

Right on! 2

Right on! 2 is a challenging course for learners at CEFR Level A2. The course provides stimulating topics and rich texts in themed modules and aims to develop those 21st century skills today's students need to face the challenges of the modern world. The digital material that accompanies the course contains a wealth of fully interactive activities, authentic videos and games to engage all types of learners.

For the Student



Student's Book



Workbook
Student's Book



Grammar Book
Student's Book



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(offline – Windows,
macOS)



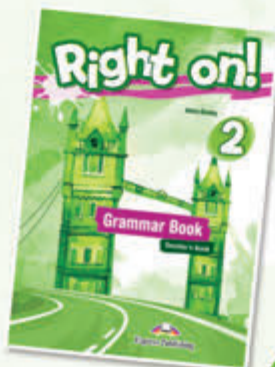
For the Teacher



Teacher's Book



Workbook
Teacher's Book



Grammar Book
Teacher's Book



Class CDs



IWB software
(offline – Windows, macOS)



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CD-ROM



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Right on!

Student's Book

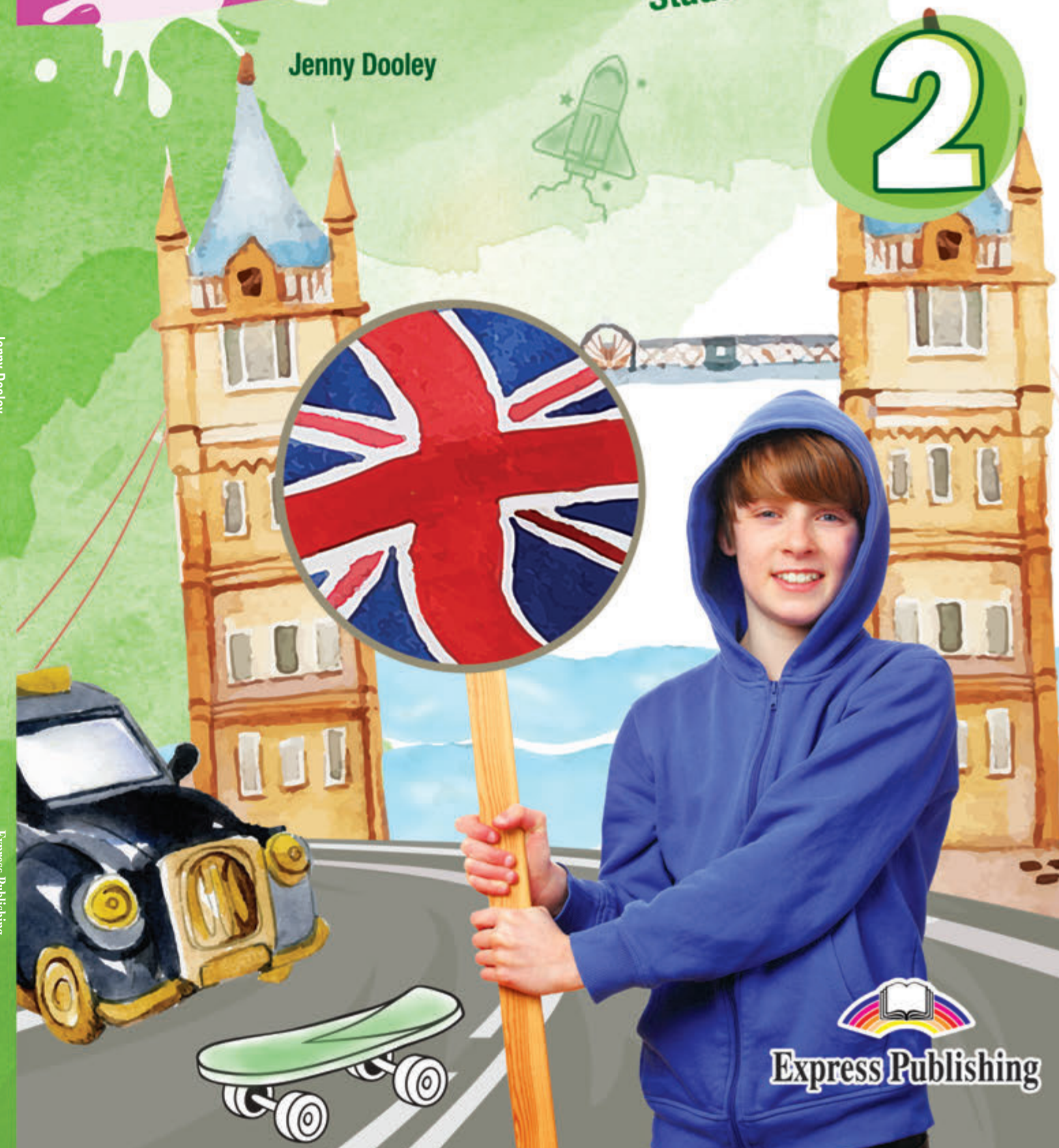
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Jenny Dooley

Right on! 2 Student's Book

Jenny Dooley

Express Publishing



Express Publishing

1 • My World



What's in this module?

Vocabulary

- appearance & clothes
- free-time activities
- feelings
- character
- phrases with *do*, *have*, *make*, *take*

Grammar

- present simple
- present continuous
- adverbs of frequency
- stative verbs
- prepositions of time
- past simple – *used to*
- past continuous

Speaking

- describe a person
- express likes/dislikes

Writing

- a paragraph about the findings of a survey
- comment on a blog

CLIL (Citizenship):

A Rainbow of People

- **Culture:** UK escape rooms

- **Values:** Friendship

Vocabulary

Appearance

1 1.2 Listen and repeat.

hair				eyes		
wavy/ black	curly/ red	straight/long/ fair	short/ brown	blue	green	brown
height/weight				age		
short/thin	of medium height/slim	tall/chubby	young	in his (early/mid/ late) twenties/ thirties	old	
				other		
				moustache	glasses	beard



2 Use the words in Ex. 1 to describe the people in the pictures, as in the example.

Chris is young, short and thin with short straight fair hair.

Clothes

3 Who's wearing ...

- 1 blue shorts & trainers?
- 2 a red top and gloves?
- 3 a checked red and black shirt?
- 4 a stripey black and white T-shirt?
- 5 a black suit & high heels?

Game!

Choose a person. Make three mistakes. Your partner corrects them.

Chris is tall and thin with short curly fair hair. He's wearing jeans.





Reading

- 1 Read the text quickly. Find the names of: *two school subjects, two sports, a famous singer, a pet, a drink.*



Being 13



What's life like for 13-year-olds? In this issue, TEENS talks to Filip, a boy from Warsaw.

▶ **When does school start and finish?**

8:45 am to 2:45 pm, Monday to Friday. In the afternoon, I have extra Art and English classes, too. Right now, I'm studying for my English class. I'm sitting an English test tomorrow.

Do you get homework?

Yes, I do. After school, I take a break, then I do my homework. I usually stop around 8 o'clock in the evening.

▶ **Do you get any pocket money?**

Every day, my parents give me some money for a snack. If I want to buy a CD, or something like that, I have to ask them for extra money.

What do you do in your free time?

I mostly play football and volleyball. This Saturday, I'm playing for my school football team. I also enjoy computer games, or listening to my CDs. My favourite singer is Eminem. On Saturdays, I usually go to the cinema with my friends.

▶ **Where do you live?**

In a four-bedroom flat with my parents, my sister, and our cat. My uncle is staying with us at the moment. He used to have his own house but he is looking for a small flat now.

Do you argue with your parents?

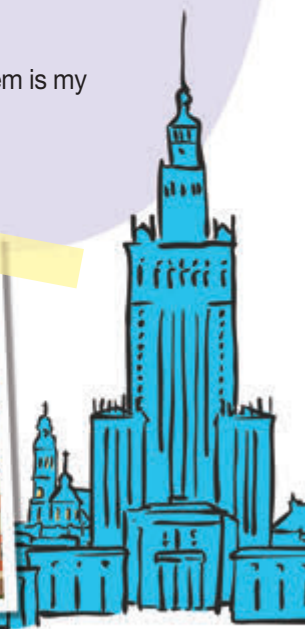
Nothing really serious. Sometimes we argue about me playing computer games too often. My mum is always complaining about me drinking cola. She says it's bad for my health.

▶ **What do you like and hate about being 13?**

I've got a really nice family and a lot of good friends. The only problem is my parents think I'm still a baby.

What do you worry about?

I worry about my future. I don't know what job I want to do.



- issue • extra
- pocket money
- argue about
- worry about

- 2 1.3 Listen to and read the interview and match the four sections (1-4) to the headings in the list. One heading does not match. Write in your notebook.

- Food • Hopes & Fears • School life • Hobbies & Free time • House & Home

- 3 **Think** Make notes under the headings in Ex. 2 about Filip, then about you. How similar/different is your lifestyle to his? Tell the class.

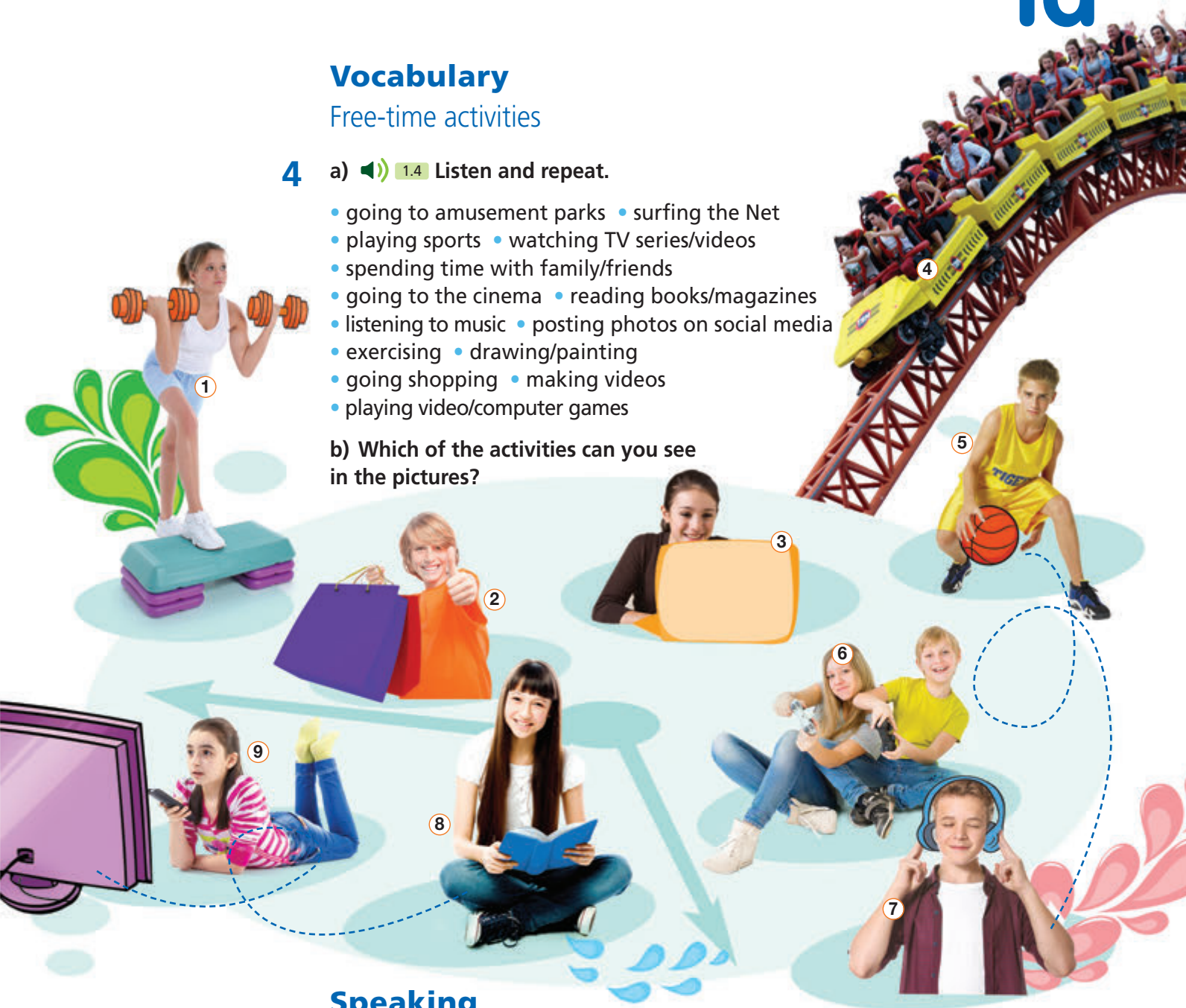
Vocabulary

Free-time activities

4 a)  1.4 Listen and repeat.

- going to amusement parks • surfing the Net
- playing sports • watching TV series/videos
- spending time with family/friends
- going to the cinema • reading books/magazines
- listening to music • posting photos on social media
- exercising • drawing/painting
- going shopping • making videos
- playing video/computer games

b) Which of the activities can you see in the pictures?




Speaking

5 The graph shows what students in Filip's class like doing in their free time. Look and make sentences, as in the example.

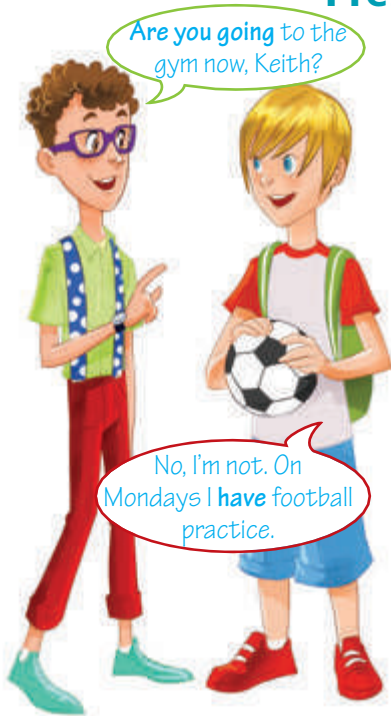
In Filip's class, 86% (eighty-six per cent) like surfing the Net in their free time.



Writing

6  In groups of three, list six of the activities in Ex. 5. Give them to your classmates to tick (✓) what they do/don't do at the weekends. Collect the answers and put them together. As a group, analyse the answers and write a short paragraph about your findings.

Present simple – Present continuous



We use the **present simple** to talk about:

- habits/routines. **They walk to school every day. He doesn't leave home at 7:00. Does he have lunch at school? Yes, he does.**
- general states & facts. **He speaks English. Water boils at 100°C.**
- timetables. **The film starts at 6:00.**

Time expressions: *every day/morning/weekend, often, always, never, on Mondays, once/twice a week/month, etc.*

We use the **present continuous** to talk about:

- actions happening now/around the time of speaking. **He's studying now. They are living with me these days. She isn't sleeping now. Is she reading? No, she isn't.**
- temporary situations. **He is working at a café for the summer.**
- fixed future arrangements. **We're travelling to London tomorrow.**

Time expressions: *now, at the moment, at present, tonight, these days, etc.*

1 Read the theory box. How do we form the *present simple*? the *present continuous*?

2 Put the verbs in brackets into the correct form of the *present simple*.

- 1 Mr Todd _____ (teach) Drama.
- 2 Eva _____ (not/sing) very well.
- 3 _____ (you/like) hanging out at the shopping centre?
- 4 _____ (your mum/work) on Saturdays?
- 5 I _____ (not/speak) Spanish very well.

3  Ask and answer questions. Use adverbs of frequency.

- | | |
|---------------------------------------|------------------------------------|
| 1 How often/you/eat pizza? | 2 How often/your mum/surf the Net? |
| A: How often do you eat pizza? | 3 How often/you/go to bed late? |
| B: I usually eat pizza twice a month. | 4 How often/you/play football? |
| | 5 How often/your dad/go shopping? |

4 Complete the gaps with the *present continuous* form of the verbs in brackets.

- 1 They _____ (not/come) with us tonight.
- 2 I _____ (meet) George for lunch tomorrow.
- 3 _____ (you/listen) to me?
- 4 Jenny _____ (cook) at the moment.
- 5 Ed _____ (sleep) on the sofa for the week.
- 6 _____ (you/leave) for school now?

Note!

Adverbs of frequency

Adverbs of frequency tell us how often something happens. They go *before* the main verb but *after* the verb **to be**.

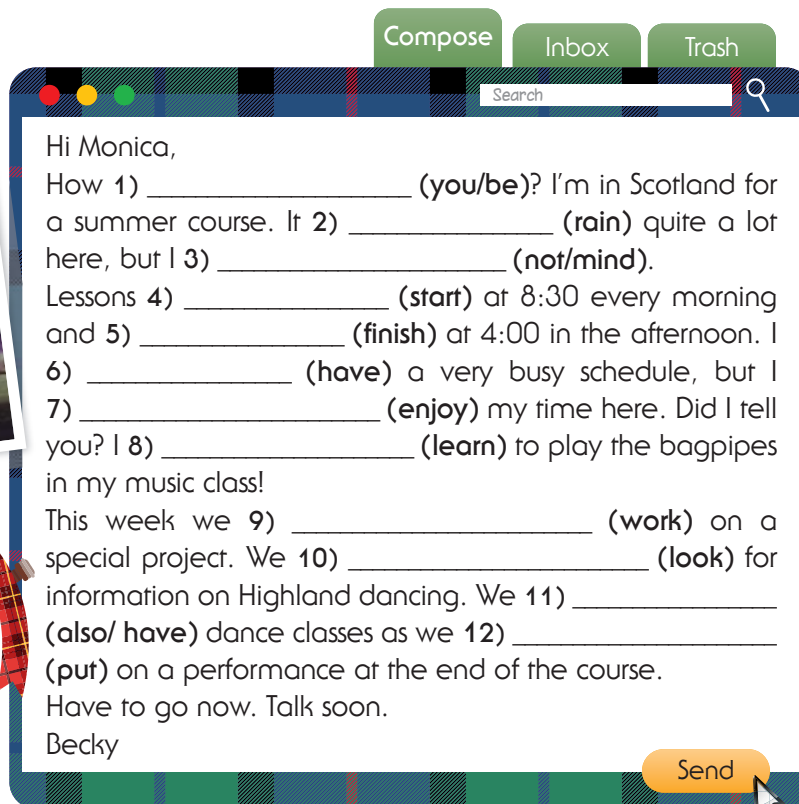
They are:
 always (100%)
 usually (75%)
 often (50%)
 sometimes (25%)
 seldom/rarely (10%)
 never (0%)

Note!**Stative verbs**

Some verbs don't have continuous forms because they describe a state rather than an action (*want, like, love, hate, know, believe, need, etc.*). *She knows him.* (NOT: *She's knowing him.*)

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

- A** Hi Mary. You 1) _____ (look) nice in your new jeans.
B Thanks. Who 2) _____ (you/wait) for?
A Anna. We 3) _____ (go) to a school music performance.
B What time 4) _____ (it/start)?
A At 5, I 5) _____ (think), but I 6) _____ (not/be) sure exactly. Anna 7) _____ (know).
B How long 8) _____ (it/last)?
A An hour and a half.
B 9) _____ (you/want) to come to my house afterwards?
A Thanks, but I can't. I 10) _____ (meet) Sheila for dinner.
B That's OK. Have a nice time.
A Thanks, same to you.

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


Compose Inbox Trash

Search

Hi Monica,
 How 1) _____ (you/be)? I'm in Scotland for a summer course. It 2) _____ (rain) quite a lot here, but I 3) _____ (not/mind).
 Lessons 4) _____ (start) at 8:30 every morning and 5) _____ (finish) at 4:00 in the afternoon. I 6) _____ (have) a very busy schedule, but I 7) _____ (enjoy) my time here. Did I tell you? I 8) _____ (learn) to play the bagpipes in my music class!
 This week we 9) _____ (work) on a special project. We 10) _____ (look) for information on Highland dancing. We 11) _____ (also/ have) dance classes as we 12) _____ (put) on a performance at the end of the course.
 Have to go now. Talk soon.
 Becky

Send

7 Ask and answer questions based on the email in Ex. 6.

- A:** Where is Becky?
B: In Scotland. Why is she there?

Game!

Play in teams. In 2 minutes, write sentences using these time words/expressions.

- now • every Monday morning • at the moment • tonight • these days • always
- every summer • on Sunday afternoon • at the weekend • in winter • in the evening

Note!**Prepositions of time**

at + time, periods of time, festivities (at 12:00, at night, at the weekend, at Easter)

in + months, years, centuries, seasons, parts of day (in June, in 2004, in the 11th century, in summer, in the evening)

on + days, dates, specific periods of time/days (on Tuesday, on 6th April, on New Year's Day, on Monday mornings)

1c • Vocabulary

Feelings

1 a)  1.5 Listen and repeat.



excited



sad/upset



angry



bored



scared



shy



happy



surprised

Study skills

Learning idioms helps us sound more natural.

Note!

Character idioms
as cold as ice → not showing any emotion
two-faced → dishonest

Make sentences using the idioms above. Are there similar idioms in your language?

b) Complete the sentences about yourself. Tell your partner.

- 1 I feel happy when _____.
- 2 I feel sad when _____.
- 3 I feel angry when _____.
- 4 I feel scared when _____.

Character

2 Match the adjectives (1-9) to their justifications (a-i). Check in your dictionary.

- | | |
|-------------|------------------------------------|
| cheerful 1 | a hates waiting for things |
| selfish 2 | b tells people what to do |
| generous 3 | c talks a lot |
| popular 4 | d smiles a lot |
| talkative 5 | e likes giving people things |
| bossy 6 | f only cares about himself/herself |
| energetic 7 | g lots of people like him/her |
| honest 8 | h does a lot of things |
| impatient 9 | i always tells the truth |

3  Use the adjectives in Ex. 2 to talk about your friends and family members, as in the example.

A: What is your best friend like?

B: He's cheerful. He smiles a lot. He can be bossy at times. He likes telling people what to do.

Everyday English • 1d

Describing a person

- 1 a) Read the dialogue. Which teacher (A or B) are Jessica and Rita talking about?
 b) Complete the dialogue. Use the sentences in the list. One sentence is extra.



Jessica Did you meet the new teacher in school, Rita?
Rita No, I didn't. 1) _____
Jessica Well, he's of medium height and he's quite slim.
Rita Oh, really? 2) _____
Jessica No, it's dark actually!
Rita 3) _____
Jessica He's quite cheerful and very popular already! Look! He's chatting with Mr Prosser.
Rita 4) _____
Jessica That's right.

- A Is his hair fair?
- B What does he look like?
- C How old is he?
- D What's he like?
- E Is he the one with a short beard and a moustache?

- 2 1.6 Listen, read and check.

- 3 Read the dialogue again. What does the new teacher look like? What is he like?

- 4 Act out a similar dialogue. Use one of the teachers in the pictures (C or D), and the dialogue in Ex. 1 as a model.



tall/slim/
funny/clever

of medium height/thin/
cheerful/energetic

Pronunciation pronounced/silent 'h'

- 1.7 Listen and repeat. In which words is 'h' silent? Circle them.

• happy • honest • hate • hour • what • high • exhausted



Past simple – used to

We use the **past simple** for actions:

- that started and finished in the past. **She had lunch an hour ago. He didn't come to the party last Friday evening. Did he leave yesterday? Yes, he did.**
- happening one after the other in the past. **He woke up, got dressed and had breakfast.**

We use **used to** to talk about things that happened regularly in the past but they don't happen anymore. **He used to walk to school. He didn't use to go to school by bus. Did he use to go to school with his friends? No he didn't.**

Time expressions: yesterday, ago, last week/month, etc.

No, I didn't. It **used to be** on Tuesdays, but coach **changed** it to Thursdays.

- 1** Read the theory box. Then, put the verbs in brackets into the **past simple**. Which verbs are regular? Which are irregular?



[COGNATE](#) [PORTMOUTH](#) [SERVICES](#) [CONTACTS](#)

Last week, my family and I **1**) _____ (**travel**) to Orlando, Florida. On our last day there, we **2**) _____ (**visit**) the Wizarding World of Harry Potter theme park at Universal Orlando Resort. We **3**) _____ (**leave**) for the park early in the morning. Once we **4**) _____ (**arrive**), I **5**) _____ (**not/want**) to miss anything so I **6**) _____ (**rush**) to Hogwarts Castle. Then, I **7**) _____ (**go**) on all the rides at the park and my sister **8**) _____ (**watch**) the show at Ollivanders Wand Shop. At the end of the day, we **9**) _____ (**eat**) at The Three Broomsticks restaurant. On our way back to the hotel, I **10**) _____ (**fall**) asleep in the car almost immediately. It **11**) _____ (**be**) a wonderful day!

Posted by: Tom, 12 December at 2:15 pm

- 2** Form complete questions. Then, read the blog in Ex. 1 and answer them.

- | | |
|--|---|
| <p>1 Tom & his family/go/London/last summer
Did Tom and his family go to London last summer?
No, they didn't. They went to Orlando, Florida.</p> | <p>2 they/visit/Universal Studios</p> <p>3 Tom's sister/go/on all the rides at the park</p> <p>4 they/have/dinner/at their hotel</p> <p>5 his sister/fall/asleep/in the car</p> |
|--|---|

- 3** Write what James used to/didn't use to do when he was 6.

- | | |
|--|---|
| <p>1 live in a village (✓)</p> <p>2 wear glasses (X)</p> <p>3 read comic books (✓)</p> <p>4 spend summers at the seaside (✓)</p> <p>5 go sailing (X)</p> <p>6 play video games (X)</p> | <p><u>James used to live in a village.</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|--|---|

?

What did your partner use to do when he/she was six? Ask to find out, then tell the class.

Past continuous (was/were + main verb + -ing form)



affirmative	negative
I was eating at 6 pm. You were eating at 6 pm. He/She/It was eating at 6 pm. We/You/They were eating at 6 pm.	I wasn't eating at 6 pm. You weren't eating at 6 pm. He/She/It wasn't eating at 6 pm. We/You/They weren't eating at 6 pm.
interrogative	short answers
Was I eating at 6 pm? Were you eating at 6 pm? Was he/she/it eating at 6 pm? Were we/you/they eating at 6 pm?	Yes, I was./No, I wasn't. Yes, you were./No, you weren't. Yes, he/she/it was./No, he/she/it wasn't. Yes, we/you/they were./No, we/you/they weren't.
We use the past continuous for:	
<ul style="list-style-type: none"> actions in progress at a specific time in the past. He was watching TV at 7 o'clock last night. two actions in progress at the same time in the past. She was sleeping while he was surfing the Net. an action in progress (past continuous) when another action interrupted it (past simple). He was cooking when she came home. 	
Time expressions: <i>at 9 o'clock yesterday morning/etc, at 10 o'clock last night, etc.</i>	

4 Read the theory box. Then, complete the sentences. Use these verbs in the *past continuous*: rain, swim, watch, not play, not have.

- It was raining hard yesterday evening.
- I _____ TV when Harry phoned.
- The Turners _____ a picnic at 12 o'clock yesterday.
- Fran's sister _____ her new video game yesterday afternoon.
- She _____ in the pool last Saturday afternoon.

5 Form questions and then answer them using the *past continuous*.

- Harry/send/emails/at 10 o'clock/last night – No/chat online
- Mary/cook/yesterday morning – No/do the shopping
- Matt and Eve/post photos online/on Sunday afternoon – Yes
- you/do/your homework/yesterday afternoon at 5 o'clock – Yes

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

- A** 1) _____ (you/have) a nice time in London?
B Oh yes. We 2) _____ (take) a sightseeing tour on a double-decker bus.
A Really? 3) _____ (it/be) fun?
B Well, we 4) _____ (get) on the bus and 5) _____ (go) straight to the top deck. I 6) _____ (take) photos while Dad 7) _____ (film) the sights when it 8) _____ (start) raining.
A Poor you!



HOME

BLOG

PHOTOS

ABOUT

Video

Tom's Blog

ESCAPE ROOMS

LET me OUT of here!

A tall man with a beard brought us into a room. As he was leaving, he said, "Get out of this room in 60 minutes – or you lose!" Then the door slammed shut.

Hi everyone! Tom here. Don't worry – we weren't in danger. I'm talking about an escape room! My friends and I went to one at the weekend, and we had an amazing time! Escape rooms are like computer games in real life. You have to search the room for clues to get through the exit before your time runs out.

Our room looked exactly like a Pharaoh's tomb. We had to find clues and solve puzzles in order to get out. We were very excited, but at first, we didn't know what to do! Daniel was shaking all the pots while I was tapping the walls, looking for a hidden door. We had some arguments and made the room kind of a mess, but finally, Gemma found the clue that helped us do the first puzzle, and after that we got the hang of it. Just as the clock was counting down towards zero, we solved the last one and the exit door opened. Phew! What a relief!

It was our first time in an escape room, so we all felt really happy that we managed to do it. Now, we're hooked! We all agreed to go again on Gemma's birthday next week, and try a different escape room!




Pharaoh's tomb - Escape Room

Post a comment

- slam • exit
- clue • tomb
- shake
- get the hang of
- relief • hooked

Reading

- 1  1.8 Read the title of the blog and the first paragraph. What do you think the blog entry is about? Listen and read to find out.
- 2 Read again and choose the correct item.
 - 1 Tom went to the escape room alone/with one friend/with more than one friend.
 - 2 The theme of the escape room Tom went to was historical/present day/futuristic.
 - 3 Tom/Daniel/Gemma has a birthday soon.
- 3 Read the text again and replace the words in bold below with words/phrases from the text.
 - 1 The escape room they went to looked like **this**.
 - 2 They weren't sure about what to do at first.
 - 3 She found the first clue.
 - 4 They're going to another **one** soon.

DESIGN
YOUR
OWN

ESCAPE
ROOM

Vocabulary

Phrases with *make, have, take, do*

4 Fill in: *make, have, take, do*. Then, check in your dictionary. Choose five phrases and make sentences about you.

- 1 _____ photos, your time, a break
- 2 _____ a great time, fun, a chat
- 3 _____ homework, a puzzle, chores
- 4 _____ a mess, a noise, a mistake

Study skills

Using dictionaries

Dictionaries present words in alphabetical order. When you find the word you are looking for, read what it means, how to pronounce it and what part of speech it is.

Prepositions


5 Choose the correct preposition. Check in your dictionary.

- 1 The waiting room was full **with/of** people.
- 2 You sometimes think you are **at/in** danger, but you aren't.
- 3 Do you want to come to an escape room **in/at** the weekend?
- 4 We are going for dinner in a restaurant **at/on** my birthday.

Speaking

6   What makes escape rooms popular with teens?

Listening

7  1.9 Listen to Sam and Jessica talking about escape rooms. Match the people (1-5) to the theme of their escape room (a-h).

- | | |
|-----------|-----------------|
| Jessica ① | a detective |
| Sam ② | b spaceship |
| Kevin ③ | c ancient Egypt |
| Tracy ④ | d mystery |
| Andy ⑤ | e adventure |
| | f submarine |
| | g pirate |
| | h old castle |

Writing (a comment on a blog)

8 Imagine you went to an escape room. Post a comment on Tom's blog. Write: *what the theme was – who you did it with – what you enjoyed about it* (80-100 words).



Culture Spot

The first escape room opened in Japan in 2007. Now there are over 350 of them in the UK alone! The Harry Potter escape room is one of the most popular with teens.



Are there escape rooms in your country? Which types are the most popular?



1 1.10 Look at the picture and read the title of the text and the headings in Ex. 2. What do you expect to read about? Listen, read and check.

A Rainbow of People!

1

Imagine a world with no differences at all. You go to a party, and everyone is wearing the same clothes. You are at a restaurant, but there's only one thing on the menu to eat. You go to the cinema, but it only ever shows the same film. Does it sound like fun?

2

The students at your school are the same in some ways. You all start and finish at the same time. You do the same lessons and homework. You follow the same rules and maybe you wear the same clothes – a uniform. But that doesn't mean there are no differences!

3

Some students are good at schoolwork, some are good at sports. Some are tall and some are short. Some have got dark hair, but others have fair hair. This boy is shy, while that one is talkative. One girl is very energetic, and another is always cheerful. Some walk around while others use a wheelchair.

4

The world is full of difference, but this is what makes it so wonderful. Red, orange, yellow, green, blue, indigo and violet are all lovely colours, but they can only make a beautiful rainbow when they stand together in the sky. In fact, they are more beautiful together than when they are apart. Being different together is what gives life colour.



- imagine • show
- uniform
- wheelchair
- indigo • violet

2 Read again and match the headings to the paragraphs.

- A Better together
- B Contrasts

- C The same but different
- D A boring world

3 **Think** Think of a friend of yours. Tell the class three ways you are the same and three ways you are different.

Project Time 1

1 Are you a good friend? Take the quiz to find out.





BFF Quiz

*You're friends, but are you 'Best Friends Forever'?
Take our quiz and see!*

- | | | | |
|----|---|---|---|
| 1 | Do you know who your friend's favourite actor/actress is? | ✓ | ✗ |
| 2 | Do you share all your secrets with your friend? | ✓ | ✗ |
| 3 | Do you often fight with your friend? | ✓ | ✗ |
| 4 | Do you listen to your friend's problems? | ✓ | ✗ |
| 5 | Do you forgive your friend's mistakes? | ✓ | ✗ |
| 6 | Do you do things just to make your friend happy? | ✓ | ✗ |
| 7 | Do you know how to make your friend laugh? | ✓ | ✗ |
| 8 | Does your friend cry in front of you? | ✓ | ✗ |
| 9 | Do you always tell the truth to your friend? | ✓ | ✗ |
| 10 | Do you keep your friend's secrets? | ✓ | ✗ |

8-10 ✓s = BFFs 6-7 ✓s = good friends 3-5 ✓s = just friends 1-2 ✓s = needs work!

2  It's International Friendship Day. Find a good quote and prepare a poster for the class. Use the key words: *friendship quotes*.

3  **Think** What makes a good friend? Put the ideas in the list under the headings. Add two more of your own.

- helps you • lies to you • cares about you • listens to your problems
- tells others your secrets • is there for you • keeps their promises
- ignores you • doesn't share their things • is fun to be with
- gossips about you • makes you sad

A good friend...

A bad friend...

Presentation skills

4 Use the ideas in Ex. 3 to prepare and give a presentation on how to be a good friend.

VALUES

Friendship

5  **Think** "A friend to all is a friend to none." Discuss with your partner.



1 • Progress Check

Vocabulary

- 1 Look at the picture and choose the correct word.



This is Steve. He's fifteen years old. He's 1) tall/long and 2) thin/chubby. He's got short, 3) straight/wavy, 4) dark/fair hair, blue eyes, a big nose and full lips. He's a 5) bored/cheerful boy and usually looks 6) happy/popular. However, he looks 7) shy/angry today because he's very 8) impatient/generous and hates 9) caring/waiting for people. He and his 10) best/favourite friend Jim always 11) go/play basketball together 12) at/in 6 pm on Wednesdays, but Jim is late today.

12 x 1 = 12

- 2 Match the words to form phrases.

pocket	1	a	park
early	2	b	height
amusement	3	c	twenties
computer	4	d	money
medium	5	e	games

5 x 1 = 5

- 3 Complete with: *spend, worry, break, complain, issue.*

- I bought the new _____ of my favourite comic.
- Do you _____ time with your family at the weekend?
- After we take a(n) _____, we can do our homework.
- My parents always _____ about me watching too much TV.
- Don't _____ about your future so much.

5 x 1 = 5

Grammar

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

On weekdays, Jeremy 1) _____ (wake) up at 7 am. He 2) _____ (get) dressed and 3) _____ (have) breakfast before going to school. After school, he 4) _____ (do) his homework and then, he 5) _____ (watch) TV. Today is Saturday. Jeremy 6) _____ (not/go) to school. He and his friends 7) _____ (play) ice hockey. Jeremy 8) _____ (love) ice hockey. He also 9) _____ (train) with his team twice a week. They 10) _____ (play) in the championship next week.



- 5 Put the verbs in brackets into the *past simple* or the *past continuous*.

- While I _____ (visit) Romania last month, I _____ (see) amazing sights.
- Tony _____ (stand) up, _____ (take) his coat and _____ (leave) the house.
- What _____ (you/do) at 4 o'clock in the afternoon yesterday?
- George _____ (not/sleep) when I _____ (arrive) home.
- Mario _____ (not/come) to the party with us last night because he _____ (be) tired.

10 x 1 = 10

- 6 Choose the correct item.

- She **use/used** to ride her bike to school.
- They didn't **use/used** to travel abroad.
- Did Ian **use/used** to have long hair?
- We **used to/used** go skating.
- I didn't **used/use** to play golf.
- You **use/used** to like cola.
- Did Tom **used/use** to buy CDs?

7 x 2 = 14

Reading

- 7 Read the email and replace the words in bold with words from the text.

Hi Paul,
It sounds like you had a great summer holiday. Sorry I didn't write earlier, but I was on holiday with my parents in Zakyntos. It's a beautiful Greek island and the home of the famous Caretta Caretta turtle. We joined a project called Operation Coastal Clean-up. We travelled along the coast collecting rubbish and waste and cleaning up the beaches. We also swam in the crystal clear waters and attended some local festivals. I was sad to leave, but it was a unique experience. It's my birthday next Saturday. Why don't you come and spend the weekend with us? My dad can give you a lift from the station. Please come. All the best, Mark

- 1 He went with **them** on holiday.
- 2 It is a Greek island.
- 3 It lives in Zakyntos.
- 4 They swam **there**.
- 5 It is **his** birthday next Saturday.
- 6 He can give Paul a lift from the station.

6 x 3 = 18

Listening

- 8 1.11 Listen to Liam and his mother talking about his first day at a new school. Match the people (1-6) to the adjectives (a-h).

- | | | | | |
|-------------|---|---|---|-----------|
| Mr Franklin | 1 | → | a | cheerful |
| Josh | 2 | | b | generous |
| Kim | 3 | | c | popular |
| Roger | 4 | | d | talkative |
| Cybil | 5 | | e | honest |
| Giorgio | 6 | | f | impatient |
| | | | g | energetic |
| | | | h | bossy |

5 x 2 = 10

Everyday English

- 9 Complete the dialogue with sentences a-e.

- a What's she like?
- b Let's go meet her now!
- c Is she the one in the red T-shirt and jeans?
- d What does she look like?
- e Did you meet the new girl in school?

A Hi Carrie! 1

B No, I didn't. 2

A Well, she's tall and slim.

B 3 Is she friendly?

A Yes, she is. She's very energetic too.

B 4

A That's right. 5

5 x 2 = 10

Writing

- 10 Write a blog entry about a summer holiday experience of yours (80-100 words).

16 points

TOTAL: 100 points

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Vocabulary

- talk about appearance, clothes, character, feelings & activities ★★★★★

Reading

- match headings to paragraphs ★★★★★
- identify key information (multiple choice) ★★★★★

Listening

listen for key information (multiple matching) ★★★★★

Speaking

- describe a person ★★★★★

Writing

write a paragraph analysing a survey; a comment on a blog ★★★★★