

On Screen

Intermediate | B1+/B2

Student's Book

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Express Publishing

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Listening	Speaking	Writing	CLIL/Culture
<ul style="list-style-type: none"> • a radio interview (matching) • a TV show (multiple choice) • intonation: stressed syllables 	<ul style="list-style-type: none"> • describe people • introduce oneself & others • social expressions • ask for/give personal information • describe a picture • express likes/dislikes 	<ul style="list-style-type: none"> • a paragraph comparing yourself with the Akha tribe • an informal email – describing a person (informal style; word order; linking ideas; punctuation) 	<ul style="list-style-type: none"> • CLIL (Biology) <i>Where did you get that from?</i> (answer questions) • Culture spot: Foot Guards
<ul style="list-style-type: none"> • an interview (T/F statements) • a lecture (multiple choice) • stress in questions 	<ul style="list-style-type: none"> • make suggestions • agree/disagree • make decisions 	<ul style="list-style-type: none"> • a paragraph suggesting ways to protect seahorses • an essay providing solutions to problems (topic/supporting sentences; planning an essay) 	<ul style="list-style-type: none"> • CLIL (Environmental Science): <i>Precious Water</i> (T/F statements) • Culture spot: Greenpeace
<ul style="list-style-type: none"> • announcements (matching) • a story (T/F note taking) • a radio show (multiple choice) • intonation: stress in exclamations (<i>what; what a/an; how</i>) 	<ul style="list-style-type: none"> • asking for information • express dissatisfaction/sympathy/surprise/disbelief • describe pictures 	<ul style="list-style-type: none"> • a description of an experience • a description of a visit to a place (adjectives/adverbs; make comments; use modifiers; brainstorm for ideas) 	<ul style="list-style-type: none"> • CLIL (Geography): <i>Traffic</i> (matching) • Culture spot: The Grand Canyon
<ul style="list-style-type: none"> • a TV commentary (note taking) • a radio programme (multiple choice) • intonation in exclamations (<i>such, such a/an, so</i>) 	<ul style="list-style-type: none"> • invite & accept or refuse an invitation • make decisions 	<ul style="list-style-type: none"> • a paragraph comparing & contrasting celebrations • a description of a festival you attended (using adjectives; collocations; error correction; brainstorming) 	<ul style="list-style-type: none"> • CLIL (Art & Design): <i>World of Wearable Art</i> (T/F statements) • Culture spot: Independence Day, USA
<ul style="list-style-type: none"> • report emergencies (sentence completion) • a radio show (multiple choice) • intonation in echo questions 	<ul style="list-style-type: none"> • state a problem • ask for/give advice • express concern • compare & contrast pictures 	<ul style="list-style-type: none"> • a description of a day in the life of a forensic photographer • a report 	<ul style="list-style-type: none"> • Curriculum (Maths): pie charts, bar charts, line graphs • Culture spot: K-9 units
<ul style="list-style-type: none"> • a radio talk (note taking) • a dialogue (multiple choice) • intonation in question tags • compare & contrast pictures 	<ul style="list-style-type: none"> • request/offer help • complain/respond to a complaint • compare pictures 	<ul style="list-style-type: none"> • a paragraph expressing your feelings towards the future of robots • a for-and-against essay (express contrast with <i>although, even though, despite, in spite of; topic/ supporting sentences</i>) 	<ul style="list-style-type: none"> • CLIL (ICT): <i>How to save the battery power of your Tablet PC</i> (order of actions) • Culture spot: Tim Berners-Lee
<ul style="list-style-type: none"> • a documentary (note taking) • a dialogue (multiple choice) • pronunciation: /u/, /u:/ 	<ul style="list-style-type: none"> • ask for opinion – give opinion; ask for reasons • describe photographs – compare and contrast photographs 	<ul style="list-style-type: none"> • a paragraph giving reasons • an opinion essay (I) (linking words; topic/supporting sentences) 	<ul style="list-style-type: none"> • CLIL (PE): <i>Octopush</i> (complete sentences) • Culture spot: baseball
<ul style="list-style-type: none"> • a radio documentary (multiple choice) • monologues (matching speakers) • pronunciation: homophones 	<ul style="list-style-type: none"> • break news – respond • express surprise – disbelief 	<ul style="list-style-type: none"> • an interview • a story (past tenses; adjectives/adverbs; set the scene; brainstorm) 	<ul style="list-style-type: none"> • CLIL (Science): <i>Tornadoes</i> (matching headings to paragraphs) • Culture spot: FESA

Pronunciation p. 183 (PR1)
American English-British English Guide p. 184 (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 big nose, 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.

1 a 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 much 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



Check these words

- *generations* • *maintain* • *mountainous parts*
- *code of behaviour* • *crossbows* • *ancestors* • *spinning*
- *weaving* • *distinctive* • *thatched roof* • *stand on stilts*
- *wooden frame* • *spiritual significance* • *honour*
- *take things a step further* • *seek fortunes*

crossbows, baskets and musical instruments from bamboo. The women do spinning and weaving and make their own clothes. They wear colourfully embroidered black shirts and skirts, and 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 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 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 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 as a playground game – it is part of the yearly 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 sporting leather jackets and mobile phones. The women and girls only dress traditionally when there are tourists around in the hope they will buy

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 to each question. Try to find words/phrases synonymous to 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)
- to bring 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



Use the phrases in Ex. 6 to give the class a short summary of the text either in English or in Polish.



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 Sam'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 Europe.
- 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.

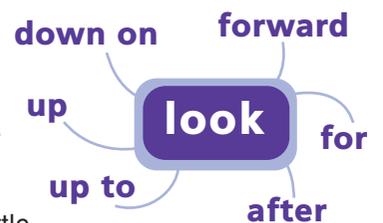


5 Fill in: **try on, match, fit, suits, do up**.

- 1 These jeans don't me. They are the wrong size.
- 2 Can 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. What are these phrasal verbs in Polish?



- 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		Negative	
1 <input type="checkbox"/>	optimistic	8 <input type="checkbox"/>	truthful/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		

A dull	G pessimistic
B rude	H impatient
C arrogant	I aggressive
D lazy	J indifferent
E dishonest/deceitful	K disorganised
F moody	L 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). How do you form names of jobs in Polish?

- 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)

- John 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)**
- Sue'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.

Is he really 200 years old or **is** he **kidding** us?

£100 a bottle!

That's expensive!

Hmm. That sounds good. **I'm getting** married next month. I want to look much younger on my wedding day.

How much **does** it **cost**?

I honestly don't know. I think he's **growing** old slowly. **I've only been** with him for 150 years.

see pp. 150 (GR1) - 151 (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 Polish?

- 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 cinema; 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/Peter
- 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. 151 (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 Tina unwell today. (**feel**)
b Tina's silk scarf 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. 150 (GR1)

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 Paul **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. 152 (GR3)

8 Read the examples in the grammar box. How do we form the present perfect continuous? Do you use these tenses in Polish? How?

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**) Mary 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 party 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. Is it a *formal* or *informal* email? Give reasons.

Dear Charlotte,
Hi! How are you? I 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!
Alice

Speaking skills

1e

**Introduce ourselves/others –
Ask for/Give personal information –
Ask about/Express likes/dislikes**

1 a) Complete the conversation with words from the table 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
party?
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: Oh, Dan, I'd 8) to meet Sasha.
Dan: Hi Sasha. Do you and Juliet work together?
Sasha: 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. Listen again. Is the dialogue *formal* or *informal*? Check on p. 165.

c) Take roles and read the dialogue aloud.

2 Work in groups of three. You and your cousin are at a party. 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"> • Hello. I'm/My name's ... • I don't think we've met before. I'm ... • I'd like you to meet/ This is ... 	<ul style="list-style-type: none"> • Nice to meet you. • It's a pleasure to meet you.
Asking about likes/dislikes	Expressing likes/dislikes
<ul style="list-style-type: none"> • What kind of music/films do you like? • Do you like ... ? • What do you think of ... ? • What's your favourite subject/band, etc? 	<ul style="list-style-type: none"> • I really enjoy/ like/love+noun ... • I can't stand ... • I don't mind ... • I prefer ...
Asking about personal information	Responding
<ul style="list-style-type: none"> • Where are you from? • Which school do you go to? 	<ul style="list-style-type: none"> • I'm from ... • I go to ...

Social expressions

3 Match the exchanges.

Listen and check. In pairs repeat.

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 An email describing a person

▶ Writing Bank 1 p. 141 (WB1a)

Rubric analysis

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

You have just started attending a new school. Write an email to your English e-friend, Penny, in which you describe your favourite classmate, including their appearance and personality (120-180 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?*

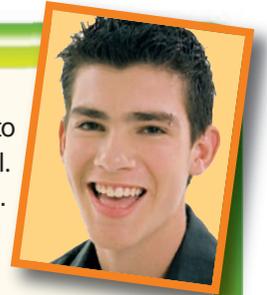
- 1 How's it going?
- 2 Got to go now.
- 3 Hope you're OK.
- 4 Have to go now.
- 5 I'd better get going.
- 6 How are you doing?
- 7 Email me soon.
- 8 Thanks for your email.

- b) Replace the opening/closing remarks in Anna'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 Penny,

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 handsome 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 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,
Anna

- b) List all the words Anna uses to describe Charlie's *appearance* and *personality*.

Informal style

- 4** Which of the sentences are *True*? Provide examples from the email.

Anna'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.*
- *Ann is clever. She is polite. She can be stubborn at times.*
*Ann's clever **and** polite. **However**, she can be stubborn at times. Ann'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

Harry 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.

• 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 alex and i are going to a party 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*.

Write an email to your English e-friend describing your neighbour. Include details of what he/she looks like and is like (120-180 words).

b) Use your notes and phrases from the Useful Language box to make sentences about the person.

I first met Steve 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.

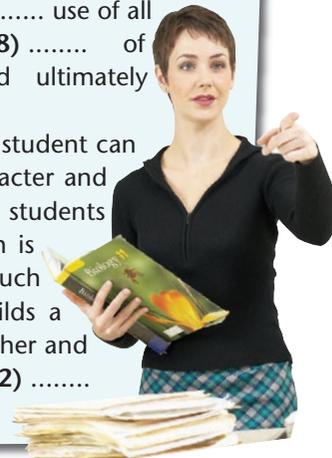
- 1** For questions 1-12, read the text below and decide which answer (A, B, C, D) best fits each gap. There is an example at the beginning (0). What style is the text written in? Give reasons. Check on p. 165.

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 which may 4) from something minor, such as an argument with a friend, to something serious such as bullying and abuse. Whatever the problem may be, teachers need to be there for their students.

Teachers also take on the role of motivator. That's why they often 5) in special seminars where they are trained to encourage student motivation in the classroom. By putting this theory into 6) they can inspire students to view learning as an enjoyable process. Therefore, good teachers do not simply focus on testing or examinations, but 7) use of all available resources, in the 8) of maintaining student interest and ultimately preparing them for their future.

All in all, the way a teacher treats a student can have a huge 9) on their character and future achievements. Encouraging students to set goals and 10) to them is extremely important and it is such encouragement that ultimately builds a 11) relationship between teacher and student which will help them get 12) well with each other.



- 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 school dance. **EXPECT**
I
..... Jenny at the school dance.
- 2 I had not expected Mary to be such a good singer. **TURNED**
Mary
..... a really good singer.
- 3 Kate was rude to me and I got angry. **MADE**
Kate 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 John does not want to go out. **FEEL**
John going out.

- 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 extend B wander C stray D range
5 A attend B enrol C enter D apply
6 A effect B work C exercise D practice
7 A do B make C have D take
8 A desire B need C hope D wish
9 A impress B impact C result D issue
10 A stick B attach C connect D settle
11 A fixed B stiff C solid D set
12 A through B in C up D on

- 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 Sonia 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 Mark 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 Friday?"
"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 China 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 equally B unequal C equality D equal
- 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 It 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 in D for

Vocabulary

5 Choose the correct item.

- 1 Sam 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 B glanced C stared 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 Jill, but she 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*.

- 1 Do you have time to the shopping for me this afternoon?
- 2 Why don't we out for dinner tonight?
- 3 What time do you usually breakfast?
- 4 I plan to shopping this afternoon.

2 Fill in the words in their correct form.

• *value* • *honour* • *respect*

- 1 Many cultures their dead with annual festivals.
- 2 Most people freedom of speech.
- 3 It is important to your elders.

• *maintain* • *preserve* • *continue*

- 4 The Akha people try hard to their culture and traditions.
- 5 She tries hard to a youthful appearance.
- 6 Some villagers say they don't want to with the old way of life.

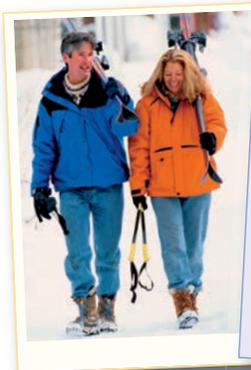
• *collect* • *gather* • *assemble*

- 7 Every Sunday, the village elders to discuss the week's events.
- 8 She told the children to their toys and come inside.
- 9 Citizens were told to in the Town Hall for the meeting.

3 Choose the odd word out.

- 1 optimistic – cheerful – generous – lazy
- 2 shoulder-length – wavy – pointed – curly
- 3 trainers – boots – sandals – jacket
- 4 nose – moustache – beard – fringe
- 5 skinny – overweight – obese – bald
- 6 arrogant – deceitful – indifferent – gentle

4 Look at the picture and complete the missing words.



This couple are 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.

- 1 Are you in control **with/of** the situation?
- 2 If you don't know the meaning of the word, look it **down/up** in the dictionary.
- 3 I think Alex is taking advantage **over/of** Nathan.
- 4 I'm looking **after/over** my neighbour's cats while they're on holiday.
- 5 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 full. 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 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 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 *True* or *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!

- 1 Rafael Nadal has a fear of storms and sleeping without a light on.
- 2 Rafa often gets into fights with opponents when he loses a single point.
- 3 Rafa has been playing tennis since the age of 15.
- 4 At the start of his career, sports journalists didn't think Rafa dressed like a tennis player.
- 5 Nowadays, Rafa wears sports clothes that more reflect his off-court style.

b) Answer the questions in your own words.

- 1 How has Rafa's dress sense changed over the years?
- 2 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 *True* or *False*.

- 1 The lecture is taking place in the university where Dr Arken works.
- 2 Dr Arken has recently released a book about friendship.
- 3 Dr Arken states that animals have friends, too.
- 4 Dr Arken believes that having Internet friends does not mean they are true friends.
- 5 Dr Arken believes that a true friend is someone you see face to face.
- 6 Dr Arken believes that most people have a small number of true friends.
- 7 Dr Arken has a Twitter account.
- 8 Dr Arken thinks that it's impossible to make true friends over the Internet. (8x1=8)

Speaking

- 3 Choose the correct response.

- 1 A: What is she like?
B: a She is jealous of me.
b She's gentle and polite.
- 2 A: This is my cousin, Sandra.
B: a Nice to meet you.
b I'm from London.
- 3 A: I'm sorry I'm late.
B: a I'm off now. b Never mind.
- 4 A: Hello! I'm Tony.
B: a Hi, Tony. I'm Becky.
b I know what you mean.
- 5 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.*
- London is a city in history.
 - You have to follow a code of in the workplace.
 - Don't trust him; he's a person.
 - Alex has a high-paying job so he can his family with everything they need.
 - He is going to his fortune in the city.
 - The locals are friendly and welcoming to tourists.
 - He's got a pale and blue eyes.
 - Life in the desert is ; it's not easy at all.
 - He looks very in his white shirt, black tie and black trousers.
 - Historians believe Native Americans came to the American continent from Asia. (10x2=20)

Grammar

- 5** Choose the correct word.
- Nathan **has/is having** a bad day today.
 - Sam, have you fixed your watch **just/yet**?
 - I have **ever/never** been to Rome.
 - Mum, this apricot pie you made **tastes/is tasting** delicious!
 - I've been learning Italian **since/for** a long time.
 - I **have been trying/have tried** to find something nice to wear for hours.
 - I haven't done the dishes **yet/already**.
 - He **has/is having** an amazing apartment in the city.
 - They've been watching TV **since/from** the morning.
 - They have **yet/just** got back from the movies. (10x1=10)

- 6** Put the verbs in brackets into the correct present tense.
- What (you/do) since 10 o'clock this morning?
 - Katie (play) basketball with her friends every Thursday.
 - I (go) to a party tonight.
 - They (already/eat) dinner.
 - How often (you/read) a newspaper?
 - (she/surf) the Internet now?
 - They (talk) to each other for hours.
 - He looks tired because he (not/sleep) well.
 - When (she/move) to France? In May.
 - I (have) this hair colour for five years. (10x1=10)

- 7** Choose the correct item.
- Can you look **after/out** my cat while I'm away this weekend?
 - I am very attached **to/in** my family.
 - I look forward **to/about** meeting him when he arrives.
 - Why are you jealous **of/in** her?
 - Can you look **up/out** the number in the yellow pages, please? (5x2=10)

Writing

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

You are in New York attending a 4-week intensive English language course. Write an email (120-180 words) to your English pen-friend describing your new teacher. Include details of their appearance and personality.

(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 ✓✓✓