's faces
- when children behave badly



7 Use your notes in Ex. 6b and/or your own ideas to write a blog entry about your friend's job. Use phrases from the Useful Language box. Follow the plan.

## Useful Language

### Opening remarks

- Hi everyone! • Hello readers!
- Thanks for all the/your comments on my last entry.
- Today, I want to tell/talk to you about ...
- Today, I'd like to introduce you to ...
- ... works as a(n) ...
- ... is a professional ...

### Main body

- His/Her duties/responsibilities include ...
- He's/She's responsible for ...
- He/She's in charge of ...
- As part of his/her job, he/she has to ...
- The thing he/she loves/likes best/least about this job is ...

### Closing remarks

- Please leave a comment below.
- If you've got any comments or questions, please write them below.
- I'm interested to hear your thoughts/ what you have to say.

## Plan

### Introduction

(Para 1) *opening remarks, name of person, relationship, job*

### Main Body

(Para 2) *duties/responsibilities of job*

(Para 3) *likes/dislikes about job*

### Conclusion

(Para 4) *closing remarks, request to leave comments*



## Checklist

When you finish your blog entry, check for the following:

- appropriate style, opening & closing remarks
- correct grammar, punctuation & spelling
- well-structured paragraphs & appropriate content
- correct word length



Citizenship teaches students about the different ways they can help the area they live in and encourages them to work together on different projects to improve it.

### Listening & Reading

**1** Read the text. What do you think the UAE Youth Ambassadors programme does?

Listen and read to find out.

**2** Read the text and answer the questions.

- 1 Who can take part in this programme?
- 2 Who runs the programme?
- 3 Where are the internships?
- 4 What four things do the interns learn about?
- 5 How does this programme help the interns?

### Speaking

**3** Tell the class three reasons why someone should join the UAE Youth Ambassadors programme.

**4** Collect information about the National Citizen Service (NCS) in England. Then write a short paragraph about it.

## UAE YOUTH AMBASSADORS PROGRAMME

The UAE Youth Ambassadors Programme is a government-run programme that started in 2012. Each year, university students from the UAE take part in a 6 week internship in one of three partner countries: Germany, China or South Korea. The programme prepares the students for positions of leadership and encourages partnerships between the UAE and other countries.

The interns learn about the government, industry, language and culture of the partner country. They take language courses, for example, and visit factories and businesses. They also take part in



lectures and discussions with leaders and other important people. The challenge of living in another country is a great way for the students to gain experience and build self-confidence. They also develop teamwork and leadership skills.

For more information visit <https://www.uaeyap.ae>

### Check these words

- government-run • take part in • internship • leadership
- intern • challenge • gain • build • self-confidence
- develop • teamwork • skill



## Culture Spot



### Listening & Reading

**1** Look at the picture. How are these words related to a bagpipe player?

- Royal Regiment of Scotland
- Army School • Highland music

Listen, read and say.

### Speaking & Writing

**2** Is there an army school of music in England? Say/Write a few sentences about it. Think about: *name – place – what they do.*

## The Pipes and Drums

When people think of Scotland, often the first thing they think of is the bagpipes. A lot of bagpipe players serve in the Royal Regiment of Scotland. In fact, each battalion of the Regiment has got its own band. These bands are called the Pipes and Drums. All the bagpipe players in the Regiment are soldiers who have studied at the Army School of Bagpipe Music and Highland Drumming in Edinburgh. The Pipes and Drums help to keep the Scottish and Highland music tradition alive, and also support composers who write new music for this traditional instrument. Their music also helps soldiers feel proud and brave and acts as an advertisement for the Regiment. All band members are fine musicians, but they also train as medics and serve in this role when necessary.





## Reading



- 1 a) Read the text and answer the questions by choosing A, B, C or D.

# The Gator Doc



A man wearing a long-sleeved cotton shirt, blue jeans and hiking boots is walking through a cave in Indonesia. People with cameras are filming him. It is very dark in the cave, even with the lights of the cameras. Then, suddenly, a huge snake attacks the man and bites him. For most people, this is very scary. But for Brady, this is just a normal day at work.

Brady Barr is an American herpetologist. He studies snakes, crocodiles and lizards. At present, he is filming documentaries about the world's largest and scariest snakes. After he catches them, Brady takes some blood to study later and then he puts the animals back where he found them.

Brady knows very well that the animals he meets are very dangerous so he is always careful with them. His adventures

in the jungle are very interesting for the millions of people who watch his documentaries. But filming his show keeps him very busy and sometimes he doesn't have the time to study. For this reason, he works with a team of scientists who help him with his studies and write down the facts and information he finds. Does Brady want to stop working in the near future? Well, this alligator doctor – or 'Gator Doc' – says: "I don't know how long I can do this work safely. The snakes and the crocs are getting younger and faster!"

- What is the writer doing in the first paragraph of the text?
  - giving information about very big snakes
  - giving an example of how dangerous Brady's job is
  - describing Brady's first day as a herpetologist
  - giving an opinion about Brady's TV show
- What does Brady do with the animals he catches?
  - He writes down how big they are.
  - He takes pictures of them.
  - He collects some blood from them.
  - He takes them to safer places.
- Why does Brady work with other scientists?
  - to help them finish their studies
  - so that they take part in his TV show
  - to learn how to be safe near snakes
  - because he doesn't have much time to study
- Brady wants to stop working because
  - he worries about getting hurt.
  - he has finished his studies.
  - he doesn't get enough free time in his job.
  - other scientists are better than him.

(4x4=16)

## b) Answer the questions.

- Why do you think Brady's TV show is popular?
- What qualities does someone need to do Brady's job? Why?

(2x4=8)

## Everyday English

- 2 Complete the dialogue with: *how much do you make, a dream job, what does your job involve, I really love it, where do you usually work.*

A: So Chad, **1)** .....?  
 B: Well, as a professional stuntman, I do dangerous things in films.  
 A: That's exciting! And  
**2)** .....?  
 B: On different film sets: in a studio, on a bridge or even underwater.  
 A: Do you enjoy the work? I imagine it isn't very safe.  
 B: Actually, it's extremely dangerous but **3)** .....!  
 A: And **4)** .....?  
 B: It depends on the film, but usually around \$1,000 per week.  
 A: Wow! That sounds like  
**5)** .....!

(5x2=10)

## Listening

**3** You will hear a boy, Brian, and a girl, Rita, talking about a part-time job. Mark the sentences **YES** (correct) or **NO** (incorrect).

- 1 Brian played tennis last weekend. ....
- 2 Rita read about the job in a newspaper. ....
- 3 The tennis club only has one ball boy. ....
- 4 Rita thinks that being a ball boy is boring. ....
- 5 Brian is happy with his wage. ....
- 6 Rita won't join the club without a discount. ....

(6x3=18)

## Vocabulary

**4** Choose the correct word.

- 1 I'm looking for a new **work/job**.
- 2 Jasim is **fair/honest** and never tells lies.
- 3 He **earns/gains** a living as a nurse.
- 4 She's **careful/careless** and makes mistakes.
- 5 Her daily **salary/wage** is £75.

(5x1=5)

**5** Choose the correct item.

- 1 We're trying to set **up/off** a new shop.
- 2 He's looking **for/down** a job as a waiter.
- 3 Write **down/with** his address.
- 4 Mariam has a talent **on/for** design.
- 5 Mahmoud is interested **of/in** history.

(5x1=5)

## Grammar

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

- 1 Tony always ..... (**drive**) to work.
- 2 ..... (**Ann/sleep**) now?
- 3 Your new job ..... (**sound**) great.
- 4 We ..... (**work**) overtime today.
- 5 He ..... (**not/live**) in London.

(5x2=10)

**7** Choose the correct item.

- 1 Carlo isn't **that/as** hard-working as his sister.
- 2 Bader is **taller/the tallest** boy in the class.
- 3 My salary is **higher/more high** than his.
- 4 His new job is **better/best** than his previous one.
- 5 Asma's **patient/more patient** than me.

(5x1=5)

## Writing

**8** Read the rubric and write your blog entry.

Your cousin Alan has recently started working as a ball boy at a tennis club in your city. Write a blog entry about your cousin and his job. In your blog entry describe the duties of the job and say what he likes/dislikes about it. Write your **blog entry** (80-100 words).

(23 marks)

Total: 100

## Grammar in Focus

Fill in the correct form of the word in brackets or choose the correct word.

1) ..... (**you/want**) to work from home? Studies show that people working at home are 2) ..... (**happy**) than people working in offices. They also save 3) ..... (**much**) money because they 4) ..... (**not/travel**) to work every day. At the moment, we 5) ..... (**look**) for people to work from home translating texts into English from Spanish and Arabic, so you 6) ..... (**need**) to know one of these languages. No 7) **previous/last** experience is necessary.

## Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

### Now I can ...

#### Lexical Competence

- talk about people and work
- describe job qualities

#### Reading Competence

- answer multiple choice questions
- answer comprehension questions

#### Listening Competence

- listen for specific information (Yes/No statements)

#### Speaking Competence

- describe a job

#### Presentation Skills

- present Erin's day as a Jillaroo
- present various careers

#### Writing Competence

- write a blog entry about a person's job

# On Screen

Student's Book

Jenny Dooley

Series Consultant:  
Dr. Amira H. Traish

4



Express Publishing

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Listening	Speaking	Writing	CLIL/Culture
<ul style="list-style-type: none"> <li>an advert (note taking)</li> <li>intonation: stress-shift</li> </ul>	<ul style="list-style-type: none"> <li>ask for – give directions</li> <li>describe a photo</li> <li>present how lakes are formed</li> </ul>	<ul style="list-style-type: none"> <li>a poster advertising a place of natural beauty</li> <li>an article about a tourist destination (Skills: techniques to start/end an article; using adjectives; recommending; brainstorming)</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (Geography): <i>Fantastic Fjords!</i> (article)</li> <li>Culture: <i>An Alaskan Cruise</i></li> </ul>
<ul style="list-style-type: none"> <li>an interview (multiple choice)</li> <li>a dialogue (sequence of events)</li> <li>intonation in exclamations</li> </ul>	<ul style="list-style-type: none"> <li>an interview</li> <li>narrate an experience</li> <li>express shock/sympathy</li> <li>describe a photo</li> <li>present a character in literature</li> </ul>	<ul style="list-style-type: none"> <li>a diary entry</li> <li>a story (Skills: setting the scene; descriptive language)</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (Literature): <i>The Sea-Wolf</i> (extract)</li> <li>Culture spot: <i>Daniel Defoe</i></li> </ul>
<ul style="list-style-type: none"> <li>a conversation (T/F statements; multiple choice)</li> <li>intonation: word junctures (vowel to vowel)</li> </ul>	<ul style="list-style-type: none"> <li>make predictions</li> <li>make suggestions – accept/refuse</li> <li>compare photos</li> <li>present the history of space travel</li> </ul>	<ul style="list-style-type: none"> <li>predictions about technological developments</li> <li>an informal email accepting/refusing an invitation (Skills: informal style; linkers; editing)</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (History): <i>The Changing Face of Transportation</i> (informative text)</li> <li>Culture: <i>The Tube</i></li> </ul>
<ul style="list-style-type: none"> <li>an interview (multiple choice)</li> <li>intonation: interjections</li> </ul>	<ul style="list-style-type: none"> <li>design and present your own emojis</li> <li>talking on the phone</li> <li>describe photos</li> <li>present a museum</li> </ul>	<ul style="list-style-type: none"> <li>a paragraph expressing your opinion</li> <li>a for-and-against essay (Skills: techniques to start/end; formal style; topic/supporting sentences; linkers)</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (Science): <i>How Trees Talk</i> (article)</li> <li>Culture: <i>The Science Museum, London</i></li> </ul>
<ul style="list-style-type: none"> <li>a conversation (multiple choice)</li> <li>intonation in question tags</li> </ul>	<ul style="list-style-type: none"> <li>express preference giving reasons</li> <li>present how glass is recycled</li> <li>express opinion – agree/disagree</li> <li>compare photos</li> <li>present how you recycle household waste</li> </ul>	<ul style="list-style-type: none"> <li>an informal email about your last holiday</li> <li>an opinion essay (Skills: techniques to start/end an informal email; linkers; express opinion)</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (PSHE): <i>7 Steps to Save the Planet</i> (quiz)</li> <li>Culture: <i>Recycling in the UK</i></li> </ul>
<ul style="list-style-type: none"> <li>dialogues (multiple choice based on visual prompts)</li> <li>pronunciation: diphthongs /ei/, /ai/, /ɔi/</li> </ul>	<ul style="list-style-type: none"> <li>present a market</li> <li>design &amp; present a market</li> <li>buy/sell clothes &amp; footwear</li> <li>agree/disagree</li> <li>present a voyage</li> <li>present a traditional item of clothing</li> </ul>	<ul style="list-style-type: none"> <li>an entry on a travel blog</li> <li>an email describing a market (Skills: adjectives; using the senses; brainstorming)</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (History): <i>The Spice Routes</i> (article)</li> <li>Culture: <i>The Scottish kilt</i></li> </ul>
<ul style="list-style-type: none"> <li>dialogues (multiple choice)</li> <li>intonation: direct/indirect questions</li> </ul>	<ul style="list-style-type: none"> <li>give a live video feed from space</li> <li>expressing concern/sympathy – giving/responding to advice</li> <li>describe photos &amp; discuss your eating habits</li> <li>give a presentation on the importance of exercise</li> <li>present a children's charity</li> </ul>	<ul style="list-style-type: none"> <li>a blog entry</li> <li>an email describing an annual event (Skills: sequence of tenses; error correction; recommending; brainstorming)</li> <li>present a children's charity</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (PSHE): <i>Don't Give Germs a Helping Hand</i> (informative article)</li> <li>Culture: <i>Make-A-Wish</i></li> </ul>
<ul style="list-style-type: none"> <li>an interview (multiple choice)</li> <li>intonation: follow-up questions</li> </ul>	<ul style="list-style-type: none"> <li>express lack of understanding</li> <li>ask for clarification/clarify points</li> <li>book tickets for a performance</li> <li>make decisions</li> <li>present a seaside resort</li> <li>present an area in a capital city famous for entertainment</li> </ul>	<ul style="list-style-type: none"> <li>a quiz</li> <li>an online application form</li> <li>an informal email suggesting attending an event (Skills: making suggestions; error correction; brainstorming)</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (History): <i>Leisure in Victorian times: THE SEASIDE</i> (article)</li> <li>Culture: <i>Broadway</i></li> </ul>

Pronunciation (p. PR1)

American English-British English Guide (p. AE-BEG1)

Irregular Verbs



## MODULE OBJECTIVES

- ▶ **Vocabulary**
  - natural features
  - travel
  - weather
  - places
  - holidays
  - phrasal verbs: *GO*
  - word formation: (forming nouns)
- ▶ **Reading**
  - an article (T/F statements; answer questions)
- ▶ **Grammar**
  - present tenses
  - (to) infinitive/-ing form
  - adjectives/order of adjectives
- ▶ **Listening**
  - an announcement (gap fill)
  - intonation: stress-shift
- ▶ **Speaking**
  - asking for/giving directions
  - describing a photo
- ▶ **Writing**
  - an article about a tourist destination
- ▶ **CLIL (Geography):** *Fantastic Fjords!*  
**Culture:** *An Alaskan Cruise*
- ▶ **Progress Check**

### Words of wisdom

"Wherever you go, go with all your heart."  
(Confucius)

**Discuss**

Home
About Us
Special Offers
Destinations
Booking
FAQ
Contacts

Search

## Extreme Travel Agency

Check out our new package holiday destinations!

£2,000



1 | The Maldives

Witness the '1) ..... of stars' – an illuminated body of water which surrounds Vaadhoo Island!

£1,000



2 | Argentina

Visit Iguazu Falls – the largest 2) ..... in the world!

£1,000



3 | Turkey

Explore the underground world of Cappadocia 3) .....!

£2,000



4 | Philippines

Take a boat trip to Palawan – a(n) 4) ..... with amazing natural beauty!

£1,500



5 | Kazakhstan

Visit 5) ..... Kaindy – a body of water which covers a spruce 6) .....!

£1,500



6 | Alaska

See amazing 7) ..... along the state's coastline!

### Natural features

- 1** Read the webpage and use the words in the list to complete the gaps.

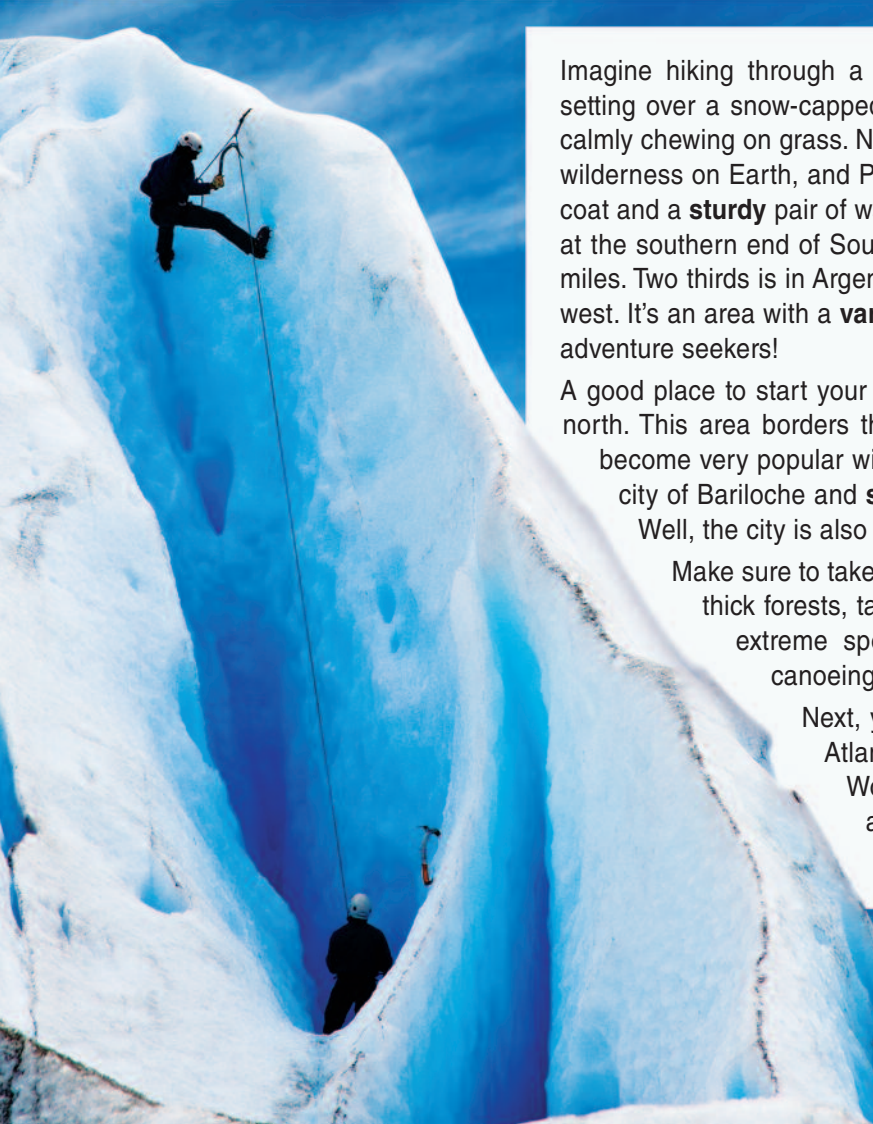
• sea • lake • forest • island • cave • waterfall • fjords

- 2** **THINK!** Which three places would you like to visit? Why? Tell the class. You can use the words in the list.

• amazing • fascinating • wonderful • interesting • exciting • memorable

*I'd love to visit Alaska to see the fjords on its coastline. I think it would be an amazing experience!*

# Patagonia



Imagine hiking through a remote region in South America. The sun is setting over a snow-capped mountain, and all around you, guanacos are calmly chewing on grass. Nowadays, there are very few places of **unspoilt** wilderness on Earth, and Patagonia is one of them. All you need is a thick coat and a **sturdy** pair of walking boots to explore it yourself. This region is at the southern end of South America and covers around 400,000 square miles. Two thirds is in Argentina in the east, and one third is in Chile in the west. It's an area with a **variety** of landscapes – the perfect destination for adventure seekers!

5

A good place to start your adventure is in Argentina's Lake District in the north. This area borders the Andes mountain range, and it has recently become very popular with foreign tourists. You can stay in the beautiful city of Bariloche and **sample** Patagonian cuisine. Got a sweet tooth? Well, the city is also famous for its chocolate shops!

10

Make sure to take a trip to Nahuel Huapi National Park to explore thick forests, tall waterfalls and extinct volcanoes. It's ideal for extreme sports such as mountain biking, kayaking and canoeing.

15

Next, you shouldn't miss the Valdes Peninsula on the Atlantic coastline in the east. This UNESCO Natural World Heritage Site hosts a wide variety of sea animals, such as sea lions, elephant seals and orcas. You can even take a boat to go whale

20

### Check these words

- remote • snow-capped • chew • wilderness
- sturdy • adventure seekers • border
- sample • sweet tooth • extinct volcano
- peninsula • host • descendant • settler
- glacier hike • untouched

**1** Check these words/phrases in the Word List at the back of the book. Use them to complete the sentences.

- hike • teashop • wilderness • sea animals
- cuisine • extreme

- 1 Patagonia is one of the few places where you can find unspoilt .....
- 2 A good place to sample Patagonian ..... is in Bariloche.

- 3 Nahuel Huapi National Park is a good place to try ..... sports.
- 4 On the Valdes Peninsula, you can see a wide range of .....
- 5 In the area around the Valdes Peninsula, you can relax in a Welsh .....
- 6 At Los Glaciares National Park, you can go on a glacier .....





watching! It's an amazing experience to get up close to these gentle giants! Also, around this area, you might hear many locals speaking Welsh! These are the **descendants** of Welsh settlers, and many own Welsh teashops in the area where you can have a relaxing cup of tea.

As you continue south, the weather becomes much colder. After all, the southern tip of the continent is not far from Antarctica! The best place to experience this extreme climate is in Los Glaciares National Park. Here, you can go on a glacier hike on Perito Moreno! It's a once-in-a-lifetime experience to step onto the blue ice of this **massive** glacier, which has been slowly moving through the area for thousands of years!

Patagonia is a wild land with breathtaking scenery and amazing wildlife! Home to the world's seventh largest desert, amazing ice fields and beautiful rainforests, it is one of the untouched lands of our planet that makes you feel like you are at the ends of the earth!



**2** Where is Patagonia? What can tourists do there? Read through to find out.

## STUDY SKILLS

### True/False statements

First, read the statements and underline the key words. Try to think of synonymous words/phrases that could appear in the text. Read the text carefully with these synonymous words/phrases in mind, and mark the statements accordingly. Remember that the order of the statements is the same as the order in which the information is presented in the text.

**3** Read the text and decide if each sentence is **T (true)** or **F (false)**. Give reasons.

- 1 The writer suggests wearing warm clothes when visiting Patagonia. ....
- 2 Most of Patagonia is within Argentina. ....
- 3 The Argentinian Lake District doesn't get a lot of visitors. ....
- 4 Chocolate is popular in Bariloche. ....
- 5 It's forbidden to do extreme sports in Nahuel Huapi National Park. ....
- 6 The Valdes Peninsula is on the coast of the Atlantic Ocean. ....
- 7 The Valdes Peninsula is a protected area. ....
- 8 There is a Welsh-speaking community in Patagonia. ....
- 9 The warmest areas of Patagonia are in the south. ....
- 10 Perito Moreno is a glacier that is no longer moving. ....

**4** Answer the questions.

- 1 Where is Patagonia located?
- 2 Why should tourists visit Nahuel Huapi National Park?
- 3 Why is Welsh spoken in Patagonia?
- 4 Why does Patagonia make you feel "like you are at the ends of the earth"?

**5** Match the words in bold to their synonyms. What part of speech are they?

- unharmed • future generation • range • taste
- huge • durable

## Listening & Speaking



Listen to and read the text again. Tell the class four reasons why someone should visit Patagonia.

## Writing

**ICT** In groups, collect information about a place of natural beauty in your country. Create a poster advertising it. Write: *where it is* and *what visitors can see and do there*. Display it to the class.

## Vocabulary

### Vocabulary from the text

#### 1 Choose the correct word.

- 1 Patagonia has a range of **landscapes/scenes** from mountains to ice fields.
- 2 You should take a(n) **trip/adventure** to a national park in Patagonia.
- 3 Going on a glacier hike is a once-in-a-**world/lifetime** experience!
- 4 The Andes is the biggest mountain **border/range** in South America.
- 5 Patagonia is the perfect **coastline/destination** for thrill seekers!

#### 2 Complete the advert. Use: *extreme, unspoilt, sturdy, wide, massive.*

## Visit Patagonia

7-day all-inclusive package holiday!

- Visit one of the last **1)** ..... regions on Earth!
- Try **2)** ..... sports in Nahuel Huapi National Park!
- See a(n) **3)** ..... variety of sea animals in the Valdes Peninsula!
- Go hiking on a(n) **4)** ..... glacier in Los Glaciares National Park.
- There's lots of hiking, so bring **5)** ..... boots and a thick coat!

#### 3 Fill in: *on, in, with, or to.*

- 1 The town is ..... the east coast of the island.
- 2 I think Patagonia is the most beautiful place ..... Earth.
- 3 Bariloche is a lively town ..... the north.
- 4 Patagonia is popular ..... nature lovers.
- 5 Keith prefers beach holidays ..... adventure holidays.

### Topic vocabulary Travel

#### 4 Complete with: *nightlife, accommodation, destinations, attractions, scenery, entertainment, facilities, sightseeing.*

### Travel Guide

## Alexandria

- Alexandria is the second largest city in Egypt and one of the country's top tourist **1)** ..... !
- The **2)** ..... is expensive, so book your hotel room early for a better deal. Most hotels have **3)** ..... such as restaurants and gyms.
- Alexandria is a great city for **4)** ..... . There are lots of **5)** ..... to visit, including museums and historic buildings.
- Alexandria has a really exciting **6)** ..... ! In Teatro Eskandariya, you can enjoy live **7)** ..... such as theatre performances.
- At El Corniche coastline, you can enjoy the stunning **8)** .....

### Weather

#### 5 Read the text and choose the correct word. Check in the Word List.

Unlike its name, Iceland isn't really that **1) warm/icy** at all. Average winter **2) temperatures/storms** don't go much below zero. Of course, you do get some **3) rain/snowfall** in winter, so people can go skiing! Iceland can have very changeable weather in just 24 hours. One minute there is bright **4) sunshine/fog**, and the next minute, it's **5) freezing/humid** cold. There isn't really a rainy season, but Iceland does get quite a bit of **6) mild/wet** weather between October and February. That means the skies are usually **7) sunny/cloudy**, and visibility is poor, so it's not the best time to see the famous Northern Lights.

#### 6 Compare the weather in your country to the weather in Iceland.

*In my country, it's hotter and more humid than in Iceland.  
Winter temperatures can be as high as 20°C.*

### Places

#### 7 a) Label the pictures.

Use: *bay, rainforest, desert, valley, river, cliff.*



1 .....

2 .....

3 .....



4 .....

5 .....

6 .....

b) Which of the places in Ex. 7a are there in your country? Which are popular with tourists? Tell the class.

## Holidays

**8** **COLLOCATIONS** Which of the adjectives in bold does not fit the sentence? Check in your dictionaries.

- 1 They are staying at a **cheap/comfortable/deep** hostel in the city centre.
- 2 There are lots of cafés around the **central/main/regular** square.
- 3 Rana enjoys walking through the **colourful/convenient/crowded** market.
- 4 Every evening, they explore the **expensive/narrow/quiet** streets of the city.
- 5 In the morning, they usually take a swim in the **clear/warm/pure** sea.
- 6 Their hotel is quite near a **peaceful/dirty/warm** beach.
- 7 They booked a room in a(n) **historic/expensive/fresh** hotel by the sea.
- 8 Most tourists agree that the locals are very **friendly/warm/sandy**.

**9** Fill in: *hire, bargain, give, backpack, make, take, afford, explore, rent, book*.

- 1 Keith likes to ..... with the stallholders to get good deals.
- 2 Why not ..... a walk around the town in the evening?
- 3 Don't forget to ..... a reservation at the restaurant.
- 4 The Smiths ..... a cottage on the coast for a month each summer.
- 5 Hamad plans to ..... around Europe this summer.
- 6 The staff at this hotel always ..... us a warm welcome.
- 7 Ted wants to ..... a car while in Cairo.
- 8 You can ..... a room at this hotel over the Internet.
- 9 They're staying in a hostel because they can't ..... a hotel.
- 10 Paul wants to ..... the city on foot instead of going on a sightseeing bus.

**10** **WORDS OFTEN CONFUSED** *Travel or trip:* mark the sentences correct (✓) or incorrect (X).

- 1 We are going on a trip to the beach. ....
- 2 He wants to travel abroad. ....
- 3 She travels to Oman once a year. ....
- 4 They are planning a travel to Italy. ....

## Phrasal Verbs: GO

**11** Fill in the correct particle: *off, on, out*. Check in Appendix I.

- 1 The fireworks will go ..... in an hour.
- 2 Are you going ..... this evening or staying at home?
- 3 After Dublin, Samir is going ..... to Berlin.
- 4 Lights usually go ..... during a storm.

## Word Formation (*forming nouns*)

**12** Read the theory. Then complete the gaps with the correct noun derived from the words in bold.

We use these suffixes to form:  
**nouns from verbs:** -ment (*arrange – arrangement*);  
 -tion/-sion (*relate – relation, decide – decision*)  
**nouns from adjectives:** -ance/-ence (*important – importance, silent – silence*); -ness (*happy – happiness*);  
 -ity (*possible – possibility*);  
**nouns from nouns:** -hood (*child – childhood*);  
 -ship (*friend – friendship*)

- 1 The tourist resort is increasing in ..... every year. (**POPULAR**)
- 2 Locals don't support the ..... of tourism in the area. (**DEVELOP**)
- 3 I like the feeling of ..... you get on a backpacking holiday. (**INDEPENDENT**)
- 4 This book is an ..... of the different cultures in the country. (**EXPLORE**)
- 5 Reem was shocked by the waiter's ..... (**RUDE**)
- 6 Tom plans to revisit the old holiday cottage from his ..... (**BOY**)

## Prepositions

**13** Complete with: *at, on, in (x2), by, to*. Check in Appendix II.

- 1 The hotel is close ..... a train station.
- 2 You should book your hotel room ..... advance.
- 3 The plane cannot take off until all passengers are safely ..... board.
- 4 Henry's flight to Chile departs ..... the same time as mine to Argentina.
- 5 I hope Ann is ..... time for her flight to Buenos Aires.
- 6 She wants to travel to Patagonia ..... car from Santiago.


**Present tenses – (to) infinitive/-ing form**

Hi, Wendy,

1) **I'm having** a great time here in Malaysia! My family 2) **goes** abroad on holiday every summer, so 3) **I've visited** lots of amazing places, but nothing compares to this country! I'm so glad we decided to come here! For the past week, 4) **we've been sightseeing** around the country. We would like to visit the traditional villages of Sarawak, but it might not be possible.

Right now, 5) **I'm writing** this email in our hotel room. I feel exhausted, because 6) **we've just returned** from Kuala Lumpur's Central Market. It's located in a beautiful building in the centre. A lot of craftsmen 7) **work** there making wonderful handmade souvenirs. It's the perfect place to go shopping! The only problem is that it's very crowded, and people 8) **are always bumping** into you!

Anyway, our day hasn't finished yet! Later, 9) **we're attending** a shadow puppet play! The performance 10) **starts** at 7 p.m., so I should get ready! My dad always makes us leave early for these things. By the way, thanks for lending me your camera! I look forward to showing you my photos when I get back!

Talk to you soon,  
Mariam



- |                            |   |
|----------------------------|---|
| <input type="checkbox"/> A | a habit/routine   |
| <input type="checkbox"/> B | a permanent state   |
| <input type="checkbox"/> C | a timetable   |
| <input type="checkbox"/> D | a fixed future arrangement  |
| <input type="checkbox"/> E | a temporary situation   |
| <input type="checkbox"/> F | a recently completed action   |
| <input type="checkbox"/> G | a complaint   |
| <input type="checkbox"/> H | an action happening now   |
| <input type="checkbox"/> I | an emphasis on the duration of an action that started in the past and continues up to the present |
| <input type="checkbox"/> J | an action that happened at an unstated time in the past   |

▶ see pp. GR1-GR4

**1** Read the email. Match the verbs in bold to their uses.

**2** Put the verbs in brackets into the *present simple* or the *present continuous*. Give reasons.

- The flight to Jeddah ..... (**depart**) in 20 minutes.
- They ..... (**not/shop**) in the market right now.
- ..... (**the Smiths/go**) on holiday next week?
- Lisa ..... (**stay**) in a hotel until the builders finish working on her flat.
- ..... (**you/meet**) Jasim at the festival later today?
- Steve rarely ..... (**travel**) abroad on holiday.
- The village ..... (**not/attract**) many visitors in winter.
- ..... (**Hasan/work**) as a cook in the restaurant?
- We ..... (**relax**) on the beach at the moment.
- Stan ..... (**constantly/complain**) about our hotel room.

**3** Choose the correct tense.

- The roses **smell/are smelling** nice.
- The manager **fits/is fitting** a new air-conditioner in our room.
- I **don't think/'m not thinking** this resort is suitable for kids.
- You **look/are looking** tired today.
- They **appear/are appearing** to be upset about something.

**4** What do you *always, usually, often, sometimes, rarely/seldom, never* do while on holiday? Use the phrases to tell your partner.

**go:** *sightseeing, canoeing, sailing, skiing, swimming, fishing, hiking, cycling, camping, on a picnic, shopping, out with friends, etc.*

**play:** *board games, football, tennis, etc.*

**do:** *a puzzle, a crossword, judo, sports*

*I always go sightseeing when I am on holiday. I usually... I sometimes... etc.*

### 5 Choose the correct tense. Give reasons.

- 1 They've **come/ve been coming** here for years.
- 2 **Have you heard/Have you been hearing** from Asma since she arrived in Lebanon?
- 3 Benny **hasn't received/hasn't been receiving** confirmation of his holiday booking yet.
- 4 Your skin looks very red. **Have you been sitting/Have you sat** in the sun today?
- 5 We've **been looking've looked** around the museum all morning.

### 6 In pairs, use the prompts to discuss.

- 1 **excited** – get ready for holiday/pack bags (✓), find passport (✓), call for a taxi (X)  
A: *You look excited. What have you been doing?*  
B: *I've been getting ready for my holiday.*  
A: *What have you done so far?*  
B: *I've packed my bags, and I've found my passport, but I haven't called for a taxi yet.*
- 2 **tired** – shop for souvenirs/buy T-shirt for my brother (✓), pick up scarf for my sister (✓), find anything for my parents (X)
- 3 **happy** – try out local sports facilities/go horse riding (✓), play golf (✓), do archery (X)
- 4 **exhausted** – walk around the city/visit museum (✓), see City Hall (✓), eat local food (X)

### (to) infinitive/-ing forms

### 7 Look at the underlined words in the text. When do we use: to-infinitive, infinitive without 'to' or -ing form?

### 8 Put the verbs in brackets into the correct infinitive or -ing form. Give reasons.

- 1 A: Do you want ..... (**travel**) abroad on holiday this year?  
B: I'd prefer ..... (**stay**) in England.
- 2 A: How about ..... (**visit**) the museum?  
B: I don't fancy ..... (**do**) any sightseeing.
- 3 A: I'm looking forward to ..... (**try**) the local cuisine in Madrid!  
B: Me, too, I love ..... (**eat out**).
- 4 A: We've decided ..... (**book**) flights to Beirut next week!  
B: That's great! Beirut must ..... (**be**) beautiful at this time of the year.
- 5 A: I enjoy ..... (**sail**) when I go on a beach holiday.  
B: I'm too lazy ..... (**do**) water sports!

### 9 Put the verbs in brackets into the to-infinitive or the -ing form. Explain the difference in meaning.

- 1 If you can't find cheap plane tickets at the travel agent's, try ..... (**look**) online.
- 2 I've tried ..... (**persuade**) Tarek to join us on holiday, but he isn't interested.
- 3 Let's stop ..... (**have**) a snack at the next petrol station.
- 4 Stop ..... (**take**) photos inside the museum. It's not allowed.
- 5 Remember ..... (**give**) our room key to the receptionist.
- 6 I remember ..... (**fly**) in an aeroplane for the first time.

### Sentence Transformations

### 10 Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Bill can't wait until he goes on holiday.  
He is looking forward ..... on holiday.
- 2 The last time he travelled abroad was five years ago.  
He ..... abroad for five years.
- 3 This year, he's thinking of staying in a hotel.  
This year, he wants ..... in a hotel.
- 4 He's having difficulty finding tickets.  
It's difficult for him ..... tickets.
- 5 He is looking for a hotel room.  
He ..... booked a hotel room yet.

### 11 SPEAKING Your English-speaking penfriend wants to visit your country for their summer holidays. Use the prompts in the list to make sentences, as in the example.

- You should definitely ...
- It's a good idea to go ... at ...
- If you fancy ..., then go to ...
- Don't miss ...
- You should avoid ... because ...
- You shouldn't leave without ...

*You should definitely visit Dubai Creek. There, you can take an abra and travel across the creek.*

## Note taking

### Preparing for the task

- 1** a) Read the questions, and predict the type of word that is missing.

Name of travel agency:

1) Global ..... (adverb/noun)

Type of holiday:

2) ..... holiday (adjective/verb)

Total price:

3) £ ..... per person (number/word)

- b) Now read a radio advertisement about a holiday, and complete the gaps. Were your predictions correct?

Now, a short message from our sponsors, Global Travel, the number one travel agency in Hereford. They're offering a new package holiday to Peru! The price is just £1,500 per person. When you consider that the flights alone cost £900, I'm sure you'll agree this is a great deal! Contact them today!



## STUDY SKILLS

### Identifying information

First, read through the notes to get an idea of what you will listen to. Before you listen to the recording, predict what is missing from each gap (a noun, adjective, verb, number, etc.). This will help you complete the task.

- 2** You are going to listen to an announcement about a holiday destination. Before you listen, check these words/phrases in the Word List.

- wrap up • warm climate • turquoise waters • crystal clear
- palm trees • impressive architecture • beach resorts

- 3** a) Look at the advert. What type of word does each gap ask for: *noun? adjective? number? etc.*

## A WINTER SUN DESTINATION

<b>Destination:</b>	1) ....., the Caribbean
<b>The dry season:</b>	November – 2) .....
<b>What it has to offer:</b>	beautiful beaches, crystal clear waters, 3) ..... local food
<b>Where you can stay:</b>	small, cheap 4) ..... five-star 5) ..... beach resorts
<b>Prices from:</b>	6) £ ..... per person

- b) Listen to the recording. For each gap, fill in the missing information.

- 4** Tell your partner three reasons someone should visit Cuba.

### Intonation: Stress-shift

Some words have same noun and verb forms. The nouns have strong first syllables while the verbs have strong second syllables.

- 5** Identify the forms in bold in the sentences.

Listen and repeat.

- 1 a I'd like a **refund**, please.  
b They guarantee to **refund** our money.
- 2 a The Sahara is a **desert**.  
b You shouldn't **desert** your post.
- 3 a Never **insult** others.  
b This is an **insult**.

- 6** Make sentences using these words as nouns and verbs. Read your sentences aloud.

- contrast • present • update

# Speaking skills 1e

## Asking for/Giving directions

**1** Layla is talking to the concierge at the reception of the hotel where she is staying. Where does she want to go?

Listen and read to find out.

A: Excuse me, can you please tell me what the best way to get to the museum is?

B: Of course, madam. When you leave the hotel, go along Cherry Street and turn right into Main Street.

A: Right. And after that?

B: Take the first turning on the right on Orange Street. The museum is on your right, opposite an aquarium.

A: Is it far?

B: No, it isn't. It's about 5 minutes on foot.

A: Okay, I think I've got that. Thanks a lot.

B: My pleasure. Have an enjoyable day.



**2** Read the dialogue and find the route on the map.

**3** Take roles and read the dialogue aloud.

### Asking for directions

- Excuse me, can/could you please tell me how I get to ...?
- Excuse me, is there a (*shopping mall*) near here?
- Excuse me, are there any (*Mexican restaurants*) on this street?
- What's the best way to ...?
- Could you please tell me where the (*nearest bank*) is?
- Okay, and then what?
- How far is (*the train station*) from here?
- Is it far (from here)?

### Giving directions

- Go straight on (until you come to ...).
- Turn left/right (into ... Street).
- Go along ... • Cross ...
- Take the first/second turning on the left/right.
- It's on the/your left/right.
- It's next to/between/opposite/ behind/in front of the (*bank*).
- It's on the corner of ... Street and ... Street.
- It's at the end of ... Street.
- No, it isn't far. It's ...
- It's about 10 minutes on foot.
- It's 15 minutes by car.

**4** Work in pairs. Take the roles of a concierge and a hotel guest. Use the map and phrases in the box to act out a dialogue similar to the one in Ex. 1.

*Student A:* You want to go to the supermarket, and then afterwards, you want to go to a café.

*Student B:* Give directions to these places.

## Describing a photo

### STUDY SKILLS

Look at the photo carefully. Think about what you can see, the location, what the weather is like, what is happening, what the people are wearing, how they are feeling, etc. Try to use descriptive language with a variety of adjectives.

**5** Look at the photo. Use the words in the list to complete the gaps.

- cheerful • chilly • map • suitcases • jacket
- jumper • scarves • couple • steps • hotel

In this photo, I can see a young, married **1**) ..... sitting on some **2**) ..... Perhaps they are outside a train station, because they have two **3**) ..... with them. The weather seems to be **4**) ..... – they are both wearing **5**) ..... The woman is also wearing a pair of blue trousers and a black leather **6**) ....., while the man is wearing a grey **7**) ..... and brown trousers. Both of them are looking at a **8**) ....., so maybe they're trying to find their **9**) ..... They both seem to be **10**) .....



**6** Cover the text and describe the photo. Make three mistakes. Your partner corrects you.

## Rubric analysis

## STUDY SKILLS

Always read the task carefully. This will help you decide on what type of writing you are going to do, whom it is for, and what exactly you will write about.

- 1** Read the rubric. Use the underlined words to answer the questions.

Your school magazine has asked readers to write an article describing a popular holiday destination in their country. Write an article describing the place (120-150 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?

- 2** Read the model. Match the paragraphs to the headings.

- A**  what to see  
**B**  comments/recommendation  
**C**  name, location, population  
**D**  what to do



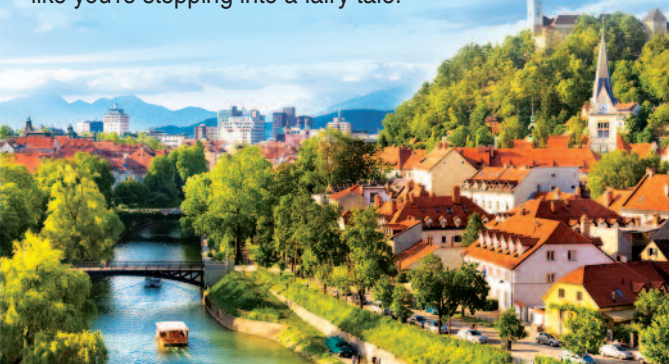
## Lose Yourself in Ljubljana

**1** Does strolling along cobbled streets in one of the greenest cities in Europe sound attractive? Then you should go to Ljubljana, the capital city of Slovenia. With a population of just over 250,000, it's a city full of history and culture.

**2** There are a lot of things to see in Ljubljana. Take a funicular to the top of Ljubljana Castle and enjoy amazing views. Visit the City Museum of Ljubljana and learn about Ljubljana's history.

**3** You can't be bored in this lively city. If shopping is your thing, head for Cop Street, a pedestrian street with designer label shops and trendy cafés. Don't miss a visit to Tivoli Park, a colourful park that contains a zoo.

**4** Ljubljana is the hidden gem of Europe. With its marvellous architecture and relaxing greenery, you'll feel like you're stepping into a fairy tale!



## Techniques to start/end

To make our article more interesting to the reader, we can use the following techniques:

- address the reader directly, e.g., *Do you ever think about getting away from it all?*
- ask a rhetorical question, e.g., *What's the secret to the perfect holiday?*
- use a quotation, e.g., *As Hans Christian Andersen said, "To travel is to live."*

- 3** What techniques has the writer used to start/end the article in Ex. 2?

## STUDY SKILLS

## Making descriptions interesting

Use a variety of adjectives to make your description more interesting to the reader.

- 4** Find the adjectives the writer has used in the model in Ex. 2 to describe: *streets, cities, views, city, street, cafés, park, gem, architecture.*

- 5** Replace the adjectives in bold with adjectives from the list.

- reasonable • energetic • memorable
- beautiful • crowded • busy

Tourists should definitely visit the **1) nice** market in the city. It's a **2) nice** experience to walk along the **3) nice** streets and hear the **4) nice** stallholders shouting out their offers. There are lots of stalls for visitors to pick up **5) nice** items at **6) good** prices.

## Adjectives/Order of adjectives

Adjectives describe nouns.

**Opinion adjectives** show what someone thinks of someone or something (*boring, interesting*, etc.)

**Fact adjectives** give us factual information about someone or something (*expensive, quiet*, etc.)

When there are two or more adjectives in a sentence, they usually go in the following order:

opinion	size	age	shape	colour
<i>nice</i>	<i>small</i>	<i>old</i>	<i>round</i>	<i>brown</i>
origin	material	used for/be about	noun	
<i>Chinese</i>	<i>wooden</i>	<i>coffee</i>	<i>table</i>	

▶ see pp. GR4-GR5



**6** Read the theory. Then, put the adjectives in the correct order. Give reasons.

- Buy a ..... rug in a local shop.  
(multi-coloured, large, beautiful)
- Take a walk through the ..... streets of the city.  
(narrow, charming, cobbled)
- Have a meal in a(n) ..... restaurant in the city centre.  
(pleasant, Italian, traditional)
- Stay in a ..... hotel.  
(modern, comfortable, small)
- Pick up some ..... souvenirs.  
(popular, wooden, traditional)

**Recommending a place**

**7** Use the words in the list to complete the gaps.

- offer • feast • visit • experience • bound • choice
- The architecture in Vienna is a(n) ..... for the eyes.
  - It is a unique ..... to see Gdansk in the winter.
  - Abu Dhabi is a city that is definitely worth a(n) .....
  - Brussels is the ideal ..... for a city break.
  - You're ..... to have a great holiday in Rome.
  - Cairo has something to ..... every type of tourist.

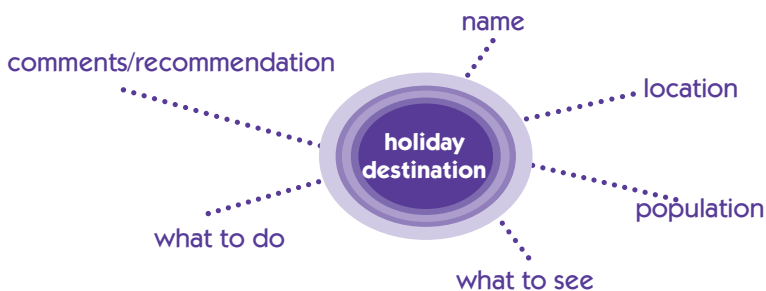
**Writing**

**STUDY SKILLS**

**Brainstorming**

Before you start writing, brainstorm for ideas. This will help you do the writing task.

**8** BRAINSTORMING Read the rubric in Ex. 1. Think of a place in your country. Copy the spidergram into your notebook, and make notes under the headings.



**9** Use your notes to write your article. Use appropriate techniques to start/end your article.

**Useful Language**

**Name/Location/Population**

- ... in the centre/middle/heart of ... .
- ... in the north/south/east/west of ... .
- ... on the south/east, etc. coast of ... .
- ... has a population of (over/around) ... thousand/million.

**What to see**

- For those who love sightseeing, ... is ... ./ For ... fans, there is/are ... ./If you like ..., the place to head for is ... .
- You (*really*) should/ought to visit ... .
- Don't miss the (*open-air market/theatre, etc.*) • The most famous attraction/ highlight is ... .

**What to do**

- You can't be bored in ... .
- You (*can sit in/try, etc.*) ... . • ... has (*parks, squares, etc.*) where you can ... .
- ... is a city/town, etc. that is full of (*cafés, museums, etc.*) where you can ... .
- The nightlife is ... .

**Recommendation**

- If you like ..., then ... is the place for you.
- ... is the perfect/ideal choice for ... .
- Visiting ... is a unique/unforgettable experience that will stay with you forever.
- ... has something for every type of tourist.
- You won't be disappointed!

**Plan**

**Introduction**

(Para 1) *name, location, population*

**Main Body**

(Para 2) *what to see*

(Para 3) *what to do*

**Conclusion**

(Para 4) *comments/recommendation*



**Checklist**


When you finish writing your article, check for the following:

- an interesting introduction/conclusion
- a variety of adjectives
- the appropriate number of paragraphs
- the correct word length
- an appropriate recommendation
- correct punctuation, spelling and grammar

**1** What do you know about fjords? How are they formed? Read to find out.

**2** Read the text and match the paragraphs (A-C) to the headings (1-4). One heading is extra.

- 1 How are they formed?
- 2 What dangers do they face?
- 3 What are they?
- 4 Where can you find them?

**3**  Listen and read the text. In pairs, ask and answer questions based on the text.

A: *What are fjords?*

B: *They are long, narrow inlets of water.*

**4** **ICT PRESENTATION SKILLS**  
In groups, collect information about how lakes are formed. Prepare and give a presentation. Videotape your presentation.

### Check these words

- narrow • stretch • inland
- inlet • steep cliff • glacier
- mass • frozen • melt

## Geography



# Fantastic Fjords!



**A**

Fjords are long, narrow stretches of water that reach far inland from the sea. These inlets are very deep and usually have steep cliffs or mountains along their sides. The waters in fjords are so deep that they are home to fascinating cold-water coral reefs.

**B**

Fjords were made by glaciers. Glaciers are huge masses of ice that form during an ice age. These heavy frozen rivers of very slow-moving ice make deep U-shaped valleys in the land as they flow out to the sea and melt. The sea water then fills the valleys to make fjords, which are much deeper than the sea outside.


**C**

Norway is famous for fjords, with around 1,200 of them. In fact, the word 'fjord' is a Norwegian word, which basically means a place on the water where you can cross over to the other side. However, you can find fjords all over the world, including New Zealand, Greenland, Canada, Alaska and Chile.



## Culture Spot



**1** What can passengers see and do on an Alaskan cruise?  Listen and read to find out.

**2** **ICT PRESENTATION SKILLS**  
In what ways can tourists experience the natural features of your country? Collect information and prepare and give a presentation. Compare it to an Alaskan cruise.

## An Alaskan Cruise

*Most people like to go on cruises in warmer regions such as around the Caribbean or Mediterranean Seas, but one of the most popular cruise destinations in the world is in freezing Alaska! Around a million people take an Alaskan cruise each year. Alaskan cruises allow passengers to see spectacular scenery. Most cruises*

*travel along the Inside Passage – a 15,000-mile route that passes countless islands, bays and fjords. Passengers can see amazing wildlife, from the grizzly bear to the moose, and they can also learn about the indigenous people who live here. It's an unforgettable experience!*



# Welcome to Middle-earth



1

## Progress Check

What comes to mind when you think of New Zealand? Maybe you think of the kiwi – New Zealand's famous flightless bird – or perhaps the country's successful rugby team – the All Blacks! Well, something else that people associate with New Zealand is 'Middle-earth'! This is the fantasy world that J.R.R. Tolkien created in his novels – and which Peter Jackson created in both 'The Lord of the Rings' and 'The Hobbit' film series! Jackson is a film director who comes from New Zealand, and he decided to make all six 'Middle-earth' films in his home country!

The films were a huge success and won countless awards – and they also made New Zealand into the world's leading destination for film tourism! The stunning shots of mountains, volcanoes and waterfalls inspired millions to visit the country, and now around 8 per cent of tourists say that Jackson's films were the main reason why they chose New Zealand!

Jackson used over 150 locations in New Zealand for the films, so there are many places for visitors to see! For example, many tourists visit the snowy mountain peaks in the Queenstown region in the South Island. Another attraction is an area of rolling green hills just outside Matamata in the North Island. It used to be just farmland, but now it's Hobbiton – the village where the Hobbits live in the films! Each day, around 2,000 visitors visit Hobbiton to walk around the fantasy village.

Of course, New Zealand isn't just one large film set! It's also a great place for outdoor activities and extreme sports, plus the locals are very hospitable. But for fans of the films, it's a unique experience to step into Middle-earth. Afterwards, you even have proof of your visit! Nowadays, whenever anyone arrives in New Zealand from abroad, they get a 'Welcome to Middle-earth' stamp in their passports!



### Listening

2 Listen to the recording. For each gap, fill in the missing information.

#### Special Winter Deal - Bruges

Travel agency:	1) .....
Length of holiday:	2) ..... days
Weather:	3) .....
Activities:	see view from Belfry Tower; visit 4) ..... shops in Market Square
Price:	5) £ ..... per person
Book at:	21 George Street – beside the 6) .....

(6x2=12)

### Everyday English Giving directions

3 Complete the dialogue with: *is there a post office near here, and then what, how far is it, what's the best way to get there.*

A: Excuse me, **1)** .....?  
 B: Yes, there's one on Henry Street.  
 A: Great. **2)** .....?  
 B: Go straight until you come to a baker's.  
 A: Okay, **3)** .....?  
 B: Then, turn left onto Henry Street. The post office is opposite a bank.  
 A: Thanks a lot. **4)** .....?  
 B: It's about 10 minutes on foot.

(4x3=12)

### Reading

1 Read the text and decide if each sentence is T (true) or F (false).

- The nickname for New Zealand's rugby team is the 'kiwis'. .....
- J.R.R. Tolkien first came up with the idea for 'Middle-earth'. .....
- Peter Jackson directed six films based on Tolkien's books. ....
- The films didn't receive many prizes. ....
- Jackson's films caused visitors to New Zealand to rise by 8 per cent. ....
- It took Jackson 150 days to make all six of the films. ....
- Jackson used locations on both the North and South Islands in the films. ....
- The location for Hobbiton in the film is now a farm. ....
- According to the writer, New Zealanders are very welcoming. ....
- Officials mark foreigners' passports in a special way. ....

(10x1=10)

## Vocabulary

### 4 Choose the correct word.

- 1 They always **bargain/rent/hire** a cottage by the sea.
- 2 He enjoys live **entertainment/wilderness/accommodation**.
- 3 Average winter **temperatures/snowfalls/storms** don't go below zero.
- 4 The locals are very **warm/convenient/deep**.
- 5 Dubai is a top tourist **landscape/destination/facility**.

(5x2=10)

### 5 Choose the correct item.

- 1 The ferry to Malta departs **at/on** 5 p.m.
- 2 They are travelling to Florida **by/in** car.
- 3 This hotel is very popular **with/for** students.
- 4 I love watching fireworks go **off/on**.
- 5 Book your hotel room **in/by** advance.

(5x2=10)

## Grammar

### 6 Put the verbs in brackets into the *present simple*, *present continuous*, *present perfect* or *present perfect continuous* tense.

- 1 This soup ..... (**smell**) delicious!
- 2 They ..... (**look**) for a café all morning.
- 3 The plane ..... (**arrive**) at noon.
- 4 Kate ..... (**always/complain**) about the weather.
- 5 ..... (**they/book**) their flight yet?
- 6 I ..... (**think**) of going to the beach.
- 7 Rashid ..... (**just/arrive**).
- 8 They ..... (**not/live**) in Amman.
- 9 We ..... (**meet**) Ann later.
- 10 Jane ..... (**appear**) to be sad.

(10x1=10)

### 7 Choose the correct item.

- 1 I'd love **visit/to visit** China one day.
- 2 Imagine **to see/seeing** the Eiffel Tower at night.
- 3 Why don't we go **sailing/sail** this afternoon?
- 4 We don't have enough money **buying/to buy** this souvenir.
- 5 I don't remember **to see/seeing** him before.

(5x3=15)

## Writing

### 8 Read the rubric and write your article.

Your school magazine has asked readers to write an **article** describing a popular winter destination in their country. Write an **article** describing the place (120-150 words).

(21 marks)

(Total: 100)

## Grammar in Focus

(Module 1)

Complete the text with the correct form of the words in brackets or choose the correct word/phrase.

Hi, Ali!

We 1) ..... (**just/arrive**) in Riyadh in Saudi Arabia! Right now, we 2) ..... (**wait**) for the bus to our hotel. Riyadh 3) ..... (**seem**) like a really beautiful city, so I'm really looking forward to 4) **see/seeing** the sights! We 5) ..... (**travel**) for the last eight hours, so I'm exhausted! We 6) **stay/are staying** here for one week, then, we 7) **get/are getting** a bus to Jeddah on Monday. I 8) ..... (**already/buy**) the tickets. Talk soon!  
Steve

## Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

### Now I can ...

#### Lexical Competence

- talk about natural features
- talk about travel and places
- talk about the weather & holidays

#### Reading Competence

- identify T/F statements
- answer questions

#### Listening Competence

- listen for specific information (note taking)

#### Speaking Competence

- ask for/give directions
- describe a photo

#### Presentation Skills

- present: how lakes are formed; natural features of my country

#### Writing Competence

- write an article about a tourist destination

# On Screen

## Student's Book

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# 5



Express Publishing

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Listening	Speaking	Writing	CLIL/Culture
a radio interview (multiple choice)	<ul style="list-style-type: none"> <li>ask for &amp; express opinion</li> <li>express (dis)agreement</li> <li>compare pictures</li> <li>describe people's appearance &amp; character</li> <li>intonation in exclamations</li> </ul>	<ul style="list-style-type: none"> <li>an opinion essay (topic/ supporting sentences/formal style; linking words; expressing opinion)</li> <li>a paragraph comparing people</li> <li>an informal email describing family members</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (Citizenship) <i>Globalisation</i> (T/F statements)</li> <li>Culture spot: <i>British Ethnicity</i></li> </ul>
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<ul style="list-style-type: none"> <li>a dialogue (Yes/No statements)</li> <li>a monologue: advert (note taking)</li> </ul>	<ul style="list-style-type: none"> <li>describe work routine</li> <li>have a job interview</li> <li>intonation: echo questions</li> </ul>	<ul style="list-style-type: none"> <li>a CV</li> <li>a letter/email applying for a part-time job (beginnings/ endings; informal/formal style; opening/closing remarks)</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (History): <i>Child Labour in Victorian Times</i> (headings)</li> <li>Culture spot: <i>A Traditional Job</i></li> </ul>
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<ul style="list-style-type: none"> <li>monologues (matching)</li> <li>a radio interview (multiple choice)</li> <li>a dialogue (listen for specific information)</li> </ul>	<ul style="list-style-type: none"> <li>make a presentation</li> <li>make suggestions – agree/disagree</li> <li>describe pictures</li> <li>pronunciation: homophones</li> </ul>	<ul style="list-style-type: none"> <li>a summary</li> <li>an essay providing solutions to problems (linkers; paragraph structure)</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (Science): <i>Energy Resources</i> (answer questions)</li> <li>Culture spot: <i>The First Wind Turbine</i></li> </ul>
<ul style="list-style-type: none"> <li>a radio interview (T/F statements; multiple choice)</li> <li>monologues (multiple matching)</li> </ul>	<ul style="list-style-type: none"> <li>describe stressful situations</li> <li>express concern/show sympathy; give advice</li> <li>describe a picture</li> <li>pronunciation: elision</li> </ul>	<ul style="list-style-type: none"> <li>a paragraph giving advice</li> <li>an informal email of advice (opening/closing remarks; give advice; error correction)</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (PSHE): <i>Anxiety</i> (answer questions)</li> <li>Culture spot: <i>Keep a Stiff Upper Lip!</i></li> </ul>
<ul style="list-style-type: none"> <li>monologues (multiple matching)</li> <li>an interview (multiple choice)</li> <li>a conversation (Yes/No statements)</li> </ul>	<ul style="list-style-type: none"> <li>express likes/dislikes</li> <li>ask for/give advice</li> <li>make decisions</li> <li>intonation: question tags</li> </ul>	<ul style="list-style-type: none"> <li>an informal email</li> <li>a-for-and-against essay (topic/ supporting sentences; linkers; concession)</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (Science): <i>The Digestive System</i> (T/F statements)</li> <li>Culture spot: <i>Traditionally Unhealthy?</i></li> </ul>
<ul style="list-style-type: none"> <li>an advert (multiple matching)</li> <li>dialogues (multiple choice)</li> <li>an advert (note taking)</li> </ul>	<ul style="list-style-type: none"> <li>discuss your holiday plans</li> <li>describe your holiday last year</li> <li>ask for/give information</li> <li>ask about/express preference</li> <li>compare pictures</li> <li>intonation: subject/object questions</li> </ul>	<ul style="list-style-type: none"> <li>an informal email about a place you have visited</li> <li>an informal letter giving information (opening/closing remarks; informal style)</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (Geography): <i>Dartmoor: A Granite Landscape</i> (answer questions)</li> <li>Culture spot: <i>London</i></li> </ul>

Appendices I & II (p. APP1)  
 How to use a dictionary/thesaurus (DT1)  
 Pronunciation (p. PR1)

American English-British English Guide (p. AE-BEG1)  
 Irregular Verbs





# Living together

# Module 1

## MODULE OBJECTIVES

- ▶ **Vocabulary**
  - people around the world
  - stages of life
  - physical characteristics
  - character
  - families
  - phrasal verbs: *BREAK*
  - word formation: *-ing/-ed* participles
  - prepositions
- ▶ **Reading**
  - an article about the Hadza (multiple choice, answer questions)
- ▶ **Grammar**
  - present tenses
  - time adverbs
  - comparatives & superlatives
  - exclamations
  - plurals
- ▶ **Listening**
  - a radio interview (multiple choice, note-taking)
- ▶ **Speaking**
  - asking for & expressing opinion/(dis)agreement
  - comparing pictures
- ▶ **Writing**
  - a paragraph comparing people
  - an opinion essay
- ▶ **Language Focus**
  - words often confused
  - grammar in focus
  - sentence transformations;
  - cloze text
- ▶ **Progress Check**

### Words of wisdom

*"The happiest people don't have the best of everything; they just make the best of everything."*

(Anonymous)

**Discuss**

## People around the world



### 1 Complete the descriptions.

**A** • happy • rosy • dark • friendly

I'm Odval, and I'm from Mongolia, a country between Russia, and China. I often wear a scarf over my **1**) ..... hair, and I have **2**) ..... cheeks from the cold. Mongolia is very cold, but Mongolians are warm, **3**) ..... people. We are always **4**) ..... to have guests. Why don't you visit us in Mongolia?

**B** • slim • polite • colourful • nomadic

I'm Koyati and I'm from the Maasai, a **5**) ..... tribe in Eastern Africa. Our clothes are very **6**) ..... and we like to wear bracelets and necklaces. As a people we are tall and **7**) ..... We are also hard-working and **8**) .....

**C** • peaceful • courageous • pale • facial

Hi, my name's Pui-Litan. My people, the Atayal, live in villages in the mountains of Northern Taiwan. Our name means 'True People'. We have **9**) ..... skin. Our men are great hunters, and our women are excellent weavers. In the old days, the Atayal people wore **10**) ..... tattoos. We are brave and **11**) ..... people. We are also **12**) ..... and don't like fighting.

**2**

**3**

**2**

Listen and match the descriptions (A-C) to the pictures (1-3).

**3**

a) Find the words in the texts that describe: *appearance; character.*

b) Use these words to describe the people in the photos.



**1** a) Check these words in the Word List at the back of the book. Use them to fill in the sentences.

- bows • lean • curly • attached
- native • gather • crops • generous
- wander

- 1 The Hadza people aren't plump; they are .....
- 2 They have ....., black hair.
- 3 The Hadza ..... the valley hunting with ..... and arrows.
- 4 They don't grow ..... for food.
- 5 Hadzane is their ..... language.
- 6 They are ..... people and share everything.
- 7 They ..... around the fire to eat.
- 8 They don't become ..... to people and things.

b) What do the sentences in Ex. 1a tell us about the Hadza?

c) Why are they the last of the first? Read through to find out.

## STUDY SKILLS

### Multiple choice

Read the text quickly to get the general idea and the writer's purpose. Read the questions and underline the key words. Read the text carefully to answer the questions. Note that the first question focuses on the writer's purpose and the last on overall meaning. The other three follow the order of information in the text and one of them focuses on attitude or opinion.

**2** Read the text. For each question, choose the correct answer (A, B, C or D).

- 1 What is the writer doing in the text?
  - A describing the way the Hadza live
  - B promoting the hunter-gatherer lifestyle
  - C helping protect the Hadza tribe
  - D recommending a holiday experience
- 2 What does the writer say about himself?
  - A He isn't enjoying his visit.
  - B He is happy to learn Hadzane.
  - C He is disappointed when nobody says goodbye.
  - D He is excited about meeting them.

# The Hadza

## the last of the first

They don't grow crops, they don't raise animals and they don't count the days or months – the Hadza tribe of East Africa is probably the last hunter-gatherer tribe on Earth.



**A** The tribesmen are sitting by the fire. They are feeling hungry. A camp elder, Onwas, tells the others of a tree he saw filled with baboons. They all pick up their bows and **set off** to go hunting.

**B** Onwas is around 60 years old and **quite** short at 1.5 metres, but he is **lean** and **fit**. The rest of the men are also slim with short, curly, black hair. Their hunting knives hang from animal skin belts. Onwas invites me on the hunt in his native language, Hadzane.

**C** I have come to the Hadza **homeland** of Tanzania for a few days with an interpreter: Onwas' niece. I am thrilled to get close to the Hadza people. They live in the extreme heat of the Yaeda Valley where the soil is poor, water is in **short** supply, and the bugs are terrible. They don't keep track of time: hours, weeks, months and years have no meaning to them. They have no crops, no animals and no houses. They live completely off what nature **provides**. That's why I am here. I have come to meet these hunter-gatherers **in person**.

- 3 What does the reader learn about the Hadza from the text?
  - A They are concerned about time.
  - B They move from place to place.
  - C They worry about their food.
  - D They have a fixed daily routine.
- 4 How does the writer describe the Hadza in paragraph D?
  - A They are responsible.
  - B They are worried about their future.
  - C They respect nature.
  - D They don't get upset easily.
- 5 What might the writer say about the Hadza?
  - A They seem happy with the way they live.
  - B Their way of life is not good for them and they need our help.
  - C Their lifestyle is better than the way we live today.
  - D They should have their own land and learn to farm.



**D** After a successful night hunting baboons, we **return** to the camp. The women have **gathered** berries and fruit. The tribe shares everything. They are generous and easy-going people with lots of free time. They come and go from the camp as they please and sleep whenever they want. When it's time to eat, we gather around the fire. Once the meat is ready, everyone just dives in. Nobody knows when the next meal is as the Hadza don't plan for the future. They wander the land taking food from it whenever they need, carrying their few **possessions** with them.

**E** Free from belongings, jobs, money and responsibilities, I can't help thinking, as I prepare to leave, that perhaps the Hadza are better off this way. They don't seem to have any **worries**. Hadza do not become **attached to** people or things, so my arrival and now my departure have had little effect on them. Smiling and walking away, I **wonder** about their future: is it only a matter of time before the days of wandering the valley **are over** for the Hadza? I hope not.

### Check these words

• filled with • baboon • pick up • bow • hang • skin belt  
 • hunt • native language • interpreter • heat • soil  
 • short supply • keep track of time • live off • hunter-gatherer  
 • easy-going • dive in • free from belongings • be better off  
 • arrival • departure • matter of time

### 3 Read the text again and answer the questions.

- 1 What problems do the Hadza face where they live?
- 2 Why do you think they don't become attached to people or things?
- 3 Why is the writer worried about their future?

### 4 a) Match the words in bold to their synonyms:


• healthy • ask myself • fairly  
 • little • leave • gives • fond of  
 • collected • go back • things  
 • face-to-face • troubles • thin  
 • native land • finish

b) What part of speech is each word: *noun? verb? adjective? adverb? prepositional phrase?*

### 5 a) **SPEAKING** Describe the picture in the text.

b) **THINK!** Compare the Hadza people to the people in your country.

### Listening & Speaking

 Listen and read the text. Say four things you have learnt about the Hadza from the text.

**ICT** What else would you like to know about the Hadza? Collect information about their religion, celebrations, houses and family life. Present it to the class.



### Writing

**THINK!** Imagine you are staying with the Hadza tribe for a week. In three minutes, write a few sentences describing your experience. Tell your partner or the class.

## Vocabulary



### Vocabulary from the text

- 1** Choose the correct word.
- The village **elder/native** plans the day's hunt.
  - He wants to get **thrilled/close** to the tribe.
  - Some people find it difficult to **keep/hang** track of time.
  - He likes **providing/sharing** things with his friends.
  - It seems that time has no **supply/meaning** to Onwas.
  - Other tribes raise sheep and grow **crops/animals**.
  - They never **plan/invite** for the future.
  - I want to see the tribe in **person/people**.
  - The man **gathers/picks up** his bow and sets off to hunt.
  - The children don't go to school and do as they **please/feel**.

**2** Fill in: *matter, grow, native, feel, free, raise.*

- ..... language
- ..... time
- ..... of time
- ..... hungry
- ..... crops
- ..... animals

**3** Choose the correct preposition.

- The streets are filled **of/with** people.
- Coffee is **in/at** short supply as demand rises.
- In the evenings, they often sit **in/by** the fire.
- They always carry their bows **on/with** them.
- We need to keep the country free **of/from** violence.
- The news has little effect **on/for** Kate.

### Topic vocabulary Stages of life

**4** a) Look at the stages of life. Which one are you in?



b) In pairs, match the activities to the stages of life above.

- start a family • crawl • retire • go to school • graduate
- learn to read and write • get a part-time job • get married
- get a promotion • get a job

*A person normally starts a family in adulthood.*

### Physical characteristics

**5** Complete the table. Use:

- hair • lips • age • build • eyes • face • height • nose
- complexion

	child, young man or woman, middle-aged, old, in his/her late/early twenties
	tanned, dark, pale
	tall, short, of average height
	skinny, plump, overweight, thin, slim, athletic, well-built
	oval, round, long
	full, thin
	brown, big, small, hazel
	big, flat, hooked
	curly, short, straight, long, wavy, bald, frizzy, fair, dark, shoulder-length
<b>special features</b>	wrinkles, freckles, glasses, beard, moustache

**6** **SPEAKING** Use words from Ex. 5 to describe the people in the pictures.



**7** **SPEAKING** Choose a person in the class and describe him/her to your partner. Your partner guesses who the person is.

*... is tall and slim with short, curly hair, blue eyes and thin lips.*


## Character

- 8** Choose the correct adjective. Check in the Word List at the back of the book.
- Hasan behaves properly and sensibly. **easy-going/arrogant/responsible**
  - Paul doesn't keep things clean and organised. **forgetful/annoying/messy**
  - Jane feels uncomfortable with other people. **ambitious/sensitive/shy**
  - Alya never lies. **truthful/open-minded/bold**
  - Rana uses her common sense to solve problems. **grumpy/sensible/self-confident**
  - Ziad likes being with people. **impatient/generous/sociable**
  - Bob always embarrasses people with what he says. **carefree/rude/brave**
  - Mary thinks she is the best. **arrogant/frank/honest**
  - Asma takes pride in her looks. **bossy/vain/stingy**
  - Ali has very good manners. **mean/polite/outgoing**
  - John enjoys telling people what to do. **helpful/bossy/nosey**
  - Peter is always nervous or worried. **anxious/ noisy/sad**

- 9** Match the adjectives to their opposites. Which adjectives best describe you?

1	<input type="checkbox"/>	quiet	a	noisy
2	<input type="checkbox"/>	polite	b	dishonest
3	<input type="checkbox"/>	generous	c	insecure
4	<input type="checkbox"/>	hard-working	d	lazy
5	<input type="checkbox"/>	honest	e	stingy
6	<input type="checkbox"/>	self-confident	f	rude

*I'm quiet and polite. I can be lazy at times.*

- 10**  **SPEAKING** Listen to two people talking about their friends. Match the people to the character adjectives. Two adjectives do not match.

People	Character
0 <input type="checkbox"/> g Peter	a outgoing
1 <input type="checkbox"/> Sam	b anxious
2 <input type="checkbox"/> Lily	c rude
3 <input type="checkbox"/> Paul	d polite
4 <input type="checkbox"/> Emma	e responsible
5 <input type="checkbox"/> Mark	f messy
	g shy
	h bossy

## Families

- 11** a) Form pairs.

mum	aunt	father-in-law
sister	daughter	brother son
grandma	niece	uncle dad
mother-in-law		grandpa nephew

- b) What do your family members look like? What are they like? Tell the class.

*My mum's tall and ... with ... eyes and ... hair. She's very hard-working and ...*

- c) What is a nuclear family? an extended family? a single-parent family?

### Phrasal verbs: BREAK

- 12** Choose the correct particle. Check in Appendix I.
- After ten years of marriage, they decided to break **up/into**. (**separated**)
  - Omar's car often breaks **off/down**. (**stops working**)
  - Arguments often break **out/off** between them. (**begin suddenly**)
  - Helen broke **down/out** when she heard the news. (**started crying**)

### Word formation (-ing/-ed participles)

- 13** Read the theory, then choose the correct adjectives.

- We use **-ing** adjectives to describe what sb/sth is like. *He's an **interesting** person.* (What is he like?)
- We use **-ed** adjectives to describe feelings. *He feels **frightened**.* (How does he feel?)

- Amy gets easily **annoyed/annoying**.
- He's **confused/confusing** about her behaviour.
- She's an **amused/amusing** person.
- Sue is very **interesting/interested** in Maths.
- The news is **shocking/shocked**!
- He's such a **boring/bored** person.

### Prepositions

- 14** Choose the correct item. Check in Appendix II.
- You can always count **to/on** me.
  - Yusef disagrees **to/with** Ben's opinions.
  - Dima really cares **over/about** other people.
  - John hardly ever pays attention **at/to** what I say.
  - He is indifferent **in/to** other people's needs.

Present simple/Present continuous/Present perfect/Present perfect continuous

To: Katie  
From: Dana  
Subject: News!

Hi Katie,  
Thanks for your email. Sorry I haven't written back sooner, but **1) I'm having** a tough time. My roommate, Jane, **2) has just moved in**. She's really annoying because **3) she's always borrowing** my computer and my books without asking. Today, **4) I've been cleaning** the room all morning and half my things are missing!  
Anyway, what are your plans for the weekend? I usually **5) go** to the cinema on Saturdays with my fellow students.  
This Saturday, **6) we're seeing** the new Bond film at the Roxy Cinema in the town centre. It **7) starts** at 7 o'clock. To tell the truth, I love Bond films – **8) I've seen** all of them! We get cheap tickets from a friend of ours who **9) works** there.  
Well, I've got to go now. My mobile **10) is ringing**.  
Talk to you soon,  
Dana

▶ see pp. GR1-GR3



**1** a) Read the email. Is it formal or informal? Give reasons.

b) Identify the verb forms (1-10) in bold. Match them to the uses (A-J).

- |                                   |                             |                                   |   |
|-----------------------------------|-----------------------------|-----------------------------------|---|
| <b>A</b> <input type="checkbox"/> | a habit/routine             | <b>H</b> <input type="checkbox"/> | an action happening now   |
| <b>B</b> <input type="checkbox"/> | a permanent state           | <b>I</b> <input type="checkbox"/> | an emphasis on the duration of an action that started in the past and continues up to the present |
| <b>C</b> <input type="checkbox"/> | a timetable                 | <b>J</b> <input type="checkbox"/> | an action that happened at an unstated time in the past   |
| <b>D</b> <input type="checkbox"/> | a fixed future arrangement  |                                   |   |
| <b>E</b> <input type="checkbox"/> | a temporary situation       |                                   |   |
| <b>F</b> <input type="checkbox"/> | a recently completed action |                                   |   |
| <b>G</b> <input type="checkbox"/> | a complaint                 |                                   |   |

**2** Choose the correct tenses. Justify your choices.

- A: Layla **is graduating/has graduated** next month.  
B: I know. I **have just received/have just been receiving** an invitation for the ceremony.
- A: **Have you been seeing/Have you seen** Samir anywhere?  
B: No, I **'ve been looking/'ve looked** for him myself for the last hour.
- A: **Does Sally live/Is Sally living** in the town centre?  
B: Yes, but she **looks/is looking** for a new place at the moment.
- A: Hurry up! The bus **leaves/is leaving** in an hour.  
B: You **have always rushed/are always rushing** me!
- A: What **has Amy done/is Amy doing** this morning?  
B: She usually **walks/is walking** the dog in the park, but this morning she **goes/is going** shopping.
- A: What time **are you meeting/have you met** Yousef?  
B: We **are always meeting/always meet** at 6:30 on Wednesdays.

**3** Put the verbs in brackets into the *present simple* or the *present continuous*. Give reasons for your answers.

- a Most people .....  
(**enjoy**) going to the cinema.  
b I .....  
(**enjoy**) this book. It's really good!
- a Gary .....  
(**appear**) in a play this weekend.  
b He .....  
(**appear**) to be feeling better today.
- a Yes, I .....  
(**see**) what you mean.  
b Tarek .....  
(**see**) Jasim tomorrow morning.
- a Nur .....  
(**think**) of going to Russia.  
b I .....  
(**not/think**) she's telling the truth.
- a This lasagna .....  
(**taste**) fantastic. Try some!  
b She .....  
(**taste**) the soup to see if it needs more pepper.

**4** What do you do over a typical weekend in your free time? What are you doing this weekend? Use phrases from the box to discuss with your partner.

always	clean room, Hoover carpets, study, go to school/college, water flowers, walk the dog, play tennis, go to the cinema, watch TV, play computer games, go to the gym, surf the Net, listen to music, visit your grandparents, hang out with friends, eat out
sometimes	
often	
usually	

A: *What do you usually do in your free time?*  
 B: *Well, I usually... Sometimes, ... What about you?, etc.*

**5** Choose the correct adverb. ▶ see p. GR3

- Have you met Eyad **yet/ever**?
- Tom's **so far/never** met his cousins.
- Omar's **since/just** finished eating dinner.
- I'm watching TV **still/right now**.
- Ziad has **ever/already** phoned Jasim.
- Ann's been in Dubai **for/since** two years.

**6** In pairs, act out dialogues as in the example.

- tired** – clean room/dust the furniture (✓), Hoover the carpets (✓), make my bed (X)  
 A: *You look tired. What have you been doing?*  
 B: *I've been cleaning my room.*  
 A: *What have you done so far?*  
 B: *I've dusted the furniture and vacuumed the carpets, but I haven't made my bed yet.*
- excited** – prepare for the event/order food (✓), send the invitations (✓), decorate the house (X)
- exhausted** – do my chores/water flowers (✓), mop the floor (✓), walk the dog (X)

### Comparatives & Superlatives



Bader is tall, but Hasan is a bit taller than Bader. Ahmed is the tallest of all. Ahmed is more patient than Bader. Bader isn't as patient as Ahmed. Hasan is the least patient of all, but he is the most hard-working of all.

▶ see pp. GR3-GR4

**7** Underline the comparative forms and circle the superlative forms in the text below Ex. 6. How do we: compare two people or things? compare more than two people or things? show that two things are the same or not the same?

**8** Fill in the comparative or superlative forms. Include of, than or as.

- A: Thanks for helping with the project.  
 B: It was ..... (**little**) I could do.
- A: Amir is by far .....  
 ..... (**intelligent**) person I know.  
 B: That's true. There's no one .....  
 (**good**) him at Maths!
- A: Fran is a bit .....  
 (**patient**) Sue.  
 B: Yes, but Sue is much ..... (**kind**).
- A: The ..... (**slow**) we walk,  
 the ..... (**late**) we'll get there.  
 B: I can't walk much ..... (**fast**) this!
- A: Ann is ..... (**outgoing**) Pat.  
 B: Yes, but Stella is .....  
 ..... (**easy-going**) all.

### Key word transformations

**9** Use the words in bold to complete the second sentence so that it has a similar meaning to the first. Use two to five words.

- Peter is funnier than any other person I've ever met. **THE**  
 Peter is ..... I've ever met.
- The last time I saw Salma was two weeks ago. **FOR**  
 I ..... two weeks.
- Molly is less patient than Kate. **AS**  
 Molly ..... Kate.
- I've never been to China before. **FIRST**  
 It's the ..... to China.
- She started learning Russian two months ago. **BEEN**  
 She ..... two months.

**10** **SPEAKING** Use the following adjectives/adverbs to compare people in your family: noisy, outgoing, quickly, helpful, serious, slowly, generous, confident, lazy, impatient, polite. Tell your partner.

*My sister is the noisiest person in my family!*

**11** **WRITING** Use your answers in Ex. 10 to write an email to your English-speaking friend about your family.

## Multiple choice

## Preparing for the task

1 Read the questions (1-2) below and then answer the questions a and b.

- 1 Where is the interview taking place?
- A in a radio station    B in a hospital  
C in the street
- 2 Dr. Lee thinks everyone
- A should have lots of friends.  
B can easily find a best friend.  
C should have a trustworthy friend.
- a How many people will be talking?  
b What is the subject of the discussion?

2 Read the dialogue and answer the questions in Ex. 1. Use the underlined phrases to help you.

**Presenter:** Thank you for giving up a busy morning at the hospital to come to the studio and talk to me, Doctor Lee.

**Dr. Lee:** It's my pleasure. The hospital is just up the street, actually, so it's easy to get here.

**Presenter:** OK. Now the first question sent in by Jane from Halifax is this: what value do you put on friendship for someone's psychological well-being?

**Dr. Lee:** I think it has a great deal of importance. You may have lots of friends, but not all friends are good friends. It is very important for people to have someone in their life whom they can trust and who they know truly has their best interests at heart – someone who accepts them for who they are and likes everything about them – even their faults. This is not easily achieved.

3 a) You will hear part of an interview with a girl called Lucy Baker who has written a book. Before you listen, check these words/phrases in the Word List. What do you think the book is about?

- nuclear family • extended family
- live long lives • have company
- younger generation • chores to do
- cooperation • peace and quiet • complain
- close relationships • hurt feelings



## STUDY SKILLS

Read through the questions and underline the key words. They contain information about the situation and what to listen for. Remember that you will hear the answers in the same order that the questions appear.

b) Listen to the interview. For questions 1-5, choose the correct answer (A, B or C).

- 1 How does Lucy describe her family?  
A noisy    B large    C funny
- 2 Lucy says her grandparents  
A give her lots of advice.  
B are very old.  
C make mistakes.
- 3 What does Lucy like about family occasions?  
A doing chores together  
B getting together  
C having lots to do
- 4 Lucy doesn't like the fact that  
A no one ever listens to her.  
B the house is never quiet.  
C her family talks too much.
- 5 Lucy found it difficult to  
A listen to her family's complaints.  
B get her family to read the book.  
C tell the truth about her family.

4 What are the advantages of living with one's extended family? What are the disadvantages?

Listen again and make notes. Tell the class.

5 Would you like to be part of an extended family? Why (not)? Tell your partner.

Intonation: Exclamations see p. GR4

6 a) Fill in *How* or *What*.

**How** + adjective/adverb. *How noisy he is!*  
*How quickly he walks!*

**What** + (a/an) adjective + countable noun.  
*What a nice family! What polite children!*

**What** + adjective + uncountable noun.  
*What bad weather!*

- 1 ..... annoying!  
2 ..... a rude person Ann is!  
3 ..... friendly people!  
4 ..... fast he talks!  
5 ..... great news!

b) Listen and check, then repeat. Mind the intonation.



# Speaking skills

# 1e

## Asking for & Expressing opinion/(dis)agreement

**1** Read the first and the last exchanges. What do you think the dialogue is about? Read through and check.

Ann: Remember Laura and Paul? They are having a new baby boy.

Sally: Really? Their daughter must **1)** ..... excited.

Ann: Actually, she's a bit upset **2)** ..... it. She likes **3)** ..... an only child because she gets **4)** ..... the attention.

Sally: Err, in my opinion, it's **5)** ..... to have siblings. It can be lonely **6)** ..... you've got no one of a similar age to talk **7)** ..... or hang out with.

Ann: That's correct. On the other hand, when you're an only child, you never have to share your room **8)** ..... your things.

Sally: Certainly, but the way I see it, that could **9)** ..... you spoilt. If you don't learn to share, you can become selfish. Don't you agree?

Ann: Not really. I think that being an only child makes you independent because you get used to doing things by **10)** .....

Sally: Still, it's nice to have a brother or sister to share your secrets. Isn't that right?

Ann: That's true. Anyway, I'm sure Becky will love her new brother.

**2** Read again and complete the gaps with these words: *when, feel, be, to, all, about, or, being, make, yourself, better, you*. **Two words are extra.**

**3** a) Listen and check. Is it a *formal* or *informal* dialogue? Give reasons.

b) Take roles and read the dialogue aloud. Mind the intonation.

**4** Which underlined phrases in the dialogue ask for/express opinions and agree/disagree? Replace them with phrases from the Useful Language box.

Expressing opinion	Asking for opinion
<ul style="list-style-type: none"> <li>• In my opinion, ...</li> <li>• If you ask me, ...</li> <li>• I (don't/strongly) believe/think (that) ...</li> <li>• The way I see it, ...</li> <li>• It seems to me (that) ...</li> </ul>	<ul style="list-style-type: none"> <li>• What's your opinion?</li> <li>• Don't you agree?</li> <li>• Isn't that right?</li> <li>• What do you think?</li> <li>• How do you feel about ...?</li> </ul>
Expressing agreement	Expressing disagreement
<ul style="list-style-type: none"> <li>• I (quite) agree./ That's right.</li> <li>• That's correct./True.</li> <li>• Of course./ Certainly.</li> <li>• I couldn't agree more.</li> </ul>	<ul style="list-style-type: none"> <li>• I don't agree./That's not right.</li> <li>• You are wrong there.</li> <li>• Not so./Certainly not./I don't think so./That isn't true.</li> <li>• Of course not./Certainly not.</li> <li>• No, I don't think so.</li> <li>• I believe not.</li> </ul>

**5** Should grandparents look after their grandchildren? Use phrases from the language box and the ideas below to act out a dialogue similar to the one in Ex. 1.

- More trustworthy than other caretakers.
- Help the parents financially.
- May spoil grandchildren.
- May lack strength to take care of active children.
- Can offer advice to younger generation.



## Comparing pictures

**6** Compare the pictures. Use ideas from the dialogue in Ex. 1. While speaking link your ideas. Use: *and, too, as well, whereas, but, on the other hand, etc.*



The photographs show ... . Photograph A shows ... whereas photograph B shows ... . Being an only child ... . On the other hand, having brothers and sisters ... .

# Writing

## An opinion essay



### Writing Bank 1 p. WB1

#### Rubric analysis

- 1** Read the rubric, look at the underlined words and answer the questions.

You have had a class discussion about working mothers. Now your teacher has asked you to write an essay expressing your opinion on the following: **Should mothers go to work?** Write your **essay** giving reasons to support your opinion (120-160 words).

- 1 What do you have to write?
- 2 a) What style will you write in: *formal or informal*?
  - b) What characterises this style? Tick (✓)
    - colloquial language and idioms
    - short verb forms
    - longer sentences
    - formal linking words/phrases

#### Model analysis

- 2** Read the model essay. Which paragraph contains:

- 1  writer's first viewpoint with examples/reasons/results
- 2  introduction with the writer's opinion
- 3  writer's second viewpoint with examples/reasons/results
- 4  writer's closing remarks with a restatement of his/her opinion
- 5  opposing viewpoint with examples/reasons/results

#### Topic/Supporting sentences

In essays, the main body paragraphs should begin with topic sentences. A **topic sentence** introduces or summarises the main topic of the paragraph and gives the reader an idea of what the paragraph is about. A topic sentence should be followed by **supporting sentences** which provide examples, results, reasons and justifications to support the topic sentence.

**A** The number of mothers who work full time is increasing every year. Some people think that women should stay at home with their children, but I strongly feel that being a working mother is beneficial.

**B** To begin with, going to work means that mothers can provide more income for the family. For example, they can buy better food and clothing for their children. As a result, they can ensure the children have what they need.

**C** Secondly, working mothers are excellent role models for children. For instance, they demonstrate how to take care of children, the house and pursue a career. This sets a good example of how a modern person makes their own choices about their life.

**D** On the other hand, working long hours means that mothers spend a lot of time away from home. Therefore, they may miss out on quality time with their children.

**E** In conclusion, I believe that although it may be difficult to be a working mother, there are ways to balance work and family. Working mothers can help their family financially and become great role models for their children while getting recognition for their work.

- 3** a) Find the topic sentences in the main body paragraphs. Does each introduce a new topic? Which sentences support the topic sentences by giving examples, results, reasons? Which linking words influence the supporting sentences?

b) Replace the topic sentences with other appropriate ones.

c) Find examples of formal language.

#### Linking words/phrases

- 4** Replace the underlined words/phrases in the model with alternatives from the Useful Language box.

- 5** Read the paragraphs and choose the correct linking words/phrases.

1) **First of all/To sum up**, face-to-face communication is more effective than electronic communication. 2) **However/For example**, when we talk to people in person, we see their facial expressions and read their body language. 3) **Since/As a result**, we can understand their thoughts and feelings better.

4) **For instance/However**, other ways of communicating can be more convenient than letters. Electronic communication 5) **such as/because** emails, tweets and text messages can be sent to anyone at any time. 6) **To my mind/In this way**, we can get in touch with people almost immediately.

## Expressing opinion

**6** Find the phrases the writer uses to express his opinion in the model in Ex. 2. Replace them with other appropriate ones from the Useful Language box.

**7** Use expressions from the Useful Language box to expand the prompts to express an opinion.

- 1 parents/be/best friends with their children – *In my opinion, parents should be best friends with their children.*
- 2 better/children/grow up/countryside
- 3 eye contact/very important/in a conversation
- 4 everyone/need/a close friend

## Writing

**8** a) Read the rubric and underline the key words.



Your teacher has asked you to write an essay on the following statement: ***It is good to be part of an extended family.*** Write your **essay**, giving your opinion with reasons to support your point of view (120-160 words).

b) Match the viewpoints (1-3) to the supporting sentences (a-c).

- |   |  |
|---|--|
| <p><b>1</b> <input type="checkbox"/> You rarely feel lonely.</p> <p><b>2</b> <input type="checkbox"/> Members can provide support.</p> <p><b>3</b> <input type="checkbox"/> You may need to share a room.</p> | <p><b>a</b> You can help each other with your problems.</p> <p><b>b</b> You may lack privacy.</p> <p><b>c</b> You can spend your free time together.</p> |
|---|--|

c) Use appropriate words/phrases from the Useful Language box to introduce the viewpoints and join them to their supporting sentences.

**9** Use the plan and your answers from Ex. 8b as well as your own ideas to write your essay.

## Useful Language

### Listing & adding points

- Firstly,/First of all ...
- To start/begin with, ...
- Secondly, ...
- Moreover, ...
- In addition/Also, ...
- Furthermore, ...

### Introducing examples/reasons/results

- ... such as/like ...
- For example/For instance, ...
- Therefore, ...
- because/as/since ..., As a result, ...
- By doing this,/In this way, ...

### Giving opposing viewpoints

- On the other hand, ...
- Alternatively, ...
- However, (it can be argued that) ...
- In contrast, ...
- In spite of

### Expressing opinion

- I strongly feel/believe that ...
- In my opinion, ...
- To my mind, ...
- The way I see it, ...
- It seems to me that ...
- I agree/I don't agree that ...
- As far as I am concerned, ...

### Concluding

- In conclusion, ...
- All in all, ...
- To sum up, ...
- In summary, ...

## Plan

### Introduction

(Para 1) *state topic & give your opinion*

### Main Body

(Para 2) *present first viewpoint with examples/reasons/results*

(Para 3) *present second viewpoint with examples/reasons/results*

(Para 4) *present opposing viewpoint with examples/reasons/results*

### Conclusion

(Para 5) *restate your opinion using different words*



## Checklist

When you finish your piece of writing, check it for the following:

- Have you used correct grammar, punctuation & spelling?
- Have you used formal style?
- Have you stated your opinion in the introduction & conclusion?
- Does each main body paragraph start with a topic sentence?
- Have you used appropriate linking words?
- Is your essay the correct length?

## Sentence transformations

### Preparing for the task

- 1** a) Read the complete sentence, then the gapped one. What grammar structure does the second sentence test?

Travelling by train is cheaper than travelling by plane.

Travelling by train costs ..... than travelling by plane.

- b) Choose the answer that best completes the gapped sentence.

**A** little    **B** more    **C** less    **D** most

## STUDY SKILLS

Read the complete sentence, then the gapped one. Identify the grammar structure the second sentence asks for. This will help you complete the gapped sentence so that it means the same as the first one.

- 2** For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Each room has about twenty people.  
In each room ..... about twenty people.
- 2 This camera isn't expensive to buy.  
This camera doesn't cost ..... to buy.
- 3 Hamad is taller than Rashid.  
Rashid isn't as ..... Hamad.
- 4 Everyone in our family has got blue eyes.  
In our family, all of us ..... blue eyes.
- 5 He likes doing things by himself.  
He likes doing things ..... own.
- 6 She likes travelling, and her friend likes it, too.  
She likes travelling and so ..... her friend.
- 7 She has visited more places than her cousin.  
Her cousin hasn't visited as ..... she has.
- 8 They like berries better than bananas.  
They ..... berries to bananas.
- 9 The village is near the river.  
The village is ..... to the river.
- 10 Yousef has never seen a baboon before.  
This is the ..... Yousef has seen a baboon.

- 3** Here are some sentences about John. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 My friend John has got an expensive camera.  
My ..... is very expensive.
- 2 Everyone in his family likes his photos.  
In his family, all of them ..... his photos.
- 3 His studio isn't far from his house.  
His house is ..... to his studio.
- 4 There are two windows in the room.  
The room ..... two windows.
- 5 He makes more money than I do.  
I make ..... money than he does.

- 4** Here are some sentences about Sandra. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Sandra likes working with others more than on her own.  
Sandra ..... working with others to working on her own.
- 2 She is the most polite person in the office.  
No one in the office is as ..... she is.
- 3 Sandra hasn't got any brothers or sisters in her family.  
In her family ..... any brothers or sisters.
- 4 Tennis is her favourite sport.  
She likes tennis ..... any other sport.
- 5 Sandra's favourite person is her aunt.  
Sandra likes her aunt ..... any other person.

## Word formation

- 5** Complete each sentence with a word derived from the words in bold. Check in your dictionary.

- 1 You can always depend on Zahra. She's ..... . (**RELY**)
- 2 He's always telling others what to do; he's ..... . (**BOSS**)
- 3 Young children tend to be ..... . (**NOISE**)
- 4 She never remembers where her things are; she's so ..... . (**FORGET**)
- 5 He's got short ..... hair. (**WAVE**)
- 6 He can get easily ..... . (**BORE**)

## Grammar

- 6** Choose the item that best completes each sentence.
- Every week, the men leave the village ..... for food.  
A have hunted            C hunt  
B to hunt                    D hunting
  - This land is wild; no farmer has ever ..... crops on it.  
A growing B grow    C grows    D grown
  - The photographer spent a week ..... the forest.  
A to wander                C wandering  
B to wandering            D wander
  - It's only the first time I ..... him behave like this.  
A sees                        C see  
B have seen                D am seeing
  - They ..... wood for the fire since morning.  
A have gathered          C have been gathering  
B gather                    D are gathering
  - The train ..... for the airport at six o'clock in the morning.  
A has left                    C has been leaving  
B is leaving                D leaves
  - They ..... to the meeting tomorrow.  
A have been coming      C come  
B have come                D are coming
  - Malek is ..... tall and slim.  
A much                      C quite  
B far                         D enough
  - I have ..... Canada and Mexico, but this is my first time in the United States.  
A gone in B gone to C been to D been in
  - She ..... on that project for the last two days.  
A has working              C is working  
B has been working        D works
  - What to wear to dinner is ..... of my worries.  
A little    B less    C the least    D lesser
  - These things take time; you must learn to be ..... patient.  
A more    B most    C much    D many
  - Many tribes are better ..... things than so-called civilized people.  
A in sharing                C to have shared  
B that are sharing        D at sharing

## Vocabulary

- 7** Choose the item that best completes each sentence.
- To run a mile in under four minutes, you have to be very ..... indeed.  
A fit    B lean    C strong    D right
  - Polish is his native .....  
A mouth    B speech    C language    D talk
  - He's lost weight this year. He's in much better .....  
A form    B size    C dimension    D shape
  - He's afraid of ..... his friends when he moves to his new house.  
A forgetting                C missing  
B leaving                    D losing
  - The man the police are looking for is in his ..... thirties.  
A recent    B late    C last    D past
  - Doing the housework and looking after four children leaves her with very little ..... time.  
A empty    B loose    C open    D free
  - Janet feels ..... about going to college.  
A nervous                    C disappointed  
B angry                      D bored
  - Don't let your ..... build up. Talk to someone about them.  
A trouble    B worries    C pains    D fears
  - He is very calm. He shows very little ....., even when people are rude to him.  
A reaction    B answer    C response    D reply
  - Looking up at the night sky, I often ..... if there's any intelligent life out there.  
A wonder    B worry    C question    D think
  - He likes to ..... his free time exercising, reading, or playing the piano.  
A pass    B waste    C spend    D fill
  - Being an orphan, Anna has a ..... relationship with her grandmother.  
A close    B near    C dear    D next
  - We shouldn't hide what we really think. We must ..... ourselves freely.  
A state                        C express  
B communicate              D show
  - They aren't twins, but they ..... very similar!  
A look    B see    C grow    D view
  - My brother and I always ..... on well.  
A come    B hold    C keep    D get

**1** Complete the sentences with the words in the lists. Check in the Word List at the back of the book.

• thin • slender • slim

- Thanks to a good diet and lots of exercise, athletes are normally ..... and muscular.
- People who come from cold lands are normally short and stocky, while people from deserts are tall and .....
- Female ballet dancers usually have long legs and ..... necks.

• well-built • plump • overweight

- Georgia is slightly ....., so she is going on a diet.
- She's got ..... arms, so she avoids wearing sleeveless tops.
- Khalil is tall and .....

**2** Match the opposites.

- |    |             |   |          |
|----|-------------|---|----------|
| 1  | beautiful   | a | careless |
| 2  | calm        | b | rude     |
| 3  | brave       | c | sad      |
| 4  | careful     | d | strong   |
| 5  | cheerful    | e | arrogant |
| 6  | noisy       | f | dull     |
| 7  | polite      | g | cowardly |
| 8  | feeble      | h | anxious  |
| 9  | modest      | i | quiet    |
| 10 | interesting | j | ugly     |

**3** For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- This bracelet is cheaper than that one.  
This bracelet costs ..... than that one.
- There are five floors in this building.  
This building ..... five floors.
- Ali has never had his own house before.  
This is the ..... that Ali has had his own house.
- Reem uses her camera for taking photos of her friends.  
Reem uses her camera ..... take photos of her friends.
- Ann's necklace is very similar to Helen's.  
Ann's necklace is almost the same ..... Helen's.

**4** Choose the correct words. Then put the words in brackets into the plural form. Which nouns are irregular?

▶ see pp. GR4-GR5

## The Bedouin of the Middle East

The Bedouin are nomadic **1** ..... (person) who inhabit the deserts of the Middle East and north Africa.

The word 'Bedouin' **2** means/tells 'desert dweller' in Arabic.

Since these regions are **3** any/some of the hottest places in the

**4** planet/world, the Bedouin live in a way so that they can survive the extreme **5** ..... (temperature). Sometimes it is as **6** high/tall as 55°C!

**7** Fortunately/Unfortunately, they have an excellent understanding of seasonal weather changes and where to **8** look/find water in order to survive.

They are usually divided into tribes and travel in extended **9** ..... (family) called 'goums'. They live in tents which they **10** make/do themselves, so they can move easily. Traditionally, they rely on animals such as camels, **11** ..... (sheep) and goats for food and transportation.

There **12** is/are approximately 4 million Bedouin people, but only 2.5 million continue to **13** do/practise the **14** traditional/new lifestyle. This is because of problems finding water in recent years and **15** few/many are attracted by better **16** ..... (opportunity) working for oil **17** ..... (company).



## ▶ Grammar in Focus

Complete the gaps with the correct words. Then put the verbs in brackets into the correct tense.

### Women in Charge

The men of the Mosuo tribe in China may have the physical strength, but it's the Mosuo women **1** ..... have all the power. That's because the Mosuo is one **2** ..... the last societies in which everything is run **3** ..... the women. While the men farm the land, the women, in their role **4** ..... head of the house, make **5** ..... of the decisions for the extended family. The children take **6** ..... mother's surname and the eldest female of the house **7** ..... (supervise) the money and everyone's jobs. After years of **8** ..... (live) in a remote village **9** ..... away from the modern world, though, the Mosuo **10** ..... (experience) massive changes. Their lifestyle **11** ..... (attract) a lot of attention recently and they **12** ..... (become) a popular tourist attraction.



## Reading

**1** Read the text and choose the correct answer (A, B, C or D) for questions 1-5.

- What is the writer doing in this text?
  - describing a tribe's habitat
  - explaining a tribe's traditions
  - giving information about a tribe
  - detailing why the Inuit have survived
- What do we learn about the Inuit from the text?
  - their lifestyle and customs
  - how they spend their free time
  - how they build their houses
  - what makes them special
- How does the writer describe the Inuit?
  - They are good fighters.
  - They are peaceful.
  - They are artistic.
  - They often argue.
- What is NOT true about the Inuit?
  - They are happy people.
  - They respect their traditions.
  - They live together peacefully.
  - They cannot survive in the cold.
- Which title best summarises the text?

**A** **Hunting for seals and polar bears**

**B** **The people of the North**

**C** **The history of a people**

**D** **Living in the wild**

(5x4=20)

## Listening

**2** Listen to a discussion about what makes a good friend. For questions 1-5 decide if the sentences are *T* (true) or *F* (false).

- Dr. Porrit says friendships are strongest at school. ....
- Jane thinks that good friends listen without criticising. ....
- Dr. Porrit thinks disagreeing can be useful in a friendship. ....
- Abbie says that friends with a sense of humour never argue. ....
- Dr. Porrit prefers friends that do not laugh very often. ....

(5x2=10)

# The Inuit

Do you think you could live in a part of the world with cold weather, dangerous animals and little daylight? Well, the Inuit have done so for thousands of years. Let's take a look at how they live their lives.

### Where do they live?

The Inuit live in the frozen north of Canada, Russia and Alaska. In winter, temperatures can be as low as  $-50^{\circ}\text{C}$ , so it's very difficult for plants to grow. Even in summer it rarely gets above zero. The Inuit people have been living in extreme conditions for centuries, spending their entire lives on the snow that blankets the Arctic.

### What do they look like?

The Inuit are short and well-built with almond-shaped eyes and straight black hair. They wear large, thick coats with big, fur-lined hoods called 'parkas' to keep warm during the cold winters. They also wear big boots and furry gloves to protect their hands and feet. The Inuit are a cheerful and friendly people who believe in sharing everything they have with others. Because they live in small groups, they value harmony and frown on arguments and fighting.

### How do they live?

Inuit men are hunters and they spend their days out on the ice looking for whales, seals and even polar bears to catch and bring back home. In winter they cut holes in the ice and go ice fishing. On winter hunting trips they live in temporary, dome-shaped houses called 'igloos' made from blocks of snow. They use dogsleds and snowmobiles to travel the frozen Arctic. Women can also go hunting, but most choose to stay at home and sew, cook, build tents and bring up the children. In order to make the most of the sunlight and warmth, the Inuit go to bed very early and get up at 5 a.m. to start their working day.

### What are their traditions?

The Inuits keep their history alive through a tradition of storytelling. The elders teach their children about their history with mythical stories and legends. A popular tradition is the 'drum dance' held at births, weddings and funerals. The whole community gets together and performs songs and dances to the beat of a massive drum.



## Speaking

**3** Choose the correct response.

- 1 A: Don't you agree?  
B: **a** Sometimes I have.  
**b** Yes, that's a good point.
- 2 A: She never puts her things away.  
B: **a** How annoying! **b** I strongly believe that!
- 3 A: What's your opinion?  
B: **a** If you think so. **b** I couldn't agree more.
- 4 A: What do you think?  
B: **a** About all sorts of things.  
**b** That's not right. (4x2=8)

## Vocabulary

**4** Fill in: *wrinkles, early, reliable, sensitive, curly, track, grumpy, elder, bossy, impatient.*

- 1 Don't count on Jack; he isn't .....
- 2 Amira's got short, ..... hair.
- 3 Old people often have ..... on their faces.
- 4 Harry gets upset very easily; he's .....
- 5 My ..... sister has got blue eyes.
- 6 He likes telling people what to do; he's .....
- 7 Jenny's really ..... when she hasn't slept well.
- 8 Ali's in his ..... thirties.
- 9 Jack's so .....; he can't even wait for a bus!
- 10 Mariam can't keep ..... of time.

## Grammar

(10x1=10)

**5** Choose the correct item.

- 1 Mohammad **works/is working** in a local café every weekend.
- 2 Layla has **yet/already** left.
- 3 The fashion show **is starting/starts** at 8 o'clock tonight.
- 4 He's more patient **than/from** his brother.
- 5 **Is Sarah coming/Does Sarah come** tonight?
- 6 Ibrahim **appears/is appearing** to be a really kind person.
- 7 What's wrong with Hasan? He **is looking/looks** upset!
- 8 He's the **funnier/funniest** person in my family.
- 9 Jamel **is thinking/thinks** of buying a new suit.
- 10 He **has worked/has been working** all morning and feels tired now. (10x2=20)

**6** For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Ted is much shorter than John.  
John isn't as ..... Ted.
- 2 Nur's favourite possession is her camera.  
Nur likes her camera ..... any of her possessions.
- 3 No one else in our class is as noisy as John.  
John is ..... in our class.
- 4 Georgia's scarf is very similar to Sue's.  
Georgia's scarf is almost the same ..... Sue's.
- 5 Her house is close to work.  
Her house isn't too ..... work. (5x2=10)

**7** Choose the correct item.

- 1 Jane is a bit jealous **with/of** Josie's clothes!
- 2 Kareem's car has broken **down/up**!
- 3 I get on well with my sister because we have a lot **with/in** common.
- 4 Sadly, some married couples break **up/down**.
- 5 Yasser is very patient **with/of** his little brother, Tarek. (5x1=5)

## Writing

**8** Read the rubric, then write your essay.

Your teacher has asked you to write an essay giving your opinion on the following statement: **Good friends are important.** Write your **essay**, giving examples/reasons for your viewpoints (120-160 words).

(17 marks)  
(Total=100)

## Check your progress

- describe people's appearance and character
- express opinion, agreement & disagreement politely
- compare people
- write a personal letter
- write an opinion essay

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓



# On Screen

## Student's Book

Jenny Dooley  
Series Consultant:  
Dr. Amira H. Traish

# 6



Express Publishing

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Listening	Speaking	Writing	CLIL/Culture
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<ul style="list-style-type: none"> <li>an interview (T/F statements)</li> <li>a lecture (sentence completion; multiple choice)</li> <li>stress in questions</li> </ul>	<ul style="list-style-type: none"> <li>make suggestions</li> <li>agreeing/disagreeing</li> <li>make decisions</li> </ul>	<ul style="list-style-type: none"> <li>a paragraph suggesting ways to protect seahorses</li> <li>an essay providing solutions to a problem (topic/supporting sentences; planning an essay)</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (Environmental Science): <i>Precious Water</i> (T/F statements)</li> <li>Culture spot: Greenpeace</li> </ul>
<ul style="list-style-type: none"> <li>announcements (matching)</li> <li>a story (note taking, sentence completion)</li> <li>a radio show (multiple choice)</li> <li>intonation: stress in exclamations (<i>what; what a/an; how</i>)</li> </ul>	<ul style="list-style-type: none"> <li>express dissatisfaction/sympathy/surprise/disbelief</li> <li>describe pictures</li> </ul>	<ul style="list-style-type: none"> <li>a description of an experience</li> <li>a description of a visit to a place (adjectives/adverbs; make comments; use modifiers; brainstorm for ideas)</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (Geography): traffic (multiple matching)</li> <li>Culture spot: The Grand Canyon</li> </ul>
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<ul style="list-style-type: none"> <li>a radio talk (T/F statements)</li> <li>a dialogue (multiple choice)</li> <li>intonation in question tags</li> <li>compare &amp; contrast pictures</li> </ul>	<ul style="list-style-type: none"> <li>request/offer help</li> <li>complain/respond to a complaint</li> <li>compare pictures</li> </ul>	<ul style="list-style-type: none"> <li>a paragraph expressing your feelings towards the future of robots</li> <li>a for-and-against essay (express contrast with <i>although, even though, despite, in spite of; topic/ supporting sentences</i>)</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (ICT): <i>How to save the battery power of your Tablet PC</i> (order of actions)</li> <li>Culture spot: Tim Berners-Lee</li> </ul>
<ul style="list-style-type: none"> <li>a documentary (T/F statements; note taking)</li> <li>a dialogue (multiple choice)</li> <li>pronunciation: /u/, /u:/</li> </ul>	<ul style="list-style-type: none"> <li>ask for opinion – give opinion; ask for reasons</li> <li>describe photographs – compare and contrast photographs</li> </ul>	<ul style="list-style-type: none"> <li>a paragraph giving reasons</li> <li>an opinion essay (linking words; topic/supporting sentences)</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (PE): <i>Octopus</i> (complete sentences)</li> <li>Culture spot: baseball</li> </ul>
<ul style="list-style-type: none"> <li>a radio documentary (T/F statements; multiple choice)</li> <li>monologues (multiple matching)</li> <li>pronunciation: homophones</li> </ul>	<ul style="list-style-type: none"> <li>break news – respond</li> <li>express surprise – disbelief</li> <li>compare photographs</li> </ul>	<ul style="list-style-type: none"> <li>an interview</li> <li>a story (past tenses; adjectives/adverbs; set the scene; brainstorm)</li> </ul>	<ul style="list-style-type: none"> <li>CLIL (Science): <i>Tornadoes</i> (matching headings to paragraphs)</li> <li>Culture spot: FESA</li> </ul>

Word List (pp. WL1-WL17)  
Pronunciation (p. PR1)

American English-British English Guide (p. AE-BEG1)  
Irregular Verbs



## MODULE OBJECTIVES

### Vocabulary

- appearance/character/clothes
- personality
- jobs
- daily routines, free time activities
- prepositions
- phrasal verbs: *look*
- word formation: adjectives from verbs & nouns

### Reading

- multiple choice
- answer questions

### Grammar

- present tenses
- stative verbs

### Listening

- a radio interview (true/false statements)
- a part of a TV show (multiple choice)
- intonation: stressed syllables

### Speaking

- introduce ourselves/others
- ask about/express likes/dislikes
- ask for/give personal information
- social expressions
- describe a picture
- describe a person

### Writing

- a paragraph comparing your lifestyle to a tribe's lifestyle
- an informal email describing a person

### Language Focus

- phrasal verbs & prepositions
- word formation
- grammar in focus

### Progress Check

## Appearance/Character/Clothes

### 1 Complete the descriptions.



- A** • optimistic • fair • trainers  
• shoulder-length

- B** • spiky • beard • polite • early  
• dark • overweight • casual

Becky is a pretty girl. She is slim with 1) ..... dark hair. She has a 2) ..... complexion, a small nose and blue eyes. She is wearing a pink T-shirt, jeans and 3) ..... She is sporty and 4) ..... and tends to expect good things to happen.

Steve is in his 1) ..... thirties. He is tall and 2) ..... with short 3) ..... black hair. He has a 4) ..... complexion, a 5) ..... and a moustache. He is wearing 6) ..... clothes, a white T-shirt and jeans. He is a very 7) ..... person and behaves towards people in a pleasant way.

- C** • wrinkles  
• jumper  
• caring  
• medium  
• bald  
• skinny

Larry is old and of 1) ..... height. He is 2) ..... and has a pale complexion with 3) ..... He is going 4) ..... His hair is grey, and he has a big nose. He is wearing a 5) ..... and trousers. He is a 6) ..... person and always helps others.


### 2 Use the words/phrases below to describe the rest of the people in Ex. 1.

- teenager, tall, slim, pale complexion, long straight fair hair, big eyes, pointed nose / striped top, jacket, jeans / outgoing – like meeting people
- handsome, slim, short, dark hair, brown eyes / shirt and tie, black leather jacket, trousers / can be arrogant – thinks he is better than others
- mid-forties, average height, slim, curly fair hair, small eyes, thin lips / cardigan, shirt, trousers / gentle – always kind and calm

### 3 Describe a person in your class. Your partner guesses who the person is.

# 1a Reading

- 1** a) Look at the picture. Where do you think these people live: *in a desert? an overcrowded city? a village? up in the mountains?* How do you know? What do you think their lifestyles might be like?
- b) Check these words in the Word List. Use them to describe the people in the picture.
- fairly short • dark in complexion
  - colourfully embroidered black shirts and skirts • thick black leggings
  - distinctive hats • remarkably tough
  - spirited • cheerful

- 2** Read the title of the text and the first sentence in each paragraph. What is the text about?
-  Listen and read to check.

- 3** In your own words and based on the text, answer the questions.

- 1 What is the Akha Way?
- 2 How do Akha men's roles differ from Akha women's roles?
- 3 What are the 'spirit gates'?
- 4 How has the Akha people's lifestyle changed?

## The AKHA Way

High up in the mountains of southeast Asia, you can find the Akha hill tribes living in their traditional villages and farming the land as they have done for generations.

**A** The history of the Akha people goes back hundreds, if not thousands, of years. They originally came from Tibet and have maintained the physical characteristics of that region, being fairly short and dark in complexion. Today, they live in small villages in the mountainous parts of China, Laos, Burma, Vietnam and northern Thailand. The

Akha people are rich in culture, history and tradition. But they are also among the world's poorest people. Akha women remain remarkably tough, spirited and cheerful in the face of such a harsh life. Akha men are brave and strong.

**B** The Akha have their own way of measuring time where one week lasts 12 days, as well as their own sets of rules. Each village has its own leader or headman, and under his guidance, people follow a code of behaviour known as the Akha Way. Thanks to the Akha Way, each person in these small communities knows their role in society. The men provide for their families by farming crops like rice, corn and soya beans. They are also talented craftsmen and make crossbows, baskets and musical instruments from bamboo. The women do spinning and weaving and make their own clothes. They wear

### Check these words

- generations • maintain • mountainous parts
- code of behaviour • crossbows • spinning • weaving
- distinctive • ancestors • thatched roof • stand on stilts
- wooden frame • spiritual significance • honour
- take things a step further • seek fortunes



colourfully embroidered black shirts and skirts, and 40 thick black leggings. Their headdresses are especially distinctive. As for the children, even though many of them don't attend school, they all know the names of every plant and animal in the forest. There is no written Akha language, but the oral tradition is very 45 rich. Children have to memorise the names of all their ancestors, sometimes as far back as 60 generations!

**C** Akha villages all look quite similar. The bamboo houses with their thatched roofs stand on 50 stilts on the hillsides. Every village has two wooden frames that look like a doorway at its entrance and exit. These structures have spiritual significance and are called the 'spirit gates'. Artists cover the frames with carvings of both evil and smiling faces. This is to 55 invite good spirits to enter the village and keep bad spirits out. Each summer, with great ceremony, the men build a swing in a public open space. Here the young children gather to play, but not just playground games, as the swing is part of the yearly 60 ceremony to honour dead ancestors.

**D** Sadly, the Akha Way is slowly disappearing from many villages. A growing number of tourists are visiting them and introducing a taste of Western culture. You can now see young Akha tribesmen 65 sporting leather jackets and mobile phones. The women and girls only dress traditionally when there are tourists around in the hope they will buy souvenirs. Some Akha have even decided to take things a step further: they are leaving their villages 70 to seek their fortunes in the big cities.

### STUDY SKILLS

#### Multiple choice

Read the text quickly to get the gist. Read the questions and possible answers and find the key words. Read the text again and find the part that contains the answer with each question. Try to find words/phrases synonymous with the key words in the questions. This will help you do the task.

#### 4 Choose the best answers according to the text. Give reasons for your answers.

- The Akha people
  - live mainly on Tibetan farms.
  - are not used to severe conditions.
  - have a short history as a tribe.
  - are some of the least wealthy in the world.
- Akha women
  - are used to dealing with hardships.
  - do not mind being poor.
  - work harder than Akha men.
  - are more courageous than Akha men.
- The most characteristic part of the Akha women's clothing is their
  - shirts. B skirts. C leggings. D hats.
- The Akha build spirit gates on the edges of their villages to
  - welcome visitors to the village.
  - give artists a place to work.
  - protect the village from danger.
  - provide a play area for their children.
- The writer thinks that the Akha Way
  - is having an influence on Western culture.
  - may not be around for much longer.
  - is now only noticeable in the Akha people's clothes.
  - could take a long time to spread to cities.

#### 5 Find words in the text that mean:

- initially (para A) • skin colour (para A)
- characteristic (para B)
- to learn by heart (para B)
- importance (para C)
- to come together (para C)
- bringing in (para D) • to look for (para D)

#### 6 Fill in: *set, embroidered, attend, fairly, talented, memorise, physical, honour, keep, thatched.*

- 1 ..... characteristics; 2 ..... short;  
 3 ..... of rules; 4 ..... craftsmen;  
 5 ..... shirts; 6 to ..... names;  
 7 to ..... school; 8 ..... roofs; 9 to  
 ..... spirits out; 10 to ..... ancestors



#### Speaking

Use the phrases in Ex. 6 to give the class a short summary of the text.



#### Writing

Compare yourself with a person from the Akha tribe. Think about: *appearance, clothes, family, lifestyle*. Use: *and, as well, too* (similar ideas) – *but, whereas* (opposing ideas). Read your paragraph to the class.



## Vocabulary

### Vocabulary from the text

**1** Replace the words in bold with words from the list.

- leadership • a step further
- attend • honour • gather
- maintain • introduce
- memorise

- 1 He tries to **keep** a youthful physical appearance.
- 2 They **get together** at Sami's house every Friday.
- 3 We have to **learn** the poem **by heart** for school tomorrow.
- 4 I think every child should **go to** kindergarten.
- 5 Under the new manager's **guidance**, the company went from strength to strength.
- 6 Every year, they have a ceremony to **show their respect to** their ancestors.
- 7 I think the time has come for us to take things **forward**.
- 8 If we **bring in** modern cultural practices to the tribe, we'll destroy their traditional way of life.

**2** Choose the correct word.

- 1 We have a **code/law** of behaviour here. Please respect it.
- 2 Everyone has a responsibility in **society/region** to obey the laws.
- 3 We should all try to help maintain our local **community/society**.
- 4 My **ancestors/descendants** all came from Asia.
- 5 Sadly, many of the tribe's traditional practices are **disappearing/removing**.
- 6 It's important to **remain/hold** calm during an argument.
- 7 I am a **lightly/fairly** optimistic person.
- 8 She has very **individual/distinctive** eyes – the colour is unlike anything I've ever seen.

### Topic vocabulary Clothes

**3** Choose the correct words.

**A** Steve is wearing 1) **formal/casual** clothes. He's wearing a brown 2) **jacket/coat**, a blue and red 3) **cotton/plastic** cap, a yellow, woollen 4) **jumper/waistcoat** and an orange 5) **scarf/belt**. He's also wearing grey 6) **baggy/floral** tracksuit bottoms and brown 7) **trainers/boots**. He looks quite 8) **conservative/trendy** and sporty.

**B** Mary is wearing a white dress with black 9) **polka dots/stripes**, and a red 10) **leather/cotton** belt. She's also wearing red 11) **high-heeled/platform** shoes. She looks 12) **fashionable/sloppy**.

**4** Describe what the people in the pictures are wearing. Use words from Ex. 3 as well as your own ideas.

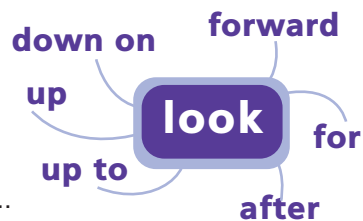


**5** Fill in: *try on, match, fit, suits, do up*.

- 1 These jeans don't ..... me. They are the wrong size.
- 2 May I please ..... this coat?
- 3 I'm looking for a pair of shoes to ..... this dress.
- 4 Do you think this colour ..... me?
- 5 ..... your coat. It's very cold outside.

### Phrasal verbs: LOOK

**6** Choose the correct particle. Check in the Word List.



- 1 I'm looking ..... my little cousin this weekend. (**take care of**)
- 2 We can't wait to meet your parents. We're looking ..... to it. (**anticipate**)
- 3 You shouldn't look ..... people who have less money than you. (**have a bad opinion of**)
- 4 If you don't know his phone number, just look it ..... in the yellow pages. (**find in a book/list**)





**Personality**

**7** a) Match the adjectives in A with their opposites in B.

**Positive**

- |                            |             |                             |                     |
|----------------------------|-------------|-----------------------------|---------------------|
| 1 <input type="checkbox"/> | optimistic  | 8 <input type="checkbox"/>  | truthful/<br>honest |
| 2 <input type="checkbox"/> | modest      | 9 <input type="checkbox"/>  | cheerful            |
| 3 <input type="checkbox"/> | hardworking | 10 <input type="checkbox"/> | gentle              |
| 4 <input type="checkbox"/> | interesting | 11 <input type="checkbox"/> | polite              |
| 5 <input type="checkbox"/> | organised   | 12 <input type="checkbox"/> | generous            |
| 6 <input type="checkbox"/> | caring      |                             |                     |
| 7 <input type="checkbox"/> | patient     |                             |                     |

**Negative**

- |                                  |                       |
|----------------------------------|-----------------------|
| <b>A</b> dull                    | <b>G</b> pessimistic  |
| <b>B</b> rude                    | <b>H</b> impatient    |
| <b>C</b> arrogant                | <b>I</b> aggressive   |
| <b>D</b> lazy                    | <b>J</b> indifferent  |
| <b>E</b> dishonest/<br>deceitful | <b>K</b> disorganised |
| <b>F</b> moody                   | <b>L</b> selfish      |

b) Choose words from Ex. 7a to complete the sentences.

- ..... people always see the positive side of things.
- ..... people don't like talking about their achievements.
- ..... people are kind and calm.
- ..... people tell a lot of lies.
- ..... people think they are more important or talented than others.
- ..... people often become sad or angry for no particular reason.
- ..... people always want to start fights.
- ..... people are helpful and sympathetic to others.
- ..... people only care about themselves and not others.
- ..... people get easily annoyed when they have to wait for something.

c) Which adjectives best describe you/your friends?

*I'm quite organised and polite.*

**Jobs**

**8** Add a suffix **-ant -ian -er -or** to the verbs in the list to make names of jobs. Match the jobs to the descriptions (1-10).

- electric • beauty • bake • clean • translate • mine • farm
- music • account • act

- I change written words from one language into another.  
*translator*
- I work underground to remove coal.
- I play roles in films.
- I keep and check the financial records of people.
- I grow crops and keep animals.
- I fix problems with electrical wires.
- I use make-up to improve people's appearances.
- I make bread and cakes and sell them in a shop.
- I tidy other people's houses.
- I play the piano very well.

**Prepositions**

**9** Choose the correct item. Check in the Word List.

- She's attached **in/to** her family.
- He is jealous **of/about** his brother for being good at sports.
- He is interested **in/at** nature.
- I don't really care **of/about** designer clothes.
- Don't be rude **to/with** your teachers.

**Word formation (adjectives from verbs & nouns)**

**10** Read the theory, then complete the sentences (1-8) with the adjectives derived from the words in bold.

We can form adjectives from verbs and nouns by using the following endings:  
**-ful** (*care-careful*), **-ic** (*drama-dramatic*), **-ive** (*decide-decisive*), **-ious** (*superstition-superstitious*), **-less** (*self-selfless*), **-ish** (*child-childish*), **-y** (*pick-picky*), **-ing** (*care-caring*)

- Jamel is very .....  
He never remembers where his things are. **(FORGET)**
- Luke is .....  
I think he'll become a painter. **(CREATE)**
- He's very .....  
He wants to become rich and famous. **(AMBITION)**
- Ann's ..... She's always talking about the same things. **(BORE)**
- Don't be .....  
Think of others first. **(SELF)**
- He's very .....  
He tells the best jokes. **(FUN)**
- Amira's quite .....  
She's very good at drawing. **(ART)**
- Jess is ..... and often offends people. **(TACT)**

# 1c Grammar in use

**Present simple, present continuous, present perfect**

Ladies and gentlemen, this special potion **comes** from the Amazon. It **makes** you look younger and live longer!

Really? Wow!

Look at me! I'm **standing** here today, a handsome young man - but I'm really over 200 years old!

His secret is simple - he **drinks** a bottle of this potion every day.

How much **does** it **cost**?

£100 a bottle!

That's expensive!

Is he really 200 years old or **is** he **kidding** us?

I honestly don't know. I think he's **growing** old slowly. I've **only been** with him for 150 years.

see pp. GR1 - GR2

- 1** a) Read the cartoon. What is the man selling? What is special about it?  
b) Look at the verb forms in bold in the cartoon. Find examples of:

- a habit • an action happening at or around the time of speaking • a fact • a fixed future arrangement
- an action which started in the past and continues to the present • gradually developing situations

What tense is used in each case? Is it the same in your language?

- 2** a) Fill in: *do, go or have*.
- 1) ..... out for a meal;
  - 2) ..... the washing-up;
  - 3) ..... a shower/a bath;
  - 4) ..... for a walk;
  - 5) ..... to work/school;
  - 6) ..... housework;
  - 7) ..... breakfast/lunch/dinner;
  - 8) ..... shopping;
  - 9) ..... homework;
  - 10) ..... jogging;
  - 11) ..... out with friends;
  - 12) ..... for a swim;
  - 13) ..... the shopping;
  - 14) ..... to the theatre;
  - 15) ..... to bed

b) Use the question words in the box to find out about your partner's daily routine and free-time activities.

- How often ...? • When ...? • Where ...?
- What time ...? • How ...?

A: *How often do you go out for a meal?*  
B: *Once a week./ Twice a month.*

- 3** Read the example. Which tense do we use for: *timetables? future arrangements?* Use the notes to act out short exchanges.



A: *What time does the film start?*  
B: *It starts at 9:00, so we are meeting at 8:00.*

- 4** Form complete sentences. Put the verbs in bold in the *present simple* or the *present continuous*.

- 1 do/she/at the moment/her homework  
*She is doing her homework at the moment.*
- 2 usually/go/by bus/he/to work
- 3 dinner/tonight/I/with Paul/have!
- 4 eat out/you/how often?
- 5 not work/tonight/late/Khalil
- 6 the kids/now/watch TV?
- 7 on Mondays/to the gym/John/not go

### Stative verbs

Stative verbs describe a state rather than an action (e.g., *like, love, hate, want, need, forget, remember, know, suppose*). They do not usually have continuous forms. Some stative verbs do have continuous forms, but there is a difference in meaning. *I like wearing casual clothes.*

▶ see p. GR2

**5** Put the verbs in brackets into the *present simple* or *continuous*. Explain the meaning of both sentences in each pair.

- 1 a Linda ..... unhappy. (**look**)  
b Linda ..... for her necklace. (**look**)
- 2 a Layla ..... unwell today. (**feel**)  
b Layla's silk hijab ..... very soft. (**feel**)
- 3 a Tom ..... his own flat. (**have**)  
b Tom ..... a shower now. (**have**)
- 4 a I ..... of buying a bike. (**think**)  
b I ..... it's fantastic. (**think**)
- 5 a This cake ..... delicious. (**taste**)  
b She ..... the soup to see if it's spicy. (**taste**)

### Already/Just/Yet/Ever/Never/For/Since

- 1 I've **already** had lunch.
- 2 I **haven't done** my homework **yet**.
- 3 I've **just** had a coffee.
- 4 A: **Have you ever played** the trumpet?  
B: No, I haven't./Yes, I have.
- 5 I've **never** travelled abroad.
- 6 I've been here **since** last May/**for** two months.

▶ see p. GR2

**6** Choose the correct word.

- 1 She's **never/already** flown in a plane.
- 2 They've **just/yet** left.
- 3 He hasn't finished his homework **yet/ever**.
- 4 Have you **never/ever** ridden a camel?
- 5 We have **yet/already** met Claire.
- 6 She hasn't seen Kate **since/for** last Friday.

**7** Think of your day. What have you *already/just/not yet done*? Tell your partner.

*I've **already** done my homework. I've **just** had dinner. I **haven't** tidied my room **yet**.*

### Present perfect continuous

She **has been working** for him for a long time.  
She **has been working** for him since 1992.

▶ see p. GR3

**8** Read the examples in the grammar box. How do we form the present perfect continuous?

**9** Use the verbs in the present perfect continuous to write true sentences about yourself and your family. Use *since* or *for*.

• study • work • play • live

*I've been studying French for two years/since 2009.*

**10** Put the verbs in brackets into the correct present tense.

- 1 A: ..... (**you/see**) Mariam recently?  
B: No, I ..... (**not/talk**) to her since last month.
- 2 A: ..... (**we/meet**) before?  
B: I ..... (**not/think**) so.
- 3 A: Where ..... (**you/go**)?  
B: Shopping. ....  
(**you/want**) anything?
- 4 A: Where ..... (**Tony/live**)?  
B: In London – but at the moment he .....  
..... (**stay**) in Bahrain.
- 5 A: ..... (**you/come**) to Ann's house tonight?  
B: I'd love to, but I ..... (**fly**) to London.  
The plane ..... (**leave**) at 10:30.

**11** Put the verbs in brackets into the correct tense.

Dear Charlotte,  
Hi! How are you? 1) ..... (**you/enjoy**) the summer break? I 2) ..... (**have**) an amazing time here in London. My host family 3) ..... (**be**) really friendly, and the summer English course I 4) ..... (**do**) is a lot of fun. I 5) ..... (**already/make**) some good friends here. My best friend is Laura. She's from Italy. She 6) ..... (**look**) a bit like you actually. She's tall, with beautiful long dark hair and big brown eyes. Like me, she 7) ..... (**be**) in London since July. I 8) ..... (**like**) her because she's funny and cheerful. She's also very generous. 9) ..... (**you/meet**) anyone nice so far?

Write back soon!

Asma

# 1d Listening skills

**1** a) Complete the pairs.  
 🎧 Listen and check.

- |                                |                             |
|--------------------------------|-----------------------------|
| 1 granddad –<br><i>grandma</i> | 5 son – .....               |
| 2 father – .....               | 6 cousin – .....            |
| 3 uncle – .....                | 7 brother – .....           |
| 4 nephew – .....               | 8 brother-in-law –<br>..... |

b) Use words from Ex. 1a to present your family to the class.

*There are six members in my family. My dad, Hamad, my mum, Nour, my sisters, Asma and Rana, my brother Omar and me. My dad is ...*



**2** a) You are going to listen to a part of a radio interview about a young ballerina. Before you listen check these words in the Word List.

- hometown • treasure the time
- extended family • delighted • support
- inspiration • afford • lead role • venue

b) 🎧 Listen and write how the people below are related to Jane Ivory.

**Sandra Peter Jenny Bertie**

**3** 🎧 Listen again and decide if each sentence is T (true) or F (false).

- 1 Jane Ivory has been performing as a ballerina for 24 years. ....
- 2 Jane's brother still lives in his hometown. ....
- 3 Jane's aunt now runs her own school. ....
- 4 Jane's grandpa gave her financial assistance. ....
- 5 Jane has performed in *Swan Lake* before. ....
- 6 Jane seems to be worried about her role. ....

**4** Work in pairs. Write down the names of three people you know. Exchange papers and find out about each person.

- A: *Who's James?*  
 B: *He's my cousin.*  
 A: *What does he look like?*  
 B: *He's short and slim, with short fair hair and blue eyes.*  
 A: *What is he like?*  
 B: *He's honest and polite.*

## STUDY SKILLS

### Predicting content

Before you listen, read the rubric, the statements and possible answers. This will help you familiarise yourself with what the recording will be about.

**5** a) Read the rubric, statements and answers. What do you think the dialogue is about?

Listen to a part of a TV show. For questions (1-6), choose the correct answer (A, B or C).

- 1 The TV show is about  
 A British chat shows.  
 B the life and times of a TV personality.  
 C the history of British TV.
- 2 James first met Anna  
 A in London.  
 B in Paris.  
 C at a rugby match.
- 3 James describes Anna as  
 A a difficult person to be around.  
 B someone with a positive view of life.  
 C a talkative person.
- 4 The interest James and Anna share is  
 A going to the cinema.  
 B watching TV.  
 C watching classic films.
- 5 When James's daughter was born  
 A James resigned from work.  
 B James spent most of his time at home.  
 C James was beginning a new career.
- 6 James's daughter, Laura,  
 A is employed as a fashion designer.  
 B has not started working yet.  
 C has chosen the same career as her father.

b) Check these words in the Word List.

- chat-show host • incredible • bright
- demanding • resign • degree • confident

c) 🎧 Do the listening task in Ex. 5a.

### Intonation: Stressed syllables

**6** 🎧 Listen and say. Which syllables are stressed?

- talented • generous • optimistic • modest
- understanding • confident • energetic

# Speaking skills

# 1e

**Introduce ourselves/others –  
Ask for/Give personal information –  
Ask about/Express likes/dislikes**

**1** a) Complete the conversation with the words below.

- favourite band • stand • love
- name's • prefer • pleasure
- like you • met before • you from



Juliet: Hello. I don't think we've  
1) ..... I'm Juliet.  
Dan: Hi, Juliet. My 2) ..... Dan.  
Juliet: It's a 3) ..... to meet you,  
Dan.  
Dan: Nice to meet you, too. Where are  
4) .....?  
Juliet: I'm from London. And you?  
Dan: I'm from Glasgow. So, are you enjoying  
the work gathering?  
Juliet: Well, to be honest, I can't  
5) ..... the music. I don't  
like dance music at all.  
Dan: I know what you mean. I  
6) ..... rock music.  
Juliet: Really? What's your 7) .....?  
Dan: I really love Radiohead. They're great!  
Juliet: They are, indeed. Oh, Dan, I'd  
8) ..... to meet Samira.  
Dan: Hi, Samira. Do you and Juliet work in  
the same department?  
Samira: No, we play on the same football team.  
Dan: Really? I 9) ..... football!  
Juliet: You should play with us some time  
then!

b) Listen and check your answers. Is the dialogue formal or informal? Give reasons.

c) Take roles and read the dialogue aloud.

**2** Work in groups of three. You and your cousin are at a school event. Introduce yourself and your cousin to a person there, then ask questions to get to know the person better. Use the phrases in the table below to act out a dialogue similar to the one in Ex. 1a.

Introducing yourself/others	Responding
<ul style="list-style-type: none"> <li>• Hello. I'm ... ./My name's ... .</li> <li>• I don't think we've met before. I'm ... .</li> <li>• I'd like you to meet ... ./ This is ... .</li> </ul>	<ul style="list-style-type: none"> <li>• Nice to meet you.</li> <li>• It's a pleasure to meet you.</li> </ul>
Asking about likes/dislikes	Expressing likes/dislikes
<ul style="list-style-type: none"> <li>• What kind of music/films do you like?</li> <li>• Do you like ... ?</li> <li>• What do you think of ... ?</li> <li>• What's your favourite subject/band, etc.?</li> </ul>	<ul style="list-style-type: none"> <li>• I really enjoy/like/love+noun ... .</li> <li>• I can't stand ... .</li> <li>• I don't mind ... .</li> <li>• I prefer ... .</li> </ul>
Asking about personal information	Responding
<ul style="list-style-type: none"> <li>• Where are you from?</li> <li>• Which school do you go to?</li> </ul>	<ul style="list-style-type: none"> <li>• I'm from ... .</li> <li>• I go to ... .</li> </ul>

## Social expressions

**3** Match the exchanges.  
 Listen and check. Repeat the phrases in pairs.

1 <input type="checkbox"/>	Have a nice weekend.	a	Fine, thanks.
2 <input type="checkbox"/>	Come on – we must go.	b	Take care. See you later.
3 <input type="checkbox"/>	How are things?	c	Sleep well.
4 <input type="checkbox"/>	Goodnight.	d	Just a minute.
5 <input type="checkbox"/>	Sorry I'm late.	e	Never mind. You're here now.
6 <input type="checkbox"/>	Bye. I'm off to the gym now.	f	Thanks, you too.

## Describing a picture

**4** a) Look at the picture in Ex. 1a and complete the sentences.

- The picture shows some people ... .
- They are at ... .
- The girls in the foreground are ... They are wearing ... . They are talking to a man.
- The man is ... . He is wearing ... .
- Everyone seems to ... .

b) Listen and check.

Writing Bank 1 p. WB1

Rubric analysis

1 Read the rubric and look at the underlined words. Answer the questions.

This is part of an email you received from your English friend, Jake.

How's your new school? Have you made any new friends? What does he/she look like? What is he/she like?

Write your email (140-190 words).

- 1 What are you going to write?
- 2 Who are you?
- 3 Who is going to read your piece of writing?
- 4 What topics should you include in your piece of writing?
- 5 What style should you use?
- 6 How long should your piece of writing be?

Opening/Closing remarks

2 a) Which of the sentences are: opening remarks? closing remarks?

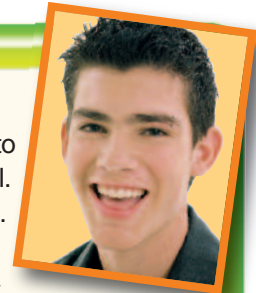
- 1 How's it going?
- 2 Got to go now.
- 3 Hope you're OK.
- 4 Have to go now.
- 5 I'd better get going.
- 6 How are you doing?
- 7 Email me soon.
- 8 Thanks for your email.

b) Replace the opening/closing remarks in Hamad's letter with sentences from Ex. 2a.

Model analysis

3 a) Read the model. Which paragraph is about:

- 1  the writer's feelings about the person?
- 2  name of person, how the writer met him?
- 3  person's personality?
- 4  person's appearance?



Dear Jake,

**A** How are you? Just dropping you a line to tell you how I'm getting on at my new school. I've made friends with one of my classmates. His name's Charlie and he's great fun.

**B** Charlie's tall and slim, with short, spiky brown hair. He's got a pale complexion and bright blue eyes. He's quite stylish and dresses casually in jeans and trainers.

**C** Charlie is a very kind person who's always ready to help others. He's also extremely funny. I'm always laughing at his jokes. Outside class, he's very sociable. He's taking me to a fancy dress party tomorrow! He can be a bit arrogant at times, though, and doesn't always listen to what I say.

**D** I'm really glad I've met Charlie. He's made all the difference to being at a new school. Write back soon.

Love,  
Hamad

b) List all the words Hamad uses to describe Charlie's appearance and personality.

Informal style

4 Which of the sentences are True? Provide examples from the email.

Hamad's email is informal because it contains:

- |                     |                                 |
|---------------------|---------------------------------|
| 1 everyday language | 4 omission of personal pronouns |
| 2 short verb forms  | 5 simple linking words          |
| 3 long sentences    |                                 |

Word order

5 Read the examples. Complete the rules. Use before or after.

S V adverb O S *adverb of frequency* S V *adverb of frequency*  
 Charlie is **very** tall. He **often** goes to the gym. He is **never** late for class. He plays football **very** well.

- 1 The subject always goes ..... the verb.
- 2 The object normally goes ..... the verb.
- 3 Adverbs of frequency go ..... an auxiliary verb but ..... a main verb.
- 4 Adverbs go ..... adjectives/adverbs.

6 Put the words in the correct order.

- 1 person/Peter/kind/is/very/a .....
- 2 hair/he/long/has got .....
- 3 he/goes jogging/often .....
- 4 visits/he/his grandparents/sometimes .....
- 5 he/people/arrogant/doesn't like .....
- 6 has/been/Peter/never/abroad .....

## Linking ideas

### 7 Study the examples.

- *John is tall. He is skinny. He has short, straight hair.*  
*John is tall **and** skinny **with** short straight hair.*
- *Asma is clever. She is polite. She can be stubborn at times.*  
*Asma's clever **and** polite. **However**, she can be stubborn at times. Asma's clever. She's **also** polite, **but** she can be stubborn at times.*
- *Mary is a sweet girl. She has got a pale complexion.*  
*Mary is a sweet girl **who** has got a pale complexion.*

### 8 Complete the paragraphs with the words from the lists.

• however • also • and

• who • and • with

Kareem is very intelligent **1**) ..... always gets good marks in all his tests. He is **2**) ..... creative and likes to compose music on his guitar. **3**) ..... , he can be rude and sometimes says unpleasant things to people.

Lisa is a pretty girl **4**) ..... will soon be fourteen years old. She is quite tall for her age, **5**) ..... long, curly hair, big green eyes, **6**) ..... a wide friendly smile.

• also • both • but

My grandmother is **7**) ..... generous and kind. She always gives me pocket money, and she **8**) ..... cooks my favourite meal when I visit her on Sundays. She is a bit hot-tempered sometimes, **9**) ..... she never stays angry for long.

## Punctuation

### 9 a) When do we use a comma (,), a full stop (.), a question mark (?), an exclamation mark (!), an apostrophe ('), and capital letters? Check in the Grammar Reference section.

#### b) Punctuate the sentences below.

- 1 im just great how are you
- 2 omar and i are going to an art exhibition tomorrow
- 3 cant wait to hear from you
- 4 he's clever but he can be rude at times what can i do

## Your turn

### 10 a) Read the rubric and find the key words. Make notes under the headings: *name* – *age* – *appearance* – *character*.

This is part of an email you received from your English e-friend.

What does your neighbour look like? What is he/she like?

Write your email (140-190 words).

#### b) Use your notes and phrases from the Useful Language box to make sentences about the person.

*I first met Yasser in the park two years ago.*

### 11 Check the theory in the Writing Bank. Then write your email. Use your notes in Ex. 10a, the plan and the Useful Language. Join your sentences with appropriate linkers.

## Useful Language

### Opening remarks

- I first met ... .
- has been my friend for ... .

### Physical Appearance/Clothes

- ... is quite (*good-looking, attractive, etc.*).
- ... is (*tall and slim*) *with* (*brown eyes*) and (*fair hair*).
- ... dresses casually/formally.

### Personality

- ... is very (*outgoing/cheerful*).
- ... is always (*friendly*) and loves/hates/enjoys ...
- ... has a great sense of humour.
- ... but can be (*aggressive, lazy, bossy, etc.*) at times.
- ... is a very (*interesting/friendly*) person.

### Feelings/Comments

- It's great fun to be with ...
- I'm glad to have ... as my friend.

## Plan

Dear + (your e-friend's first name)

### Introduction

(Para 1) Greet your e-friend. Say who you are going to describe & when/where you met.

### Main Body

(Para 2) Describe the person's physical appearance/clothes.

(Para 3) Describe the person's personality giving supporting details/examples.

### Conclusion

(Para 4) Write your feelings/comments about the person. Tell your e-friend to keep in touch.



## Checklist

When you finish your piece of writing check it for:

- spelling/grammar mistakes.
- correct word order.
- appropriate style (formal, informal).
- appropriate beginning/ending.
- well-structured paragraphs.
- inclusion of all points in the rubric.
- word length.

- 1** For questions 1-8, read the text below and decide which answer (A, B, C, or D) best fits each gap. There is an example at the beginning (0). What style is the text written in? Give reasons.

## The Role of the Teacher

There can be no doubt that teachers 0) **A** a vital role in shaping students' lives.

Today's educators are not 1) ..... responsible for their students' academic achievements, but also for their well-being outside the school environment. This could involve offering students valuable 2) ..... of advice to help them handle personal problems, as young people today 3) ..... many difficulties in their daily lives.

Teachers also take on the role of motivator. That is why they often 4) ..... in special seminars where they are trained to encourage student motivation in the classroom. By putting this theory into 5) ..... they can inspire students to view learning as an enjoyable process. Therefore, good teachers do not simply focus on testing or examinations, but 6) ..... use of all available resources.

All in all, the way a teacher treats students can have a huge 7) ..... on their character and future achievements. Encouraging students to set goals and stick to them builds a solid relationship between teacher and student, which will help them get 8) ..... well with each other.



- 0 **A** play      B take      C make      D get  
 1 A alone      B also      C only      D too  
 2 A tips      B parts      C pieces      D portions  
 3 A encounter      B receive      C deal      D see  
 4 A attend      B enrol      C enter      D apply  
 5 A effect      B work      C exercise      D practice  
 6 A do      B make      C have      D take  
 7 A impress      B impact      C result      D issue  
 8 A through      B in      C up      D on

- 2** Complete the second sentence so that it has a similar meaning to the first sentence. Do not change the word given. You must use two to five words, including the word given. Here is an example (0).

0 Do you think I could borrow your car?  
**WONDERING**

I *was wondering if I could* borrow your car?

1 I was really surprised when I saw Jenny at the football match. **EXPECT**

I .....  
 ..... Jenny at the football match.

2 I had not expected Mary to be such a good singer. **TURNED**

Mary .....  
 ..... a really good singer.

3 Halema was rude to me, and I got angry. **MADE**

Halema was so rude to me she .....  
 ..... my temper.

4 You shouldn't take any notice of gossip. **LISTEN**

If I were you, ..... gossip.

5 I'm not going to move to London. **INTENTION**

I ..... to London.

6 If I were you, I wouldn't wear jeans to work. **OUGHT**

In my opinion, .....  
 ..... jeans to work.

7 Fiona told me to arrive on time for the competition. **LATE**

Fiona advised .....  
 ..... for the competition.

8 Jamel does not want to go out. **FEEL**

Jamel ..... going out.

- 3** Complete the gaps with the correct form of the words in capitals.

1 Alice is ..... from America but has been living in England for years. **ORIGIN**

2 Don't believe everything Samira tells you; she's got a reputation for being ..... **HONEST**

3 Ellen is very ..... and is always trying to draw attention to herself. **DRAMA**

4 Malek is a ..... businessman. **SUCCESS**

5 Look at Penny's clothes. They are so ..... **FASHION**



## Grammar

## 4 Choose the correct item.

- 1 "Do we have to hand in the assignment by Thursday?"  
"I'm afraid we've got ..... choice."  
A no any other                      C not another  
B no other                              D not any other
- 2 I'm determined to travel to Mexico ..... much it costs.  
A considering how                  C no matter how  
B more over                            D whatever
- 3 "I'm so disorganised!"  
"How about changing the order ..... you do things?"  
A in which                              C within that  
B which                                  D where
- 4 "It's not very polite to laugh ..... a fellow classmate who gets an answer wrong."  
"I am sorry, it won't happen again."  
A with                      B at                      C to                      D for
- 5 My brothers are ..... good at maths.  
A equal                                  C equality  
B unequal                                D equally
- 6 "Basketball practice starts at 6 o'clock, ..... it?"  
"Yes, that's right."  
A doesn't                      B won't                      C hasn't                      D isn't
- 7 ..... of his suitcases was large enough to fit all his clothes.  
A Both                      B Neither                      C Every                      D All
- 8 "Look at those graphics!"  
"That picture must have been taken ..... a professional camera."  
A by                      B with                      C from                      D of
- 9 This is only the second time I ..... Tim raise his hand in class.  
A saw                                  C see  
B have seen                              D had seen
- 10 Fortunately, I ..... find the USB stick I'd misplaced the other day.  
A could                                  C was able to  
B managed in                              D succeeded to
- 11 The charity event attracted many celebrities, some of ..... I knew by sight.  
A whom                      B them                      C which                      D who
- 12 According to a study, three ..... ten people find maths too challenging.  
A from                      B of                      C for                      D in

## Vocabulary

## 5 Choose the correct item.

- 1 Samir has always loved paragliding and other outdoor .....  
A actions                                  C practices  
B activities                                D strategies
- 2 What was Tanya's ..... when you announced her promotion?  
A reaction                                C action  
B reflection                                D reception
- 3 When no one came to the door, she ..... through the window to see if anyone was home.  
A gazed                                      C stared  
B glanced                                    D peered
- 4 The art museum ..... an entrance fee.  
A prices                                      C calculates  
B values                                      D charges
- 5 The students ..... their goal of improving their grades by the end of the term.  
A handled                                  C accomplished  
B controlled                                D succeeded
- 6 The art gallery is running an art competition in ..... with the local council.  
A influence                                C direction  
B association                                D guidance
- 7 Do we have to ..... tickets for the concert in advance?  
A engage                      B conserve                      C reserve                      D retain
- 8 We're all working overtime as our department has a very ..... deadline.  
A tense                      B tight                      C stiff                      D close
- 9 How did the thieves gain ..... into the museum?  
A entry                                      C entrance  
B access                                      D admission
- 10 Please take a seat in the waiting room, and I'll be with you .....  
A generally                                C shortly  
B recently                                    D quickly
- 11 It's totally ..... to chew gum in class.  
A unimpressive                              C harmful  
B useless                                      D unacceptable
- 12 Ben tried desperately to ..... Ahmed, but he was driving too fast for him.  
A catch up with                              C live up to  
B take up with                                D join in with

### 1 Fill in with: *have, go, do*.

- Do you have time to ..... the shopping for me this afternoon?
- Why don't we ..... out for dinner tonight?
- What time do you usually ..... breakfast?
- I plan to ..... shopping this afternoon.

### 2 Fill in the words in their correct form.

• value • honour • respect

- Many cultures ..... their dead with annual festivals.
- Most people ..... freedom of speech.
- It is important to ..... your elders.

• maintain • preserve • continue

- The Akha people try hard to ..... their culture and traditions.
- She wants to ..... a youthful appearance.
- Some villagers say they don't want to ..... with the old way of life.

• collect • gather • assemble

- Every Sunday, the village elders ..... to discuss the week's events.
- She told the children to ..... their toys and come inside.
- The teacher asked her students to ..... round, as she would tell them a story.

### 3 Choose the odd word out.

- optimistic – cheerful – generous – lazy
- shoulder-length – wavy – pointed – curly
- trainers – jacket – boots – sandals
- nose – moustache – beard – fringe
- skinny – overweight – obese – bald
- arrogant – deceitful – gentle – indifferent

### 4 Look at the picture and complete the missing words.



This couple is wearing **1** ..... sportswear. They are both wearing **2** ..... jeans. The woman is wearing a bright-coloured, orange **3** ....., while the man is wearing a blue one. They've both got **4** ..... on their hands and are wearing brown **5** ..... They are also holding skis. They look happy.

## Phrasal verbs & Prepositions

### 5 Choose the correct item.

- Are you in control **with/of** the situation?
- If you don't know the meaning of the word, look it **down/up** in the dictionary.
- I think Alex is taking advantage **over/of** Tarek.
- I'm looking **after/over** my neighbour's cats while they're on holiday.
- I am interested **in/with** learning more about the subject.

## Word formation

### 6 Complete the gaps with the correct form of the words in bold.

Australia is many people's dream travel destination. It has picturesque terrain, exotic wildlife, and **1** ..... (**excite**) cities. Australians believe in living life to the fullest. It is this **2** ..... (**motivate**) that makes them so fun-loving, **3** ..... (**courage**) and **4** ..... (**adventure**). Visitors to Australia soon discover that Australians are very easy-going, **5** ..... (**friend**) and have a "give it a go" attitude. They also discover that Australians are very generous but can be **6** ..... (**patient**) at times.

## ▶ Grammar in Focus

Put the verbs in brackets into the correct tense. Then complete the gaps.

I **1** ..... (**watch**) many great films in my life and have seen a lot of talented actors, **2** ..... the actor that I **3** ..... (**like**) the most is Russell Crowe. Many of my friends **4** ..... (**not/agree**), but in my opinion, he is the most talented actor working today. I **5** ..... (**follow**) Russell's career ever **6** ..... he was an unknown actor in Australia. Now, he is a Hollywood celebrity, and he even **7** ..... (**have**) a star on the Hollywood Walk of Fame! His roles in films **8** ..... as *Gladiator* and *Robin Hood* **9** ..... (**make**) him a household name, and he **10** ..... (**win**) many awards to date. Russell **11** ..... (**not/just/act**) in Hollywood films; he is **12** ..... a musician, and he **13** ..... (**release**) a number of albums so far! I **14** ..... (**not/meet**) him in person, but he **15** ..... like a nice person off-screen too.



## Reading

- 1 a) Read the text and decide if the statements are *T* (true) or *F* (false).

## Sports

## Superstar!



Spanish tennis player Rafael Nadal - or "Rafa" as he is known to his fans - is one of the most interesting characters in sport today. When playing tennis, Rafa is fierce, fearless and confident. Sports journalists describe him as looking like an angry bull on court - eyebrows raised, lips curled, eyes burning a hole in his opponent. Yet, off court, Rafa is shy, sensitive and uncertain. He is afraid of dogs, spiders, and thunder and lightning. He is even afraid of sleeping in the dark!

It seems strange that a 6ft 1in, 85kg muscular athlete who is so confident on court, could be so unsure in real life. Rafa, the tennis player, is famous for his mental toughness, physical strength and aggressive playing style. His opponents know he will fight for every single point. His fans love the fact that he never gives up. However, the off-court Rafa is gentle and modest. Everyone who meets him says the same thing: he is 'educado', as they say in Spanish. Not so much educated in the formal sense (Rafa left school when he turned professional at 15), but educated in manners and character. Rafa is polite and respectful to everyone he meets. Indeed, even though Rafa is one of the best players in tennis history, he is probably the most humble No. 1 the game has ever known.

Rafa's fans also love his distinctive style. When Rafa first started playing professional tennis, he wore baggy, sleeveless shirts (that were always in very vivid colours), three-quarter length trousers and bandanas. Sports journalists said he looked like a pirate! No other player dressed like him. These days, Rafa sports a more traditional style. He wears a polo shirt and shorts cut above the knee - just like the rest of the players on tour. But he is still distinctive. His shirts are almost always tight-fitting. He also wears tennis shoes that have his nickname "Rafa" on the right shoe and a picture of a bull on the left. Yet, even during the early days of his career when he dressed so distinctively on court, Rafa has always dressed normally - even conservatively - off court. Rafa's everyday clothes are shirts and V-neck sweaters. At parties, he often wears a blazer. Rafa's dual personality and style has always been one of the most appealing things about him!

- Rafael Nadal has a fear of storms and sleeping without a light on.
- Rafa often gets into fights with opponents when he loses a single point.
- Rafa has been playing tennis since the age of 15.
- At the start of his career, sports journalists didn't think Rafa dressed like a tennis player.
- Nowadays, Rafa wears sports clothes that more reflect his off-court style.

## b) Answer the questions in your own words.

- How has Rafa's dress sense changed over the years?
- What's the difference between Rafa's on and off court behaviour? (7x2=14)

## Listening

- 2 Listen to a lecture about friendship and decide if statements (1-8) are *T* (true) or *F* (false).

- The lecture is taking place in the university where Dr. Arken works. ....
- Dr. Arken has recently released a book about friendship. ....
- Dr. Arken states that animals have friends, too. ....
- Dr. Arken's son has known his Internet friend for more than three years. ....
- Dr. Arken believes that people should be happy to have several Internet friends. ....
- Dr. Arken believes that most people have a small number of true friends. ....
- Dr. Arken has a Twitter account. ....
- Dr. Arken thinks that it's impossible to make true friends over the Internet. .... (8x1=8)

## Speaking

- 3 Choose the correct response.

- A: What is she like?  
B: a She is jealous of me.  
b She's gentle and polite.
- A: This is my cousin, Sandra.  
B: a Nice to meet you.  
b I'm from London.
- A: I'm sorry I'm late.  
B: a I'm off now. b Never mind.
- A: Hello! I'm Eyad.  
B: a Hi, Eyad. I'm Max.  
b I know what you mean.
- A: What does he look like?  
B: a He's tall and slim.  
b He's patient. (5x2=10)

## Vocabulary

**4** Fill in with: *complexion, originally, deceitful, harsh, behaviour, remarkably, conservative, seek, rich, provide.*

- 1 Cairo is a city ..... in history.
- 2 You have to follow a code of ..... in the workplace.
- 3 Don't trust him; he's a ..... person.
- 4 Alex has a high-paying job, so he can ..... his family with everything they need.
- 5 He is going to ..... his fortune in the city.
- 6 The locals are ..... friendly and welcoming to tourists.
- 7 He's got a pale ..... and blue eyes.
- 8 Life in the desert is ..... ; it's not easy at all.
- 9 He looks very ..... in his white shirt, black tie and black trousers.
- 10 Historians believe Native Americans ..... came to the American continent from Asia.

(10x2=20)

## Grammar

**5** Choose the correct word.

- 1 Mahmoud **has/is having** a bad day today.
- 2 Sam, have you fixed your watch **just/yet**?
- 3 I have **ever/never** been to Rome.
- 4 Mum, this guava pie you made **tastes/is tasting** delicious!
- 5 I've been learning Italian **since/for** a long time.
- 6 I **have been trying/have tried** to find something nice to wear for hours.
- 7 I haven't done the dishes **yet/already**.
- 8 He **has/is having** an amazing apartment in the city.
- 9 They've been watching TV **since/from** the morning.
- 10 They have **yet/just** got back from the shopping mall.

(10x1=10)

**6** Put the verbs in brackets into the correct present tense.

- 1 What ..... (you/do) since 10 o'clock this morning?
- 2 Katie ..... (play) basketball with her friends every Thursday.
- 3 I ..... (go) to the museum tonight.
- 4 They ..... (already/eat) dinner.
- 5 How often ..... (you/read) a newspaper?
- 6 ..... (she/surf) the Internet now?
- 7 They ..... (talk) to each other for hours.
- 8 He looks tired because he ..... (not/sleep) well.
- 9 When ..... (she/move) to Oman? In May.
- 10 I ..... (have) this hair colour for five years.

(10x1=10)

**7** Choose the correct item.

- 1 Can you look **after/out** my cat while I'm away this weekend?
- 2 I am very attached **to/in** my family.
- 3 I look forward **to/about** meeting him when he arrives.
- 4 Why are you jealous **of/in** her?
- 5 Can you look **up/out** the number in the yellow pages, please?

(5x2=10)

## Writing

**8** Read the rubric, then write your email.

This is part of an email you received from your English e-friend.

How are you doing in New York? Do you like the English language course? What does your teacher look like? What is he/she like? Write back.

Write your email (140-190 words).

(18 marks)

(Total=100)

## Check your progress

- talk about people's appearance & character
- talk about clothes
- talk about jobs
- talk about family members
- introduce yourself & others
- ask about/give personal information
- ask about/express likes/dislikes
- describe a person
- write an email describing a person

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓



**1** Many of the following traits or characteristics are 'inherited' or passed down to us from our parents. Which of these traits do you think can be inherited from one's parents?

- straight hair • weight
- gender • language
- strength • intelligence
- eye colour • blood type

Read to see if you were right.

**2** Read the text again and answer the questions.

- 1 Why do siblings often resemble one another?
- 2 What are some of our inherited traits?
- 3 Why isn't a person's weight an inherited characteristic?
- 4 What percentage of our DNA makes us look different from other people?

**3** What did you learn from the text?

**THINK!** Would you change anything about your appearance? If so, what? Tell the class.

**Where did you get that from?**

Have you ever noticed that some sisters and brothers look alike? Or have you ever had difficulty telling twins apart? Their inherited traits are what make their physical appearance so similar. An inherited trait is a particular characteristic or quality that is genetically passed down from our parents. Inherited traits are what distinguish one person from another. These characteristics depend entirely on genetic factors and include gender, hair colour, skin colour, ear shape, blood group and inherited diseases. Offspring inherit genes from both the mother and father, which results in a combination of the parents' characteristics. This is why we often hear people say, "She has her mother's eyes," or, "He has his father's nose".

Not all traits are inherited, however. Variation is also caused by environmental factors. For instance, your weight depends on your diet and other environmental factors, such as gender, calorie intake and lifestyle. Language is also not inherited. Adopted children who move to another country will quickly learn the local language and may even forget their native language. The majority of human characteristics are determined by inherent and environmental factors. Studies have shown that intelligence is partly inherited and partly learnt. Similarly, our genes determine our natural hair colour, but exposure to the sun or hair dye can easily change that colour.

It seems that we are all very different. You just need to look around to see how many different traits people have, but in fact, people are remarkably alike. Actually, 99.9 percent of all human DNA is identical. It's those few unique differences in our DNA that create the variety of characteristics we see around us.



**Check these words**

- tell apart • inherited • trait • genetically passed down • distinguish • factor
- gender • offspring • calorie intake • native language • partly • exposure

**Culture Spot**



**1** What do the Foot Guards do? What is their uniform? Read the text, then say.

One of the most prestigious jobs in the UK is guarding the Queen of England. The Queen's Guard, in particular the Foot Guards that stand outside Buckingham Palace in London, are an iconic English symbol. The Guard consists of three officers and 36 soldiers from five regiments (Grenadier Guards, Scots Guards, Coldstream Guards, Irish Guards, Welsh Guards). When the Queen is home, there are four Foot Guards at the front of the building and only two when she is away. They have the most recognisable uniform in the world. They wear a scarlet tunic, white belt, dark blue trousers with a red stripe down each leg and a huge bearskin hat. The bearskin hats are made of real bearskin from Canadian brown bears. For a long time, the British Army has tried to find a manmade alternative to the fur, but so far, nothing acceptable has been found.

**2** Compare Foot Guards to a similar job in your country.



**The Queen's Guard**

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