

Longman English

EDGE

2nd Edition

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Pearson

Global
Scale of
English
Fast-track your progress

1A

1

Nice to meet you!

My learning journey:

Reading

- A letter to new students  Life & Society (Personal & Social Development)
- A profile of a student  Life & Society (Personal & Social Development)



Understanding reference words

Vocabulary

- Adjectives to describe personality
- Talking about school life

Language

- Talking about things that are generally true (The simple present)
- Talking about repeated events (Adverbs and adverbial phrases of frequency)
- Talking about actions in the past (I) (The simple past)

Listening

- A conversation about school life



Listening for gist

Speaking

- Talking about assignments



Simple past -ed endings

Task

I will write a **profile** for a school website.



Distinguishing between formal and informal language



Warm-up

Eric is introducing Cherry to the class. Can you guess what he is saying?
Complete the speech bubble using the pictures on Cherry's tablet to help you.



This is Cherry. She loves ¹ _____.
She plays the ² _____ but she's
bad at ³ _____. Her favourite
sport is ⁴ _____.



Now draw some pictures to represent some information about yourself. Work in pairs. Guess what your partner's pictures represent and introduce your partner to the class.

Pre-reading

1 Scan the text.

Who is the writer of the letter?



Look at the end of the letter.

2 Match these words (A–C) with their meanings.

A cope (v) (line 13)

B assignment (n) (line 16)

C due (adj) (line 19)

☐

a task that you are asked to do

☐


to deal with something well

☐

expected at a particular time

The President of the Student Association has posted an online letter on the school website. Read the letter.

LETTER FROM
THE PRESIDENT



Dear Form 1 students,


1 Welcome to St Martin's College! You're in a new school and in a new class. You're also in a secondary school uniform! How do you feel?

5 **2** I remember during my first week at St Martin's, I was both excited and worried. I was excited because everything was new to me. At the same time, I felt worried because I didn't know if I would make new friends. I was also worried that the teachers would be

10 very strict.

3 Is that how you feel now? Well, I can tell you that these worries are normal. All Form 1 students have them — even the most confident students. Let me give you a few tips to help you cope with your new secondary school life.

#1 Manage your studies well.



15 **4** In secondary school, teachers often give you a few days to complete an assignment. If you're a deadline fighter, you should change your habit. Try to complete your assignments as soon as possible. Don't wait until the last day. Note down both the day you receive an assignment and the day before it's due so that you never

20 hand one in late.

#2 Try new extracurricular activities.



5 Our school has a lot of great clubs and teams. Go out and join some! Choose ones that match your style. For example, if you're an active person, choose the Dance Club or a sports team.

- 25 If you're creative, join the Drama Club or the Visual Arts Club. Most clubs organise activities once every month and most teams practise twice a week. Remember to choose wisely so that you can manage your time well.

#3 Ask when you need help.

- 30 **6** If you have any problems, our teachers and senior form students are always willing to lend an ear and offer advice. Don't be shy. They are friendly and helpful, and their doors are always open.



- 7** Form 1 is a great time to make new friends and try new things.
35 Make the most of it, and have fun!

Jeremy

Jeremy Lai
President, Student Association

Values corner

Make new friends

What can you do to be friendly around new people?

Values corner

Be self-disciplined

Do others often remind you to do your assignments? What can you do to be more self-disciplined?

Grammar in text

We use the **simple present** to talk about things that are generally true and the **simple past** to talk about actions in the past.

You're in a new school.

I felt worried.

Can you find other examples in the text? Underline them.



Reading skill

Understanding reference words

When we read a text, we often come across pronouns (e.g. *it*, *she*, *he*, *they*) that refer back to something we have read. In the following sentence, underline the noun that the pronoun *it* replaces.

*Note down both the day you receive an assignment and the day before **it** is due.*

Part A Answer the questions using information from Reading 1. Blacken one circle only.

1 According to paragraphs 1–2, St Martin's College ____.

- ☐ A has very strict teachers
- ☐ B is a new school building
- ☐ C is a secondary school
- ☐ D was opened a week ago

2 According to paragraphs 1–3, Jeremy ____.

- ☐ A does not like his school uniform
- ☐ B is a new student at St Martin's College
- ☐ C started Form 1 a week ago
- ☐ D understands how Form 1 students feel



3 Who or what does 'them' (line 12) refer to?

- ☐ A friends
- ☐ B students
- ☐ C teachers
- ☐ D worries

4 A 'deadline fighter' (line 16) is someone who begins a task ____.

- ☐ A as early as possible
- ☐ B right before it is due
- ☐ C that can be done quickly
- ☐ D that can be handed in late

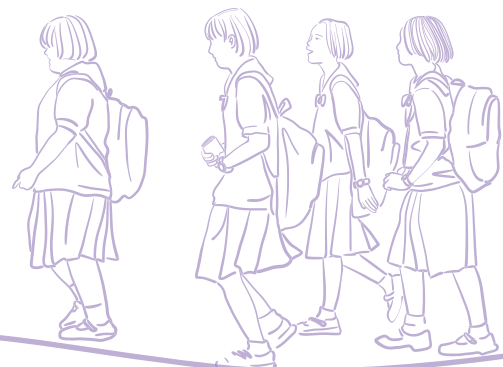


5 In line 32, who does 'They' refer to?

- ☐ A Form 1 students
- ☐ B school club members
- ☐ C sports team members
- ☐ D teachers and senior form students

6 Which of the following is NOT true? Jeremy wrote the letter to ____.

- ☐ A encourage students to enjoy secondary school
- ☐ B help students get used to a new school
- ☐ C introduce the Student Association to students
- ☐ D suggest some school clubs to join



Pre-reading

1 Skim the text.

What part of his life is the writer giving information about?



Quickly read the title and the first line of each paragraph.

2 Scan the text.

What school does the writer study at?



Look for capital letters and a school name.

Global Pen Pals website helps students find pen pals from around the world. Read the following profile written by a student from the UK.

Do you want to be my pen pal?



1 Hello! My name is Joe Smith.

I'm twelve years old. I was born in Scotland and moved to London with my family five years ago. I'm now in

5 Year 7 at Alton Bay School.

2 Alton Bay is a boarding school.

I share a large bedroom with five other students. I spend my weeknights at school and return
10 home every weekend. I was rather shy and nervous when I first arrived, but now I enjoy being a boarder. My parents think I'm more sociable and confident now too.

15 **3** As a boarder, I have more time to spend with my friends. We all love sports, especially hockey and football, so we play after school



every day. In the evening, we also have
 20 club meetings and other activities, like
 Debate Club practice and choir practice.
 Best of all, our boarding house organises
 social activities once every two weeks. My
 favourite activities include karaoke and
 25 bowling. Life at Alton Bay is certainly
 exciting and never dull.

4 Are you interested in learning more
 about me and my boarding school life?
 If you are, please write to me. I'm keen
 30 to know about you and your school life
 too.

Values corner

Learn about others

When you meet someone for the
 first time, what do you want to
 know about them?

Grammar in text

We can use **adverbs** and
adverbial phrases of frequency
 to talk about repeated events.

*I **sometimes** go bowling.*

*We play after school **every day**.*

What examples can you find in
 the text? Underline them.

Comprehension 2



Part A Text analysis Answer the question using information from Reading 2.

Match the paragraphs in the profile with their functions. Write the letters (A–D) in the spaces provided.

Paragraph	
1	
2	
3	
4	

Function

- A Invite the reader to be your pen pal.
- B Give some personal information about yourself.
- C Describe some extracurricular activities at your school.
- D Talk about your school and how you have changed since you started attending it.

A What is the part of speech of each word below? Write the words in the correct spaces. You can use the same word more than once.

- | | | | |
|--------------|-------------|------------|---------|
| a) advice | advise | | |
| b) choice | choose | | |
| c) practise | practice | | |
| d) confident | confidently | confidence | |
| e) excite | excitedly | excitement | excited |
| f) worriedly | worry | worried | |

	Noun	Verb	Adjective	Adverb
a)	<input type="text"/>	<input type="text"/>		
b)	<input type="text"/>	<input type="text"/>		
c)	<input type="text"/>	<input type="text"/>		
d)	<input type="text"/>		<input type="text"/>	<input type="text"/>
e)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
f)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

B Use some of the words from Part A to fill in the blanks below.

- I sing every day so I have _____ that I can get into the choir.
- This assignment looks hard. Can you _____ us on how to begin it?
- 'I'm very shy. I'm afraid I won't make any friends at my new school,' Mandy said _____.
- We have basketball _____ today. Remember to bring your team uniforms.
- There are many clubs to _____ from at my new school. I think I'll join the English Club, the Dance Club and the Visual Arts Club.
- We're going to have an exchange programme with a school in Shanghai. I'm _____ about it! I love meeting new people.

Adjectives to describe personality

A adventurous

C confident

E playful

G sociable

B clumsy

D creative

F shy

H sporty

A Match the adjectives with the following descriptions. Write the letters (A–H) in the boxes. Use each letter once only.

A person who ...

1 enjoys playing sports and is good at them

5 is sure of herself / himself

2 feels nervous around new people

6 likes to meet and spend time with people

3 has a lot of new and unusual ideas

7 likes to try new things

4 is funny and not serious

8 often drops or breaks things by accident

B You are posting some photos on your blog. Complete the captions using some of the **adjectives to describe personality** from the box above.

Toby is ¹ _____.
He's good at ball games.



Dan made lots of friends in the first week of school. He's very ² _____.



Sally is quite ³ _____,
so she's hiding behind the others.



Jo isn't nervous when she speaks in front of the class.
She's so ⁴ _____.



Mark is very ⁵ _____.
He's fun to be around.



Ruby is ⁶ _____.
This is her first time on the climbing wall.

Talking about things that are generally true (The simple present)

When we want to talk about things that are true now (but may change later), we can use **the simple present**.

I **sit** next to Emma in class.

Nick **plays** football every day.

We form yes / no-questions and short answers in the simple present like this:

	Yes / No-question	Short answer
With the verb to be	Is Lola a member of the choir?	Yes, she is .
	Are these your drawings?	No, they aren't .
With other verbs	Does Henry have a pet?	No, he doesn't .
	Do your friends like swimming?	Yes, they do .

Let's practise Complete the following chat messages with the correct **simple present** form of the verbs given. Add 'not' where necessary.

You can use these verbs. Two can be used more than once.

- allow
- be
- disagree
- do
- have
- like
- mean
- meet
- sing
- want

1 _____ you _____ your new school?

Yes, I ² _____. We ³ _____ lots of school clubs.

I ⁴ _____ a member of the Visual Arts Club. We ⁵ _____ every Wednesday after school. My best friend ⁶ _____ me to join the choir with her, but I ⁷ _____ a good singer.

I ⁸ _____. You ⁹ _____ very well!

Really? OK, I'll think about it.

10 _____ your teachers friendly?

Yes, they ¹¹ _____. Well, except for Mr Ho, our Science teacher.

12 _____ you _____ he's very strict?

Yes, especially when we ¹³ _____ experiments. We must follow his instructions very carefully. He ¹⁴ _____ us to make any mistakes.

Martha attends a boarding school in the UK. Read her note sheet and complete her email to her parents in Hong Kong. Use the correct **simple present** or **simple past** form of verbs in the blanks, and **adverbs** or **adverbial phrases** in the boxes. One has been done for you.

My daily routine

7 a.m. — get up and take a shower (weekend — get an extra hour in bed!)

8.45 a.m. — first lesson of the day

12 noon — lunchtime (Salad is my favourite!)

4 p.m. — school finishes and we do extracurricular activities (twice a week — basketball, once a month — bowling)

6 p.m. — dinnertime

7.30 p.m. — homework

9.30 p.m. — bedtime (fall asleep at about 10 p.m.)

You can use these verbs. One can be used more than once.

- do
- fall
- go
- have
- play
- start
- take

New message

Dear Mum and Dad

It ¹ is cold and rainy here right now. It's almost time to get out of bed now.

On weekdays, I ² get up and ³ a shower at 7 a.m. Luckily, the shower area is huge so students ⁴ have to queue — I can always walk straight in.

Lessons usually ⁵ at 8.45 a.m. Last week, we ⁶ an hour late because the principal gave us a talk in the school hall. We always ⁷ lunch at noon. I ⁸ order fries but not often. I usually order salad. School finishes at 4 p.m. and I ⁹ basketball ¹⁰ . There are lots of extracurricular activities. We go bowling ¹¹ — it's fun!

After dinner, my friends and I always ¹² homework together. At 9.30 p.m., I ¹³ to bed. It sounds very early, doesn't it? Back home, I used to stay awake till 11 p.m., but now I ¹⁴ asleep around 10 p.m. Don't worry! I'm getting used to life here.

Lots of love

Martha



Listening skill

Listening for gist

To understand the gist (the main idea of what someone says), we can listen for words and phrases that:

- signal the introduction of the main idea, e.g. **Basically, In general, So the point is.**
- give clues about the main idea.



Mum doesn't let me play computer games on school nights. **Basically, she's very strict.**

Main idea: Mum is very strict.



Miss Wong is **good** at teaching. She explains things **well** and is always very **interesting.**

Main idea: Miss Wong is a good teacher.



Let's listen Three students are talking about school life. Listen to the conversation and complete the worksheet.

Student	What he / she was most worried about before starting secondary school	Overall opinion of secondary school (Blacken one circle only.)
Lucy	1	4 <input type="radio"/> It is OK. <input type="radio"/> The people are friendly. <input type="radio"/> There is a good school spirit.
Max	2	5 <input type="radio"/> It is OK. <input type="radio"/> The people are friendly. <input type="radio"/> There is a good school spirit.
Pete	3	6 <input type="radio"/> It is OK. <input type="radio"/> The people are friendly. <input type="radio"/> There is a good school spirit.





Speaking skill

Simple past -ed endings

The simple past of regular verbs end in **-ed**, e.g. **walked**, **moved**, **wanted**, but there are three ways to pronounce the **-ed** sound.



Pronounced as /t/	Pronounced as /d/	Pronounced as /ɪd/
After voiceless consonant sounds: look ed stop ped miss ed laugh ed push ed watch ed	After voiced consonant sounds: call ed open ed chang ed amaz ed After vowel sounds: play ed stud ied cri ed	After the consonants t and d : start ed fitt ed end ed add ed

When you pronounce a **voiced consonant**, your throat vibrates. When you pronounce a **voiceless consonant**, your throat does not vibrate.

Listen to the following conversations. Do the words in bold end in a /t/, /d/ or /ɪd/ sound? Underline the words in different colours for each sound.

Conversation 1

- Chris:** Hi, Pat, you look unhappy. What **happened**?
- Pat:** Mrs Lee **scolded** me because I **handed** in my assignment late.
- Chris:** You **finished** it late again?
- Pat:** Actually, I **started** working on it on the day I **received** it.
- Chris:** And you still **failed** to hand it in on time. Why?
- Pat:** I **dropped** it in a puddle. I **realised** I couldn't hand it in like that, so I rewrote it at lunchtime.

Conversation 2

- Chris:** I **talked** to some Form 6 students yesterday. They **advised** me to hand in assignments a day early.
- Pat:** I **chatted** with a Form 5 student today. She **reminded** me to talk to my teachers if I have problems with schoolwork.
- Chris:** Mrs Lee **assigned** our class a new project today. Do you want to work on it with me?
- Pat:** Terry just **asked** me to work with him. Let's ask Mrs Lee if the three of us can work together.

Work in pairs and read aloud the conversations.



Task

Write a
profile

MY PROFILE

The Student Association is inviting Form 1 students to write a profile about themselves for their website. Write your profile.

STEP 1 Get ready

Let's look at the genre and work out the audience, purpose(s) and style for this task. Tick the correct boxes.

G.A.P.S.

Student ID

Genre: Profile

Audience: ☐ students

Purpose(s):

☐ teachers☐ to give descriptions☐ the general public☐ to introduce yourself☐ to offer advice☐ to talk about likes and dislikesStyle: ☐ informal ☐ formalA profile has a **positive** tone. It usually sounds ...☐ friendly ☐ serious

Vocabulary Bank

Adjectives to describe personality

adventurous (*adj*) p. 12

creative (*adj*) p. 5

outgoing (*adj*) p. 22

polite (*adj*) p. 25

sporty (*adj*) p. 12

clumsy (*adj*) p. 12

friendly (*adj*) p. 5

patient (*adj*) p. 25

shy (*adj*) p. 5

strict (*adj*) p. 4

confident (*adj*) p. 4

kind (*adj*) p. 22

playful (*adj*) p. 12

sociable (*adj*) p. 8

Talking about school life

be a member of ... (*v phr*) p. 13

have ... practice (*v phr*) p. 13

form a study group (*v phr*) p. 13

join ... (*v*) p. 13

have meetings (*v phr*) p. 13

take part in ... (*phr v*) p. 13

School clubs and teams

basketball team (*n phr*) p. 15

Dance Club (*n phr*) p. 5

English Club (*n phr*) p. 11

Swimming Club (*n phr*) p. 13

Chess Club (*n phr*) p. 17

Debate Club (*n phr*) p. 9

football team (*n phr*) p. 13

Visual Arts Club (*n phr*) p. 5

choir (*n*) p. 11

Drama Club (*n phr*) p. 5

Geography Club (*n phr*) p. 17

Other vocabulary

assignment (*n*) p. 4

due (*adj*) p. 4

lend an ear (*v phr*) p. 5

wisely (*adv*) p. 5

boarding school (*n phr*) p. 8

exchange programme (*n phr*) p. 11

school spirit (*n phr*) p. 19

cope (*v*) p. 4

hand sth* in (*phr v*) p. 4

scold (*v*) p. 20

* *sth* = something

Self-assessment

How much have you learnt in this unit?
Go to the online platform to find out!