





John Clark Liz Archer Dave Green





On Course 2



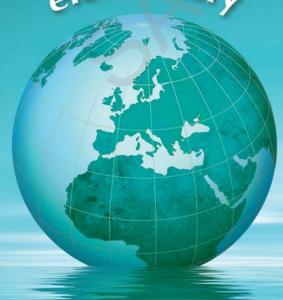








elementary





COURSEBOOK











On Course 2

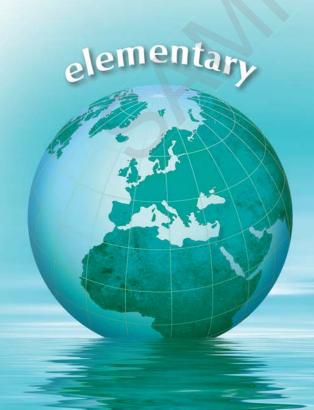














COURSEBOOK

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Penfriends – Family					

Pairwork - asking for / giving personal information Pairwork - decision making Discussion: School life Pairwork - asking for / giving information about places of interest	Pronunciation: /p/, /ɔ:/ Listening and selecting true or false	Completing a letter to a friend about school life A paragraph about somebody from another country	Places of Interest
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Pairwork - asking for / giving information about a theft	Listening for specific information		
Discussion: Picture prompts			
Classwork - expressing a preference			
Instructions – Jobs - a police officer			

Discussion: Films Pairwork - asking for / giving personal information Pairwork - asking for / giving information about music preferences	Pronunciation: /3:/ Listening for specific information	A letter to a friend about a film A short film review	Music Survey
Decisions based on adverts – Speculating			

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PROBLEMS [I] [pp 77-90] Lesson 1 IS COLIN A THIEF? Lesson 2 AN AWFUL EXPERIEN Lesson 3 IN DEEP WATER. Lesson 4 CROSS-CULTURAL CO vocabulary structures phrases with collocations Lesson 2 AN AWFUL EXPERIENCE. past 'time' common progressive prepositions mistakes articles Lesson 4 CROSS-CULTURAL CORNER: derivatives idioms A HELPING HAND confusable words Let's Talk - Self Assessment

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		[lele a]				
MODULE	Lesson 2 Lesson 3	HEARTS AND FLOWERS. LOVE IS IN THE AIR! LET'S CELEBRATE! CROSS-CULTURAL CORNER: A WORLD OF CULTURE - IN LONDON!	structures simple future reflexive / emphatic pronouns modal verbs [I]: can/could, may/might	vocabulary greetings prepositions common mistakes question words	idiomsderivativesexpressions with 'while'	 expressing certainty / uncertainty inviting somebody to go somewhere accepting / refusing an invitation at a newsagent's
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O PROBLEMS [II] [pp 119-132]

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	Let's Talk -	Self Assessment				

MODULE	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6	ANYONE FOR ICE CREAM? BEN GETS SOME GOOD NEWS. WE ALL MAKE SILLY MISTAKES. HE LIKES ME! COME ON! LET'S PLAY TENNIS. CROSS-CULTURAL CORNER: FOOD FOR THOUGHT!	structures passive voice question tags conditionals [II]: second conditional simple past perfect the infinitive	 vocabulary confusable words suffixes common mistakes expressions with 'get' similes 	 ordering a meal in a restaurant making a phone call at a sports centre 			
	Let's Talk - Self Assessment							

INFORMATION FOR SPEAKING EXERCISES	IRREGULAR VERBS
LET'S SING	MAPS172
GRAMMAR REFERENCE	WORDLIST

SPEAKING	LISTENING	WRITING	PROJECT
Pairwork - asking for / giving information based on picture prompt	Pronunciation: /e/, /ə/	A story about a flood	Poster asking
Role-play - asking for and giving information about a burglary	Listening for key words		for help
Pairwork - decision making			

Discussion: Poem
Weather - A flood

Discussion: What will happen? Pairwork - asking for / giving personal information Discussion: Special events	Pronunciation: /s/, /ʃ/ Listening for specific information	A letter to a friend about a celebration	Celebrations Around the World
Product labels – A Birthday party			

Pairwork - ask and answer questions based on prompts Pairwork - asking for / giving personal information Discussion: A safari park Discussion: Animals / Pets	Listening for key words	Completing a letter to a friend about a day out	Unusual animals
Signs – Days out			

Role-play - talking about problems Pairwork - asking for / giving advice Role-play - giving advice Discussion: Problems people face Discussion: Poem	Pronunciation: /ʊ/, /u:/ Listening for specific information	Completing a letter of advice	Problems when living in a foreign country
A notice - Problems			

Discussion: Eating habits Discussion: Cheering somebody up Pairwork - what food to serve Pairwork - describing a meal at a restaurant Pairwork - discussing things you had / hadn't done Discussion: Sports Discussion: Foreign food	Pronunciation: /p/, /əʊ/ Listening and matching	A composition about silly mistakes	Our Menu
A bill – Places to eat			

Introduction





and this is his sister, Julie



. They live

in London. They have a new neighbour, Rob,



who comes from Leeds.

Rob and his family live in London now. They live in the same street as Mark and Julie. The

three children all go to the same school. This is **Debbie**



. Mark helps

Debbie when she has some trouble with a few bad boys. Mark likes Debbie a lot, but Debbie

has a boyfriend. His name is Colin,

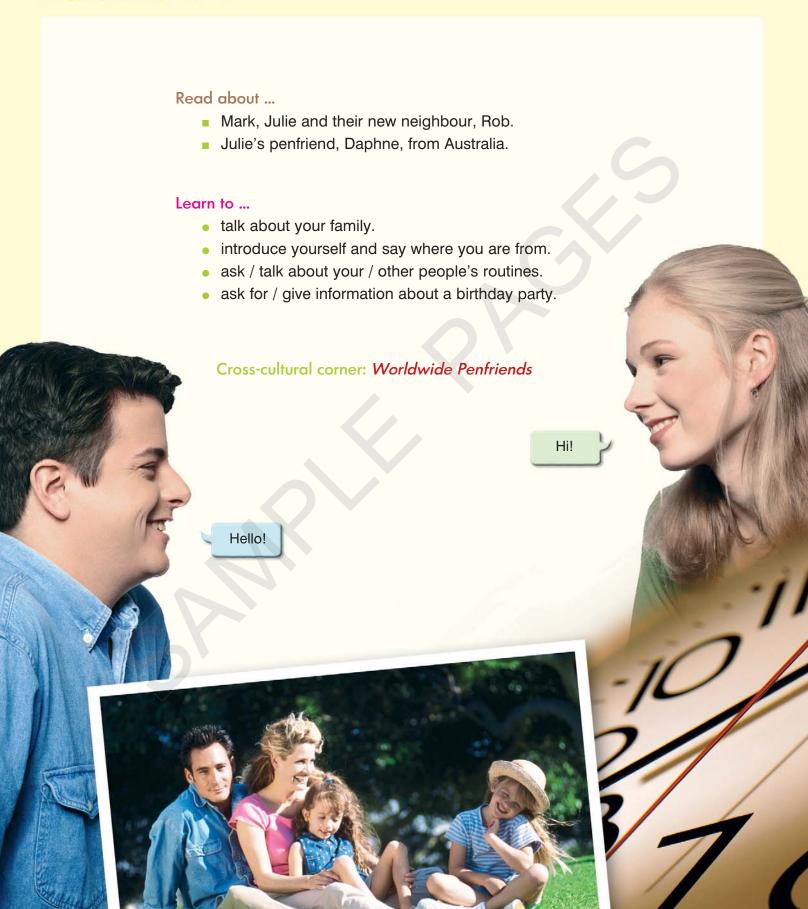


but he is not really a good person.

Follow the children's adventures as they begin a new school year. Find out what happens between Mark and Debbie, discover who Rob likes and learn the truth about Colin ...

MODULE 1 Family and Friends

Lessons 1-4





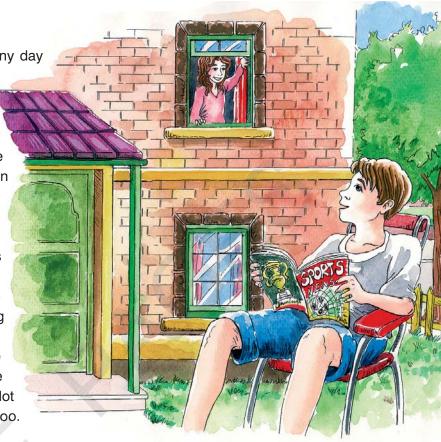
Lesson 1 All good things come to an end.

Listen and Read

Today is Saturday, 31st August. It is a warm, sunny day and Mark and Julie are both at home. Julie is sitting at the desk in her bedroom. She is writing a letter to her penfriend, Daphne, in Australia. She is also sending her a birthday card. Mark is not writing a letter. He is sitting in the garden and he is reading a magazine about sports. Both children are a little unhappy as the school holidays are ending and the new school year is beginning in a few days.

Mark and Julie's parents are not at home this morning. They are at the supermarket and they are buying a lot of food and drink because they are having a barbecue tonight. Their friends are coming at about half past seven.

Julie is not writing now, she is looking out of the window. She is watching some people outside another house at the end of the street. There are a lot of big boxes on the pavement and some furniture too.





Now Julie is shouting out of the window to Mark.

JULIE: Mark!

MARK: What is it?

JULIE: A new family is moving into number eighteen. They're standing outside the house at the moment.

MARK: How many of them are there?

JULIE: There are two adults and one boy. He's

about fourteen years old!

MARK: He's the same age as me then! Great!

Comprehension Check

Tick (\checkmark) only the true sentences.

- 1 It is Julie's birthday.
- 2 Mark isn't inside the house.

- 3 The children are going back to school soon.
- 4 Julie is watching a family outside.

Grammar

present progressive

She **is looking** out of the window. Julie **is not sitting** at her desk.

'Is Mark writing a letter?'

'Yes, he is.' / 'No, he isn't.'

- What time are they coming?
- They are having a barbecue tonight.

[See back of book.]

Grammar Practice

1 Fill in the present progressive.

wash

She is washing her hair.

1 have

We _____ a barbecue at nine o'clock.

2 eat

The dog _____ in the garden.

3 not sit

The children _____ in the garden.

4 write

you _____ a letter to Daphne?

5 go

____ Steven ____ to the cinema tomorrow?

2 Write short answers, as in the example.

Is she watching TV?

✓ Yes, she is.

1 Are their friends coming tonight?

2 Is Jack reading a magazine?

(x)

3 Is the new school year beginning in a few days?

(**/**) _____

3 Look at Tim's diary and complete the sentence, as in the example.



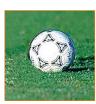
	On Monday with some friend		is playing basketball	-
	On	, he		 to
3	his penfriend in On	France. , he		
	Onwith his friend Ja	, he ason.		
	Onwith his parents.	, he		

6 On _____ , he ____

Speaking - Pairwork

Ask and answer questions, as in the example.





What are you doing at eleven o'clock?

play / football

I'm playing football.









have / lunch

meet / my friends









go / cinema

qo / restaurant

Vocabulary Expansion

1 Look at Sam's family tree, then read the sentences and choose the correct answer.



- 1 Luke and Sarah are Sam's brothers / cousins.
- 2 Joe is Rachel's uncle / aunt.
- 3 Tom and Hazel are Sam's parents / grandparents.
- 4 Luke is Tracey's *niece / nephew* and Sarah is her *niece / nephew*.
- 5 Sarah has got an aunt / uncle. His name is Simon.
- 2 What do the following sentences describe? Choose from: barbecue, breakfast, dinner or picnic.
 - 1 We are sitting on the grass and we are eating sandwiches.
 - 2 My friends and I are in the garden. We are cooking meat and hamburgers.
 - 3 I am in the kitchen. I am still wearing my pyjamas and I am eating an egg.
 - 4 Peter is in a restaurant with some friends.

Language Awareness

Fill in at, in, into or to to complete the dialogues about Louise.

1 'Where's Louise?'

'She's ____ her bedroom.'

'Is she sleeping?'

'No, she's sitting ____ her desk.'

2 'Is Louise writing a letter _____ her penfriend?'

'No, she isn't.'

'She's looking out of the window because somebody is moving _____ the house next door.'

3 'What time is Louise meeting her friends later?'

'____ seven o'clock.'

'When is she going back to school?'

'She is going back _____ a few days.'

1 Lesson 2 Mark meets Rob.

Listen and Read •••

There is a park near Mark's house and he is on his way there now to play football with some of his friends from school. They often meet on Saturday afternoons, even during the school holidays. While he is passing number eighteen, the house where his new neighbours are now living, he sees a teenage boy in the front garden. He is all alone and he does not look very happy. Mark walks past the house and then stops. He decides to go and say hello to his new neighbour.

MARK: Hello!

ROB: Er, hi! Are you talking to me?

MARK: Yes, my name's Mark. I live at

number fifteen.

ROB: So we're neighbours! I'm Rob.

MARK: Where are you from, Rob?

ROB: I'm from Leeds, a big city in the

north.

MARK: I know where Leeds is! You don't look very happy to be here, Rob. Don't you like your

new house?

ROB: Well, the house is all right, but I
... well, I miss my friends and
I'm a bit worried about my new
school, St. Matthew's. Do you
know it?

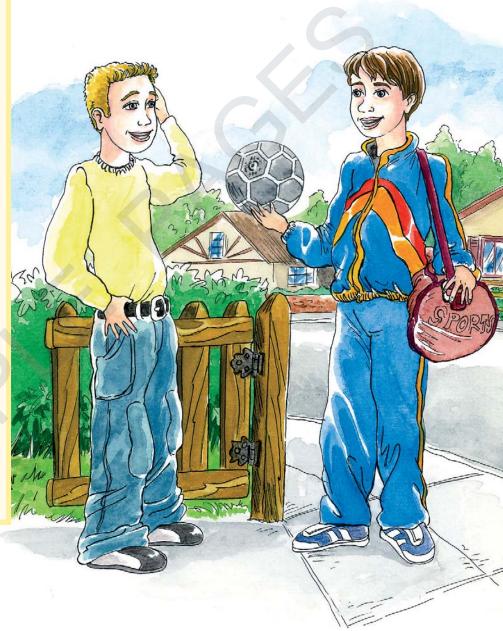
MARK: Of course I know it. It's the school I go to.

ROB: Really?

MARK: Yes, and I've got a great idea.

We can walk to school together on your first day.

ROB: Thanks! I feel better already.



Comprehension Check

Choose the correct answer.

- 1 Mark ___ plays football on Saturdays.
 - a always
- **b** usually
- 2 When Mark first sees Rob, he .
 - a speaks to him
- **b** walks past

- 3 What does Rob think of his new house?
 - a He doesn't like it.
 - **b** He thinks it's okay.
- 4 Why is Rob worried?
 - a He is going to a new school.
 - b He misses his friends.

Grammar

si	m	p۱	е	pr	es	en	t

She lives in London.

He watches TV every evening.

Mary studies hard.

Do you like your garden? **Does** he miss his friends?

- 'Do you speak French?' 'No, I don't.'
- 'Does he meet her on Saturdays?''Yes, he does.'

[See back of book.]

Grammar Practice

1 Fill in the simple pre	sent, as in th	e examples
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	Mark often <u>goes</u> to the park on Saturdays. (go)
	They are brothers but they <u>don't walk</u> to school together. (not walk)
1	Rob his friends. (miss)
2	your mother in a
	school? (work)
3	What you usually for
	breakfast? (have)
4	Sheila in a flat. (not live)
	She in a house. (live)
5	When Pamela home
	from school? (get)

2	Answer the	questions	about	yourself
	Hea chart a	noworo		

1	Do you like school?
2	Does your father speak German?
3	Do you live in a big house?
4	Does your mum work?
5	Do you and your friends play football?

3 Write sentences about what Gary does, as in the example.

	M.		
play football	go to the beach	watch	study French
Saturdays 🗸			
Sundays		1	
Tuesdays			/
Thursdays	1		

On Saturdays	, he plays football.

Speaking - Pairwork

1

2

- Ask your partner questions to find out about his / her
 daily routine, as in the example.
 - What time / get up?
 - What / have for breakfast?
 - How / go to school?
 - What time / come home from school?
 - What / do in the evenings?
 - What time / go to bed?

What time do you get up?

I get up at half past seven.

b Now tell the class about your partner.

John gets up at half past seven.

Functional Language: introducing yourself

Read the following dialogue with your partner, then fill in the information about yourself.

Student A: Hi, I'm Clare.

A: Hello. My name's Emma.

Student B: Hello. My name's Pierre.

You: Hi, _____

Student A: Where do you come from?

▲: Where are you from?

Student B: I come from France.

You: I'm _____

Language Awareness

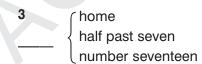
- 1 Fill in see, look or watch in the appropriate form.
 - 1 'Kate and John don't _____ very happy at the moment.' 'That's because they _____ a sad film on television.'
 - 2 'What are you _____ at, Gary?'

'I can _____ someone in Mrs Brown's house.'

2 Fill in at, in or on.



(the afternoon



Daily Routine

1 David is having some problems with his English homework. Look at his notes and the example, then help him write sentences about his daily routine.

- 1 have toast breakfast ✓ (always)
- 2 make my bed ✓ (sometimes)
- 3 walk to school X (never) go by bus ✓ (often)

I never get up at seven o'clock, I usually get up at eight o'clock.

- 2 Now write four sentences about your own daily routine.



Lesson 3 What are you doing on your birthday?

Listen and Read 🚥

Julie's penfriend, Daphne, lives in Sydney, Australia. Julie writes to her about once a month and Daphne always writes back. They live on different sides of the world, but they are still good friends.

Read Julie's letter to Daphne.

31st August

Dear Daphne,

How are you? I'm writing to wish you a Happy Birthday. Do you like the birthday card?

It's the last day of August today and it means that for children all over Britain, the summer holidays are ending and the new school year is beginning. Of course, I like school, but I enjoy the summer holidays too, especially when the weather is nice. As you know, it often rains in England in the summer, but at the moment it is hot and sunny.

We are having a barbecue tonight. A lot of people are coming - they are arriving at about seven thirty. I'm probably wearing my jeans and my new top. It's light green with a big, bright yellow sunflower on it. I've got some new sandals too. Later today, Mark and I are tidying the house so it looks nice for tonight. We sometimes help Mum and Dad with the housework, especially on Saturdays.

Anyway, are you having a birthday party? I'm sure you're inviting all your friends to your house. Please write soon.

From,

Julie





Comprehension Check

Answer the questions.

1 What is Julie sending with the letter?	
--	--

2 What is the weather often like in England in the summer?	
--	--

|--|

4	What do Julie and Mark sometimes do on Saturda	vs?	

Vocabulary Check

Fill	in invite,	tidy, enjoy o	r wear.					
1	I always ₋		_ my bedroom o	n Saturdays.	3	'Do you	parties?' "	Yes, I love them.'
	At the we a T-shirt.	ekend, I usı	ually	jeans and	4	On my birthda friends to a ba	ay, I usually arbecue.	all my
	_	this is part of ne questions		sending to your p	enfri	end about your	party. Use the info	rmation in it to
		all my fried hot at the	nds from school	– all twenty-five e having a barbee	e of	them! Because	party. I am inviting the weather is so I'm probably wear	50
	1 When	is your birth	nday?		4	What kind of	party are you havir	ng?
	2 Are yo	ou having a	party?		5	What are you	wearing?	
	3 How r	nany friends	are you inviting	?				
b	Your class	smate is also	having a party s	soon. Match the tw	vo co	lumns to find t	he answers to your	questions.
	1 Is you	r birthday in	July?			a Yes, I'm hav	ving a fancy-dress	party.
	2 Are yo	ou having a	party?			b I'm wearing	a Harry Potter cos	stume.
	3 Are yo	ou inviting a	lot of children?			c No, it's in A	ugust.	
	4 What	costume are	you wearing?			d No, I'm only	y inviting ten friend	S.
2	Fill in the	present prog	gressive to compl	ete Daphne's lette	er to	Julie.		
		tell you of [3] too. Mun (post) the Late	nks for the letter about my birthdo (inv n [4] em tomorrow mo er today, my frie (v s with it, so 1 [8] Write soon.	ay. Next week, I vite) all my friend (buy) the incorning. end Josie and I [vear) a dress for !	[2] _ ds fr nvita 6] the	om school and itions today ar ————————————————————————————————————	on't want to wear	1 nbours

Speaking - Pairwork

Student A, your partner is having a birthday party and you want to find out more about it. Ask him / her questions. Use the prompts to help you.

Student B, look at the information on page 153 and answer your partner's questions.

Student A

- When / be / party?
- How many people / come?
- What time / they arrive?
- What / you / wear?

Vocabulary Expansion

1 Label the pictures and then match them with their descriptions.

shoes, slippers, flipflops, trainers









- 1 People wear these in the summer to keep their feet cool.
- 2 I always wear these in the house because they are so warm and comfortable.
- 3 I wear these when I'm playing basketball.
- 4 You put these on when you need to look smart.
- 2 Can you think of words / phrases to replace the ones in bold below? If not, use the letter on page 14 to help you.
 - 1 When does school finish?
 - 2 What time does the film start?
 - 3 She is reading a book **now**.

Pronunciation •••

Listen and repeat.

/æ/ happy, Dad, apple \ Dad and Mark are \ /ɑ:/ are, Mark, garden \ in the garden.

b Now write the following words next to the correct sound.

family, park, stand, card

/æ/ ______ /ɑ:/ _____

Listening •••

Listen to three people talking about their birthdays and match each one with a picture. There is one picture you do not need to use.









- 1 Jill
- 2 Paula
- 3 Amanda

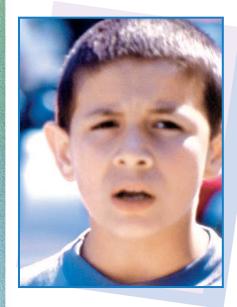


Lesson 4 Gross-gultural corner

Listen and Read ...

WORLDWIDE PENFRIENDS

Imagine you are reading a magazine because you want to find a penfriend from another country. You are trying to decide which of these three children to write to. Which one do you like the most?



Hello, my name is Jabir and I'm from Morocco in Africa. I'm 13 years old and I live in a busy city. Not many people here have pets, but I've got a black cat called Noir. Here in Morocco, we get up very early in the morning to go to the mosque before school. In the afternoon, I help my father at his shop in the market. After that, I sometimes play football in the street with my friends. Is life very different where you live? Write to me soon!

Hi, I'm Kamala and I live in Thailand. My family has got a pet monkey and it can climb trees to get coconuts! During the week, we go to school every day. We wear a uniform, but we always take our shoes off before we go into the classroom. We learn Thai dances at school, but at home I like to listen to American pop music. Please write and tell me about your country.





My name is Carr and I'm from Norway. I live in a big wooden house next to the sea. It's very quiet here and in my free time, I read or go for bike rides with my friends. Of course, we can only do that in the summer because in winter it's not only dark at night, it's dark during the day too! At school, we learn how to look after our town. We don't throw away a lot of rubbish and we use bikes not cars. My favourite time of year is the summer, when we go sailing around the islands in our boat. Write back and tell me what it's like to live in your country.

Comprehension Check

Write Jabir, Kamala or Carr.

Who ...

1 doesn't wear shoes in the classroom?

2 goes sailing in the summer? _____

3 helps his father in the market?

4 has a pet monkey? _____

Vocabulary Check

Fill in up, away, off or after.

1 The children are *taking* _____ their coats because it is warm.

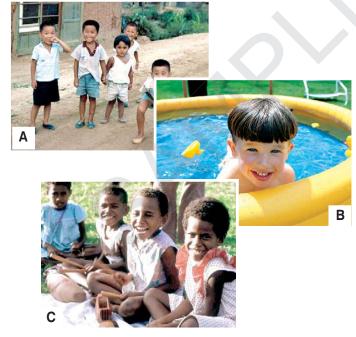
2 What time do you get _____ in the morning?

3 His garden is beautiful because he looks _____

4 I always *throw* _____ the things that I don't want.

Speaking - Classwork

1 Answer the questions about the pictures.



- **a** What do you think the children are doing in the pictures?
- **b** Do you think they are having fun? Why?
- 2 What things do children in your country like doing in their free time?

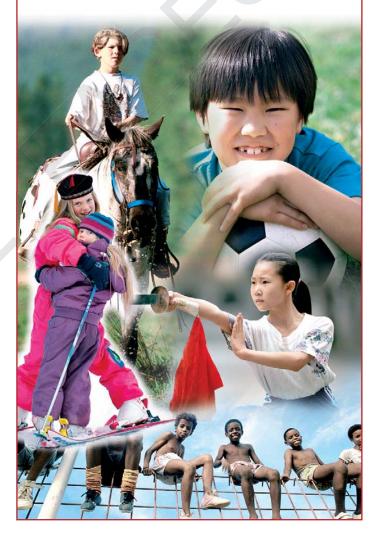




Work in groups. Find out what life is like for children in another country in the world. Write about these things:

- a what they do every day
- **b** what they do in their free time
- c what games they play / where they play

Find pictures in magazines or draw pictures of your own. Put your project on the classroom wall for everyone to look at.



LANGUAGE CORNER

- 1 I'm thirteen years old.

 [NOT: I'm thirteen years.]
- 2 She is the same age as you. [NOT: She has the same ...]
- 3 I wish you a happy birthday.

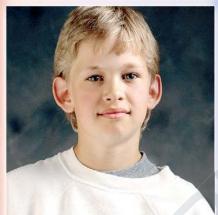
 [NOT: I wish you happy ...]

Let's Talk

I Imagine that you and your partner are looking in a teen magazine for penfriends. Read the following adverts and then answer the questions.



My name's Danielle
Chirac. I am thirteen
years old and I live in
France. I have got one
brother and one sister.
I like reading and playing
the guitar. My favourite
singers are Madonna
and Britney Spears.



Hi. My name is Hans Sternagel and I am fourteen years old. I'm from Frankfurt in Germany. My hobbies are football and basketball. My favourite singer is Robbie Williams.



Hello. I'm Cindy Redwood and I am nearly fourteen. I'm from England, but I live in Vancouver, Canada now. I have two younger sisters. I enjoy horseriding and I have my own horse. Its name is Queenie. I don't like pop music very much. I usually listen to rock music.



- a Who do you want to write to and why?
- b Imagine that you are going to put your own advert in the same teen magazine. Talk about the things you are going to write about yourself.
- c What country would you like to have a penfriend from? Why?

2 Imagine that you and your partner are showing each other your family photo albums. Use the prompts below and take it in turns to ask and answer questions, as in the example.



① sister / Mandy / 10



② uncle / Dave / 28 /



③ grandmother / Meg / 68 / come from Wales



live America



4 nieces / Linda, Kim / live end of street



brother / Carl / 6



B: That's my brother. His name's Carl. He's six years old.

A: Who's that?



⑤ grandfather / Jack / 70 / come from Scotland





⑦ cousins / Philip, Mary / same age

Are you moving on? – Check Yourself

1 I can talk about my family.	very well	quite well	not very well
2 I can introduce myself and say where I come from.	very well	quite well	not very well
3 I can describe my daily routine.	very well	quite well	not very well
4 I can talk about somebody's routine.	very well	quite well	not very well
5 I can ask for and give information about a party.	very well	quite well	not very well

ON COURSE is a coursebook series written after extensive research into the latest language learning theory, including the *Common European Framework of Reference for Languages*. It takes learners of English through all levels, from beginner to proficiency.

ON COURSE is a learner-centred course which provides students with the skills necessary to fulfil a variety of communicative goals. The educational objectives of ON COURSE are:

- to provide a supportive framework in which students can develop their *receptive* and *productive skills*.
- to encourage students to become more responsible for their own learning.
- to widen students' knowledge and understanding of different cultures, lifestyles and perspectives.
- to encourage students to work with their peers to exchange ideas, solve problems, plan project work and so on.

The key features of **ON COURSE 2** are:

- ✓ a motivating **storyline** based on realistic situations, reflecting students' own experiences and interests.
- ✓ a wide range of *reading* texts from a variety of sources.
- ✓ **listening** texts that reflect real-life situations and tasks.
- ✓ writing sections which aim to develop students' ability to express themselves in English, using a guided approach.
- ✓ speaking activities linked to the topic of the module, and recognising the importance of pair and groupwork in the development of students' oral skills.
- ✓ straightforward presentation of *grammar* points followed by ample practice.
- ✓ challenging exercises designed to build up students' vocabulary, as well as language awareness sections.
- ✓ functional and situational English sections.
- ✓ self-assessment sections, songs, poetry and project work.

The wide variety of real-life situations gives students a strong practical base in communicative English. Paired with a systematic and thorough development of grammar and vocabulary, this will ensure students move seamlessly through all stages of the language learning process, from beginner to proficiency.

COMPONENTS

- Student's Coursebook
- Student's Activity Book
- Grammar and Companion
- Teacher's Book
- Test Booklet
- Test Booklet Teacher's
- Test Booklet Grammar & Companion
- Test Booklet Grammar & Companion Teacher's
- IWB Software CD-ROM
- Interactive e-book CD-ROM
- Audio CDs

The **ON COURSE** series covers all types of *texts, grammatical* and *vocabulary items, listening, writing* and *oral tasks* encountered in the examinations.



