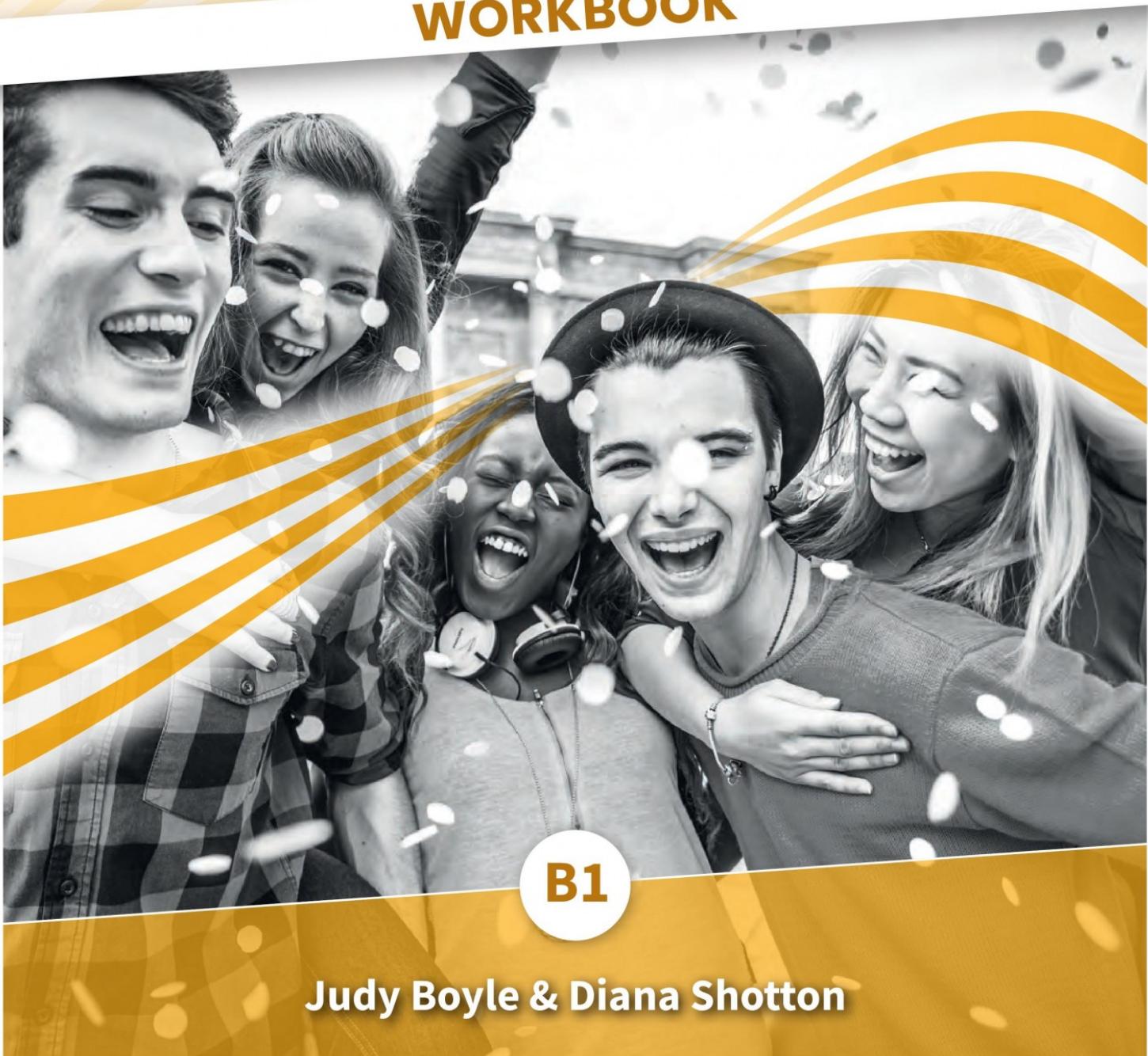


OXFORD

# HARMONIZE 3

## WORKBOOK



B1

Judy Boyle & Diana Shotton





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# HARMONIZE 3

## WORKBOOK

B1



Guide for Classroom Presentation Tool

Judy Boyle and Diana Shotton

OXFORD  
UNIVERSITY PRESS

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# Welcome

## VOCABULARY

### Sports and free-time activities

1 ★★★ Match the activities with the descriptions.

- |     |                   |   |               |
|-----|-------------------|---|---------------|
| 1 F | microscooting     | 5 | cycling       |
| 2   | jogging           | 6 | free running  |
| 3   | Frisbee™ throwing | 7 | drone flying  |
| 4   | rowing            | 8 | skateboarding |

- A riding a bicycle  
B riding on a short, narrow board with wheels at each end  
C travelling in a boat using oars  
D a game where people throw and catch a circular piece of plastic  
E controlling a small machine as it flies in the air  
~~F riding on a short, narrow board with one wheel at each end and a steering handle~~  
G moving through a city by running, jumping and climbing, in a way that shows expression and style  
H running slowly and steadily for exercise

2 ★★★ Label the sports and activities.



1 free running



2



3



4



5



6

### Adjectives for feelings

3 ★★★ Complete the sentences with the words below.

angry bored excited relaxed tired unhappy

- 1 I did something wrong and my mum is angry with me.  
2 I'm really ..... Do you want to go cycling?  
3 I play soft, slow music when I want to feel .....  
4 I'm really ..... to see what my present is!  
5 It's midnight and I'm very .....  
6 The ending was really ..... I feel sad now.

4 ★★★ Match the two parts to make complete sentences.

- 1 A Thank you for the donation to our charity,  
2 ..... Don't tell little children stories about monsters –  
3 ..... I sent my mum flowers for Mother's Day  
4 ..... Don't say that to the teacher,  
5 ..... They received some bad news,  
~~A it was very generous of you.~~  
B and she was so surprised.  
C you'll make them scared.  
D it's very rude.  
E so they're very unhappy.

### EXTRA Verbs and their opposites

5 ★★★ Choose the correct options to complete the sentences.

- 1 He is disappointed when he ... a game.  
A wins B loses  
2 Clouds ... in the sky before it rains.  
A appear B disappear  
3 A rich person can afford to ... a lot of money on cars.  
A spend B save  
4 Can you ... me €5 until tomorrow?  
A borrow B lend  
5 I'm ... my old bike because I need some money.  
A selling B buying

# GRAMMAR

## Present simple and present continuous

### 1 ★★★ Are the sentences correct (C) or incorrect (I)?

- 1 I'm often playing tennis every day. C  I
- 2 He doesn't study English in London this summer. C  I
- 3 We watch TV at the moment. C  I
- 4 Are you eating lunch right now? C  I
- 5 I'm not knowing your name. C  I
- 6 Does she always get up early? C  I

### 2 ★★★ Complete the sentences with the correct form of the verbs below. Use the present simple or the present continuous.

eat not like sit spend not wear win

- 1 Grandma usually eats lunch at 1 p.m.
- 2 Dad   headphones right now, so he can hear you.
- 3   you   in your office now?
- 4 The baby   loud music.
- 5 We're excited because we   the game!
- 6 How much money   your brother   every week?

## Past simple

### 3 ★★★ Choose the correct options to complete the sentences.

- 1 I ... very well last night.  
A sleep      B slept      C don't sleep
- 2 We ... to school yesterday.  
A went      B go      C going
- 3 She wrote a text message, but she ... it.  
A didn't send      B sent      C sends
- 4 ... you go jogging yesterday?  
A Are      B Do      C Did
- 5 What ... for lunch?  
A did they eat      B they ate      C did they ate

### 4 ★★★ Complete the table with the past simple form of the verbs below.

appear cook do like make open save  
see sell take want write

Regular	Irregular
1 <u>appeared</u>	7 .....
2 .....	8 .....
3 .....	9 .....
4 .....	10 .....
5 .....	11 .....
6 .....	12 .....

## EXTRA Comparative and superlative adjectives

### 5 ★★★ Correct the grammatical error in each sentence.

- 1 A five-star hotel is best than a three-star hotel.  
better
- 2 Young children are usually tireder at night than in the morning.
- 3 Who is the richer person in the world?
- 4 My sister is the worse cook in the family.
- 5 This is the more dangerous snake in this country.
- 6 The weather today is worst than yesterday.
- 7 Your bag is more heavy than mine.

# 1 Teenage life: a survival guide

## VOCABULARY

### Household tasks

Student Book p10

- 1 ★★★ Label the pictures with the phrases below.

clean the bathroom    do the laundry  
**load the dishwasher**    make the bed  
take the rubbish out    vacuum the floor



1 **load the dishwasher**



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

- 2 ★★★ Match the two parts to make complete sentences.

- |   |          |                 |                       |
|---|----------|-----------------|-----------------------|
| 1 | <b>E</b> | Please clean    | A dinner.             |
| 2 | _____    | Can you do      | B for food.           |
| 3 | _____    | Please shop     | C the ironing?        |
| 4 | _____    | You should tidy | D the dishwasher.     |
| 5 | _____    | Let's prepare   | <b>E the windows.</b> |
| 6 | _____    | Please unload   | F your room.          |

- 3 ★★★ Complete the words in the text.



Make household tasks fun! Play some music while you <sup>1</sup>w a s h up. Call a friend while you <sup>2</sup>t \_\_\_\_\_ your room. Dance while you <sup>3</sup>v \_\_\_\_\_ the floor. Sing while you <sup>4</sup>c \_\_\_\_\_ the bathroom. Try to <sup>5</sup>m \_\_\_\_\_ your bed in one minute. <sup>6</sup>U \_\_\_\_\_ the dishwasher very quietly. Make a cooking video of you as you <sup>7</sup>m \_\_\_\_\_ your lunch. Can you think of any other ways to make household tasks fun?

- 4 ★★★ Complete the sentences with household tasks, so that they are true for you or your family.

- 1 Every morning, I make my bed \_\_\_\_\_.
- 2 Every afternoon, \_\_\_\_\_.
- 3 Every evening, \_\_\_\_\_.
- 4 Every day, \_\_\_\_\_.
- 5 Every weekend, \_\_\_\_\_.
- 6 Every Sunday, \_\_\_\_\_.

## Free-time activities

→ Student Book p14

- 5 ★★★ Label the pictures with the words below. There are four words you do not need to use.

athletics climbing fitness training gymnastics  
handball hiking hockey judo karate surfing



1 judo



2



3



4



5



6

- 6 ★★★ Complete the words in the dialogue.

Mae Hi Joe, I'm on my way to the gym.

Joe Really? Me too!

Mae Yes, I do <sup>1</sup>f\_i\_t\_n\_e\_s\_s\_t\_r\_a\_i\_n\_i\_n\_g every Monday. What do you do?

Joe I do <sup>2</sup>g\_ \_ \_ \_ \_ . I'm on the school team. I love outdoor sports too, like <sup>3</sup>c\_ \_ \_ \_ \_ and <sup>4</sup>h\_ \_ \_ \_ \_ .

Mae Amazing! I like <sup>5</sup>s\_ \_ \_ \_ \_ , but I'm not into ball games like <sup>6</sup>h\_ \_ \_ \_ \_ or tennis.

- 7 ★★★ Complete the phrases with *do*, *go* or *play*.

1	go	hiking	4	hockey
2	_____	chess	5	bowling
3	_____	karate	6	fitness training

- 8 ★★★ Complete the sentences with free-time activities and *do*, *go* or *play*.

- 1 My brother and I go hiking in the countryside.  
2 Every summer, we \_\_\_\_\_ in the sea.  
3 I \_\_\_\_\_ every week. I'm a black belt!  
4 My friend and I \_\_\_\_\_ online.  
5 Every weekend, I \_\_\_\_\_. There's an indoor wall in the sports centre.  
6 My friends and I have fun when we \_\_\_\_\_ in our town. We can buy burgers and eat while we play.

### EXTRA Personality adjectives

→ Student Book p12

- 9 ★★★ Complete the sentences with the words below.

cheerful confident funny generous **helpful**  
honest interesting kind loyal

- 1 Our teacher helps us when things are difficult. She's very **helpful**.  
2 My mum is always very sure about things. She's \_\_\_\_\_.  
3 Rob never lies to me. He always tells the truth. He's \_\_\_\_\_.  
4 My little brothers make me laugh a lot! They're so \_\_\_\_\_.  
5 My cousin always laughs and smiles. He's a \_\_\_\_\_ person.  
6 My grandma gives a lot of money to help sick children. She's \_\_\_\_\_.  
7 My grandad's neighbour usually shops for him. She's very \_\_\_\_\_.  
8 Our aunt travels around the world and writes about her trips. She's very \_\_\_\_\_.  
9 My dog, Rex, never leaves me. He's very \_\_\_\_\_.

# 1 GRAMMAR

## Permission, prohibition and obligation

Student Book p10

- 1 ★★★ Complete the table with the words below.

be allowed to can can't don't have to have to  
must mustn't not be allowed to

### Modal verbs for permission, prohibition and obligation

permission	prohibition
1 can	5
2	6
obligation	7 (formal)
3 (formal)	lack of obligation
4	8

- 2 ★★★ Complete the questions and short answers using the information in the table and *can / can't, be allowed to or have to*.

		Maria, 21 years old	Toby and Jacob, 14 years old
Can drive a car?	.....	✓	✗
Have to go to school?	.....	✗	✓
Can work?	.....	✓	✗

- 1 Can Maria drive a car?  
*Yes, she can.*
- 2 Toby and Jacob drive a car?  
.....
- 3 Maria go to school?  
.....
- 4 Toby and Jacob go to school?  
.....
- 5 Maria work?  
.....
- 6 Toby and Jacob work?  
.....

- 3 ★★★ Complete the dialogues with the correct present or past form of *be allowed to, can, have to or must*.

- 1 'Are we allowed to go surfing here?'  
'No, you aren't allowed to / can't go surfing here because it's dangerous.'
- 2 'How many friends can we invite to watch the chess competition?'  
'Each player bring five people.'
- 3 'Do you have to vacuum the floor in your house?'  
'No, I . What about you?'
- 4 'Can we play football in the park?'  
'No, we . Ball games aren't permitted.'
- 5 'When were you allowed to go out on your own?'  
'I walk to school on my own when I was 10. But I go to town on my own until I was 13.'
- 6 'Can we go hiking on the mountain in November?'  
'No, look at the rules: "You go hiking on the mountain from October to March."'
- 7 ' you hang out with friends in the evenings on school days when you were young?'  
'No, we hang out on school days.'
- 8 'Did you have to help at home when you were young?'  
'No, I do anything. But my older brother take the rubbish out.'

- 4 ★★★ Write two sentences about the activities in bold. Use *(not) be allowed to, can / can't, (don't) have to, must / mustn't* and the words below.

be careful carry a tent play against one opponent  
shout think carefully wear boots wear shoes  
wear special clothes

Hiking You have to wear boots. You don't have to carry a tent.

Chess

Gymnastics

Judo

## Ability and advice

Student Book p13

### 5 ★★★ Choose the correct options to complete the sentences.

- 1 Juan looks very tired. He ... sleep more.  
A can't      B should      C can
- 2 Helen ... play chess when she was three.  
A couldn't      B can't      C shouldn't
- 3 You ... go cycling in bad weather, it's dangerous.  
A should      B shouldn't      C ought to
- 4 They ... shop for food because the supermarket is closed.  
A can't      B shouldn't      C can
- 5 We ... to take the rubbish out every evening.  
A can      B should      C ought
- 6 I ... to go bowling next weekend.  
A will be able      B can't      C can

### 6 ★★★ Are the statements true (T) or false (F)?

- 1 'I think you should help your parents more' is a sentence about advice.      T  F
- 2 'Peter can't meet us because he's ill' is a sentence about ability.      T  F
- 3 'You shouldn't do gymnastics in the living room' is a sentence about advice.      T  F
- 4 'Our teacher is able to teach us chess' is a sentence about advice.      T  F
- 5 'I wasn't able to sleep last night' is a sentence about ability.      T  F
- 6 'You ought to talk to your family' is a sentence about ability.      T  F
- 7 'Should we ask the teacher?' is a question about ability.      T  F
- 8 'Can our team win the match?' is a question about ability.      T  F
- 9 'Could you do karate when you were seven?' is a question about advice.      T  F



### 7 ★★★ Tick (✓) the correct questions. Correct the errors.

- 1 You should to wear a helmet when you go climbing.

You should wear a helmet when you go climbing.

We can unload the dishwasher very quickly.

- 2 I'm not be able to play handball next weekend.

3 Should they prepare food when they were eight?

- 4 I'll be able to drive a car when I'm older.

5 Can you play hockey?

- 6 Will you can visit us in the USA next year?

7 You can't go hiking without a map.

8 You ought to clean these dirty windows!

- 9 James couldn't go to the party last night.

### 8 ★★★ Write four sentences about your abilities that are true for you. Write about the past, present and future. Use the ideas below.

cook    dance    do magic tricks    drive a car  
get a job    play basketball    play chess  
play the guitar    ride a horse    sing    surf    swim  
travel around the world

I can't do magic tricks, but I can cook. I couldn't cook when I was very young. When I'm older, I'll be able to drive a car.

# 1 READING

[HOME](#) [BLOG](#) [ABOUT](#) [LOGIN](#)

By Matt Granger

## An amazing theatre show with a powerful message



Last weekend, my class went to see a theatre show called *Billy Elliot*. The show was fantastic and it had a brilliant message.

The story was about Billy, a loyal, helpful 11-year-old boy who lived with his brother, father and grandmother. Because Billy's grandma wasn't well, he had to help look after her and prepare her meals. Billy also helped to clean and tidy their small home.

Billy's father said he had to do boxing, so every week Billy went to boxing classes at a fitness training centre - but he hated it. One day, Billy saw a ballet class at the centre. He loved the dancing, so he secretly changed classes.

The ballet teacher was kind and she quickly realized that Billy could dance really well. But when Billy's father discovered that his son was doing ballet instead of boxing, he was furious. He made Billy stop doing ballet.

Billy's father was embarrassed that his son wanted to be a ballet dancer. But, after many arguments, he finally supported his son's dream, and Billy was allowed to dance again. Years later, when he saw Billy dance with a professional ballet company, his father was very proud.

When Billy was little, his mum wrote him a letter: 'I'm proud that you were mine. Always be yourself. I love you. Mum.' I love that message. I think it means, 'Be true to yourself.'

Like Billy, we should all follow our dreams and be true to ourselves. We shouldn't pretend to be someone else. It's not easy because our parents sometimes have different ideas about who we should be - but that's not always fair. I believe parents ought to think more about this. Don't you agree?



### A blog

- 1 ★★★ Read the blog. Match the words with the definitions.

- |                             |                           |
|-----------------------------|---------------------------|
| 1 <u>B</u> show (n)         | 5 <u>      </u> arguments |
| 2 <u>      </u> secretly    | 6 <u>      </u> supported |
| 3 <u>      </u> discovered  | 7 <u>      </u> pretend   |
| 4 <u>      </u> embarrassed |                           |
- A when you feel shy or very uncomfortable in a social situation  
B an entertainment by actors or other performers  
C found out new information about something  
D to act in a particular way in order to give people a false idea  
E encouraged or gave help to someone  
F doing something so that only a very small number of people know  
G angry conversations when you don't agree with the other person

- 2 ★★★ Read the *Skill UP!* Then identify the correct key words for each paragraph.

1 Paragraph 1:

- A theatre show, fantastic, message  
B weekend, class, went

2 Paragraph 2:

- A boy, brother, small  
B story, Billy, help

3 Paragraph 3:

- A week, fitness, day  
B boxing, hated, ballet

4 Paragraph 4:

- A dance, father, furious  
B kind, instead, made

5 Paragraph 5:

- A embarrassed, arguments, proud  
B son, dream, years

6 Paragraph 6:

- A letter, love, mum  
B little, mine, yourself

7 Paragraph 7:

- A someone, easy, agree  
B follow, dreams, true



We use key words to identify the main idea in each paragraph of a text.

**3** ★★★ Are the sentences true (T), false (F) or not given (NG)?

- 1 Matt went to the theatre with other students. T  F  NG
- 2 *Billy Elliot* is a true story. T  F  NG
- 3 Billy's grandmother did most of the housework. T  F  NG
- 4 Billy didn't like boxing at all. T  F  NG
- 5 Billy told his father that he was doing ballet lessons. T  F  NG
- 6 At first, Billy's father was happy that his son wanted to do ballet. T  F  NG
- 7 Billy received something very important from his mother. T  F  NG
- 8 Matt believes people should make their own decisions. T  F  NG
- 9 Matt's parents don't want him to be a dancer. T  F  NG

**4** ★★★ Answer the questions. Write complete sentences.

- 1 What do you think the message of *Billy Elliot* is?

Follow your dreams and be true to yourself.

- 2 Do you think Billy was happy at the start of the show? Why / Why not?

---

---

- 3 Why do you think Billy changed classes secretly?

---

---

- 4 Was Billy's mum different to his dad? In what way?

---

---



**5** ★★★ Answer the questions. Write three or four complete sentences.

- 1 In your home, who does most of the housework? Do you think this is fair? Why / Why not?

In my home, my mum and my dad do most of the housework. I help a bit, too. We all live in the house, so it's fair that we should all help with the housework.

- 2 What do you think it means to 'be true to yourself'?

---

---

---

- 3 Give an example of a situation where you or someone you know was true to themselves. How do you plan to be true to yourself in the future?

---

---

---

- 4 'Men and women should be able to do all sports and activities.' Do you agree? Why / Why not?

---

---

---

**6** ★★★ Imagine Billy and his father are having an argument. Billy wants to continue with his ballet classes, but his father doesn't agree. Write a short dialogue. Use the words below and your own ideas.

ballet boxing boys dance dream embarrassed  
furious girls happy money proud teacher

Billy: Why can't I go to ballet classes? Are you embarrassed, Dad?

---

---

---

---

# 1 REVIEW

## EXAM PREPARATION

- Exercise 1: Cambridge B1 Preliminary Reading Part 1
- Exercise 2: Cambridge B1 Preliminary Reading Part 5

### 1 Read each text and choose the correct answer (A, B or C).



**Wash with similar colours. Iron if necessary.**

If it's not dirty, wash at thirty.

- You should not iron this shirt.
- You must not wash this shirt.
- You don't have to iron this shirt.

Please don't put hot food in the fridge. Leave it to get cold first. Thanks! 😊

- You mustn't put food in the fridge.
- You aren't allowed to use the fridge.
- You shouldn't put food in the fridge unless it's cold.

Are you shopping for food, Jo? If you are, can you get something for lunch? I need tomatoes and onions for a salad. Thanks!

- The writer knows that Jo is shopping for food.
- The writer intends to shop for food.
- The writer wants to prepare lunch.

We are pleased to announce some new classes at our gym. From next week, there will be fitness training for under 18s and karate for all ages. For more details and prices, check our website.

- Everyone can do fitness training and karate at the gym now.
- Children will be able to do fitness training and karate at the gym next week.
- You don't have to pay to do fitness training at the gym.

To: Family

Who wants to go bowling this Saturday? We should book early because it's very popular. Let me know 24 hours in advance!

- You must answer before Saturday.
- You don't have to book before you go bowling.
- Not many people go bowling on Saturday.

### 2 Choose the correct words to complete the text.

Dear guests,

Welcome to our home! I can't be there to help you, so here are

some useful tips. You can <sup>1</sup> ..... the rubbish out

every day and put it in the black bin outside. The best place to

<sup>2</sup> ..... for food is at the supermarket at the end of the road. There is a washing machine in the bathroom, so you can

<sup>3</sup> ..... your laundry. When you <sup>4</sup> .....

food, please use the wooden boards and don't cut bread on the

table. Use the <sup>5</sup> ..... , but please unload it before you

leave. The cleaners come every week to clean the

<sup>6</sup> ..... , the kitchen and the bathroom. I hope this

note is <sup>7</sup> ..... . Have a wonderful holiday!

Your host,

Maite

- |                |            |               |           |
|----------------|------------|---------------|-----------|
| 1 A do         | B take     | C go          | D have    |
| 2 A prepare    | B eat      | C shop        | D take    |
| 3 A clean      | B make     | C wash        | D do      |
| 4 A vacuum     | B prepare  | C clean       | D get     |
| 5 A dishwasher | B bathroom | C ironing     | D bed     |
| 6 A windows    | B beds     | C rubbish     | D clothes |
| 7 A kind       | B generous | C interesting | D helpful |



# 1 LANGUAGE SUMMARY

## VOCABULARY

### Household tasks

Student Book p10

clean the bathroom	prepare food
clean the windows	shop for food
do the ironing	take the
do the laundry	rubbish out
load / unload the dishwasher	tidy my room
make my own breakfast / lunch	vacuum the floor
make the bed	wash up

### Free-time activities

Student Book p14

athletics	climbing	handball	judo
bowling	fitness training	hiking	karate
chess	gymnastics	hockey	surfing

## EXTRA Personality adjectives

Student Book p12

cheerful	funny	helpful	interesting	loyal
confident	generous	honest	kind	

## GRAMMAR

### Permission, prohibition and obligation

Student Book p10

### have to / don't have to

Affirmative
I / You / We / They have to study. He / She / It has to study.
Negative
I / You / We / They don't have to study. He / She / It doesn't have to study.
Questions
Do I / you / we / they have to study? Does he / she / it have to study?

### can / can't (permission)

Affirmative	Negative
I can go out.	I can't go out.
Questions	Short answers
Can you go out?	Yes, you can. / No, you can't.

### must / mustn't

Affirmative	
I / You / He / She / It / We / They	must wear a uniform.
Negative	
I / You / He / She / It / We / They	mustn't wear trainers.

### be allowed to

Affirmative	
I am allowed to watch the film.	
Negative	
I'm not allowed to watch the film.	
Questions	
Am I allowed to watch the film?	

### Ability and advice

Student Book's p13

### can / can't (ability)

Past	Present	Future
Affirmative		
I could sing.		
I could sing.	I can sing.	I will be able to sing.
Negative		
I couldn't sing.		
I couldn't sing.	I can't sing.	I won't be able to sing.
Questions		
Could you sing?		
Could you sing?	Can you sing?	Will you be able to sing?

### should / ought to

Affirmative
You should / ought to go.
Negative
We shouldn't go.
Questions
What should I do?

# 2 Where in the world?

## VOCABULARY

### Tourist attractions

Student Book p21 and p26

1 ★★★ Label the pictures with the words below.

art gallery castle cathedral museum palace  
temple



1 temple



2



3



4



5



6

3 ★★★ Read the definitions and write the correct words.

1 You can look at paintings and sculptures here. [art gallery](#)

2 People buy and sell things here, often in the street. \_\_\_\_\_

3 Humans didn't create this beautiful place – Mother Nature did! \_\_\_\_\_

4 This is a place where wild animals live and they are safe. \_\_\_\_\_

5 This is a tall, narrow building. \_\_\_\_\_

6 This is a building where you can see fish and other sea animals. \_\_\_\_\_

7 This is a place with fun things to do and large machines to ride on. \_\_\_\_\_

8 The government protects this area because of its natural beauty or history. \_\_\_\_\_

9 This is a park where you can see rare and beautiful plants and trees. \_\_\_\_\_

10 This is an area where there are lots of big shops. \_\_\_\_\_

4 ★★★ Read the social media post and write a reply about a town or city near you.

### Asking for recommendations

Hi! I'm new in town and I want to visit these places: an interesting market, an ancient site and a museum or art gallery. Where should I go? Can you suggest some other cool things I should see, too?

Thanks!

Reply

2 ★★★ Complete the words in the text.

People who visit cities are often interested in their history. There are <sup>1</sup>a n c i e n t s i t e s in many modern cities. Tourists can find <sup>2</sup>m \_\_\_\_\_ to the city's past, too.

The buildings and places are often very beautiful, but the best times to visit are when there are

<sup>3</sup>c \_\_\_\_\_ and

<sup>4</sup>f \_\_\_\_\_ . Tourists can watch and sometimes even take part. Colourful

<sup>5</sup>p \_\_\_\_\_ through the streets are also popular with visitors. Everyone enjoys these events!

## Holiday activities

→ Student Book p22

- 5 ★★★ Look at the pictures and complete the sentences with the words below.

bungee-jumping canyoning horse-riding  
**kayaking** paddleboarding parascending



1 They go **kayaking** in the river.

2 She loves ..... in the sea.

3 They go ..... every weekend.

4 We go ..... every summer.

5 He goes ..... when he visits France.

6 They go ..... over the water.

- 6 ★★★ Match the two parts to make complete sentences. There are two letters that you do not need to use.

- |                             |                         |
|-----------------------------|-------------------------|
| 1 F Ziplining               | 5 ..... Mountain biking |
| 2 ..... Scuba diving        | 6 ..... Sightseeing     |
| 3 ..... Waterskiing         | 7 ..... Trekking        |
| 4 ..... White-water rafting |                         |

A is going on a long walk through mountains or forests.

B is standing on skis while a boat pulls you along.

C is swimming under water with special equipment.

D is visiting interesting places, often in cities, as a tourist.

E is riding on the back of a horse.

F is moving quickly down a wire, hanging from a wheel.

G is jumping off a high place like a bridge.

H is going very fast in a boat down a river.

I is riding a special type of bicycle over rough ground.

- 7 ★★★ You and your friend are going on an adventure holiday. Write four suggestions about things to do.

I love mountains and water. Let's go canyoning!

---

---

---

### EXTRA Adjectives to describe activities

→ Student Book p22

- 8 ★★★ Complete the dialogues with the words below.

active challenging dangerous dull expensive  
relaxing scary slow **thrilling** tiring

- 1 'Was it exciting, visiting the aquarium?'  
'Yes, it was **thrilling** to get close to the sharks.'
- 2 'How much does bungee-jumping cost?'  
'€80 – it's ..... !'
- 3 'This extreme sports video says: "Don't try this at home!"'  
'That's because it's ..... !'
- 4 'Do you like sightseeing?'  
'No, I think old buildings are boring and ..... .'
- 5 'Trekking is a ..... activity.'  
'Yes, it's difficult, but we can do it!'
- 6 'Were you afraid of the water before you went kayaking?'  
'Yes, I found it quite ..... at first.'
- 7 'I get bored watching golf.'  
'I agree, it's ..... . The golfers don't move very quickly.'
- 8 'We're going to the botanical gardens today.'  
'You'll enjoy that – it's very quiet and ..... there.'
- 9 'Alonso's family love kayaking, canyoning and ziplining.'  
'You're right. They never stop moving! They're very ..... .'
- 10 'They slept very well after mountain biking all day.'  
'Yes, mountain biking is very ..... .'

## 2 GRAMMAR

### will, be going to, present continuous, present simple

Student Book p22

#### 1 ★★★ Choose the correct options to complete the sentences.

- 1 Next weekend, my family and I are ... visit an ancient site.  
A will      B going to      C go to
- 2 The art gallery ... on Mondays, so we won't be able to visit tomorrow.  
A doesn't open      B isn't going to open  
C isn't opening
- 3 We promise we ... you photos of our holiday.  
A send      B 'll send      C 're sending
- 4 What time ... the castle this morning?  
A are we visiting      B we visit      C we will visit
- 5 I know they ... the festival next summer.  
A 're loving      B love      C 'll love
- 6 I ... my friends at the parade this afternoon because they're going kayaking.  
A 'm not meeting      B don't meet      C 'll meet

#### 2 ★★★ Tick (✓) the correct sentences. Correct the errors.

- 1 The train leaves at 3 p.m., so we need to go to the station now. ✓
- 2 I promise you aren't forgetting this amazing place!
- 3 Oh dear, he's late. He doesn't catch the flight.
- 4 Next summer, I think there are a lot more tourists in Spain.
- 5 I'm sure you'll love the city's colourful parades.
- 6 If you like, I'll come with you to the festival tomorrow.
- 7 What time does he meet Oscar tomorrow?
- 8 When does the castle close tomorrow?
- 9 He decided that he's not going to travel next week.

#### 3 ★★★ Complete the dialogues with the correct form of will or be going to.

- 1 'Why are there so many people in the town today?'  
'They **'re going to** watch the parade.'
- 2 ' \_\_\_\_\_ visit the ancient palace today?'  
'No, we're going to do that tomorrow.'
- 3 'Do we have to buy a life jacket to go paddleboarding?'  
'No, I'm sure they \_\_\_\_\_ lend you a life jacket.'
- 4 'Oh dear, the weather is terrible!'  
'What a shame – I guess we \_\_\_\_\_ be able to go white-water rafting today.'
- 5 'I can't come sightseeing with you today.'  
'Don't worry, we \_\_\_\_\_ send you some photos!'
- 6 'Is this theme park ride scary?'  
'Very! I \_\_\_\_\_ go on it.'



#### 4 ★★★ Write four sentences about your future. Use different affirmative and negative future forms and some of the time expressions below.

next month    next summer    next year  
this weekend    tomorrow morning    tonight

Next summer, I'm not going to go to the beach. I'm going to travel to another country. I think I'll go to Norway.

## First conditional

Student Book p25

### 5 ★★★ Complete the table with the words below.

don't have	don't have	have	<b>if</b>	'll visit
'll visit	won't visit	won't visit		

First conditional	
Affirmative sentences	
Possible situation	Result
<sup>1</sup> If we have time,	<sup>2</sup> we ..... them.
Result	Possible situation
<sup>3</sup> We ..... them	if we <sup>4</sup> ..... time.
Negative sentences	
Possible situation	Result
<sup>5</sup> If we ..... time,	<sup>6</sup> we ..... them.
Result	Possible situation
We <sup>7</sup> ..... them	<sup>8</sup> if we ..... time.

### 6 ★★★ Put the words in the correct order to make answers to the questions.

- 1 Should we buy tickets for the aquarium online?  
we buy / If / tickets online, / outside, / we won't / have to wait

If we buy tickets online, we won't have to wait outside.

- 2 Where's the temple, please?  
you'll / see it, / you go / straight on, / If

.....

3 When should I visit the wildlife reserve?  
you don't visit / the wildlife reserve in summer, / If / you won't / see many animals.

.....

- 4 Should he visit the castle on Monday?  
the castle on Monday, / It won't / he visits / be busy / if

.....

- 5 Where will they have lunch tomorrow?  
they go / to the art gallery, / if / They'll / in the café / have lunch

.....

### 7 ★★★ Complete the sentences with the correct form of the verbs in brackets.

- They **'ll miss** (miss) the parade if they ..... (not walk) into town now.
- If the ancient sites ..... (be) crowded, we ..... (leave) early.
- What ..... (Tom / do) if he ..... (lose) his map of the national park?
- If I ..... (arrive) at the monument early, I ..... (buy) you a ticket.
- Maya ..... (not see) the beautiful view if she ..... (not climb) the tower.
- If you ..... (feel) tired, ..... (you / go) kayaking tomorrow?

### 8 ★★★ Answer the questions with your own ideas. Write full sentences using the first conditional.

- 1 What will you do if it rains this weekend?

I'll stay at home and talk to my friends online if it rains this weekend.

- 2 If we miss the plane, what will we do?

If .....

- 3 What will she do if she loses her passport?

She won't .....  
.....

- 4 What will we do if there aren't any free rooms in this hotel?

We'll .....  
.....

- 5 If you don't go to the botanical gardens, where will you go?

If .....  
.....



## 2 READING

### My life as a tour guide



My name's Sam and I'm a tour guide. It's the best job in the world!

After I finished university, I couldn't find a

job, so I decided to travel. I didn't want to go on a package tour – I wanted to plan my own trip. I travelled around Europe for three weeks. It was a challenging experience, but I really loved it. I enjoyed it so much, I became a tour guide.

Next month, I'll be taking a group of 20 young people to three different countries, on three different

continents. We're meeting in Cairo, Egypt. There we'll go sightseeing and see the magnificent pyramids. Then we're going to go on a three-day river cruise on the River Nile. We'll stop along the way to visit ancient sites that are thousands of years old.

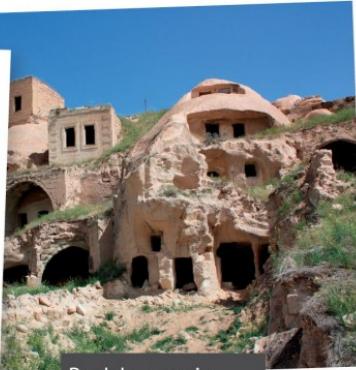
Next, we'll travel east to Cappadocia in Turkey. Cappadocia is an incredible place, with beautiful natural wonders. There are also houses built into rock and amazing underground cities. Here, the group will go hot-air ballooning very early in the morning at sunrise. I'm sure it will be a thrilling experience for everyone. If anyone is scared of heights, I'll suggest they do a walking tour instead.

After that, we'll take a train to Istanbul. Tourists always find it fascinating that the bridge in Istanbul connects Asia to Europe. Our last destination will be Athens in Greece, where we'll visit the beautiful Acropolis. Here, I'll say goodbye to my group and return home.

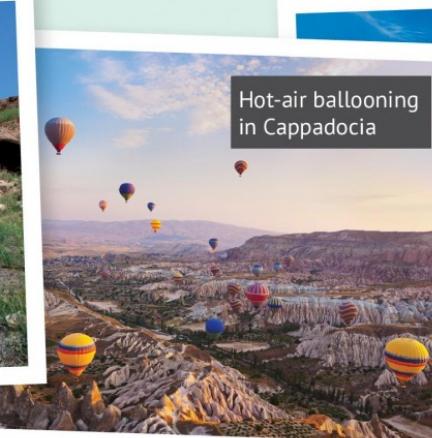
Nowadays, many people worry that it's bad for the planet to travel abroad. But if people can avoid air travel, they'll be able to experience other cultures and places without damaging the environment. I believe that responsible travel is important and amazing. I promise you, if you watch the sun rise over the pyramids, you'll never forget it!



The Giza Pyramids, Egypt



Rock houses in Cappadocia, Turkey



Hot-air ballooning in Cappadocia



The Acropolis, Greece

### An article



We can expand our knowledge of collocations (words that often go together) by reading texts. There are different types of collocation: for example, verb + noun collocations and noun + noun collocations.

1 ★★★ Read the article and the Skill UP! Complete the collocations from the article with the words below.

hot-air **package** river take tour travel walking

- |                       |                 |
|-----------------------|-----------------|
| 1 <b>package</b> tour | 5 _____ tour    |
| 2 _____ guide         | 6 _____ a train |
| 3 _____ cruise        | 7 _____ abroad  |
| 4 _____ ballooning    |                 |

**2** ★★★ Complete the sentences with collocations from exercise 1.

- 1 If we go on a package tour, we'll pay one price for the whole holiday. All the food, travel and hotel costs will be included.
- 2 Do you want to cycle or ..... to the city?
- 3 I'd love to work as a ..... , taking groups of people on holiday.
- 4 The ..... of the city centre was incredible, but my feet hurt at the end!
- 5 I want to go on a ..... – staying on a luxury boat and seeing a country from the water would be so great!
- 6 Are you going to stay in your own country this summer, or are you going to ..... ?
- 7 ..... sounds amazing – I'd love to float slowly in the air over the countryside.

**3** ★★★ Put the events from Sam's article in the correct order.

- A ..... start working in the travel industry
- B ..... 1 studying at university
- C ..... meet new tour group
- D ..... travelling around Europe
- E ..... travel by boat on the Nile
- F ..... visit the Acropolis
- G ..... hot-air ballooning
- H ..... not able to find work

**4** ★★★ Correct the sentences about Sam's article.

- 1 In Cairo, Sam's group will see the pyramids and go hot-air ballooning. sightseeing.
- 2 Sam will take her group to four continents. ....
- 3 After cruising on the River Nile, they'll go west to the next country. ....
- 4 She'll take the group hot-air ballooning at sunset. ....
- 5 The group will travel by bus from Cappadocia to Istanbul. ....
- 6 A bridge in Istanbul joins two countries. ....
- 7 Sam believes that people should try not to travel by car. ....

**5** ★★★ Imagine you're going on the tour with Sam. Read the text message and write a reply.

Hi! What are you doing this summer?  
Are you going anywhere special?

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---

---

**6** ★★★ Imagine you're a tour guide for a city or area near you. Write five sentences about your tour. Use some of the adjectives below and your own ideas.

amazing fascinating incredible magnificent thrilling

Welcome to the tour! First, we're going to go sightseeing at the magnificent ...

---

---

---

---

---



## 2 REVIEW

### EXAM PREPARATION

- Exercise 1: Oxford Test of English for Schools Reading Part 1
- Exercise 2: Cambridge B1 Preliminary Reading Part 6

#### 1 Read the texts and choose the correct answers.

I'm really sorry, but we won't be able to go ziplining tomorrow. Who wants to come if we go mountain biking instead? If you want to come, send me a message. Thanks! Ezra

##### 1 What is the purpose of Ezra's message?

- A To tell people about a change of plans.
- B To say that they will do two activities tomorrow.
- C To ask how many people want to go ziplining.



Home Blog About Login

#### A great day out?

I went to the opening day of 'Crazy Fun' theme park, and I was disappointed. We had to wait an hour to get in and the tickets were expensive. The rides were thrilling, but my little brother wasn't allowed to go on them. There was only one restaurant and the food was dull. We won't visit again.

##### 2 What is the purpose of the blog post?

- A To suggest a day out for families.
- B To ask for opinions about a place.
- C To give an opinion about a day out.

#### 2 For each question, write the correct answer. Write one word for each gap.



#### ACTIVITY HOLIDAYS FOR TEENS!

- 10–30<sup>th</sup> July, programme for ages 10–13 includes horse-riding, kayaking and paddleboarding
- 11–30<sup>th</sup> August, programme for ages 14–16 includes white-water rafting, ziplining and mountain biking
- Special low prices if you pay before 30<sup>th</sup> June!

##### 3 According to the advert, ...

- A if you are 12, you will go ziplining.
- B you can go paddleboarding in August.
- C it will be cheaper if you pay before July.

From: Jackie Jones (Teacher, Greenhill School)

To: Sea Life Aquarium

Dear Ms Finley,

I'm bringing a group of students to the aquarium next week and I have a few questions. If there are more than 20 in a group, will we get a discount? Is it better to come in the morning or the afternoon? If the students bring their own food, will they be allowed to eat in the café? Thanks in advance! Jackie

##### 4 What is the purpose of Jackie's email?

- A To ask for information about a visit.
- B To book tickets for a visit.
- C To inform the aquarium about a visit.

Edinburgh is the capital of Scotland, and an important part of its <sup>1</sup> \_\_\_\_\_ industry. <sup>2</sup> \_\_\_\_\_ you love old cities and history, you'll really enjoy sightseeing here. You definitely ought <sup>3</sup> \_\_\_\_\_ visit the castle – we promise that you won't <sup>4</sup> \_\_\_\_\_ bored, because there's so much to see there. And if you take the sightseeing bus, you <sup>5</sup> \_\_\_\_\_ be surprised by the <sup>6</sup> \_\_\_\_\_ guide's scary stories about Edinburgh's horrible history. Some terrible events happened here in the past!

The city is <sup>7</sup> \_\_\_\_\_ to be very popular with tourists in August, because this is when the famous Edinburgh Festival takes place. There will be theatre, music, dancing and lots of comedy. People from all over the world <sup>8</sup> \_\_\_\_\_ visit this great city!



# 2 LANGUAGE SUMMARY

## VOCABULARY

### Tourist attractions

→ Student Book p21, 26

ancient site	museum
aquarium	national park
art gallery	natural wonder
botanical gardens	palace
castle	parade
cathedral	shopping district
celebration	temple
festival	theme park
market	tower
monument	wildlife reserve

### Holiday activities

→ Student Book p22

bungee-jumping	scuba diving
canyoning	sightseeing
horse-riding	trekking
kayaking	waterskiing
mountain biking	white-water rafting
paddleboarding	ziplining
parascending	

### EXTRA Adjectives to describe activities

→ Student Book p22

active	expensive	slow
challenging	relaxing	thrilling
dangerous	scary	tiring
dull		

## GRAMMAR

### be going to, will, present continuous, present simple

→ Student Book p23

### be going to

Affirmative	Negative
I'm going to visit London.	I'm not going to visit London.
He's / She's going to visit London.	He / She isn't going to visit London.
You're / We're / They're going to visit London.	You / We / They aren't going to visit London.

### Questions

Am I going to visit London?  
Are you / we / they going to visit London?  
Is he / she / it going to visit London?

### will

Affirmative	Negative
I / You / He / She / It / We / They will win the match.	I / You / He / She / It / We / They won't win the match.
Questions	
Will I / you / he / she / it / we / they win the match?	

### Present continuous

Affirmative	Negative
We're going to the cinema tomorrow.	We aren't going to the cinema tomorrow.
Questions	
Are we going to the cinema tomorrow?	

### Present simple

Affirmative	Negative
The train leaves from platform 2.	The train doesn't leave from platform 2.
Questions	
Does the train leave from platform 2?	

### First conditional

→ Student Book p25

if clause		Result clause		
	If	Present simple	will	Infinitive without to
+	If	Yusuf visits us,	we'll	take him to London.
-	If	Yusuf doesn't visit us,	we won't	take him to London.
?	If	Yusuf visits us,	will	we take him to London?

- We can put the if clause before or after the result clause.  
*She will work on Saturdays if she gets the job.*

- We use a comma after the if clause when it comes before the result clause.

*If I don't see Lucas later, I won't be able to tell him.*

# 3 Make a difference

## VOCABULARY

### The environment (compound nouns)

→ Student Book p34

- 1 ★★★ Label the pictures with the words below. There are two words you do not need to use.

climate change electric cars **endangered animals**  
fossil fuels household rubbish plastic packaging  
recycling bins solar energy



1 **endangered animals**



2



3



4



5



6

- 2 ★★★ Complete the text with the correct words.

Today, people understand that we must take care of the Earth. People are worried about <sup>1</sup> **climate change** and are trying to stop it. We should not burn <sup>2</sup> **f** like coal and gas, because this creates <sup>3</sup> **g**. To reduce our <sup>4</sup> **c**, we need to use more <sup>5</sup> **s** and start driving <sup>6</sup> **e**.

- 3 ★★★ Imagine your class is creating some school rules to help the environment. Write your ideas below, using some of the vocabulary on this page.

We shouldn't use plastic packaging.

### EXTRA Global issues

→ Student Book p33

- 4 ★★★ Match the two parts to make complete sentences.

- 1 **E** Racism is  
2 **C** Homelessness is  
3 **B** Gender equality involves  
4 **F** Animal rights include  
5 **A** Pollution happens  
6 **D** A pandemic is when  
7 **G** Poverty means

- A when we burn fossil fuels.  
B not causing pain to other living creatures.  
C having very little money.  
D when you don't have a house to live in.  
**E** ~~treating people unfairly because of their race.~~  
F treating men and women in the same way.  
G a disease spreads around the world.



## Occupations

Student Book p38

### 5 ★★★ Match the occupations to the descriptions.

- |   |   |  |               |
|---|---|--|---------------|
| 1 | A | This person looks after children.                                    | A childminder |
| 2 | B | This person writes articles.   | lawyer        |
| 3 | C | This person looks after people's teeth.                              | pharmacist    |
| 4 | D | This person builds or repairs houses and other buildings.            | dentist       |
| 5 | E | This person prepares and sells medicines.                            | journalist    |
| 6 | F | This person writes legal documents and advises people about the law. | builder       |

### 6 ★★★ Label the occupations.



1 chef



2



3



4



5



6



7



8



9

### 7 ★★★ Complete the text with the words below.

accountant architect carpenter chef  
journalist pilot plumber vet

## Find your perfect job

Are you good at writing? Are you interested in the news? Then you should be a(n) <sup>1</sup> **journalist**.

Do you love animals and want to help them? You could study to be a(n) <sup>2</sup> \_\_\_\_\_.

If you like travelling, you could learn to fly and become a(n) <sup>3</sup> \_\_\_\_\_.

Do you like art and drawing? Are you good at maths, too? Then perhaps you ought to be a(n) <sup>4</sup> \_\_\_\_\_ and design new buildings.

Do you like numbers and solving problems? Are you interested in helping people and companies to manage their finances? Then you might be a good <sup>5</sup> \_\_\_\_\_.

If you love food and you want to work in a kitchen, you'll enjoy being a(n) <sup>6</sup> \_\_\_\_\_.

If you love making things with your hands, you'll enjoy being a(n) <sup>7</sup> \_\_\_\_\_. Then you can make useful things with wood. Or why not learn to be a(n) <sup>8</sup> \_\_\_\_\_? When something breaks in their bathroom, people will always call you!

### 8 ★★★ Write complete sentences about the occupations. Use the occupations and verbs below and your own ideas.

accountant architect lawyer pilot vet  
design fly help know manage work

A lawyer can help you with legal problems.

# 3 GRAMMAR

## Second conditional

Student Book p35



### 1 ★★★ Choose the correct sentence.

- 1 A If products had less packaging, we would reduce household rubbish.  
B If products have less packaging, we would reduce household rubbish.
- 2 A We will have cleaner air if we drove electric cars.  
B We would have cleaner air if we drove electric cars.
- 3 A If they don't have recycling bins, they wouldn't recycle their paper.  
B If they didn't have recycling bins, they wouldn't recycle their paper.
- 4 A Would you use solar energy if fossil fuels weren't available?  
B Would you use solar energy if fossil fuels aren't available?
- 5 A If we didn't destroy their homes, these animals won't be endangered.  
B If we didn't destroy their homes, these animals wouldn't be endangered.

### 2 ★★★ Put the words in the correct order to make sentences.

- 1 If you could choose any occupation, what would you be?  
I would / any occupation, / If / I could choose / be an architect.

If I could choose any occupation, I would be an architect.

- 2 If your pet was sick, what would you do?  
sick, / If / my pet was / take it to the vet. / I would

sick, If my pet was, take it to the vet. I would

- 3 What would you cook if you were a chef?  
a chef. / cook vegetarian food / I would / if / I was

a chef, I would cook vegetarian food.

- 4 What would you do if you had a toothache?  
I had / if / I would / a toothache. / visit a dentist

I had a toothache, If I would visit a dentist.

### 3 ★★★ Correct the grammatical error in each sentence.

- 1 If we don't use plastic packaging, there would be less plastic in the oceans.

didn't

- 2 I wish more people care about climate change.

- 3 If people didn't travel by plane all the time, they reduced their carbon footprint.

- 4 Will you volunteer if you had time?

- 5 We would reduce greenhouse gases if we won't burn fossil fuels.

- 6 If we protect this endangered species, would we save it?

### 4 ★★★ Complete the text with the correct form of the verbs in brackets.

What would it be like to live in a green neighbourhood?

What<sup>1</sup> would happen (happen) if we<sup>2</sup> ..... (not drive) everywhere? If children<sup>3</sup> ..... (cycle) or<sup>4</sup> ..... (walk) to school, they<sup>5</sup> ..... (be) healthier. The neighbourhood<sup>6</sup> ..... (feel) friendlier and less dangerous if people<sup>7</sup> ..... (not use) their cars for short trips.<sup>8</sup> ..... you<sup>9</sup> ..... (cycle) more if the roads<sup>10</sup> ..... (be) safer? I think so. I want to live in a green neighbourhood!

### 5 ★★★ Complete the sentences about ways to help the environment. Use the second conditional.

- 1 If we ate less meat, we wouldn't need to destroy so many forests.

- 2 We would reduce household rubbish if .....

- 3 If we didn't eat so much takeaway food, .....

- 4 We would reduce our carbon footprint if .....

- 5 If we lived in a world with no poverty, .....

## Indefinite pronouns

Student Book p37

### 6 ★★★ Complete the dialogues with the words below.

anything anywhere everybody everywhere  
no one nothing something somewhere

1 'Look at the beach! What a mess!'

'It's terrible! There's rubbish everywhere!'

2 'Should we drive or ride our bikes?'

'Let's go \_\_\_\_\_ on our bikes.'

3 'You've got enough clothes and shoes.'

'Yes. I'm not going to buy \_\_\_\_\_ to wear.'

4 'The traffic in this city is terrible.'

'I know, but you can't walk \_\_\_\_\_ because the roads are too dangerous.'

5 'Who should help stop climate change?'

'Not just one group of people. I think \_\_\_\_\_ should help.'

6 'Did you find any information about solar energy?'

'Yes, I found \_\_\_\_\_ on this website.'

7 'Will technology solve our environmental problems in future?'

'I hope so, but \_\_\_\_\_ really knows!'

8 'What will happen if there's no rain this summer?'

'If there's no rain this summer, \_\_\_\_\_ will grow.'

### 7 ★★★ Complete the text with the correct indefinite pronouns.

It's hard to decide on a career. If I worked online, I could work <sup>1</sup> anywhere and I wouldn't need to live near my place of work. But I think I would be sad if I worked alone in my home and didn't see <sup>2</sup> \_\_\_\_\_ except my family. I love my home, but <sup>3</sup> \_\_\_\_\_ wants to stay at home all the time.

I like being with other people and it's important to have <sup>4</sup> \_\_\_\_\_ to talk to. So, I would travel around the world. I would have <sup>5</sup> \_\_\_\_\_ I need for my work on my laptop. I would never be bored because there would always be <sup>6</sup> \_\_\_\_\_ new to discover!



### 8 ★★★ Tick (✓) the correct questions. Correct the errors.

1 I don't know nobody who owns an electric car.  
anybody/anyone

2 The train is completely full. There's somewhere to sit down.

3 I'm so glad somebody offered the homeless person some food. That person is really kind.

4 Good morning, class! Can everyone hear me?

5 I've lost my glasses. I can't find them somewhere!

6 Anything smells really strange in the fridge. I think the milk has gone bad.

7 Pollution is everywhere: it's impossible to escape.

8 In the worst cases of poverty, people don't have anything to eat.

9 If we do something, climate change will just get worse and worse.

### 9 ★★★ Complete the sentences with your own ideas. Use indefinite pronouns.

1 My dad wasn't very well, so we bought him something nice in town.

2 My friends were bored at the start of the holidays because they \_\_\_\_\_

3 I lost my new phone, so I \_\_\_\_\_

4 They went to the shopping district yesterday, but they \_\_\_\_\_

5 We were surprised when we looked out of the window and we \_\_\_\_\_

6 I wanted to have a picture of all the people at the party, so I \_\_\_\_\_

# 3 READING



To: **Rebecca Martin, Director, New Start Shelter**  
From: **Jayden Summers, Greenfields School**

Dear Ms Martin,

I hope this email finds you well. My name is Jayden and I am a high-school student. I am writing to you on behalf of my class to let you know that we would like to support the residents at New Start Shelter. Our parents are happy to get involved, too. We have three suggestions.

Firstly, do you think anyone at the shelter would like to learn about different occupations? My mother is a chef and she would love to show everybody how to prepare healthy, inexpensive meals. Three other parents work in healthcare – an optician, a dentist and a pharmacist. If anybody was interested in these jobs, we would ask these parents to come and talk about their work. Other parents are carpenters and builders, and they would be happy to repair anything like broken shelves or cupboards.

Our second idea is to offer computer classes. One of our classmates, Alicia, has amazing computer skills and when someone has a problem, she always helps them. If anyone at the shelter wanted to improve their computer skills, she would help them. She's smart, kind and patient, and I'm sure people wouldn't mind if their tutor was a high school student.

Our third suggestion is completely different. Next month, there is going to be a neighbourhood festival on climate change and everyone in our class is participating in a street art project. We have permission to paint a huge, colourful mural on a wall in our community. The art will have a message of hope, but will show powerful images of endangered animals and the environmental effect of greenhouse gases. We would be thrilled if anybody from the shelter wanted to help us paint the mural, too!

We hope you like these ideas. We look forward to your reply.

Kind regards,  
Jayden Summers



## An email to the director of a homeless shelter

1 ★★★ Read the email. Match the definitions with the words.

- |                                    |                  |                                      |
|------------------------------------|------------------|--------------------------------------|
| 1 <input type="text"/> F           | homeless shelter | 5 <input type="text"/> skills        |
| 2 <input type="text"/> resident    |                  | 6 <input type="text"/> neighbourhood |
| 3 <input type="text"/> inexpensive |                  | 7 <input type="text"/> thrilled      |
| 4 <input type="text"/> repair (v)  |                  |                                      |

- A the ability to do particular things well
- B something that doesn't cost too much money
- C a small part of a town or area where people live
- D very excited and happy
- E a person who lives in a specific place or home
- F ~~a building where people who have no home can stay, until they find somewhere to live~~
- G to fix something that is broken



It's important to be able to distinguish between the main idea of a text and the details. Try expressing the main idea in one short sentence to check if you have understood it well.

2 ★★★ Read the Skill UP! Choose the correct words to complete the sentences about Jayden's email.

- 1 In the first paragraph, Jayden explains his ... for writing the email.  
 A reason       B idea       C suggestion
- 2 In the second paragraph, Jayden says that parents would be happy to talk about different ...  
 A classes.       B jobs.       C meals.
- 3 In the third paragraph, he suggests computer ...  
 A lessons.       B games.       C problems.
- 4 In the fourth paragraph, Jayden describes his class ...  
 A festival.       B message.       C project.
- 5 Jayden suggests that his classmates and ... from the shelter could work on the street art together.  
 A parents       B residents       C neighbours

**3 ★★★** Are the sentences true (T) or false (F)?

- 1 Jayden is writing to the person who is responsible for the shelter. T  F
- 2 Parents of Jayden's classmates want to support the shelter, too. T  F
- 3 The parents do different kinds of work. T  F
- 4 Alicia is Jayden's teacher. T  F
- 5 The theme of the neighbourhood festival is climate change. T  F
- 6 Only a few students will paint the mural. T  F
- 7 The street art will be in black and white. T  F

**4 ★★★** Match the phrases from Jayden's email with the descriptions. There are two letters that you do not need to use.

- 1 F This phrase politely greets the reader.
- 2 \_\_\_\_\_ This phrase starts the email with a polite question about the reader's health.
- 3 \_\_\_\_\_ This phrase explains that Jayden is representing a group of people.
- 4 \_\_\_\_\_ This phrase politely asks for a response to the email.
- 5 \_\_\_\_\_ This phrase ends the email in a formal, polite way.
- A Kind regards,
- B I am writing to you on behalf of ...
- C I hope this email finds you well.
- D Hi Ms Martin!
- E When can you give us an answer?
- F Dear Ms Martin,
- G We look forward to your reply.

**5 ★★★** What things would happen if Ms Martin accepted Jayden's offer? Write four complete sentences. Use the second conditional.

If Ms Martin accepted Jayden's offer, Jayden's mother would show residents how to prepare healthy, inexpensive meals.

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**6 ★★★** Answer the questions. Write two or three complete sentences.

- 1 If you created some street art on climate change, what would you paint and why?  
I would want people to feel happy when they looked at the art, so I would paint rainbows, mountains and jungles to show our beautiful planet. I would give the art a positive message.
- 2 If you helped at the New Start Shelter, what would you do for the residents?
- 
- 
- 

- 3 If you asked an adult to talk to you about their job, which occupation would you like to hear about and why?
- 
- 
- 



# 3 REVIEW

## EXAM PREPARATION

- Exercise 1: Cambridge B1 Preliminary Reading Part 1
- Exercise 2: Cambridge B1 Preliminary Reading Part 5

### 1 Read each text and choose the correct answer (A, B or C).

#### Hi neighbours!

Does anyone want a child's bike? It's too small for my 11-year-old. It needs a few repairs, but it's free to a good home! Pick up from town centre. Send me a message if interested.

- A The writer wants to lend a bike to someone.
- B The writer wants to repair a child's bike.
- C The writer wants someone to collect a bike.

#### You can reduce plastic in your home!

- Don't use plastic bottles
- Say no to plastic packaging
- Don't wrap food in plastic
- Check out our website for inexpensive alternatives for a plastic-free home!  
[www.plasticfreehome.com](http://www.plasticfreehome.com)



- A The advert gives reasons to stop using plastic.
- B The advert tells readers what to use instead of plastic.
- C The advert helps readers buy items to replace plastic at home.

A **repair café** is a place where people can take their broken household objects. Carpenters and other skilled volunteers help people to repair their things cheaply. This reduces household rubbish and stops people buying unnecessary new items.

- A Repair cafés are good for the environment.
- B Repair cafés are expensive.
- C Repair cafés fix cars and motorbikes.

#### Students! Give blood and save lives!



Are you over 17 and in good health? Then you will probably be able to give blood every three months. Join us at the university on 25<sup>th</sup> March, 10 a.m. till 3 p.m. Find out more from the university website!

- A People can only give blood once a year.
- B Not everybody can give blood.
- C Students should go to the hospital to give blood.

### 2 Choose the correct words to complete the text.

#### Travel responsibly!

When we're on holiday, it's important to protect the 1 ..... If you go 2 ..... in the mountains, you must take your 3 ..... home. Don't leave litter anywhere! If 4 ..... left litter in these places, they 5 ..... always be beautiful. And while you're away, try to cycle or walk as much as possible. Sadly, tourism creates 6 ..... gases because aeroplanes still use fossil 7 ..... Think about the Earth before you leave home.



- |              |                  |
|--------------|------------------|
| 1 A climate  | B environment    |
| C site       | D wonder         |
| 2 A surfing  | B bowling        |
| C trekking   | D paddleboarding |
| 3 A rubbish  | B pollution      |
| C footprint  | D food           |
| 4 A somebody | B nobody         |
| C everybody  | D anybody        |
| 5 A can      | B will           |
| C would      | D ought          |
| 6 A carbon   | B household      |
| C greenhouse | D solar          |
| 7 A gases    | B energy         |
| C footprint  | D fuels          |

# 3 LANGUAGE SUMMARY

## VOCABULARY

### The environment (compound nouns)

→ Student Book p34

carbon footprint  
climate change  
electric cars  
endangered animals  
fossil fuels  
greenhouse gases  
household rubbish  
plastic packaging  
recycling bins  
solar energy

### Occupations

→ Student Book p38

accountant  
architect  
builder  
carpenter  
chef  
childminder  
dentist  
journalist  
lawyer  
optician  
pharmacist  
pilot  
plumber  
surgeon  
vet

### EXTRA Global issues

→ Student Book p33

animal rights  
climate change  
gender equality  
homelessness  
pandemic  
pollution  
poverty  
racism

## GRAMMAR

### Second conditional

→ Student Book p35

if clause		Result clause		
	If	Past simple	would / wouldn't	Infinitive without to
+	If	you joined a sports club,	you'd	make new friends.
-	If	the app wasn't free,	people wouldn't	use it.
?	If	we used electric cars,	would	we save money?

- We can usually put the if clause before or after the result clause.
- When the if clause is first, it is followed by a comma.  
*If you joined a sports club, you'd make new friends.*
- When the result clause is first, there is no comma.  
*You'd make new friends if you joined a sports club.*
- We can use were instead of was in the if clause with I / he / she / it. This more formal structure is sometimes called the subjunctive.  
*If I were more active, I'd run a marathon.*
- We can also use were in some fixed phrases – for example, if I were you is used to give advice.  
*If I were you, I'd buy an electric car.*

### Indefinite pronouns

→ Student Book p37

	one	all	none	none (negatives / questions)
People	somebody / someone	everybody / everyone	nobody / no one	anybody / anyone
Things	something	everything	nothing	anything
Places	somewhere	everywhere	nowhere	anywhere

# 4 What's the story?

## VOCABULARY

### Talking about films

Student Book p46

#### 1 ★★★ Match the definitions with the words.

- |                 |                   |
|-----------------|-------------------|
| 1 D plot        | 4 character       |
| 2 Academy Award | 5 special effects |
| 3 audience      | 6 series          |

- A a prize for actors, directors and others who make films  
B a group of films, podcasts, TV or radio programmes with the same characters or subject  
C parts of a film that look real but are not real, often made using computers  
D the story of a film, play, book or TV programme  
E a person or animal in a film, book, play, etc.  
F the people who watch a film, play, concert, etc.

#### 2 ★★★ Complete the words in the text.



The *Paddington* films are <sup>1</sup>b a s e d on a <sup>2</sup>s o n t o r of popular children's books about the adventures of a bear called Paddington. Both <sup>3</sup>c o m p l e u s and audiences love them.

The films are <sup>4</sup>s o n g l o o n in London and there are

some great <sup>5</sup>p o l o o n g by two famous actors, Hugh Grant and Julie Walters. The films <sup>6</sup>s o n g l o o n Ben Whishaw as the voice of Paddington and use amazing <sup>7</sup>s o n g l o o n e l e to create the warm, funny and believable <sup>8</sup>c o m p l e u s of our favourite bear. In the first film, the author of the books, Michael Bond, appears. He <sup>9</sup>p o l o o n the <sup>10</sup>p o l o o n g l o o n of a customer in a restaurant. Will there be more *Paddington* films? We hope so!

#### 3 ★★★ Answer the questions. Write two or three complete sentences.

- 1 Are there any films that your family don't like? Which genres don't you watch and why?

I don't like romances and we don't watch historical dramas because they're boring. My brother doesn't like fantasy because it's not realistic. I don't like very long films.

- 2 What are your family's favourite films? Which genres do you like most? Why?

---

---

---

- 3 What are your family's favourite TV series? Why?

---

---

---

- 4 Which film do you think will win an Academy Award this year? Why?

---

---

---

### EXTRA Film genres

Student Book p45

#### 4 ★★★ Write the film genres.

- |             |         |
|-------------|---------|
| 1 newrest   | western |
| 2 medocry   |         |
| 3 relthril  |         |
| 4 rorohr    |         |
| 5 notica    |         |
| 6 marecon   |         |
| 7 fyasatn   |         |
| 8 imanitoan |         |



## Extreme adjectives

Student Book p50

- 5 ★★★ Look at the pictures and complete the sentences with the words below.

ancient freezing **furious** huge terrified tiny



- 1 This monster is very dangerous when he's **furious**.
- 2 The mouse is absolutely ..... of the cat.
- 3 What does this ..... message mean?
- 4 This ..... character is from a children's story.
- 5 This really ..... spaceship can travel to the stars.
- 6 In some countries, people like to jump into ..... cold water after time in a sauna.

- 6 ★★★ Complete the table with the adjectives below.

ancient exhausted hilarious huge hungry  
interesting terrifying **tiny**

Adjective	Extreme Adjective
small	<b>tiny</b> .....
.....	starving
tired	.....
.....	fascinating
old	.....
scary	.....
big	.....
funny	.....

- 7 ★★★ Read the text message and write a reply. Use four extreme adjectives and adverbs like *absolutely* and *really*.

< ...

Our favourite programme is on TV again! Are you watching the new series? I think the first series was better. It was a huge success. I remember that you were really **furious** because you didn't like the ending! Who is your favourite character? What do you think of the actors' performances?

.....  
.....  
.....  
.....

# 4 GRAMMAR

## Past continuous and past simple

Student Book p47

### 1 ★★★ Complete the text with the words below.

weren't enjoying heard didn't know  
were laughing screamed **was studying**  
were watching when while

While I<sup>1</sup> **was studying** last night, I<sup>2</sup> ..... noises from the next room. My brothers<sup>3</sup> ..... a movie. <sup>4</sup> ..... I started my homework, they<sup>5</sup> ..... But suddenly, they were very quiet. I started to listen carefully. <sup>6</sup> ..... I was listening, my little brother<sup>7</sup> ..... So I went into the room. The TV was off. 'Why did you stop watching the film?' I asked. 'We<sup>8</sup> ..... it,' my little brother said. 'It was absolutely terrifying! We<sup>9</sup> ..... it was a horror movie, we thought it was a comedy!'

### 2 ★★★ Write sentences with the past continuous and past simple.

- 1 they / watch / a film / when / the phone / ring.

**They were watching a film when the phone rang.**

- 2 you / cut / your finger / while / you / cook dinner / last night ?

.....  
.....

- 3 while / I / shop / in town / I / see / a famous actor .

.....  
.....

- 4 when / the movie / start / she / wait / to buy a ticket .

.....  
.....

- 5 I / hurt / my shoulder / while / I / swim / yesterday .

.....  
.....

- 6 they / drive / to the cinema / when / they / see / the accident ?

.....  
.....

### 3 ★★★ Complete the text message with the correct form of the verbs in brackets.

Hi! <sup>1</sup> **Did** you **watch** (watch) *Star Factor* last night? My family and I <sup>2</sup> ..... (have) dinner when we suddenly <sup>3</sup> ..... (remember) that it was on TV. The first singers <sup>4</sup> ..... (not be) very good and we <sup>5</sup> ..... (get) bored when Mum suddenly <sup>6</sup> ..... (say), 'Hey, look! Isn't that your teacher?' We <sup>7</sup> ..... (be) so surprised – our teacher, Mr Green, was on TV! While he <sup>8</sup> ..... (sing), we all <sup>9</sup> ..... (stop) talking and <sup>10</sup> ..... (watch) his performance. He <sup>11</sup> ..... (not win), but he was brilliant!



### 4 ★★★ How did you meet your best friend? Where were you? What were you doing? Write three or four complete sentences.

**I was having a horse-riding lesson when I met my best friend. While we were riding, she fell off the horse. She was crying and I went to help her.**

.....  
.....  
.....  
.....

## too / too much / too many / (not) enough

Student Book p49

### 5 ★★★ Choose the correct options to complete the sentences.

- 1 I was bored because the comedy wasn't funny ...  
A too much.    B enough.    C too.
- 2 €100 for a ticket is ... expensive!  
A too              B too many      C enough
- 3 Was Leo's performance good ... for an Academy Award?  
A too              B enough          C too much
- 4 ... actors have to lose weight to get parts in movies and TV shows.  
A Too many      B Too much      C Enough
- 5 There's ... noise in this action movie.  
A too              B too many      C too much
- 6 The actor wasn't tall ... for the part.  
A enough          B too many      C too much
- 7 There aren't ... parts for older women in films.  
A too much       B enough        C too

### 6 ★★★ Correct the bold errors in the dialogue.

- Tina Did you watch the thriller on TV last night?
- Mark No, it was **enough**<sup>1</sup> **too** long, so I fell asleep before the end. There were **too much**  
<sup>2</sup> ..... commercials and it started **late enough**<sup>3</sup> .....
- Tina Yes, I agree!
- Mark There's a new series on TV tonight.  
I'd like to watch it. I hope I have **time enough**  
<sup>4</sup> .....
- Tina Do you mean the new historical drama?
- Mark Yes. But I think it'll be **too much**  
<sup>5</sup> ..... slow for you!
- Tina You're right! It doesn't look **much exciting**  
<sup>6</sup> ..... for me.
- Mark Yes, I know you think there's **too many**  
<sup>7</sup> ..... talking in historical dramas,  
but for me, there aren't **too**<sup>8</sup> ..... great shows like this on TV!

### 7 ★★★ Complete each sentence so that it means the same as the first sentence. Use the words in brackets.

- 1 The main character in this book doesn't go to school because **she's too poor**. (rich)  
The main character in this book doesn't go to school because **she isn't rich enough** .....
  - 2 I can't watch this! **It's too boring!** (interesting)  
I can't watch this! .....
  - 3 Tim shouldn't watch this film because **he isn't old enough**. (young)  
Tim shouldn't watch this film because .....
  - 4 At the cinema, they always give you **more popcorn than you need**. (too much)  
At the cinema, they always give you .....
  - 5 I couldn't see the movie because **the cinema was full**. (too many people)  
I couldn't see the movie because .....
  - 6 For me, **the amount of action in this film is OK**. (enough)  
For me, ..... in this film.
  - 7 **I don't think Robert Downey Jr is too short** to play a superhero. (tall)  
I ..... to play a superhero.
  - 8 **I have too little ketchup**. Could you get me some more? (not enough)  
I ..... Could you get me some more?
- 8 ★★★ Write four sentences about a film or TV genre that you don't like. Use *too*, *too much*, *too many* and *(not) enough*.
- I don't like musicals because they're not realistic enough.**  
**There are too many songs and there's too much dancing.**
- 
- 
-

# 4 READING

## Film reviews

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### Hidden Figures

★★★★★

*Hidden Figures* is a historical drama that was nominated for three Academy Awards, including for Best Picture. The film is set in the 1960s and is based on true events. The story is about three brilliant African-American women who were mathematicians working at NASA when the first US rockets went into space. Unfortunately, nearly all the white, male scientists disliked working with these extremely intelligent, black women. They even put a separate coffee pot in the office.

I love it when the audience gets involved in the plot of a movie. While we were watching the film in the cinema, somebody shouted at the screen, 'Do you think she isn't intelligent enough to work for NASA?' Everybody in the cinema cheered, including my mum and dad! Five gold stars!

Jamal, aged 16

### The Sun Is Also a Star

★★★

I'm not sure if I like this movie. It's a romance, based on a novel of the same name. People say the book is better. The main characters, a Korean-American boy and a Jamaican-born girl, meet and fall in love – but they can only spend one day together. In one scene, which all my friends disliked, the guy told the girl that he could make her fall in love with him. My friends thought that was quite creepy. I'd feel very uncomfortable if someone said that.

Maria, aged 15



### March of the Penguins

★★★★★

This nature documentary is fascinating. Filmed in the Antarctic in terrifying weather conditions, we follow thousands of penguins as they travel for days across the snow. The journey is amazing, but also sad. Some penguins aren't strong enough to survive the freezing temperatures and they die, starving and exhausted. For young children, this could be quite upsetting. Also, the documentary is probably too long for them. Wait until they're older.

Tony, aged 15



## Film reviews

### 1 ★★★ Read the film reviews. Match the words to the definitions.

- |   |   |   |   |           |
|---|---|---|---|-----------|
| 1 | D | officially suggested for a prize, important job, etc.       | A | disliked  |
| 2 |   | aircraft that fly vertically upwards into space             | B | cheered   |
| 3 |   | didn't like   | C | upsetting |
| 4 |   | shouted loudly and happily, to encourage or support someone | D | ominated  |
| 5 |   | something that makes you feel a bit scared or strange       | E | creepy    |
| 6 |   | something that makes you feel unhappy                       | F | rockets   |



## 2 ★★★ Choose the correct answers.

- 1 Which sentence is true?
  - A The three films are all based on true stories.
  - B The most-liked film is *Hidden Figures*.
  - C The films are all action movies.
  - D *March of the Penguins* is an animation.
- 2 In *Hidden Figures*, why did the white scientists put a separate coffee pot in the office?
  - A They wanted the women to bring their own coffee pot.
  - B They thought the women would like a different type of coffee to the men.
  - C They wanted to use a different coffee pot to the women, because the women were black.
  - D They thought they would need a lot more coffee.
- 3 Which sentence is not true?
  - A Maria can't decide how she felt about *The Sun Is Also a Star*.
  - B Tony was terrified when he watched *March of the Penguins*.
  - C Three women played the main characters in *Hidden Figures*.
  - D The audience of *Hidden Figures* felt very connected to the story.
- 4 *The Sun Is Also a Star* is based on a book. The title of this book is ...
  - A *Romance for a Day*.
  - B *The Sun Is Also a Star*.
  - C *Don't Control Me!*
  - D *Fall in Love with Me*.
- 5 What does Tony think about *March of the Penguins*?
  - A Some children will feel sad if they see it.
  - B Only adults should see it.
  - C It's a good film for all the family to watch.
  - D Children must not see it until they are teenagers.



## 3 ★★★ Are the sentences true (T), false (F) or not given (NG)?

- 1 The film *Hidden Figures* is based on things that happened in real life. T  F  NG
- 2 The three female mathematicians in *Hidden Figures* were all married. T  F  NG
- 3 *Hidden Figures* won the Academy Award for Best Picture. T  F  NG
- 4 Jamal was annoyed when someone in the audience got excited about *Hidden Figures* and started shouting. T  F  NG
- 5 In *The Sun Is Also a Star*, the two main characters are from different cultural backgrounds. T  F  NG
- 6 Maria's friends really liked the male character in *The Sun Is Also a Star*. T  F  NG
- 7 The weather was perfect when they filmed *March of the Penguins*. T  F  NG
- 8 In *March of the Penguins*, some penguins were too weak to finish the journey. T  F  NG



Learn to recognize ellipsis (incomplete sentences) and understand what the missing words are.

## 4 ★★★ Read the Skill UP! Match the sentences from the text with the missing words. There are two letters that you do not need.

- |   |  |                                     |
|---|--|-------------------------------------|
| 1 | <u>E</u> They even put a separate coffee pot in the office     | A before you let them see the film. |
| 2 | <u>      </u> I'm not sure if I like this movie                | B than the film.                    |
| 3 | <u>      </u> People say the book is better                    | C or not.                           |
| 4 | <u>      </u> I'd feel very uncomfortable if someone said that | D so I agree.                       |
| 5 | <u>      </u> Wait until they're older                         | E for the women to use.             |
|   |  | F not at all.                       |
|   |  | G to me.                            |

## 5 ★★★ Write a review of a film or TV series you have seen. Include these points in your review.

- Title, genre, plot and characters
  - What do you like / dislike about it?
  - Do you think people should see it?
  - How many stars do you give it?
- 
- 
-

# 4 REVIEW

## EXAM PREPARATION

- Exercise 1: Cambridge B1 Preliminary Reading Part 1
- Exercise 2: Cambridge B1 Preliminary Reading Part 5

### 1 Read each text and choose the correct answer (A, B or C).

We're looking for children's voices for a new animation. Actors can be any age, but must sound like a child aged 9–11. Record yourself speaking for 60 seconds and send it to us by email.

NO singing voices needed!



- You must be able to sing well.
- If your voice is like a 10-year-old's, your age isn't important.
- You must come to the studio to record your voice.

### Teen actors needed for science fiction film!

Must look 14–16 years old.

Filming lasts for 12 months.

School teacher provided on set.

Must be able to travel to locations in Ireland and Hawaii.

Parents can come, too.



- You won't see your parents for a year if you get the role.
- The filming will happen in different places.
- You will miss a year of schoolwork.

This movie was disappointing. The plot wasn't clear enough and there were too many special effects. There was too much dialogue and the performances were absolutely terrible. But all my friends loved it – I don't know why!



- The writer doesn't agree with her friends about the movie.
- The writer thinks the special effects weren't very good.
- The writer thinks the actors were very good.

It's the Academy Awards tonight! I can't wait! Which movie do you think will win Best Picture? Will it be the amazing musical or the hilarious comedy, or perhaps the dark thriller that everyone was talking about last summer? Add your comments below and let's see who's right!

- The writer is watching the Academy Awards now.
- The writer is excited about the Academy Awards.
- The writer says which film she prefers.

### 2 For each question, choose the correct answer.

Accidents happen while making movies!

In the film industry, *bloopers* are videos of actors when they make mistakes and start laughing<sup>1</sup> ..... they're filming a scene. Sometimes, they<sup>2</sup> ..... their lines, make jokes, or do other funny things, and then all the other actors start laughing, too. But when unexpected things happen, the situation isn't always so<sup>3</sup> ..... An accident like this happened when they<sup>4</sup> ..... filming the second *Lord of the Rings* film, *The Two Towers*. In this movie, Viggo Mortensen<sup>5</sup> ..... the part of Aragorn. In one scene when he had to be very angry, a soldier's helmet<sup>6</sup> ..... lying on the ground. To show his anger, the actor<sup>7</sup> ..... the helmet extremely hard. Unfortunately, the helmet wasn't a light, plastic 'false' helmet! It was a strong metal helmet. The<sup>8</sup> ..... screamed and fell to his knees – and while he did this, he stayed in character. But he wasn't<sup>9</sup> ..... in anger – he was in pain. When Viggo kicked the helmet, he<sup>10</sup> ..... two toes and needed immediate medical attention. Peter Jackson, the director, decided to keep the scene in the movie because it was so real!



- |               |             |             |                |
|---------------|-------------|-------------|----------------|
| 1 A because   | B while     | C during    | D for          |
| 2 A remember  | B play      | C forget    | D speak        |
| 3 A hilarious | B exhausted | C terrified | D fascinating  |
| 4 A was       | B were      | C are       | D is           |
| 5 A made      | B played    | C did       | D wrote        |
| 6 A to        | B are       | C were      | D was          |
| 7 A kick      | B kicking   | C kicked    | D were kicking |
| 8 A plot      | B actor     | C series    | D performance  |
| 9 A screaming | B scream    | C screams   | D screamed     |
| 10 A breaking | B broke     | C breaks    | D was breaking |

# 4 LANGUAGE SUMMARY

## VOCABULARY

### Talking about films

⌚ Student Book p46

Academy Award  
audience  
(to be) based on  
character  
critic  
performance  
play the part  
plot  
series  
(to be) set in  
special effects  
star (v)

### Extreme adjectives

⌚ Student Book p50

angry / furious  
big / huge  
cold / freezing  
frightened / terrified  
funny / hilarious  
hungry / starving  
interesting / fascinating  
old / ancient  
scary / terrifying  
small / tiny  
tired / exhausted

## EXTRA Film genres

⌚ Student Book p45

action film  
animation  
comedy  
fantasy film  
historical drama  
horror film  
musical  
romance  
science fiction film  
thriller  
war film  
western

## GRAMMAR

### Past continuous and past simple

⌚ Student Book p47

#### Past continuous

Affirmative	Negative	Questions
I / He / She / It was laughing.	I / He / She / It wasn't laughing.	Was / I / he / she / it laughing?
You / We / They were laughing.	You / We / They weren't laughing.	Were you / we / they laughing?

#### Past simple

Affirmative	I / He / She / It / We / You / They watched a film last night.
Negative	I / He / She / It / We / You / They didn't watch a film last night.
Questions	Did I / he / she / it / we / you / they watch a film last night?

### too / too much / too many / (not) enough

⌚ Student Book p49

- We use *too much* or *too many* + noun to mean more than we want or need of something.

*I've got too many books.  
She drinks too much coffee.*

- We use *too many* before countable nouns and *too much* before uncountable nouns.

*There are too many shops here – we can't go to them all.  
I did too much shopping yesterday – I haven't got any money now.*

- We use *enough* + noun to say we have the amount we need.

*Have you got enough chairs?  
There is enough cake for everyone.*

- We use *not enough* + noun to mean less than we want or need of something.

*There aren't enough chairs for everyone.  
We haven't got enough money.*

*I haven't got enough time. (NOT: ~~I haven't got time enough.~~)*

# 5 Connected

## VOCABULARY

### Using smartphones

Student Book p58

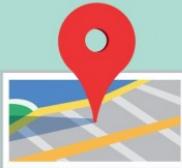
- 1 ★★★ Match the smartphone icons with the words below.

add someone to your contacts    get directions  
make a call    make a payment    stream music  
track your fitness



1 make a call

2



3

4



5

6

- 2 ★★★ Complete the words in the text.

Nowadays, we all<sup>1</sup> g\_o\_o\_n\_l\_i\_n\_e to buy things, find information and contact people. We're never bored, because it's easy to<sup>2</sup> s\_\_\_\_\_ a video or music.

For most people, the internet is a great way to talk to friends and family, so we go on

<sup>3</sup>s\_\_\_\_\_ m\_\_\_\_\_ every day. You can talk to groups of friends by adding them to a <sup>4</sup>g\_\_\_\_\_ c\_\_\_\_\_. If you don't want to <sup>5</sup>g\_\_\_\_\_ n\_\_\_\_\_ all the time, you can turn them off. And you don't have to <sup>6</sup>t\_\_\_\_\_ y\_\_\_\_\_ l\_\_\_\_\_. Does social media really need to know exactly where you are?

- 3 ★★★ Look at the verbs, then write the nouns.

1 pay	payment	4 locate	.....
2 direct	.....	5 chat	.....
3 contact	.....	6 call	.....

- 4 ★★★ Answer the questions using three or four complete sentences. Use some of the phrases from exercises 1 and 2.

- 1 How often do you go online?

I go online every day. I check my messages and social media with my smartphone. I don't know how often, but it's probably more than 20 times a day!

- 2 How long do you spend online every day? What do you usually do online?

---

---

---

- 3 What don't you like doing online?

---

---

---

## EXTRA Types of apps

→ Student Book p57

### 5 ★★★ Match the situations with the types of apps to use.

- 1 \_\_\_\_\_ send information to a friend
- 2 \_\_\_\_\_ play a game on the bus
- 3 \_\_\_\_\_ track your steps on a long run
- 4 \_\_\_\_\_ find directions to a new restaurant
- 5 \_\_\_\_\_ remember to post a birthday card
- 6 \_\_\_\_\_ learn a new language at home
- 7 \_\_\_\_\_ buy clothes for a holiday
- 8 \_\_\_\_\_ watch your favourite TV show

- A reminder
- B navigation
- C fitness
- D messaging
- E educational
- F gaming
- G video streaming
- H shopping

## Business

→ Student Book p62

### 6 ★★★ Complete the text with the words below.

commercial success invest marketing product  
promote range **set up**

“ Hi, I’m Finn and I want to tell you about Teen Business. It’s a programme for high school students to help them learn about business. In this programme, you <sup>1</sup>**set up** your own company, and you bring out a new <sup>2</sup> \_\_\_\_\_. We created a <sup>3</sup> \_\_\_\_\_ of T-shirts and caps. You have to ask your friends and family to <sup>4</sup> \_\_\_\_\_ in your company. You develop an advertising strategy to <sup>5</sup> \_\_\_\_\_ your product, too. Our company wasn’t a <sup>6</sup> \_\_\_\_\_, but we learned a lot about <sup>7</sup> \_\_\_\_\_. Now I want to study business at university! ”



### 7 ★★★ Choose the correct options to complete the sentences.

- 1 Vloggers often ... new products on social media.  
A develop B invest C promote
- 2 We hope that our business will ... next year.  
A promote B grow C invest
- 3 When will the company ... a new product?  
A grow B develop C set up
- 4 Are you going to study ... at university?  
A sales B marketing C commercial success
- 5 Who will ... €10,000 in our company?  
A invest B develop C set up

### 8 ★★★ Match the beginnings and ends of the sentences.

There are two letters that you do not need to use.

- 1 **F** Advertising is only
  - 2 \_\_\_\_\_ She owns a jewellery business
  - 3 \_\_\_\_\_ If the business doesn’t grow,
  - 4 \_\_\_\_\_ We can choose
  - 5 \_\_\_\_\_ Jack left his job and
- A set up his own company.  
B it won’t be a commercial success.  
C and all the sales are online.  
D we will set it up.  
E we invested in it.  
**F** one part of marketing.  
G from a wide range of products.

### 9 ★★★ Imagine you’re interviewing the inventor of a new app. Write questions for your interview, using the words below and your own ideas.

commercial success develop grow invest  
promote sales

**How did you develop your app?**

---

---

---

# 5 GRAMMAR

## used to

→ Student Book p59

### 1 ★★★ Are the sentences correct (C) or incorrect (I)?

- |   |  |
|---|--|
| 1 People use to write a lot of letters.               | C <input type="checkbox"/> I <input checked="" type="checkbox"/> |
| 2 How did you used to make a call?                    | C <input type="checkbox"/> I <input type="checkbox"/>            |
| 3 People didn't use to have computers at home.        | C <input type="checkbox"/> I <input type="checkbox"/>            |
| 4 Did your parents use to buy newspapers from a shop? | C <input type="checkbox"/> I <input type="checkbox"/>            |
| 5 Families use to share one phone.                    | C <input type="checkbox"/> I <input type="checkbox"/>            |
| 6 We used to remember people's phone numbers.         | C <input type="checkbox"/> I <input type="checkbox"/>            |
| 7 Robots didn't use to work in factories.             | C <input type="checkbox"/> I <input type="checkbox"/>            |

### 2 ★★★ Look at the pictures. Write sentences about the 1970s using the correct form of *used to*.



1 (not have / computers) They didn't use to have computers.

2 (have / dial phones) \_\_\_\_\_

3 (need / a lot of paper) \_\_\_\_\_

4 (not own / smartphones) \_\_\_\_\_

5 (not work / on the internet) \_\_\_\_\_

6 (get / a lot of letters) \_\_\_\_\_

7 (not wear / wireless headphones) \_\_\_\_\_

### 3 ★★★ Correct the bold errors in the text.



Are you interested in your family's history? I didn't **1used use** to know anything about my family history, but now I'm investigating it by looking at old family photos. People **2haven't** \_\_\_\_\_ use to take a lot of photos, so these old photos show very special occasions. It's really interesting! My mum's family used to **3lived** \_\_\_\_\_ in a really big house. They **4use** \_\_\_\_\_ to be very rich. My mum's grandma used to **5danced** \_\_\_\_\_, but people didn't **6used** \_\_\_\_\_ to think that was a good job for a young woman. What **7was** \_\_\_\_\_ your family use to do? Did their lives **8used** \_\_\_\_\_ to be very different to yours?

### 4 ★★★ Imagine someone is asking you about your past. Write three questions and three answers with *used to* and *didn't use to*. Use the verbs below and your own ideas.

eat go go to bed live play watch wear

Did you use to play computer games?

Yes, I used to play Minecraft.

## Present perfect

Student Book p61

### 5 ★★★ Choose the correct options to complete the sentences.

- 1 We haven't used that old laptop ... at least ten years.  
A since      B for
- 2 Have you changed your email address ... December?  
A since      B for
- 3 We've had this app ... a few months.  
A since      B for
- 4 They've used this technology ... the 1960s.  
A since      B for
- 5 I haven't looked at my smartphone ... yesterday.  
A since      B for

### 6 ★★★ Write short answers with the present perfect.

- 1 Have you added me to your contacts? ✓  
Yes, I have.
- 2 Have the students used this app? ✗  
\_\_\_\_\_
- 3 Has your dad bought you a new phone? ✓  
\_\_\_\_\_
- 4 Has the product been a commercial success? ✗  
\_\_\_\_\_
- 5 Have we invested enough money in the company? ✓  
\_\_\_\_\_

### 7 ★★★ Put the words in the correct order to make sentences.

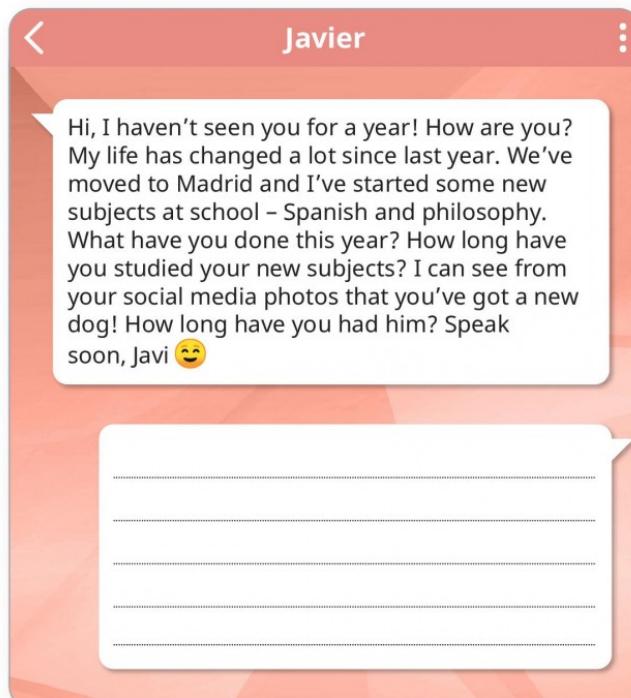
- 1 How long has she had a smartphone?  
had / She / for / smartphone / has / a / two years  
She has had a smartphone for two years.
- 2 How long have you sold products online?  
seven years / for / sold / online / We / products / have  
\_\_\_\_\_
- 3 How long has your laptop had problems?  
worked / It / hasn't / last Monday / since  
\_\_\_\_\_
- 4 When did you last see your cousin?  
haven't / I / her / three months / for / seen  
\_\_\_\_\_

### 8 ★★★ Complete the sentences with the present perfect form of the verbs below.

do forget grow lose not make play  
not promote try not use walk

- 1 Our business has grown, so we're opening a new shop.
- 2 I \_\_\_\_\_ this app for a year, so I'm going to delete it.
- 3 I \_\_\_\_\_ my phone, so I \_\_\_\_\_ any calls today.
- 4 \_\_\_\_\_ you \_\_\_\_\_ tracking the location of your phone?
- 5 He \_\_\_\_\_ his product online, so the sales aren't very good.
- 6 \_\_\_\_\_ you \_\_\_\_\_ this new game? It's really good.
- 7 This vlogger \_\_\_\_\_ a lot of work for the environment.
- 8 \_\_\_\_\_ Ana \_\_\_\_\_ her password? Maybe that's why she can't log in.
- 9 My fitness tracker says I \_\_\_\_\_ 10,000 steps today!

### 9 ★★★ Read the text message. Reply with answers to Javier's questions, and ask him some questions.



Javier

Hi, I haven't seen you for a year! How are you? My life has changed a lot since last year. We've moved to Madrid and I've started some new subjects at school – Spanish and philosophy. What have you done this year? How long have you studied your new subjects? I can see from your social media photos that you've got a new dog! How long have you had him? Speak soon, Javi 😊

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# 5 READING

## The wonderful world of geocaching

Have you heard of geocaching? If you haven't been geocaching yourself, perhaps some of your friends have.

Geocaching is a thrilling outdoor treasure hunt. 'Geo' comes from the ancient Greek word meaning land or Earth. 'Cache', originally a French word, means a hidden container of valuable items or treasure. To play it, you use a smartphone with GPS to follow clues to find a location then look around you to find a hidden container – the 'cache'. This is usually a small waterproof box and it's often hidden near trees, buildings or landmarks. Inside, there are often some little toys or gifts, and a notebook so you can leave a message to say when you found the cache.

Geocaching was first created in 2000, and since then, millions of people all around the world have played it. Caches are usually hidden outdoors, so geocaching is really popular with people of all ages who enjoy exploring the outdoors and discovering new places.

When geocaching first started, people used to get directions to the caches using their computers or laptops. Now, they use their smartphones. In 2013, a geocaching company brought out the first geocaching app, and since then, a range of apps have become available.

To play, go online and choose a geocaching app. After you've downloaded the app to your smartphone, you'll see a list of caches in your area. With some apps, you can make a payment to see more challenging caches. But generally, geocaching is free to play. It's about following clues, solving problems and having fun!



### Golden rules of geocaching

Firstly, respect the environment. Don't damage plants and never leave rubbish. Make sure you have permission to be in the area. (Take care with wild animals, too. **They** might be dangerous.)

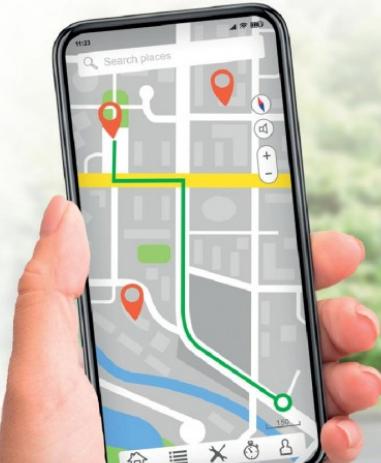
Next, be safe! Unfortunately, there have been some serious accidents since geocaching first started. So don't go geocaching alone and don't take risks. If you think some locations are dangerous, avoid **them**.

Finally, be prepared. Make sure your smartphone is charged. Take water and a pen for writing a message in the cache. If you don't find the cache, don't worry! Geocaching isn't an exam – it's an opportunity to have an amazing adventure with your friends.

### An article

1 ★★★ Read the article. Match the words with the definitions.

- |                           |   |
|---------------------------|---|
| 1 <u>D</u> outdoor        | A a game where people follow a series of clues to find a hidden prize |
| 2 <u>  </u> treasure hunt | B things that help solve a puzzle or a crime                          |
| 3 <u>  </u> container     | C activities that might have bad or dangerous effects                 |
| 4 <u>  </u> waterproof    | D <u>in the open air, not inside a building</u>                       |
| 5 <u>  </u> valuable      | E doesn't let water through   |
| 6 <u>  </u> clues         | F a box that you can store things in                                  |
| 7 <u>  </u> damage (v)    | G to hurt or have a bad effect on someone / something                 |
| 8 <u>  </u> risks         | H worth a lot of money  |



## 2 ★★★ Choose the correct options.

- 1 Geocaching is ...
  - A a game that originated in France.
  - B a game that people play outdoors.
  - C a game where people search for hidden money.
- 2 A 'golden rule' is ...
  - A about looking after the environment.
  - B about the cost of an activity.
  - C a very important thing that you must do.
- 3 The article says that ...
  - A every geocaching app is free.
  - B you can pay to discover more difficult caches.
  - C the old apps from 2013 aren't very good.
- 4 When you go geocaching, you ...
  - A should go alone.
  - B don't need to worry about animals in the area.
  - C must take care of the environment.
- 5 The writer probably ...
  - A wants you to enjoy geocaching safely.
  - B thinks young people shouldn't go geocaching.
  - C likes wild animals.

## 3 ★★★ Answer the questions. Give evidence from the article and write complete sentences.

- 1 Are the contents of the caches likely to get damaged by rain?  
**No – the article says the caches are usually waterproof.**
- 2 Are the contents of the caches valuable?  
.....

- 3 Is geocaching a popular game?  
.....

- 4 Does the writer think geocaching is serious?  
.....

- 5 Is geocaching dangerous?  
.....



We can improve our understanding of texts by knowing exactly which nouns and ideas words like *this*, *these* and *it* refer to.

## 4 ★★★ Read the Skill UP! What do the bold words in the article on page 42 refer to?

- 1 Paragraph 2: it **geocaching**
- 2 Paragraph 2: This \_\_\_\_\_
- 3 Paragraph 3: then \_\_\_\_\_
- 4 Paragraph 5: It's \_\_\_\_\_
- 5 Paragraph 6: They \_\_\_\_\_
- 6 Paragraph 7: them \_\_\_\_\_

## 5 ★★★ Read the text message and write a reply.

Niki

Hi! I've heard that you know about geocaching! It sounds amazing. When did you start geocaching? How can I do it, too? Does it cost a lot? Is it dangerous? (I hope not!)

.....

## 6 ★★★ Imagine you and your friends went geocaching. Describe your experience. Include these points in your description.

- Was the geocaching app easy to use?
- Where was the cache hidden?
- Was it easy to find the cache?
- Did you have fun?
- Would you recommend this activity to others?  
Why / Why not?

.....

.....

.....

.....

# 5 REVIEW

## EXAM PREPARATION

- Exercise 1: *Oxford Test of English for Schools Reading Part 1*
- Exercise 2: *Cambridge B1 Preliminary Reading Part 6*

### 1 Read each text and choose the correct answer (A, B or C).

Hey Alex! I know you love cooking, so check out this new app: [www.mealapp.eat](http://www.mealapp.eat)

You open your fridge, make a list of the food you find, and instantly the app gives you a range of recipes to choose from! (I'm free for dinner tomorrow!) Jake.

#### 1 What is the purpose of Jake's message?

- A To ask Alex to cook something.
- B To accept Alex's invitation to dinner.
- C To recommend an app to Alex.

From: Kiri To: Alice

Hi Alice,

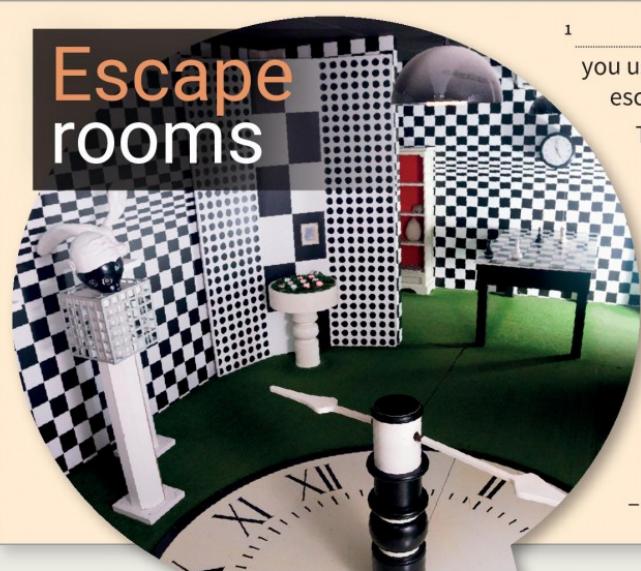
Your art is amazing! You should sell it online. I used to work in marketing and I'm happy to help you promote your work. I've worked with artists before, too. Call me tonight if you're interested.

Cheers, Kiri

#### 2 According to Kiri's email, ...

- A Kiri has experience in marketing.
- B Kiri is an artist and wants to sell art online.
- C Alice doesn't know how to promote her work.

### 2 Write the correct words to complete the text. Write one word for each gap.



<sup>1</sup> \_\_\_\_\_ you use to love puzzles when you were a kid? Or maybe you used <sup>2</sup> \_\_\_\_\_ create secret codes? If so, you'll probably love escape rooms.

The first escape room opened in Japan in 2007 and <sup>3</sup> \_\_\_\_\_ then, millions of people around the world <sup>4</sup> \_\_\_\_\_ enjoyed playing these games with friends and family. At first, players studied puzzles on paper, but the idea <sup>5</sup> \_\_\_\_\_ stopped developing over the years, and more companies have set <sup>6</sup> \_\_\_\_\_ an amazing range of rooms around the world based on different themes. Many escape rooms now have a science fiction theme, or are based on famous books, films or video games where you can explore and look for clues. You can also enjoy escape room challenges at home, as they've been online <sup>7</sup> \_\_\_\_\_ a while now. So, get a team together and play a game near you – good luck!



# 5 LANGUAGE SUMMARY

## VOCABULARY

### Using smartphones

#### Student Book p58

add someone to a group chat  
add someone to your contacts  
get directions  
get notifications  
go on social media  
go online  
make a call / a video call  
make a payment  
stream a video  
stream music  
track your fitness  
track your location

### Business

#### Student Book p62

commercial success  
develop  
grow  
invest  
marketing

products  
promote  
range (n)  
sales  
set up (v)

#### EXTRA Types of apps

#### Student Book p57

educational  
fitness  
gaming  
messaging  
music streaming

navigation  
photo sharing  
reminder  
shopping  
video streaming

## GRAMMAR

### used to

#### Student Book p59

#### Affirmative

Subject	used to	infinitive	
I / You / He / She / It / We / They	used to	sing	in a band.

#### Negative

Subject	auxiliary	use to	infinitive	
I / You / He / She / It / We / They	didn't	use to	shop	online.

#### Questions

Auxiliary	subject	use to	infinitive	
Did	I / you / he / she / it / we / they	use to	play	sports at school?

### Present perfect

#### Student Book p61

#### Affirmative

Subject	have / has	past participle	
I / You	have	played	in a band.
He / She / It	has	had	dance lessons.
We / They	have	eaten	lunch.

#### Negative

Subject	haven't / hasn't	past participle	
I / You	haven't	played	basketball.
He / She / It	hasn't	had	swimming lessons.
We / They	haven't	finished	work.

#### Questions

Have / Has	subject	past participle	
Have	I / you	played	in a band?
Has	he / she / it	had	guitar lessons?
Have	we / they	visited	London?

- We use **for** to talk about the period of time up to the present, e.g. *for four years, for two days, ages*.

*The company has been in business for four years.*

- We use **since** to talk about the time when an activity started. This can be a date, a day, a month, a time or an event, e.g. *since 1903, since yesterday, since May, since 8 a.m., since my birthday, since I was ten years old*.

*I've been here since 8 a.m.*

*I haven't seen you since school.*

# 6 Aim high

## VOCABULARY

### Collocations: verb + noun (and their opposites)

→ Student Book p70

- 1 ★★★ Complete the table with the words below.

break lose miss pass prevent

Positive verb	Negative verb	Noun
remember	forget	a birthday
1 ..... .....	fail	an exam
find	3 ..... .....	some money
mend	4 ..... .....	your phone
score	5 ..... .....	a penalty
2 ..... .....	cause	an argument

- 2 ★★★ Correct the error in each sentence.

1 If you drop your phone, it will mend.

break

2 I'm so sad I passed the exam.

.....

3 Dan was really upset when we remembered his birthday.

.....

4 Mum lost some money in an old jacket.

.....

5 Lisa was thrilled when she missed the penalty.

.....

6 Our different opinions prevent arguments.

.....

- 3 ★★★ Complete the text. Write one word for each gap.



Have you ever had a bad day? Today was terrible! I<sup>1</sup> forgot my friend's birthday. This<sup>2</sup> ..... an argument because she was so angry with me. Then, because I was thinking about our argument, I didn't do very well in an exam. I think I<sup>3</sup> ..... ! On the way home from school, I was running for the bus when my phone fell out of my pocket and<sup>4</sup> ..... . I haven't got any money to<sup>5</sup> ..... it, because I left my wallet on the bus and<sup>6</sup> ..... all my money!

### EXTRA Personal qualities

→ Student Book p69

- 4 ★★★ Choose the correct options to complete the sentences.

1 The runners are trying to improve their ...

A talent.      B speed.

2 ... is the skill and imagination to produce something new.

A Creativity      B Motivation

3 ... is important for a healthy life.

A Fitness      B Patience

4 Great gymnasts need both physical and mental ...

A speed.      B strength.

5 It takes time to reach your goals, so you need ...

A patience.      B experience.

6 Great chess players have high levels of ...

A intelligence.      B fitness.

## Life events

→ Student Book p74

### 5 ★★★ Choose the correct options to complete the sentences.

- 1 Grandpa, when did you and Grandma ... married?  
A be      B go      C get
- 2 Martin ... his partner at university.  
A got      B met      C made
- 3 Penelope ... her film debut when she was 16.  
A got      B moved      C made
- 4 Soon after David got ..., he met his second wife.  
A graduated      B divorced      C retired
- 5 My grandad used to be a teacher before he ... at 60.  
A graduated      B retired      C made his debut
- 6 Many actors go to Hollywood, hoping to get their big ...  
A career.      B break.      C accident.
- 7 After ten years in the same company, Max finally got a ... to senior manager.  
A promotion      B break      C job

### 6 ★★★ Label the life events.



1 graduate



2



3



4



5



6

### 7 ★★★ Read the text. Put the events in the correct order.

Kayla's parents met at university in Ireland in 1997. In 2002, Kayla's mum moved to England because she got a job there. Kayla's dad was a good football player and made his debut with the university football team in 1998. After he graduated in 2001, he got a job as a professional football player later that year. While Kayla's mum was working in England, Kayla's dad had an accident and had to change career. After he set up a company in England with Kayla's mum, they got married and started a family.

- A ..... Kayla's dad changed career.
- B ..... Kayla's dad graduated from university.
- C 1 ..... Kayla's parents met.
- D ..... Kayla's mum got a job and moved to England.
- E ..... Kayla's dad got a job as a footballer.
- F ..... Kayla's parents got married and started a family.
- G ..... Kayla's dad had an accident.
- H ..... Kayla's dad made his debut with the university team.

### 8 ★★★ Look at the social media profile. Write five sentences about Dan.

#### Dan Baxter

**Education:** University of Portsmouth  
2013–2016



**Has lived in:** Portsmouth, London

**Now lives in:** Brighton (since 2019)

**Relationship status:** married  
since 2018

**Family:** son Max, born 2019

**Works at:** Theatre Arts (since 2020)

Dan went to the University of Portsmouth in 2013.

# 6 GRAMMAR

## Present perfect with ever and never

Student Book p71

### 1 ★★★ Choose the correct options to complete the sentences.

- 1 I've ... broken my phone.  
A ever      B never
- 2 Has he ... had an accident?  
A ever      B never
- 3 We've ... failed an exam.  
A ever      B never
- 4 My friend has ... forgotten my birthday.  
A ever      B never
- 5 Have you ... eaten sushi?  
A ever      B never
- 6 My mum has ... been to another country.  
A ever      B never
- 7 Has your uncle ... been married?  
A ever      B never

### 2 ★★★ Complete the sentences with the present perfect form of the verbs below and ever or never.

break change find forget go **lose**  
move win

- 1 Have you ever lost your mobile phone?
- 2 She's a great actor, but she ..... an award. Maybe next year!
- 3 I ..... my teacher's advice. It's stayed with me all my life.
- 4 We ..... the key to this box, so we can't open it.
- 5 ..... this athlete ..... to the Olympic Games?
- 6 Our grandparents ..... to another city; they've always lived here.
- 7 This cyclist has had a lot of accidents, but fortunately she ..... her leg.
- 8 ..... your mum ..... career?



### 3 ★★★ Write present perfect questions with ever and present perfect sentences with never.

- 1 you / climb a mountain / ?

Have you ever climbed a mountain?

- 2 I / eat / snails (X)

I've never eaten snails.

- 3 you / learn Japanese / ?

- 4 he / write a song / ?

- 5 we / write a blog (X)

- 6 she / live in the country / ?

- 7 they / go / to the USA / ?

- 8 it / snow / here at Christmas (X)

- 9 I / see / Star Wars (X)

### 4 ★★★ Imagine you are interviewing one of your role models. Write five questions with Have you ever ... ? and answer them. Use the verbs below and your own ideas.

cause eat forget lose meet win

Have you ever caused an argument?

Yes, I have. But I've always said sorry!

## Present perfect and past simple

Student Book p73

### 5 ★★★ Choose the correct options to complete the sentences.

- 1 They ... to Australia last year.  
A 've gone      B went
- 2 I ... piano lessons for two years when I was younger.  
A 've had      B had
- 3 My favourite actor ... an award in 2020.  
A won      B has won
- 4 We ... Simone Biles compete in gymnastics competitions since 2016.  
A 've watched      B watched
- 5 Albert Einstein ... in 1955.  
A died      B has died
- 6 Our best football player has an injury; he ... for three months.  
A didn't play      B hasn't played
- 7 The tennis player ... a match yet this year.  
A didn't lose      B hasn't lost
- 8 We ... Germany on our holiday last year.  
A visited      B 've visited
- 9 He ... three swimming competitions this summer.  
A won      B 's won

### 6 ★★★ Correct the bold errors in the text.

A few months ago, my family and I <sup>1</sup>**have moved** moved to a big city. We <sup>2</sup>**haven't known** \_\_\_\_\_ anyone there and we <sup>3</sup>**have been** \_\_\_\_\_ quite nervous. But during the first month, we made a lot of new friends. We <sup>4</sup>**met** \_\_\_\_\_ all our neighbours now. They're very kind and they <sup>5</sup>**helped** \_\_\_\_\_ us a lot since we moved in. We want to invite everyone to a party soon, but we <sup>6</sup>**didn't have** \_\_\_\_\_ time to organize it yet. Also, we <sup>7</sup>**visited** \_\_\_\_\_ lots of places in the city, so we know the area much better. Now we <sup>8</sup>**were** \_\_\_\_\_ here for a while, we're really happy with our new life!

### 7 ★★★ Complete the dialogues with the correct present perfect or past simple form of the verbs in brackets.

- 1 'Have you seen (see) my new phone?'  
'Oh, very nice! Where did you buy (buy) it?'
- 2 'I \_\_\_\_\_ (stream) this video of the athletics competition yesterday.'  
'Oh wow! I \_\_\_\_\_ (not see) it.  
Who \_\_\_\_\_ (win)?'
- 3 ' \_\_\_\_\_ your sister \_\_\_\_\_ (graduate)?'  
'Yes, she \_\_\_\_\_ (graduate) last year and she \_\_\_\_\_ (move) to the city.'
- 4 'Grandad \_\_\_\_\_ (change) career in 2000.'  
'Yes and he \_\_\_\_\_ (not retire) yet!'
- 5 ' \_\_\_\_\_ you \_\_\_\_\_ (decide) to enter the competition?'  
'Yes, we \_\_\_\_\_ (register) our entry.'
- 6 ' \_\_\_\_\_ (pass) the exam last week?'  
'No, I \_\_\_\_\_ (not study) enough!'

### 8 ★★★ Write about the activities below using the present perfect and past simple. Say which you have or haven't done. Give follow-up detail where appropriate.

enter a competition    forget someone's birthday  
have an accident    make a YouTube™ video  
meet someone famous    watch a theatre show

I've made a YouTube video. I made it last year. My brother helped me. In the video, I showed how to make pizza.

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# 6 READING

## Dyslexia: a challenge, an advantage or both?

Have you ever heard of dyslexia? Many people believe that the famous physicist, Albert Einstein (1879–1955), had dyslexia. But did you know that researchers at the Cass Business School in London have found that a large percentage of business owners – possibly as many as 35% – are dyslexic?

A person with dyslexia has difficulty reading, understanding and memorizing written information. Anybody can be dyslexic – even a genius like Einstein. If you haven't realized it yet, dyslexia has nothing to do with intelligence, and it can be an advantage. At least 10% of the global population is dyslexic. It often runs in the family, from one generation to the next.

Michael, 23, has struggled with dyslexia <sup>1</sup>for years. He has recently graduated from university, where he studied Business Management. He's intelligent, kind and funny – but things haven't been easy for him. <sup>2</sup> \_\_\_\_\_ seven years old, Michael's teacher noticed that he couldn't read easily.

<sup>3</sup> \_\_\_\_\_ a few weeks, an expert identified that the problem was dyslexia. <sup>4</sup> \_\_\_\_\_ after that, Michael started learning new ways to read.

<sup>5</sup> \_\_\_\_\_ his childhood and teenage years, studying was a huge challenge. 'If my non-dyslexic classmates needed ten minutes to read and understand something, sometimes I needed three times longer.' We have to respect the strength and motivation it takes dyslexic people to study and pass exams.

<sup>6</sup> \_\_\_\_\_, education has relied on reading, writing and memory. These skills are important, but the 21st-century workplace needs other talents, such as creativity. Here's where people with dyslexia may have an advantage. People like Michael have spent years creating strategies to manage their dyslexia, and being adaptable and able to solve problems gives them a big advantage in the world of business, too.

'I really believe dyslexia has made me stronger. I've never been afraid to take risks. I've already faced a lot of challenges in my life, but with patience and hard work, things have gone really well for me so far!'



### An article

1 ★★★ Read the article. Complete the sentences with the words below.

adaptable advantage challenge childhood  
management realized relied strategies  
struggled

- 1 My uncle's biggest **challenge** was learning to walk again after a very serious car accident. It was extremely difficult, but he did it.
- 2 Dina is a very \_\_\_\_\_ person. She can change and accept new situations quickly and successfully.
- 3 This company is badly organized and isn't growing. But with new \_\_\_\_\_ to lead it better, it could be a commercial success.
- 4 Knowing two languages gives me a big \_\_\_\_\_ in life.
- 5 I was seven years old when I \_\_\_\_\_ Father Christmas didn't exist.
- 6 I couldn't do my project without the internet. I \_\_\_\_\_ on it completely to find the information I needed.
- 7 I really \_\_\_\_\_ with algebra when I was younger. I thought it was really difficult. But I had a great maths teacher, and now I can do it!
- 8 If you want to learn the guitar, you may need to use a range of \_\_\_\_\_, such as finger and listening exercises.
- 9 My grandma had a sad \_\_\_\_\_ because her mum was very ill when she was young.





We use time expressions in a text to help us work out the sequence of events. Time expressions include:

- at the age of X
- soon
- when he/she was X years old
- then
- during his/her childhood
- a year later
- after a few weeks/months/years

**2 ★★★** Read the *Skill UP!* Choose the correct time expressions to complete the article.

- |                    |                       |
|--------------------|-----------------------|
| 1 A years ago      | 4 A Before            |
| B for years        | B During              |
| C since many years | C Soon                |
| 2 A If he was      | 5 A During            |
| B For he was       | B At                  |
| C When he was      | C For                 |
| 3 A After          | 6 A After a long time |
| B Before           | B For centuries       |
| C Next             | C Many years ago      |

**3 ★★★** Choose the correct answers.

- 1 According to the article, ...  
A only intelligent people have dyslexia.  
**B** dyslexia is a reading difficulty.  
C people with dyslexia are unhappy.
- 2 Which statement is true?  
A Michael was a teenager when they discovered he was dyslexic.  
B Dyslexia isn't a genetic condition.  
C Anyone can have dyslexia.
- 3 Which statement is not true?  
A Dyslexia is only found in a few areas of the world.  
B More than 10% of the global population is probably dyslexic.  
C People with dyslexia need more time to read and understand information.
- 4 According to the article, Michael ...  
A has found an amazing new job.  
B has completed a university course.  
C wants to study Business Management.
- 5 Why does the writer think people with dyslexia might have an advantage?  
A They think in new, unusual ways to solve problems.  
B They think more quickly than most people.  
C They think slowly and carefully about solutions to problems.

**4 ★★★** Are the sentences true (T) or false (F)?

- |   |  |
|---|--|
| 1 More than a third of business owners may have dyslexia.                           | T <input checked="" type="checkbox"/> F <input type="checkbox"/> |
| 2 If no one in your family has dyslexia, you are less likely to have it.            | T <input type="checkbox"/> F <input type="checkbox"/>            |
| 3 Michael didn't get any help with his dyslexia when he was young.                  | T <input type="checkbox"/> F <input type="checkbox"/>            |
| 4 When studying, dyslexic people need to make more effort than non-dyslexic people. | T <input type="checkbox"/> F <input type="checkbox"/>            |
| 5 Until recently, education systems have prioritized two main skills.               | T <input type="checkbox"/> F <input type="checkbox"/>            |
| 6 Today's world needs workers who aren't afraid to try new ways of doing things.    | T <input type="checkbox"/> F <input type="checkbox"/>            |

**5 ★★★** Choose one of these famous dyslexic people to research. Write a short biography about their achievements and the challenges they faced.

- Paloma Faith, actor and singer
  - Steven Spielberg, film director
  - Lewis Hamilton, racing driver
  - Richard Branson, business owner
  - Salma Hayek, actor
- 
- 
- 
- 
- 
- 

**6 ★★★** Imagine you're interviewing the person you chose from exercise 5. Write five questions to ask them. Use the words below and your own ideas.

advantage challenge creative disadvantage  
discover help skills strength struggle

*When did you first discover that ...?*

---

---

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# 6 REVIEW

## EXAM PREPARATION

- Exercise 1: Cambridge B1 Preliminary Reading Part 1
- Exercise 2: Cambridge B1 Preliminary Reading Part 6

### 1 Read each text and choose the correct answer (A, B or C).

Matt, I'm so sorry I didn't contact you last week! I promise I didn't forget your birthday. I broke my phone, so I couldn't text you. Anyway, it's mended now, so this is your late 'Happy Birthday' message! Are you free to meet up on Friday? Eva

- A Eva will call Matt on Friday.
- B Eva apologizes to Matt.
- C Eva can't mend her phone.

### Have you ever had a serious accident?

Have you spent time in hospital? How did the accident change your life? A film company is looking for people to interview for a new documentary called *True Life Stories*. (Small payment available.)

- A The film company is looking for people who have worked in a hospital.
- B The film company is looking for people who have seen serious accidents.
- C The film company is looking for people who have been in an accident.

### 2 Write the correct words to complete the text. Write one word for each gap.

## I'm not my sister!

Has anyone<sup>1</sup> confused you with another person? Let me tell you about my situation. My older sister is at university now, but I still go to the same school that she<sup>2</sup> to. We look similar and our names are really similar – mine's Natalia and hers is Natasha. At school, she was always the top maths student, but I'm the complete opposite. All my life, I<sup>3</sup> had difficulty with numbers and I often fail maths exams. When that happens, my teachers sometimes say, 'Oh no, you've<sup>4</sup> failed before!' So I reply, 'No, that's my sister.' I love my sister, but we're completely different. She plans everything in her life. I haven't decided if I'll<sup>5</sup> to university, but she's decided when she'll<sup>6</sup> married and<sup>7</sup> a family!

Do you want to go to university? Would you like to meet some amazing young people who have graduated? These people faced different challenges. Come and hear their true stories! Room 21 @ 12.30 today.

- A This is an invitation to hear about some interesting experiences.
- B This is an invitation to go to university.
- C This is an invitation to a talk for students who have graduated.

From: Mina To: Ben

Hi Ben,  
My grandma is retiring next month – she's worked with the same company for nearly 40 years! Anyway, we're organizing a huge surprise party for her. You're invited, of course. We need to find a really nice place that isn't too expensive. Have you got any ideas?  
Mina

- A Mina's grandma is changing career after almost 40 years.
- B Mina's grandma will invite the guests to the party.
- C Mina's grandma is about to stop working.



# 6 LANGUAGE SUMMARY

## VOCABULARY

### Collocations: verb + noun (and their opposites)

→ Student Book p70

find / lose some money	remember / forget a friend's birthday
mend / break your phone	score / miss a penalty
pass / fail an exam	
prevent / cause an argument	

### Life events

→ Student Book p74

change career	make your debut (on stage / in a film / with a sports team)
get a job	meet your partner
get a promotion	move (house / to another country / city)
get divorced	retire
get married	start a family

### EXTRA Personal qualities

→ Student Book p69

creativity	intelligence	speed
experience	motivation	strength
fitness	patience	talent

## GRAMMAR

### Present perfect with ever and never

→ Student Book p71

Affirmative			
Subject	have / has	past participle	
He / She / It	has	had	dance lessons.
I / We / You / They	have	eaten	lunch.

### Negative

Subject	haven't / hasn't	past participle	
He / She / It	hasn't	had	swimming lessons.
I / You / We / They	haven't	finished	work.

### Questions

Have / Has	subject	past participle	
Has	he / she / it	had	guitar lessons?
Have	I / you / we / they	visited	London?

- We can use *ever* and *never* when we talk about life experiences. *Ever* means 'at any time in the past' and we use it in questions.  
*Have you ever climbed a mountain?*
- Never* means 'at no time in the past'. We use it with a positive verb. We don't use *never* with a negative verb.  
*I've never watched a horror film.* (NOT: *I haven't never watched a horror film.*)

### Present perfect and past simple

→ Student Book p73

- We use the present perfect to talk about a past situation that relates to the present. We don't say when it happened because we don't know the exact time or it isn't important.  
*She's won many awards.*  
*I've watched that video. It's really funny.*
- We use the past simple to talk about a past situation that is now finished. We often say when it happened.  
*He met the president last year.*  
*I enjoyed that meal.*
- We use *already* in positive sentences to talk about actions and events that happened before now or earlier than expected.  
*I've already visited three universities.*  
*Spring has already arrived in Madrid!*
- We use *yet* in negative sentences to talk about actions and events happening up to now.  
*I haven't made a decision yet.*

# 7 Brilliant!

## VOCABULARY

### Wordbuilding: verbs and nouns

Student Book p82

- 1 ★★★ Complete the table with the words below.

attraction contain create design development  
invent

Verbs	Nouns
attract	attraction
.....	container
.....	creation
design	.....
develop	.....
.....	invention

- 2 ★★★ Match the two parts to make complete dialogues.

- 1 F 'What do you like about this building?'  
2 ..... 'How does your electric bike work?'  
3 ..... 'Do you wash the dishes by hand?'  
4 ..... 'Does this machine wash and dry your clothes?'  
5 ..... 'What is this attachment on your hairdryer for?'  
6 ..... 'As a designer, where do you get your ideas?'  
7 ..... 'Where do you hope to promote your product?'  
  
A 'Yes – it's a combination of a washing machine and a dryer.'  
B 'Our intention is to market it online.'  
C 'Not since the invention of the dishwasher!'  
D 'I always find inspiration in nature.'  
E 'It's for very curly hair.'  
F 'I love the cool, modern design.'  
G 'The power comes from the battery.'

- 3 ★★★ Choose the correct words to complete the product review.

HOME ADD REVIEW ARCHIVE SEARCH

### All-purpose vacuum cleaner ★★★★☆

I'm really pleased with this vacuum cleaner. It <sup>1</sup>combines great modern <sup>2</sup> ..... with a surprising amount of <sup>3</sup> ..... for such a light and quiet model. It comes with a range of <sup>4</sup> ..... , which are used for cleaning furniture and behind cupboards. There is a large <sup>5</sup> ..... to collect all the dust. The company first <sup>6</sup> ..... this model with the <sup>7</sup> ..... of promoting it for office cleaning, but it was so popular that they started selling it for home use.

- |                 |               |              |
|-----------------|---------------|--------------|
| 1 A attaches    | B combines    | C creates    |
| 2 A inspiration | B creation    | C design     |
| 3 A power       | B proof       | C attraction |
| 4 A attractions | B attachments | C inventions |
| 5 A combination | B development | C container  |
| 6 A intended    | B invented    | C powered    |
| 7 A attraction  | B intention   | C invention  |

- 4 ★★★ Write a product review for an electronic device. Include answers to these questions.

- What is the product for?
- What is the design like?
- How easy / difficult is it to use, and why?
- What do you like / dislike most about it, and why?
- How many stars do you give it?

I'm not / quite / very happy with this ... that I bought last month. It ...

## Talking about music

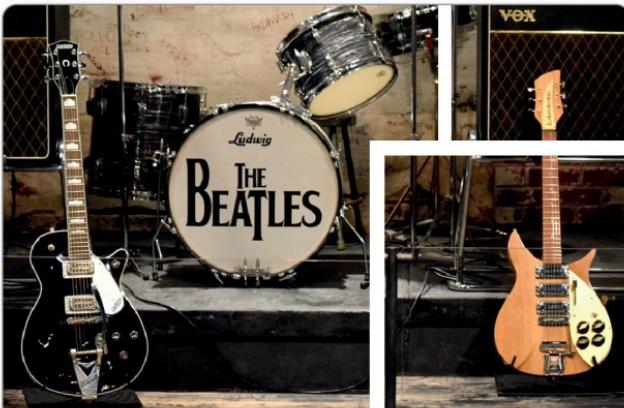
Student Book p86

### 5 ★★★ Complete the sentences with the words below.

chorus duet lyrics melody rhythm single  
**songwriters**

- 1 **Songwriters** often sell their songs to other singers or bands.
- 2 The \_\_\_\_\_ of a song is the section most people can remember, because it's repeated often.
- 3 My sister and I are going to sing a \_\_\_\_\_ and upload it to YouTube.
- 4 Many people find it hard to hear the \_\_\_\_\_ of a song, especially if it's in a foreign language.
- 5 Drummers must have a good sense of \_\_\_\_\_.
- 6 Listen to the \_\_\_\_\_ that the violinist is playing – what a beautiful tune!
- 7 My friend's band released a \_\_\_\_\_ yesterday – it's been streamed 1,000 times!

### 6 ★★★ Complete the words in the text.



A famous<sup>1</sup> s o n g w r i t e r woke up one morning with a <sup>2</sup> m \_\_\_\_\_ in his head.

He went to the piano and played it. He played it to the others in his band and they liked it. Months later, he wrote some <sup>3</sup> l \_\_\_\_\_ for the song. It was a sad song with a slow <sup>4</sup> r \_\_\_\_\_. The <sup>5</sup> s \_\_\_\_\_ was a huge commercial success. The <sup>6</sup> v \_\_\_\_\_ was Paul McCartney, the band was The Beatles, and the song was 'Yesterday'.

### 7 ★★★ Look at the photo. Write sentences about it using the words below.

chorus lyrics melody rhythm single vocalist



The band is playing the chorus at the moment.

### 8 ★★★ Read the text message and write a reply. Include some of the words from exercises 5 and 7.

< Fran

Hi! Have you heard any good music lately? I'm bored with my old playlists. I've listened to them hundreds of times! I love music with great lyrics and strong rhythms. What should I stream and why?

.....  
.....  
.....  
.....

# 7 GRAMMAR

## Passive: present simple

→ Student Book p82

- 1 ★★★ Look at the pictures and complete the sentences with the phrases below.

is broken    **are grown**    are made    is read    is served  
aren't sold    isn't used    is visited

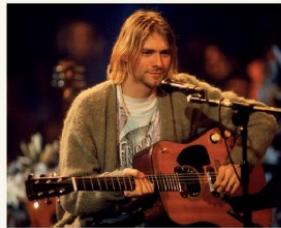


- 1 These tomatoes **are grown** in a greenhouse.
- 2 This drink \_\_\_\_\_ really cold.
- 3 This type of telephone \_\_\_\_\_ nowadays.
- 4 This newspaper \_\_\_\_\_ online.
- 5 These cars \_\_\_\_\_ by machines.
- 6 The Kinkakuji Temple in Kyoto \_\_\_\_\_ by more than five million people every year.
- 7 The window \_\_\_\_\_ by a burglar.
- 8 Batteries \_\_\_\_\_ in this shop.

- 2 ★★★ Correct the bold mistakes in the text.

## The problem of 'mondegreen'

Lyrics in many English pop songs aren't always<sup>1</sup> **hear** **heard** correctly. And when we don't correctly hear the words that<sup>2</sup> **is** **sing** \_\_\_\_\_ by the vocalist, our brains understand the lyrics in different and often funny ways. For example, many people used to think that the lyrics from the famous Nirvana song, 'Smells Like Teen Spirit', included the phrase 'Here we are now, in containers' – instead of 'Here we are now, entertain us'! A name for this problem was invented in the 1950s by an American writer. The name is 'mondegreen'. It<sup>3</sup> **has** \_\_\_\_\_ used to describe a word or phrase that isn't heard clearly so is<sup>4</sup> **understand** \_\_\_\_\_ in a different way. People are often surprised when they're<sup>5</sup> **showed** \_\_\_\_\_ the correct lyrics of a song for the first time. Once you've learned the wrong lyrics to a song, they<sup>6</sup> **'ve** \_\_\_\_\_ never forgotten!



- 3 ★★★ Rewrite each sentence in the present simple passive.

- 1 The vocalist doesn't write the songs.

The songs aren't written by the vocalist.

- 2 Hundreds of people visit this website every day.

- 3 They don't include batteries in the box.

- 4 They don't use this camera in freezing temperatures.

- 5 Singers use these rhythms in rap music.

- 6 Computers create the special effects.

## Passive: past simple

Student Book p85

### 4 ★★★ Choose the correct options to complete the sentences.

- 1 That new app ... by a team of students last year.  
A is created      B was created  
C were created
- 2 These modern paintings ... by the natural world.  
A was inspired      B were inspire  
C were inspired
- 3 The electric bikes in that advert ... in our country.  
A weren't built      B weren't build  
C wasn't build
- 4 This new gadget ... for use in the home.  
A weren't intended      B wasn't intended  
C weren't intend
- 5 The amazing new phone ... in May.  
A was launched      B is launched  
C were launched
- 6 The new technology ... at the Olympics.  
A used      B were used  
C was used
- 7 I read about electric cars. They ... recently.  
A weren't invented      B wasn't invented  
C didn't invent
- 8 Your design ... in a TV programme that we saw.  
A are included      B was included  
C included

### 5 ★★★ Complete the sentences with the past passive form of the verbs in brackets.

- 1 One of the first computers was designed (design) at Harvard University by Grace Hopper and Howard Aiken.
- 2 The musical Hamilton \_\_\_\_\_ (write) by Lin-Manuel Miranda when he was in his 20s.
- 3 The digital camera \_\_\_\_\_ (not invent) until the 1970s.
- 4 The first successful plane flights \_\_\_\_\_ (make) by the Wright brothers.
- 5 The Chinese terracotta soldiers \_\_\_\_\_ (not discover) until 1974.
- 6 The songs 'Just Dance' and 'Poker Face' \_\_\_\_\_ (sing) by Lady Gaga.

### 6 ★★★ Complete the online article with the past passive form of the verbs below.

build inspire invent organize produce not sell  
not use use

### The story of the trampoline

The modern trampoline<sup>1</sup> was invented in the 1930s. But who invented it and how?

At 16, American George Nissen<sup>2</sup> ..... by a visit to the circus where he saw some acrobats. He decided to create something for people to jump up and down on. He tried to make such a device, but he wasn't successful.

Later, at university, he explained his idea to his gymnastics coach, and after a lot of work, the first modern trampoline<sup>3</sup> ..... in 1936.

At first, this new device<sup>4</sup> ..... for fun or entertainment, it<sup>5</sup> ..... to train acrobats, and later astronauts. And these new trampolines<sup>6</sup> ..... in shops.

But later in 1942, the first trampolines<sup>7</sup> ..... in a factory, and over the next decades they became popular for both entertainment and sport. And when the first World Trampoline Championships<sup>8</sup> ..... in London in 1964 – everybody knew that the trampoline was here to stay.



### 7 ★★★ Read the email from a penfriend and write a reply.

Hi there!

How are you? We're doing a project in Design and Technology about things that were created, invented or designed in our country.

Tell me about something that was first invented in your country, and how and when it was made.

Write soon, Alex

Hi Alex

The first chocolate bar was invented in my country in 1847 by a company called JS Fry and Sons. It was made from ....

# 7 READING

## Drones: an incredible flying invention

A drone (or UAV – unmanned aerial vehicle) is a small aircraft without a pilot. It is controlled by someone on the ground with a special device. Drones are often flown for fun, but they're also used for more serious reasons. In fact, they're one of the most important inventions of the 20<sup>th</sup> century.

In September 2017, there was a terrible hurricane in Puerto Rico, and more than 3,000 people lost their lives. Drones were used as a vital part of the rescue operation. They delivered medical supplies to people in remote areas with no access to roads. Thanks to drones, many lives were saved. But of course drones don't only rescue humans. In 2019–2020, Australia experienced some of its worst ever wildfires. These lasted for several months and affected three billion animals. During the disaster, drones with special cameras were

used to rescue wild animals, including koalas and kangaroos.

Drones are also used in less serious situations – in music videos, films and TV. The famous rooftop scene in the James Bond film, *Skyfall*, was filmed by drones because it was safer and cheaper than using helicopters.

Inspired by the use of drones in the film industry, Universal Studios recently designed an amazing attraction using drones at its theme park in California, USA. Lights are projected from the drones and they move to the rhythm of the music at the same time. This creates a beautiful display.

However, drones aren't always fun. In December 2018, drones were reported to be flying above Gatwick Airport in London. Within 48 hours, 1,000 flights were cancelled, and over 140,000 passengers were affected. The airport lost over a million pounds. So remember, if you're using a drone, never fly it near an airport! And always check UAV regulations before you fly a drone, because they're illegal in some countries.



### An article

1 ★★★ Read the article. Match the words with the definitions.

- 1 E aircraft
- 2 ..... rescue (n)
- 3 ..... wildfires
- 4 ..... disaster
- 5 ..... projected
- 6 ..... display (n)
- 7 ..... cancelled
- 8 ..... regulations

- A the act of saving someone or something from a dangerous situation
- B an unexpected event that causes a lot of serious damage
- C made an image appear on a flat surface
- D stopped a planned event from happening
- E a vehicle that can fly
- F official rules from a government or authority
- G an entertaining show in a public place
- H very big fires in natural areas that spread quickly



We can find specific information in a text by scanning for key words, numbers and words which begin with capital letters (for example, names and places).

2 ★★★ Read the Skill UP! and answer the questions.

1 What does 'UAV' stand for?

unmanned aerial vehicle

2 Which place experienced a very bad hurricane in 2017?

3 How many animals were affected by the wildfires in Australia?

4 What is the name of the movie that used drones?

5 Where is the theme park that used drones?

6 How many flights were not allowed to take off from Gatwick Airport because of drones?

**3 ★★★** Choose the correct options to complete the sentences.

- 1 The article is about ...  
A the cheapest way to make movies.  
**B** different ways that drones are used.  
C ways to rescue people in disasters.  
D airports that have problems with drones.
- 2 According to the article, ...  
A drones are mostly used for fun.  
B a UAV is not the same as a drone.  
C you mustn't fly drones near an airport.  
D you can fly drones in all countries.
- 3 Which sentence is not true?  
A Drones are used to help save people's lives.  
B In the film industry, drones help to reduce costs.  
C Drones can be used artistically.  
D Drones can have pilots.
- 4 Which sentence is true?  
A Drones aren't strong enough to carry objects.  
B Drones were invented before 2000.  
C Filming with drones is more risky than filming with helicopters.  
D Drones can't move in time to music.
- 5 The writer ...  
A expresses no opinion about drones.  
B thinks drones are mostly used positively.  
C is neither for nor against drones.  
D is not at all in favour of drones.
- 6 In the final paragraph, the writer ...  
A is annoyed by the drone operators.  
B is sorry for the passengers who could not travel.  
C warns drone operators about different laws.  
D reveals who flew the drones near the airport.
- 7 The writer probably ...  
A thinks people should be careful when using drones.  
B owns a drone.  
C likes James Bond movies.  
D thinks drones are dangerous.



**4 ★★★** Are the sentences true (T), false (F) or not given (NG)?

- 1 Drones need to be made of light materials. T  F  NG
- 2 Drones are used for many different purposes. T  F  NG
- 3 Drones only carried food to people in the Puerto Rico disaster. T  F  NG
- 4 Drones were not able to fly when the wind was very strong during the hurricane. T  F  NG
- 5 It was too hot to attach cameras to the drones during the wildfires. T  F  NG
- 6 Animals were frightened when the drones appeared. T  F  NG
- 7 The James Bond movie scene took place on the top of a building. T  F  NG

**5 ★★★** Imagine your friend has a new drone, and you are both going to fly it this weekend. Write a message to him/her, making suggestions for where to fly it and giving advice.

I'm really excited about flying your new drone this weekend! How about we ...?

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**6 ★★★** Think of an invention that you believe is really useful or impressive. Write about it.

- Why do you think the invention is useful / impressive?
- Describe the invention.
- How is it used?

I believe the ... is a truly impressive invention because ...

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# 7 REVIEW

## EXAM PREPARATION

- Exercise 1: Cambridge B1 Preliminary Reading Part 1
- Exercise 2: Cambridge B1 Preliminary Reading Part 6

### 1 Read each text and choose the correct answer (A, B or C).

Eddie, do you know anyone who is a singer? The vocalist in our band is ill and we've got a live performance this Friday night. The lyrics are easy to learn. Call me! Jen

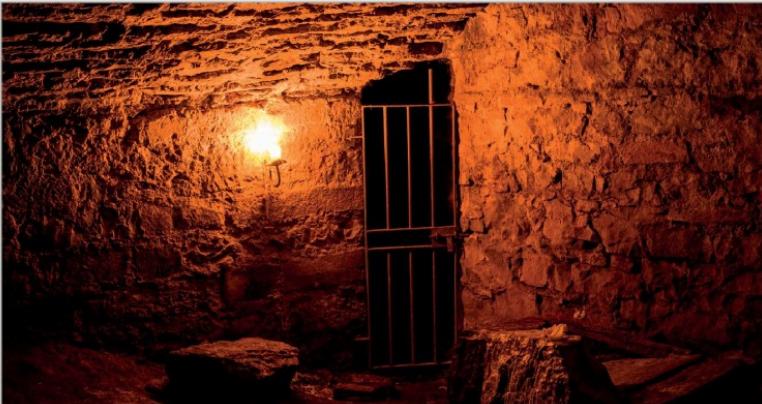
- Jen wants Eddie to sing in a band.
- Jen wants Eddie's help to find a singer.
- Jen wants Eddie to learn the lyrics for a song.

#### Are you creative? Are you musical? Looking for your big break?

Songwriters are needed for a new musical theatre production! Send an audio recording of your song and a printed copy of the lyrics. No experience needed.

- The writer is looking for people who have worked in musical theatre before.
- You have to send a video of your music.
- The writer is looking for new talent.

### 2 Write the correct words to complete the text. Write one word for each gap.



The amazing  
**London Dungeon!**

Does anyone want tickets for the music festival next weekend? I booked tickets in April but now I can't go! I'm selling two tickets for £80. If you buy them on the day that the concert starts (Saturday Aug 28), they'll be much more expensive.

- The writer is inviting her friends to go to the festival with her.
- The writer has tickets for a festival in April.
- The writer isn't able to attend the festival.

'Smart clothing' is the next big thing. The combination of clothes and electronics means you can wear clothes that connect with apps on your phone to check your diary, remind you to use sunscreen and even call a taxi!

- Smart clothes have more than one purpose.
- Smart clothes aren't useful for your health.
- Smart clothes are only available in large sizes.

A dungeon is a prison that is deep underground. Centuries ago, prisoners<sup>1</sup> \_\_\_\_\_ kept in dungeons by kings and queens. Today, there's a museum in London<sup>2</sup> \_\_\_\_\_ is called The London Dungeon. It's a museum about the history of London, which is sometimes quite scary! Actors<sup>3</sup> \_\_\_\_\_ used in the museum to dress up like people from hundreds of years ago. Some of these characters are really scary. Even my cousins felt afraid! Information about the Great Fire of London<sup>4</sup> \_\_\_\_\_ also shown in the museum. In the Great Fire of 1666, a third of London<sup>5</sup> \_\_\_\_\_ destroyed. The London Dungeon is brilliant and I learned a lot, but be ready to truly 'experience' history!

# 7 LANGUAGE SUMMARY

## VOCABULARY

### Wordbuilding: verbs and nouns

⌚ Student Book p82

attach  
attachment  
attract  
attraction  
combine  
combination  
contain  
container  
create  
creation  
design (v)  
design (n)  
develop  
development  
inspire  
inspiration  
intend  
intention  
invent  
invention  
power (v)  
power (n)

### Talking about music

⌚ Student Book p86

chorus  
duet  
lyrics  
melody  
rhythm  
single  
songwriter  
vocalist

## GRAMMAR

### Passive: present simple

⌚ Student Book p82

- We form the passive in the present simple with the present simple form of *be* + a past participle:

Affirmative	Negative
The best pasta is produced in Italy.	The vegetables aren't cooked enough.
Questions	
Where is the best pasta produced? Are the vegetables cooked enough?	

- We use the passive in the present simple when we want to talk about processes or procedures.

*Our cakes are made every day.*

### Passive: past simple

⌚ Student Book p85

- We form the passive in the past simple with the past simple form of *be* + a past participle:

Affirmative	Negative
The meeting was held in London.	The awards were presented by the director.
Questions	
Who was the meeting held by? Were the awards presented in London?	

- We use the passive in the past simple when we want to talk about past events or processes.

*The bakery was founded in 1871.*

- We often use the passive when we don't know who is doing the action, or when it's not important.

*An omelette is made with eggs.*

- When it is important to know who does an action in the passive, we use *by*.

*The painting Guernica was painted by Pablo Picasso.*

- We can use a preposition to explain where or when something is done.

*The Beatles' first album was recorded in London.*

# 8 Unexplained

## VOCABULARY

### Talking about mysteries

Student Book p94

- 1 ★★★ Match the definitions with the words.

- |   |            |  |
|---|------------|--|
| 1 | B belief   | A something that aims to deceive people or make them believe something false |
| 2 | trick      | B a strong feeling that something is true or right                           |
| 3 | evidence   | C marks that are left by feet  |
| 4 | footprints | D facts or objects that are used to prove that something is true             |
| 5 | theory     | E a set of ideas that aims to explain something                              |

- 2 ★★★ Look at the pictures. Complete the words.



- 1 That isn't real, it's obviously a t\_r\_i\_c\_k!
- 2 The w \_\_\_\_\_ are helping the police.
- 3 Look! There are f \_\_\_\_\_ in the snow.
- 4 The investigators are looking for c \_\_\_\_\_.

- 3 ★★★ Choose the correct words to complete the article.

### POLICE INVESTIGATE BURGLARIES

There have been a lot of burglaries in the area recently. A victim came home on Wednesday and found her house in a mess. Her first <sup>1</sup>explanation was that her untidy sister had done it. Then she discovered a cat in her living room. How had the little <sup>2</sup> \_\_\_\_\_ got in? When she <sup>3</sup> \_\_\_\_\_ further, she found that the back window was broken. Her neighbours weren't at home, so there were no witnesses. However, nothing was stolen from her home. So perhaps the thieves had been scared by a(n) <sup>4</sup> \_\_\_\_\_ with the cat, which had knocked over a large glass ornament and broken it.

The police came the next day to collect evidence to <sup>5</sup> \_\_\_\_\_. They <sup>6</sup> \_\_\_\_\_ that there had been a lot of burglaries in the area. A witness from another burglary <sup>7</sup> \_\_\_\_\_ she saw a man who might be the thief. Later, the police matched fingerprints from the crime scenes to this man's fingerprints. So, this <sup>8</sup> \_\_\_\_\_ that he was the thief.

- |                  |                |                |
|------------------|----------------|----------------|
| 1 A explanation  | B trick        | C belief       |
| 2 A clue         | B footprint    | C creature     |
| 3 A investigated | B proved       | C analysed     |
| 4 A theory       | B encounter    | C trick        |
| 5 A claim        | B analyse      | C prove        |
| 6 A confirmed    | B encountered  | C investigated |
| 7 A analysed     | B claimed      | C proved       |
| 8 A claimed      | B investigated | C proved       |

- 4 ★★★ Imagine you're an investigator interviewing someone who saw a mysterious incident or creature. Write five questions to ask them.

Please can you confirm what you witnessed?

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## Useful adjectives

→ Student Book p98

### 5 ★★★ Choose the correct options to complete the sentences.

- 1 The thieves hid the jewellery in a(n) ... location.  
A remote      B worldwide      C experienced
- 2 Some very ... objects were stolen from the museum.  
A reliable      B valuable      C suitable
- 3 This horror movie isn't ... for children.  
A complex      B suitable      C illegal
- 4 A(n) ... team is working on the investigation.  
A experienced      B various      C complex
- 5 The mystery has caused ... excitement.  
A fascinating      B illegal      C worldwide
- 6 The police are analysing ... clues.  
A various      B active      C private
- 7 We aren't allowed to use this ... beach.  
A private      B official      C active
- 8 It was a(n) ... crime, which involved several different organizations.  
A valuable      B illegal      C complex
- 9 Don't go in, this is a(n) ... crime scene.  
A financial      B valuable      C active
- 10 Breaking into someone's house is ....  
A fascinating      B illegal      C private

### 6 ★★★ For each noun, write at least two adjectives below that collocate with it. You will use some adjectives more than once.

complex	fascinating	financial	official	private
reliable	suitable	various		

- 1 stories **complex, fascinating**
- 2 clothes
- 3 problems
- 4 life
- 5 test
- 6 report

### 7 ★★★ Complete each sentence so that it means the same as the sentence above. Use appropriate adjectives from this page.

- 1 They live on an island in the middle of the ocean.  
They live on a **remote island**.
- 2 The story created excitement all over the world.  
The story created \_\_\_\_\_.
- 3 These paintings are worth a lot of money.  
These are very \_\_\_\_\_.
- 4 There are lots of different theories which explain the mystery.  
There are \_\_\_\_\_.
- 5 He's been a detective for more than 20 years.  
He's a very \_\_\_\_\_.
- 6 Marta is a person who does a lot of sport.  
Marta is a very \_\_\_\_\_.
- 7 Does he have a lot of money problems?  
Does he have a lot of \_\_\_\_\_?
- 8 We need witnesses who can remember exactly what they saw.  
We need \_\_\_\_\_.

## EXTRA Phrasal verbs

→ Student Book p99

### 8 ★★★ Correct the bold errors in the article.

#### Treasure hunt:

Who will <sup>1</sup>get **take** up the challenge?

Why not <sup>2</sup>give \_\_\_\_\_ up a treasure hunt for your friends or family? It will help them be more active, because they'll have to look all over the house while they carry <sup>3</sup>**up** \_\_\_\_\_ your instructions. First, <sup>4</sup>**take** \_\_\_\_\_ up some good clues. They shouldn't be too easy or too difficult. (You don't want to give the answers <sup>5</sup>**up** \_\_\_\_\_, but if the clues are too difficult, people will give <sup>6</sup>**off** \_\_\_\_\_.) Hide the clues around the house. Each clue should tell people where to find the next clue. The last clue should take them to the prize. If the treasure hunt causes an argument, tell them you'll <sup>7</sup>**give** \_\_\_\_\_ it off!

# 8 GRAMMAR

## Modal verbs: deducing and speculating

Student Book p95

### 1 ★★★ Choose the correct options to complete the sentences.

- 1 I think the note ... a clue, but I'm not sure.  
A must be      B can't be      C may be
- 2 The lights are off, so there ... anyone at home.  
A might be      B can't be      C may be
- 3 Be careful with that ornament; I'm not sure, but it ... valuable.  
A must be      B can't be      C might be
- 4 Scientists think there's a possibility that this message ... from aliens.  
A could be      B must be      C can't be
- 5 I got an email saying I'd won a million euros, but I'm sure it ... a trick.  
A can't be      B may be      C must be
- 6 I don't know if you're allowed to take photos here; it ... illegal.  
A must be      B may be      C can't be

### 2 ★★★ Correct the bold errors in the dialogue.

- Brian Have you heard the rumours about last night? Do you think they<sup>1</sup> **must be** **could/might/may be** true?
- Aisha What rumours are you talking about?
- Brian A woman saw something while she was walking her dog in the woods. She thought she<sup>2</sup> **can't be** \_\_\_\_\_ in danger, so she called the police.
- Aisha What did she see?
- Brian I don't know, but the police came to her house, so it<sup>3</sup> **might be** \_\_\_\_\_ serious. People are saying it was a UFO!
- Aisha Don't be ridiculous! Maybe it was a wild animal? People say they've seen wolves in the woods.
- Brian There<sup>4</sup> **must be** \_\_\_\_\_ wolves in the woods – there aren't any wolves in this country. It<sup>5</sup> **must be** \_\_\_\_\_ that people just like telling silly stories.
- Aisha Very true. I think you like telling silly stories, too!

3 ★★★ Look at the pictures. Complete the sentences using **could be**, **may be**, **might be**, **can't be**, or **must be**.



- 1 Katia \_\_\_\_\_ **must be** good at sport.
- 2 Tom and Ben \_\_\_\_\_ twins.
- 3 Tom and Ben \_\_\_\_\_ Lady Gaga fans.
- 4 Ben \_\_\_\_\_ a piano player.
- 5 Katia \_\_\_\_\_ a tidy person.
- 6 Tom \_\_\_\_\_ a guitar player.
- 7 Katia \_\_\_\_\_ a tennis player.

### 4 ★★★ Complete each sentence so that it means the same as the sentence above. Use the words in brackets.

- 1 This story is certainly not true. (can't be)  
This story **can't be true** \_\_\_\_\_.
- 2 This theory can't be right. (must be, wrong)  
This theory \_\_\_\_\_.
- 3 I think this photo is a trick. (might be)  
This photo \_\_\_\_\_.
- 4 I think this footprint is a clue. (could be)  
This footprint \_\_\_\_\_.
- 5 Perhaps this dirty glass is evidence. (may be)  
This dirty glass \_\_\_\_\_.
- 6 Those lights are possibly a UFO. (could be)  
Those lights \_\_\_\_\_.

## Past perfect

Student Book p97

### 5 ★★★ Choose the correct options to complete the sentences.

- 1 Yesterday I felt really tired because I ... badly the night before.  
A slept                    B had slept
- 2 She was shaking because she ... the shock of seeing the strange creature.  
A hadn't got over        B didn't get over
- 3 You're late! ... the bus?  
A Did you miss            B Had you missed
- 4 When the morning came, they still ... a UFO, so they gave up and went home.  
A didn't see              B hadn't seen
- 5 I ... the horror movie because it was too scary.  
A hadn't enjoyed          B didn't enjoy
- 6 ... dinner when you heard the strange noises?  
A Had you finished        B Did you finish
- 7 When she got home, she discovered that someone ... her house.  
A burgled                 B had burgled
- 8 At nine o'clock, the victim got dressed and ...  
A had gone out.            B went out.
- 9 ... the victim before the night of his mysterious disappearance?  
A Had the suspect met    B Did the suspect meet
- 10 The investigators later discovered that the witness ... the whole story.  
A made up                 B had made up
- 11 It was fascinating to think that prehistoric people ... these beautiful images over 12,500 years ago.  
A had painted             B painted



### 6 ★★★ Complete the witness report. Use the past perfect or past simple form of the verbs in brackets.

Witness report: Peter Clarkson

Date: May 24<sup>th</sup>, 21.00

It <sup>1</sup>had been (be) a long day. I had worked from 6 a.m. until 5 p.m. When I <sup>2</sup>arrived (arrive) home, I prepared some food because I <sup>3</sup>not eat (not eat) all day. Then I <sup>4</sup>had (have) a shower. After I <sup>5</sup>dressed (dress), I saw a message on my phone. It was from a delivery company. It said they <sup>6</sup>try (try) to deliver a package earlier, but I <sup>7</sup>not be (not be) at home, so they <sup>8</sup>left (leave) it at the post office. I wasn't expecting a package, but I <sup>9</sup>drive (drive) to the post office anyway. But no package <sup>10</sup>arrived (arrived) there for me. When I got home, I discovered that burglars <sup>11</sup>steal (steal) some valuable paintings from my house while I was out. It had all been a trick!

### 7 ★★★ Join the sentences so that the meaning is the same. Use the past perfect and the conjunction in brackets.

- 1 The tourists read about the UFOs. They visited the site. (before)

The tourists had read about the UFOs before they visited the site.

- 2 The creature disappeared. The police arrived. (before)

.....

- 3 She didn't bring a torch. She couldn't see in the dark. (so)

.....

- 4 They saw a film about the remote island. They decided to travel there. (after)

.....

- 5 They didn't find any clues. They had to call off the investigation. (because)

They had to .....

- 6 The burglar went. I arrived home. (by the time)

By the time I .....

## 8 READING

### The mysterious dancing lights of Marfa, Texas

In the Texas desert by the border with Mexico, near a remote town called Marfa, strange lights sometimes dance in the night sky. They may suddenly appear, then disappear. They could be yellow, orange, red or blue. They might float just above the earth, or fly up into the dark. If you saw these lights, you might think that your friends had decided to play a trick on you – or possibly that a UFO had landed!

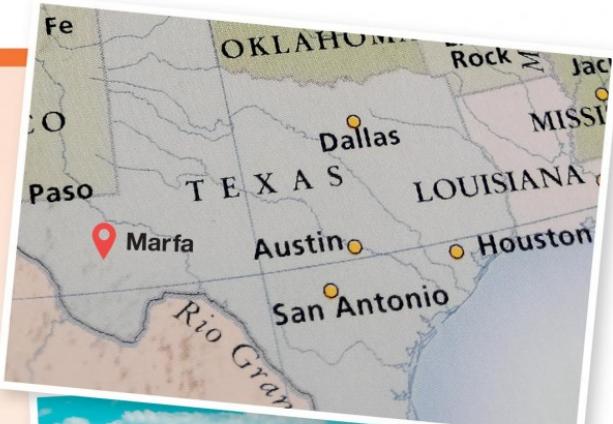
But these lights are real – witnesses have reported seeing them for many years. The first was a young cowboy called Robert Ellison in 1883. Ellison had camped for the night in the fields near Marfa. Suddenly, he saw something in the sky. Years later, his daughter said Ellison had talked about seeing strange lights. He had thought they must be distant campfires.

Today, the fascinating stories of Marfa's lights attract many people to the town, hoping to find evidence to confirm what they are. Some people say it's all a trick. But that can't be true – unless different people have carried out the same trick for over 100 years.

One theory is that they are simply headlights from cars on a nearby road. An effect of the light, caused by different air temperatures above the desert, makes the headlights appear to move high in the sky. Other less scientific theories claim they are UFOs or ghosts!

James Bunnell is a very experienced Marfa lights investigator. He had lived in the area for many years before seeing an amazing display of Marfa lights in 2000, which made him determined to discover their cause. He believes they might be a result of a complex combination of physics and geology.

So, what do you think? Whatever it may be, the Marfa lights are definitely a beautiful, magical sight!



Artist's impression of the Marfa lights.



#### An article

##### 1 ★★★ Read the article. Match the definitions with the words.

- |                        |   |
|------------------------|---|
| 1 <u>D</u> float (v)   | A a man who rides a horse and looks after cows          |
| 2 <u>  </u> cowboy     | B the scientific study of what the Earth is made of     |
| 3 <u>  </u> campfires  | C made a definite decision to do something              |
| 4 <u>  </u> headlights | D to move slowly on the water or in the air             |
| 5 <u>  </u> determined | E outdoor fires made by people who are sleeping outside |
| 6 <u>  </u> geology    | F the large, bright lights at the front of a car        |



## 2 ★★★ Choose the correct answers.

- 1 Which information can be found in the article?
  - A Marfa is a small town.
  - B Marfa is in Mexico.
  - C Marfa is in the mountains.
  - D Marfa isn't very close to other towns.
- 2 According to the article, which statement is not true?
  - A The lights are real.
  - B The lights aren't always the same colour.
  - C The lights appear every night.
  - D The lights move around.
- 3 According to the article, Robert Ellison ...
  - A lived near Marfa for many years.
  - B thought he was seeing fires far away.
  - C saw the lights with his daughter.
  - D reported the lights to the police.
- 4 The headlights theory says that the Marfa lights are caused by ...
  - A cars driving up into the mountains.
  - B sunlight shining off cars.
  - C different types of weather.
  - D different air temperatures.
- 5 The writer implies that ...
  - A James Bunnell doesn't know much about the lights.
  - B James Bunnell's theory is too complicated.
  - C James Bunnell was strongly affected by seeing the lights.
  - D James Bunnell had wanted to see the lights for a long time.
- 6 The writer believes that ...
  - A the Marfa lights look lovely.
  - B the Marfa lights aren't real.
  - C the Marfa lights have an interesting cause.
  - D we'll never discover the real explanation for the Marfa lights.



Information is expressed with different degrees of certainty. This can be shown by modal verbs (*might be*, *must be*, etc.) or adverbs (*possibly*, *definitely*, etc.).

## 3 ★★★ Read the Skill UP! Using evidence from the article, decide if the sentences are true (T) or false (F).

- 1 The lights look quite confusing. T  F
- 2 The lights don't always float high above the ground. T  F
- 3 Robert Ellison didn't feel sure about the cause of the lights. T  F
- 4 The lights are likely to be people playing a trick. T  F
- 5 James Bunnell is sure his theory is right. T  F

## 4 ★★★ Imagine you and your friends saw the Marfa lights. Describe what happened. What did you think they were? Did you all agree? Use the words below and your own ideas.

can't (be) certainly clearly could/may/might (be)  
definitely maybe must (be) obviously possibly  
probably

I still can't believe what we saw – the lights were amazing.

I felt quite scared. I think they're probably a trick, but who knows!

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## 5 ★★★ Imagine you're investigating the lights, like James Bunnell. Which questions do you want to find the answers to?

When there are more cars on the road, do the Marfa lights appear more often?

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# 8 REVIEW

## EXAM PREPARATION

- Exercise 1: Oxford Test of English for Schools Reading Part 1
- Exercise 2: Cambridge B1 Preliminary Reading Part 6

### 1 Read each text and choose the correct answer (A, B or C).

#### FunReads

##### My Grandmother's Secret | ★★★★☆

(This book will be published later this year.)

Anne finds some fascinating old letters among her grandmother's possessions. Could they be the explanation for a secret that the family has hidden for generations? Could Anne's investigation help her discover the terrifying truth?

#### 1 What is the purpose of the text?

- A To give clues about a mystery.
- B To interest the reader in a book.
- C To answer questions about a secret.

Hi neighbours,

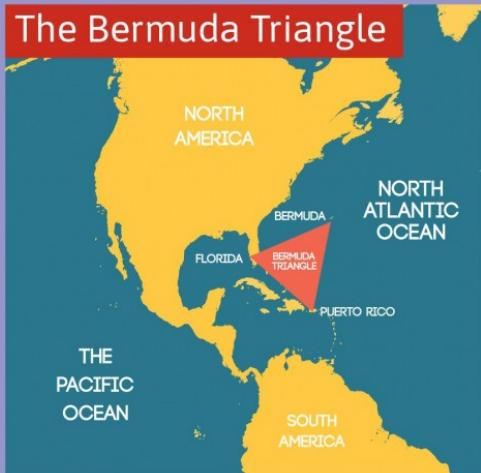
When I went out at six o'clock last night, I saw that there was a package for me, outside the front door of our building. The delivery person had left it between the rubbish bins. But when I got back, it had disappeared. Did you take it inside for me? Thanks, Adela

#### 2 When did the package disappear?

- A While Adela was out.
- B After Adela got back.
- C Before Adela went out.

### 2 Write the correct words to complete the text. Write one word for each gap.

#### The Bermuda Triangle



An area in the Atlantic Ocean, off the coast of Florida, is known worldwide as the Bermuda Triangle. This region is known for unexplained disappearances of ships and planes. By 1964, when this area was first named the Bermuda Triangle, many accidents <sup>1</sup> been reported there. Scientists had carried <sup>2</sup> investigations, but <sup>3</sup> found any of the lost ships, planes or passengers. Where <sup>4</sup> they gone? Many people started to suspect that something supernatural <sup>5</sup> be the cause. But today, scientists know that this theory <sup>6</sup> be true. Evidence shows that the Bermuda Triangle isn't any more dangerous than any other area of the ocean. An American author named Larry Kusche wrote a book explaining how the Bermuda Triangle mystery was clearly made <sup>7</sup>. There's no doubt that the strange theories connected with the Bermuda Triangle <sup>8</sup> be 'fake news'!

Fridays  
9 p.m.

#### Detecting Trouble

What happens when a new police officer joins a team of experienced investigators? Why doesn't she believe the official story about the crime they're investigating? Find out why this new TV series has created worldwide excitement. First episode coming on Friday!

#### 3 What is the purpose of the text?

- A To promote a TV programme.
- B To encourage discussion about a TV programme.
- C To explain the plot of a TV programme.

#### Police report

Stolen painting

Interview on Feb 15<sup>th</sup>, 10.45

The suspect claims that he knows nothing about the painting we found in his house. He says he had bought it from a friend ten years ago, and he didn't know it was valuable. He says he can't believe it was stolen from a museum.

#### 4 The suspect is claiming that he feels ....

- A embarrassed
- B surprised
- C disappointed



# 8 LANGUAGE SUMMARY

## VOCABULARY

### Talking about mysteries

Student Book p94

analyse  
belief  
claim (v)  
clues  
confirm  
creature  
encounter  
evidence  
explanation  
footprints  
investigate  
prove  
theory  
trick (n)  
witnesses

### Useful adjectives

Student Book p98

active  
complex  
experienced  
fascinating  
financial  
illegal  
official  
private  
reliable  
remote  
suitable  
valuable  
various  
worldwide

### EXTRA Phrasal verbs

Student Book p99

call off	give up
carry out	make up
get over	set up
give away	take up

## GRAMMAR

### Modal verbs: deducing and speculating

Student Book p95

#### Affirmative

I / You / He / She / It / We / They may / might / could / must be at home.

#### Negative

I / You / He / She / It / We / They may / might / could not be at home.

#### Questions

Might / Could they be at home?

- We use *must* when we are sure that something is true or very probable.

*This must be her bag – it's got her name on it.  
You must live quite close to school if you walk here.*

- We use *can't* when we believe something is not possible or true.

*It can't be her birthday today – I know she was born in June, not May.*

- We use *may*, *might* or *could* when we think something is possibly true.

*It might be her birthday today. She's very happy.*

### Past perfect

Student Book p97

#### Affirmative

I / You had gone.	I / You'd gone.
-------------------	-----------------

He / She / It had gone.	He / She / It'd gone.
-------------------------	-----------------------

We / They had gone.	We / They'd gone.
---------------------	-------------------

#### Negative

I / You had not gone.	I / You hadn't gone.
-----------------------	----------------------

He / She / It had not gone.	He / She / It hadn't gone.
-----------------------------	----------------------------

We / They had not gone.	We / They hadn't gone.
-------------------------	------------------------

#### Questions

Had I / you gone?	Where had I / you gone?
-------------------	-------------------------

Had he / she / it gone?	Where had he / she / it gone?
-------------------------	-------------------------------

Had we / they gone?	Where had we / they gone?
---------------------	---------------------------

# 1 WRITING WORKSHOP

## An application form

A form is a document where you provide information, often about yourself.



- 1 Read the application form. What role is Felix applying for?

Come and help us at the **Happy Adventure Camp** this summer! We're looking for high-school students to plan and lead activities for children aged 8–9. Complete the form below with your personal information.

### Personal details

Name:	Felix Jackson
Date of birth	04/09/2008
(date/month/year):	
Email:	felixj08@starmail.com
Phone number:	0786153877

### Experience with younger children

After class, I help children in my school with their homework. I have a big family, and every weekend I look after my younger brothers and sisters. I play games with them and I prepare their meals, too.

(30–40 words)

### Free-time activities and hobbies

- \* Judo
- \* Music
- \* Chess
- \* Cooking (especially pasta)

### Skills and languages

- \* I can speak English fluently, and I can speak Italian quite well.
- \* I can play the guitar.
- \* I am very good at chess.

### Why should we give you this role?

I think you should give me this role because I really enjoy working with children. I am patient and funny, and I believe children must feel confident and happy when they are learning new activities.

(30–40 words)

## TEENAGERS WANTED FOR AFTER-SCHOOL PROGRAMME!

Are you good with children? Can you give a few hours after school? We need teenagers to help young children with their homework and computer skills.

### WRITING HELP

- Write your name in full. Don't use short forms.
- Check your personal information is correct and clear to read – especially email addresses and phone numbers.
- Use *can* to talk about skills and abilities.
- To give a more formal tone, don't use contractions.

- 2 Write and complete an application form for the advertisement. Follow the steps in the Writing builder and use the example text to help you.

## WRITING BUILDER

### 1 PLAN YOUR FORM

- What headings will your application form need? What order will they be in? (They should be very similar to the example text.)
- Think about the personal information you'll need to write under each heading.

### 2 WRITE

- Write your blank form, using the example text as a guide.
- Complete the form, writing as neatly as you can.
- Follow instructions and word counts carefully.
- Use bullet points to list information, as this is clearer and easier to read.

### 3 READ AND CHECK

- Check that you've written something under each heading.
- Make sure all the information is correct and in the right place.
- Check your grammar and spelling.
- Make sure your handwriting is clear.

## USEFUL LANGUAGE

### Describing your skills

*I am good / very good at ...*

*I can ...*

### Describing personal qualities

*I am confident / cheerful / patient / helpful / kind ...*

*I am an excellent ... because ...*

*I really enjoy working with children / learning new skills / helping others ...*

## 2 WRITING WORKSHOP

### A text message about making plans

We usually send text messages to group chats or individuals using mobile phones, on apps like WhatsApp™. We sometimes use these apps on computers.

- 1 Read Elena's message from a group chat. What information does she need from her friends?

<  School trip 

Hi everyone! Here are the details for our trip this weekend. On Friday afternoon, the minibus will be waiting for us outside school. Don't be late! Shona's mum and Jamal's dad are coming with us, and they'll meet us by the minibus. Remember, we'll be staying in the mountains, so don't forget to bring warm clothes! Our hostel is near a beautiful old castle, with an amazing view of a wildlife reserve.

This is the plan for the activities. On Saturday morning, we're going to go sightseeing. (The town has a fantastic museum, BTW!) In the afternoon, if the weather is good, we'll go horse-riding. Do you all want to do both activities? Send me a message ASAP to let me know.

If you have any questions, call me after 7 p.m. tonight. This trip is gonna be FUN!! 😊

CU Friday! Elena

18.15 ✓✓

#### WRITING HELP

- Give information.
- Give reminders.
- Ask for information.
- Use text abbreviations, informal language and emojis if appropriate.



- 2 Write a message about making plans to a friend or a group chat. Follow the steps in the Writing builder and use the example text to help you. Choose one of the ideas below.

- A school trip to another city
- An afternoon trip to do outdoor activities
- A school trip to an ancient site, palace or museum

### WRITING BUILDER

#### 1 PLAN YOUR MESSAGE

- Think about the purpose of your message.
- What key information do you need to give?
- What key information do you want your reader(s) to give you?

#### 2 WRITE

##### Paragraph 1

- Give information and reminders about the plan or trip.

##### Paragraph 2

- Explain what information you want your reader(s) to give you.

##### Paragraph 3

- End the message in a friendly way.

#### 3 READ AND CHECK

- Check that the message is clear and easy to understand.
- Does it contain all the key information?
- Check that you've used abbreviations and emojis correctly and appropriately.

### USEFUL LANGUAGE

#### Giving information

*Here are the details for ...*

*This is the plan for ...*

*Here's the information about ...*

#### Giving reminders

*Remember, ...*

*Don't forget to ...*

*Make sure you ...*

#### Asking for information

*I need you to tell me ...*

*Please can you let me know ...*

*Send me a message to let me know ...*

#### Abbreviations

*ASAP = As soon as possible*

*BTW = By the way*

*CU = See you*

*Gonna = going to*

# 3 WRITING WORKSHOP

## A short report

A short report gives a clear description of a process or event, using formal language. It is usually written for a specific audience.

- 1 Read the report. What does the writer recommend?

### The Green Project

#### Introduction

Why are there no trees or plants in our school? This question was the beginning of 'The Green Project' last year. The goal of this project was to plant 100 trees and plants in our school. In this report, I will describe the four steps of the project. I will then conclude with recommendations for the future.

#### The process

In the first step, we asked local gardeners to come to our school and talk about the environmental benefits of green spaces. The second step involved raising money to pay for the trees and plants. Next, we planted the trees and plants, and learned to look after them. Finally we contacted the local newspaper, and a journalist interviewed students about the project.

#### Conclusions

To conclude: because there are now many trees and plants in our school, it is a much greener and healthier place. Students say they feel happier and more relaxed. If we did this project again, I would recommend that we work with other schools. We would learn a lot more if we shared our ideas and results online.

#### WRITING HELP

- Write a strong first sentence or question, to interest the reader.
- Introduce the theme.
- Use paragraph headings and sequencing phrases.
- Give conclusions and recommendations.
- Do not use contractions, e.g. They are NOT They're.



- 2 Write a short report about a project (real or imaginary) in your school or town. Follow the steps in the Writing builder and use the example text to help you. Choose one of the ideas below.

- A project to reduce the use of plastic in school
- A project to clean up your neighbourhood
- A project to encourage healthy eating in school

## WRITING BUILDER

### 1 PLAN YOUR REPORT

- Write notes about all the information you need to communicate in your report.
- Think of paragraph headings that describe each section accurately.

### 2 WRITE

#### Paragraph 1

- Start with an interesting sentence and say what will be in the report.

#### Paragraph 2

- Describe the process or event in a logical order, using sequencing phrases.

#### Paragraph 3

- Conclude by describing results and making recommendations.
- Use the second conditional for recommendations.

### 3 READ AND CHECK

- Does your report have a clear, logical structure and useful headings?
- Have you used the second conditional correctly in the final paragraph?

## USEFUL LANGUAGE

### Interesting first sentence or question

*Have you ever wondered why / noticed that ... ?*

*Would you like the world to be ... ?*

*Why is / are there ... ?*

### Introducing the theme

*In this report I will describe ...*

*The goal of this project was to ...*

### Describing the process or event

*Firstly, / Secondly, ...*

*In the first / second step, ...*

*The next step involved ...*

*Next, / Finally, ...*

### Conclusions and recommendations

*To conclude: / In conclusion:*

*I would recommend that ...*

# 4 WRITING WORKSHOP

## A social media post giving an opinion

A social media post is text that you write and share on websites like Facebook™ and Twitter™, often to express your opinion or ideas.

- 1 Read the social media post. Why don't the critics like the TV series?

2.50 PM 72%

I don't agree with the critics at all – in my opinion, series 3 of *Future Truth* is amazing! Last week when I was reading all the negative reviews, I felt really disappointed. In fact, while I was looking at those bad comments, I almost decided not to watch series 3. But now I'm so pleased that I didn't listen to the critics.

I love this series for two reasons. First of all, the actors are brilliant. Their performances are so good. Secondly, there isn't too much violence. The critics think there aren't enough action scenes, but personally I don't agree at all. *Future Truth* is a fascinating science fiction thriller with amazing special effects, not an action show. But what's going to happen in series 4? While I was watching the final terrifying scene, I was furious! I couldn't believe my favourite character disappeared!

As far as I'm concerned, *Future Truth* is the best thing on TV at the moment. I really recommend it. Don't listen to the critics – listen to the audiences. They love it!

- 2 Write a social media post giving your opinion about a TV series, music video or film. Follow the steps in the Writing builder and use the example text to help you.

### WRITING BUILDER

#### 1 PLAN YOUR SOCIAL MEDIA POSTS

- Think of a TV series, music video or film which you have a strong opinion about.
- Why do you have this opinion? Make notes about the different reasons.
- Think of ways to describe the series / video / film, using extreme adjectives and other interesting language.

#### 2 WRITE

##### Paragraph 1

- Introduce the series / video / film with a short description.
- Give your opinion of it.

##### Paragraph 2

- Give reasons to explain why you have this opinion.
- Use examples from the series / video / film to support your reasons.

##### Paragraph 3

- Say if you recommend the series / video / film.
- Explain why / why not.

#### 3 READ AND CHECK

- Have you expressed your opinion clearly but politely, and supported it with reasons and examples?
- Have you avoided using strong negative language that could upset people?

#### WRITING HELP

- Use extreme adjectives to help express your opinion.
- Give your opinion.
- Give reasons to support your opinion.
- Conclude with a recommendation.



#### USEFUL LANGUAGE

##### Giving your opinion

*In my opinion, ...*

*As far as I'm concerned, ...*

*Personally, I strongly agree / don't agree at all.*

*I believe ...*

##### Listing and providing reasons

*I love / dislike this ... for two / three reasons.*

*First of all, / Secondly, / Finally, ...*

*I really like / dislike ... because ...*

##### Making recommendations

*I really recommend ...*

*Don't miss this ...*

*Don't waste your time watching this ...*

*... is really (not) worth watching.*

# 5 WRITING WORKSHOP

## A formal letter

Formal letters use formal, polite language, as well as specific phrases and format.



- 1 Read the formal letter. Why does Ruby want to do work experience at this company?

The StartUp Company  
29 Harper Lane  
High Bridgetown

Dear Sir or Madam,

I am writing to you to ask about the possibility of doing work experience at The StartUp Company. I am a student at Greenfield High School. When I am older, I want to be a computer programmer, so I would love to see what it is like working at a software design company like yours.

I have been extremely interested in technology and computers since I was very young. I used to go to computer club at primary school, and my favourite subject now is information technology. Last year, I designed an app called *Fun and Fitness*, and I am proud to say that it won a national competition.

With my passion and skills, I am sure I would be a useful member of your team. I would really appreciate the opportunity to learn from you all. I look forward to hearing from you at your earliest convenience.

Yours faithfully,  
Ruby Stone

19 River Road  
Greenfield  
rstone08@starmail.com  
Jan 22, 2023

### WRITING HELP

- Write your address and the date at the top right, and the reader's address below on the left.
- Use appropriate formal phrases to begin and end your letter.
- Give your reason for writing at the start of your letter.
- Ask for a reply to your letter.
- Do not use contractions in a formal letter.

- 2 Write a formal letter to a company asking for work experience. Follow the steps in the Writing builder and use the example text to help you.

## WRITING BUILDER

### 1 PLAN YOUR LETTER

- Think of a company where you want to do work experience, and why.
- Think of two or three relevant things to say about your skills and experience.

### 2 WRITE

#### Paragraph 1

- Begin your letter with an appropriate phrase.
- Give your reason for writing and introduce yourself.

#### Paragraph 2

- Give your relevant skills and experience.

#### Paragraph 3

- Summarize why you would be useful, and why you value the company.
- Ask for a reply to your letter and end with an appropriate phrase.

### 3 READ AND CHECK

- Check your spelling, punctuation and grammar very carefully.
- Check that your letter is polite and clear.

## USEFUL LANGUAGE

### Beginning your letter

*Dear Sir or Madam,*

*Dear Ms Green / Mr Jackson,*

### Giving your reason for writing

*I am writing to you to ask ...*

*I would be very interested in ...*

*I was wondering if I would be able to ...*

### Asking for a reply

*I look forward to hearing from you at your earliest convenience.*

*I hope to hear from you soon.*

*I look forward to your reply.*

### Ending your letter

*Kind regards,*

*Yours sincerely, / faithfully,*

*(If you begin with *Dear Sir or Madam*, end with *Yours faithfully*. If you begin with the reader's name, end with *Yours sincerely*.)*

# 6 WRITING WORKSHOP

## A formal email

A formal email has the same formal, polite language as a formal letter, but you do not include postal addresses.

- 1 Read Alex's formal email to a bookshop. Why is Alex writing the email?



From: Alex Stone                          To: Fantastic Books Ltd

Dear Sir or Madam,

I am writing in regard to a book that I recently ordered from you, *Pass Your English Exam*. I bought this book because I need to improve my reading skills in order to go to university and study English. I have an exam next week. Unfortunately, I have never been more disappointed with a product. Firstly, the book did not arrive for three weeks. On your website, you said that it would be delivered in 3–5 days. I was worried that the book would not arrive in time for my exam. Secondly, I have not found the book very helpful at all. It is difficult to understand and there are not enough examples of the kinds of texts I will have to read in the exam. This was not clear from the description of the book that I read before I bought it.

I would be grateful if you could either offer me a refund for this or a discount on future orders. It would also be helpful if you made it clearer on your website which exams this book is suitable for.

I look forward to hearing from you.

Yours faithfully,  
Alex Stone

### WRITING HELP

- Begin and end your email formally.
- Explain why you are writing.
- Give details about the problem.
- Say what you would like the person or the company to do.
- Do not use contractions in a formal email.

- 2 Write a formal email complaining about a product you have bought. Follow the steps in the Writing builder and use the example text to help you.

## WRITING BUILDER

### 1 PLAN YOUR EMAIL

- Decide what product you are going to complain about.
- What problem(s) did you have with the product?
- What would you like the company to do?

### 2 WRITE

#### Paragraph 1

- Begin your email with an appropriate phrase.
- Explain why you are writing.

#### Paragraph 2

- Say why you bought the product.
- Give more details about the problem or problems.

#### Paragraph 3

- Say what you would like the person or company to do.
- Ask for a reply to your email.
- End with an appropriate phrase.

### 3 READ AND CHECK

- Check your spelling, punctuation and grammar.
- Is your email polite? Is it clear what you want the reader to do?

## USEFUL LANGUAGE

### Beginning and ending your email

Dear Sir or Madam, ... Yours faithfully,

Dear Ms Lee / Mr Wilson, ... Yours sincerely,

### Explaining why you are writing

I am writing in regard to ...

I would like to ...

I am writing to you because ...

Saying what you would like someone to do

I would be grateful if you could ...

I really hope you will consider ...

I would appreciate it if ...

### Asking for a reply

Thanking you in advance for your reply,

I look forward to hearing from you soon.

I look forward to your reply.

# 7 WRITING WORKSHOP

## A discussion essay

A discussion essay is a fair evaluation of different sides of an argument, using formal language.

- 1 Read the essay. Circle two points on one side of the argument and underline two points on the other side.

### 'Technology has made our world a better place.' Discuss.

Technology has great power to change our world. This essay discusses the positive and negative ways that our world is affected by technology.

On the one hand, many people would argue that technology which is used in hospitals has improved our health, and we now live longer, happier lives. Furthermore, GPS technology and drones are used to save thousands of lives when disasters occur. Moreover, through the internet, we are able to stay in contact with friends and family who live thousands of miles away.

On the other hand, our world is negatively affected by technology in important ways. Firstly, we spend a lot of time using screens and mobile phones, which we take everywhere. This can cause physical problems. Secondly, our mental health is affected by technology. Some people can become addicted to their phones, and spend less time with friends and family in the real world.

To conclude, it is clear that technology has made our world a better place in many ways, but we must also learn to turn off our screens and relax.

### WRITING HELP

- Present both sides.
- List different points.
- Give a balanced conclusion.
- Repeat the essay question in the final paragraph, to make sure that you have answered it.



- 2 Write a discussion essay. Follow the steps in the Writing builder and use the example text to help you. Choose one of the statements below.

- 'Online learning is better than classroom learning.' Discuss.
- 'Mobile phones should not be allowed in school.' Discuss.
- 'Technology makes people lazy.' Discuss.

## WRITING BUILDER

### 1 PLAN YOUR ESSAY

- Read the question carefully. Make sure you understand it.
- Think of points that support both sides of the argument.
- Choose two or three strong points in favour and two or three strong points against the argument.

### 2 WRITE

#### Paragraph 1

- Introduce the theme and say briefly what the essay will discuss.

#### Paragraph 2

- Explain two or three points on one side.

#### Paragraph 3

- Explain two or three points on the other side.

#### Paragraph 4

- Conclude by giving a summary of both sides.
- Repeat the essay question, to make sure that you have given a clear answer.

### 3 READ AND CHECK

- Have you presented both sides of the argument in a fair, balanced way?
- Does your essay (particularly the conclusion) answer the essay question?

## USEFUL LANGUAGE

### Introducing the theme

*This essay discusses ...*

*In this essay, I will discuss the positive and negative ... / advantages and disadvantages of ...*

### Presenting one side

*On the one hand, many / some people would argue that ...*

*Clearly, there are advantages ...*

### Presenting the other side

*On the other hand, other people feel that ...*

*However, not everyone would agree with ...*

### Adding and listing information

*Moreover, / Furthermore, / In addition, ...*

*Firstly, / Secondly, / Finally, ...*

### Concluding

*To conclude, it is clear that ..., but ...*

*In conclusion, there is strong evidence that ..., but ...*

# 8 WRITING WORKSHOP

**An informal email** Informal emails use informal, friendly language and often a more informal grammar style.

- 1 Read the informal email. Why does Paula say sorry to Dani?

To: Dani  
From: Paula

Hi Dani! How are things?

I'm really sorry I haven't been in touch with you for ages. You must be wondering why. It's because I thought I'd lost your book – you know, the mystery story you lent me to read on holiday. I remember it was a special present your dad had given you, so I felt really bad.

When I got home, I couldn't find it anywhere. I've been so worried! But guess what? I found it in my coat pocket last night! Obviously I'd put it there because I was reading it on the journey home. Phew! Anyway, thanks so much for lending it to me – it was a totally awesome story!

What are you doing this weekend? Let's meet up if you're around. (I'll give you back your book!) How about we go to the cinema? There's a new action movie which might be cool.

Anyway, I'd better go now. Talk soon,

Paula

## WRITING HELP

- Begin and end with informal, friendly phrases.
- You can leave out 'that' as a conjunction.
- Use informal language.
- Use contractions.



- 2 Write an informal email to a friend, explaining a mistake. Follow the steps in the Writing builder and use the example text to help you. Use one of the ideas below.

- You borrowed something without asking permission.
- You broke something that belongs to your friend.
- You forgot your friend's birthday.

## WRITING BUILDER

### 1 PLAN YOUR EMAIL

- Choose one of the mistakes and create a story about it.

### 2 WRITE

#### Paragraph 1

- Say sorry for your mistake.

#### Paragraph 2

- Explain what happened.

#### Paragraph 3

- Make a suggestion.

### 3 READ AND CHECK

- Check your use of informal language and grammar.
- Check you've used the past perfect to talk about events that happened before other past events.

## USEFUL LANGUAGE

### Beginning your email informally

Hi! / Hey there! / How are things? / How's it going?

### Informal language

Awesome, cool, great (= very good)

Ages (= a long time)

Be around (= be free / available)

Be in touch (= get in contact)

Guess what? (to introduce positive news)

Phew! (to express that you're relieved)

Totally (= very)

Wow! (to express that you're surprised or impressed)

### Making suggestions

Let's ... / How about ... / Shall we ... ?

### Ending your email informally

Anyway, I'd better go now.

See you later/soon, / Take care, / Talk soon,

Lots of love, (for close friends or family)



# HARMONIZE PROJECT

## Log 3

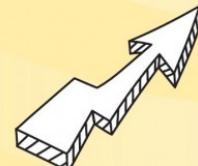
Catherine Ball

OXFORD  
UNIVERSITY PRESS

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# HOW TO USE YOUR PROJECT LOG



Your Project Log is a fun space where you can develop ideas for your project, be creative and reflect on your progress.

## PROJECT BUILDER 1

Invent an app which should exist but doesn't.

→ Workbook **Project Log** p20

9 You are going to invent an app which doesn't exist, but you think would be popular and useful. Think of ideas that might be useful for:

- making friends
- doing well at school
- earning money
- being organized
- having fun
- staying healthy
- helping other people

## PROJECT BUILDER 5

Create an advertisement for your app.

→ Workbook **Project Log** p22

5 Write an advertisement for your app.

**A Plan**

- Think about the key features and benefits of your app.
- Invent a slogan for your app.
- Use the advertisement above as a model and make a note of the features you want to include.

**B Write**

- Write your advertisement using your notes. Include some of the features in exercise 2.
- Remember to include one or two rhetorical questions to make your advertisement more persuasive.
- Use synonyms to avoid repeating the same adjective.

**Log it! 5 is for your writing task. Plan your task in your group. Write your notes here.**

There is a Log it! section for each Project Builder. Write your notes from your Project Builder discussions in your Log.

UNIT 5 **PROJECT** Pitch your idea for a new app → Project Builder 1 Student Book p57

### Our ideas for a new app!

#### Log it! 1

The types of apps we like are useful for ...

- making friends
- staying healthy
- having fun
- earning money
- doing well at school
- being organized



Project group members \_\_\_\_\_ Date \_\_\_\_\_

Why it's useful

UNIT 5 **PROJECT** Pitch your idea for a new app → Project Builder 5 Student Book p55

### Here's my WRITING PLAN:

#### Log it! 5

#### Features and benefits of our app

HOW or WHERE can you buy it?

HOW MUCH does it cost? Special offer?

#### RHETORICAL QUESTIONS

#### REVIEW of the app

Slogan

### My WRITING: an ADVERTISEMENT

#### TIPS

- Plan your layout.
- Start with the rhetorical questions.
- Place info in cost or web address in frames, circles or stars.
- Use different styles or sizes of text or larger for more important info.
- Think about WHO you're writing for - use design and language they'll like.

#### DON'T FORGET!

- ★ synonyms for adjectives
- ★ check spelling

Teacher check

**Do the writing task here.**

At the end of the project you can reflect on what you learned by completing the Reflections Log. Write your thoughts and goals for next time here.

UNIT 5 **PROJECT** Pitch your idea for a new app

#### Reflections Log

#### My thoughts on this project ...

##### In this unit I learned how to ...

- talk about using smartphones and apps
- find solutions to problems
- make a product more accessible
- talk about past habits
- do a pitch for investment
- write a persuasive ad

Our app is I think our app is because \_\_\_\_\_  
New language for me: \_\_\_\_\_  
We use: \_\_\_\_\_

##### For our project, I ...

- wrote the final script
- took part in the presentation
- designed visual support
- answered questions afterwards

I felt about our roles.

I think our group pitch was ...

I'm ..... about how I learned my part for the presentation.

I really enjoyed .....

When my classmates ask me questions, I feel .....

I wish I was better at .....



I'm going to .....

Teacher comments

PL23



# How I spend my free time



Project group members .....

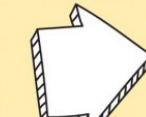
Date .....

## My free time activities

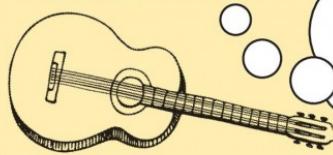
## HOURS PER WEEK

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

## BUBBLE CHART



## How I spend my free time



I spend A LOT of time .....

I'd like to spend more time .....



# Our rules for home life

## IDEAS

## Rules for home life

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

## TIP

- Include different areas of home life such as housework, homework, TV, internet and going out.

## DON'T FORGET!

- |                  |                          |
|------------------|--------------------------|
| ★ must / mustn't | <input type="checkbox"/> |
| ★ allowed to     | <input type="checkbox"/> |
| ★ can / can't    | <input type="checkbox"/> |

## Some rules for adults, too!

- 1 .....
- 2 .....



I think it's easier harder to understand information in a chart.

I love like don't mind dislike creating charts.



## Our advice for managing online friendships

3

### OUR THOUGHTS

Dealing with friend / follow requests

Things we should / shouldn't share

How you can avoid arguments

### OUR ADVICE

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

### DON'T FORGET!

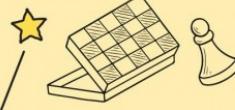
- ★ can / could
- ★ should / shouldn't
- ★ able to



## Our advice for sports and free-time activities

4

### QUESTIONS



### ADVICE



- ★ should
- ★ it's a good idea
- ★ the best thing

- 1 .....
- 2 .....
- 3 .....
- 4 .....



had some great ideas!



I prefer enjoy don't like  
listening to others' ideas.

My ideas were similar  
different to the others.

Teacher check



# Here's my WRITING PLAN:

**WHAT** is my friend's name?

**WHAT** is their problem?

**What advice will I give?**

- .....
- .....
- .....
- .....

I chose this problem because .....

## My WRITING: a MESSAGE to a friend giving advice



### TIPS

- Be informal: use contractions (*I'm* not *I am*) and short forms (*thanks* not *thank you*).
- Give advice in a friendly way: use *perhaps* *you should* or *maybe* *you could*.
- Start and finish with informal greetings (*Hi*, *See you soon*).

### DON'T FORGET!

★ linking words

★ language for advice

★ language for obligation



Teacher check

**Reflections Log****My thoughts on this project ...**

Our POSTER is

**In this unit I learned how to ...**

- draw a bubble chart**
- write a list of rules**
- give advice to a friend**
- write a message to a friend**
- design an effective poster**
- allow others to express their opinions**
- reach decisions everyone is happy with**

**I can use these phrases**

• .....  
• .....  
• .....

**Write** .....

**Use** .....

**I'm not confident about** .....

**I really enjoyed** .....

**For our project, I ...**

- designed the poster**
- drew infographics**
- wrote our list of rules and / or advice**
- found photos or illustrations**

**I thought** .....

**was really good at** .....

**I felt** **confident**  
**happy** **OK** **worried**  
about my roles on  
the project.

**Takeaway box**

**I'm going to ...**



- .....  
• .....  
• .....





## Our attractions and our agency name



- We discussed
- a natural wonder
- an ancient site
- a theme park
- a wildlife reserve
- a tower
- a national park
- .....
- .....
- .....

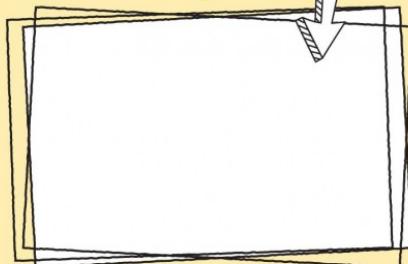
OUR FINAL ★  
ATTRACTIOMS ARE:

1

2

3

We're calling our  
VR travel agency



It was **easy**  
**difficult** to agree!

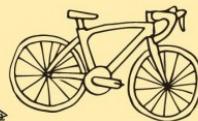
I think the most  
spectacular is



## Our VR holiday activities



My descriptions of  
two of the VR activity  
experiences



1

I chose this VR activity: .....

What will happen: .....

What you will feel: .....

2

I chose this VR activity: .....

What will happen: .....

What you will feel: .....



### TIP

- Use exciting adjectives like *thrilling* or *challenging* to make your descriptions better.

### DON'T FORGET!

★ **will** to describe the VR experiences

I want to try ..... as a VR activity.

I think dividing tasks is

This group is working  
together.

Teacher  
check





Notes on our ideas

## The ADVANTAGES of VR travel

good for EDUCATION >

How VR travel is

good for the ENVIRONMENT >

good for BUSY PEOPLE >

is ACCESSIBLE TO EVERYONE >

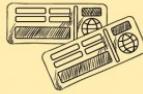
Why try VR travel?



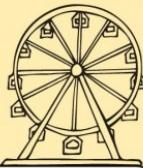
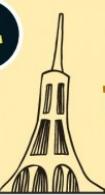
- Choose your best ideas to write about – you want people to try it!



## Our VR tour!



It's called



1

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

2

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....



- Write about what people will SEE and HEAR at each destination.



More info about my activities and attractions



.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

I think the biggest benefit of VR travel is .....

had some great ideas.

Teacher check





## Here's my WRITING PLAN:

**WHEN** is the Open Day?

**WHERE** is the Open Day?

**Summary of our VR tour**

.....  
.....

### ATTRACTION

### ADJECTIVES

**WHAT** is the special offer?

Include the name of your agency here!



## My WRITING: an ANNOUNCEMENT about our VR travel agency

### TIPS

- Use one or two adjectives to describe a place or event. Too many adjectives sounds strange.
- Use exciting pictures to attract attention.
- Use bright colour and large-size text for important information.

**Open day**

.....  
.....

**special offer**

day and date

### DON'T FORGET!

★ conditional sentences

★ future tenses

★ order of adjectives

Teacher check



**Reflections Log****My thoughts on this project ...****In this unit I learned how to ...**make recommendations describe an experience use conditional sentences  
to explain benefits use adjectives in order write an announcement  
to persuade people accept and decline  
suggestions politely 

I can say .....

opinion **before** **after**  
colour, shape or size

I can say .....

Compared to Unit 1, I felt  
that it was easier to ...divide tasks speak up in group write my ideas in English think of ideas **For our project, I ...**

- designed our brochure
- wrote and / or edited the text for our brochure
- found photos or drew illustrations
- put together the brochure

My best idea was .....

I got **didn't get**  
my first choice  
of roles.

My favourite part of the project was .....

**Takeaway box**

I'm going to ...



- .....
- .....
- .....





## Changes we want to see in the world

OUR WISHES

- 1 a greener world
- 2 a kinder world
- 3 a fairer world

Project group members .....

Date .....

CHANGES WE WANT	HOW WE CAN GET INVOLVED

I think the most important change is .....



## How to help the environment

ACTION WE CAN TAKE



How it will make a difference!



1

If .....

2

If .....

3

If .....

I feel ..... when I think about the environment.

I think it's ..... to think of solutions.

Teacher check



## How we can make the world a kinder place

Project Builder 3 Student Book p37

**What can we DO?**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**TIP**

- Try using 'kind' verbs such as *help, share, give, talk, listen*.

*How my ideas would make the world a kinder place.*

1 If .....

2 .....

3 .....

I think it's really important to be kind to .....



## How to improve gender equality

Project Builder 4 Student Book p39

**situations where there is gender EQUALITY**

**situations where there isn't gender EQUALITY**

**How I would improve gender equality**



1 .....

2 .....

3 .....

**TIP**

- Think about your daily activities at school and at home: after-school clubs, sports teams, helping with cooking and cleaning, babysitting, etc.

I believe our country is **more** **less** gender equal than other countries.

Gender equality is **not**  
**quite** **very** important to me.

I feel ..... discussing  
gender issues in class.

Teacher check

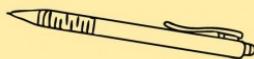


# Here's my WRITING PLAN:



**WHO** am I writing to?

**WHY** am I writing?



**WHAT** are we  
going to do?



I chose SDG #.....

Goal: .....

Main point: .....

Example: .....

Main point: .....

Example: .....

## My WRITING: a FORMAL LETTER



TO: \_\_\_\_\_

SUBJECT: \_\_\_\_\_

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....



SEND

### DON'T FORGET!

new paragraph  
★ for each main  
point

full forms  
★ (I am not I'm,  
I will not I'll,  
We are not We're)

★ indefinite  
pronouns



• Check that your  
main points show  
how you're helping  
to achieve the SDG.

Teacher  
check



**Reflections Log****My thoughts on this project ...****In this unit I learned how to ...**

talk about gender and environmental issues

talk about an imaginary situation and its result

express wishes and preferences

write paragraphs with a main point and examples

talk about people, places and things in general

express agreement

edit someone's work

**3 new words for me:**

1 .....

2 .....

3 .....

We use .....

We can use

- .....
- .....

**I LOVED talking about** .....

**I found it DIFFICULT to talk about** .....

**For our project, I ...**

- designed our wish tree
- wrote out our wishes
- edited our work
- created the wish tree
- answered questions about our wish tree

I'm **happy** **ok** **disappointed** with my roles.

I think our TEAMWORK on this project was



..... was a great group member.

**Takeaway box**

I'm going to ...



- .....
- .....
- .....





## Ideas for our trailer, film genre and roles



The film genre we've chosen is ...

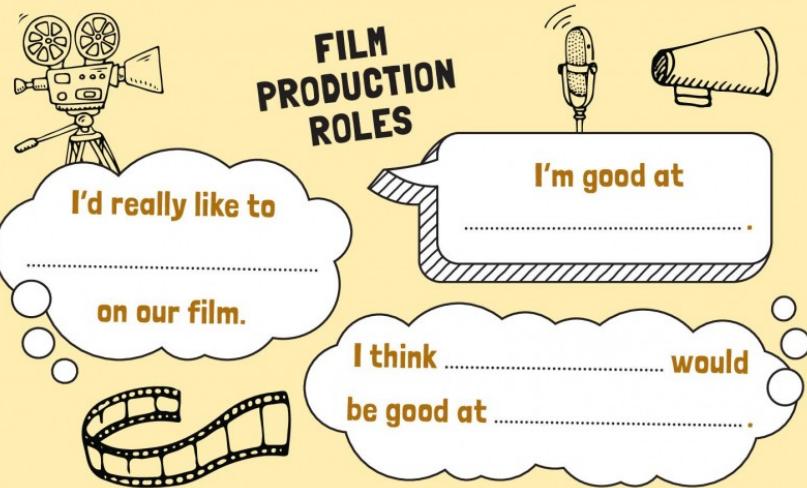


Project group members .....

Date .....

I think a good film trailer ...

- 1 .....
- 2 .....
- 3 .....



## Our film scenario and title!



### TIP

- To imagine your scenario, answer these questions:  
Who are the characters?  
What are they doing?  
Where are they? When?  
What happens?

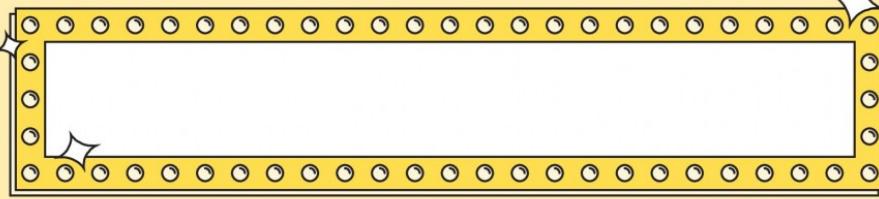
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

### DON'T FORGET!

★ past continuous and past simple



OUR FILM TITLE



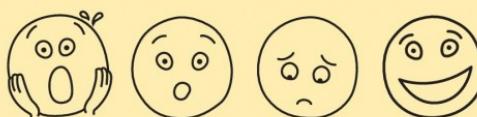
I'm ..... about the genre we chose.

..... had some fantastic scenario ideas!

Teacher check



## A dramatic scene for our trailer



Character name	How do they feel?	Why?

We want our scene to be **funny** **powerful**  
**tense** **tragic** **spectacular**

### What happens in our scene

.....  
.....  
.....  
.....



#### TIP

- Think about what happens BEFORE and AFTER your scene.

I think our scene **is** **isn't** very original!



## The opening lines and a tagline for our trailer

### OPENING LINES

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

### OUR TAGLINE

.....  
.....  
.....  
.....  
.....

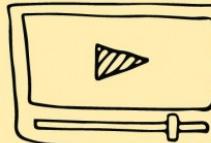
### DON'T FORGET!

★ set the scene

★ introduce main characters

★ title and genre

★ extreme adjectives



- If you like, add an image to go with the tagline!

The character I'd love to play is .....

I think our tagline is .....

Teacher check





## Here's my WRITING PLAN:

**WHO** is in the scene?

**WHERE** is the scene set?

**WHAT** happens?

**WHAT** is the main message?

**Key words and phrases**

## My WRITING: a SCRIPT

Large blank area for writing the script.

### DON'T FORGET!

- ★ **italics** for setting the scene or action
- ★ **CAPITAL LETTERS** for character names
- ★ [brackets] for actors' emotions and instructions
- ★ **correct layout**



### TIP

- Ask someone to read your script. Is the dialogue interesting? Is the genre clear?

Teacher check



**Reflections Log****My thoughts on this project ...****In this unit I learned how to ...**talk about films create drama in a scene say something is excessive or insufficient use extreme adjectives write a script with the correct layout film and edit a short video 

Our trailer is

**My favourite parts of this project were:**

- creating characters
- choosing the genre
- planning the trailer

- ..... .
- ..... .

My favourite genres  
are .....  
and .....Use .....  
and .....

2 new words for me:

- 1 ..... .
- 2 ..... .

**For our project, I ...**

- wrote the final script
- acted in the trailer
- filmed the video
- added music and / or special effects
- edited the trailer

I feel

about how our group divided the roles.

I think I was good at

I wasn't great at

**Takeaway box**

I'm going to ...



- ..... .
- ..... .
- ..... .





## Our ideas for a new app!

The types of apps  
we like are useful for ...

making friends

staying healthy

having fun

earning money

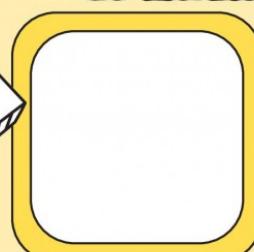
doing well at school

being organized

.....

.....

NAME  
of our  
app



Date .....

.....

.....

Why it's useful



.....  
.....  
.....  
.....



## The problems our app solves



Name of app	.....
Problem that needs solving	..... .....
How the app solves it	..... .....

Before. I .....

but now .....



.....  
.....  
.....  
.....



TIP

- Think about how life would be BETTER and EASIER with your app.
- Compare life without the app to life with the app.

DON'T FORGET! ★ used to / didn't use to I use similar different  
apps to others in my group.I'd love to I wouldn't like to  
develop apps in real life.Teacher  
check



## How our app is accessible to everyone

How can  
we improve  
accessibility?

We've added these features ...

Our app is  
accessible  
for people who  
need help with ...

mobility

sight

hearing

communicating

reading

We've .....



Find out about  
other apps  
designed to  
make life easier.  
What features  
do they have?



## Ideas for our pitch to investors



.....  
.....  
.....

.....  
.....  
.....

We think our  
app will succeed  
because ...

.....  
.....  
.....  
.....  
.....

.....  
.....  
.....



- Include both FACT and OPINION when explaining why your app will be a commercial success.

We need money  
from investors  
for ...



.....  
.....  
.....  
.....

It was **easy** **difficult** to  
make our app more accessible.

I think I'd be **brilliant** **good**  
**OK** at doing a real pitch!

Teacher check





## Here's my WRITING PLAN:

### Features and benefits of our app

.....  
.....  
.....  
.....

### HOW or WHERE can you buy it?

### HOW MUCH does it cost? Special offer?

### RHETORICAL QUESTIONS

- ▶ .....
- ▶ .....
- ▶ .....

### REVIEW of the app

.....  
.....  
.....  
.....

### Slogan

.....

## My WRITING: an ADVERTISEMENT

.....

### TIPS

- Plan your layout.
- Start with the rhetorical questions.
- Place info like cost or web address in frames, circles or stars.
- Use different styles or sizes of text – larger for more persuasive info.
- Think about WHO you're writing for – use design and language they'll like.

### DON'T FORGET!

★ synonyms for adjectives

★ check spelling

Teacher  
check



**Reflections Log****My thoughts on this project ...****In this unit I learned how to ...**

**talk about using smartphones  
and apps**

**find solutions to problems**

**make a product more accessible**

**talk about past habits**

**do a pitch for investment**

**write a persuasive ad**

Our app is 

I think our app is .....  
because .....

New language for me: .....

We use .....



I think our group pitch was .....

I'm ..... about how I learned  
my part for the presentation.

I really enjoyed .....

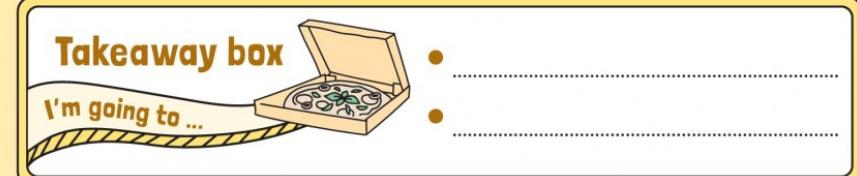
When my classmates ask  
me questions, I feel .....

I wish I was better at .....

**For our project, I ...**

- wrote the final script
- took part in the presentation
- designed visual support
- answered questions afterwards

I felt .....  
about our roles.



Teacher comments .....





## My hero

I've chosen

Project group members .....

Date .....

Biographical details

Early life

Nationality

Occupation

Random facts

Things they have said

Things people have said about them



## My hero's achievements

Notes

What they've done

What they haven't done

Achievements / Experiences: .....

Look UP!

Problems / Failures: .....

Lots of Some of Not many of  
my friends admire my hero, too.

It was ..... doing  
research on my hero.

Teacher check



# My hero's difficulties

## EVENTS

- ▶ .....  
.....
- ▶ .....  
.....
- ▶ .....  
.....
- ▶ .....  
.....

## DON'T FORGET!

past simple with  
★ dates, present perfect  
without dates

## HOW MY HERO HAS LEARNED FROM DIFFICULTIES

! .....  
.....  
.....

## TIP

- Difficulties can include personal or professional problems, health conditions or social issues.

My hero has so much  
courage strength  
patience motivation !



# A quiz about my hero!

WHAT?

?

WHO?

WHERE?

WHEN?

FACTS about my hero

.....  
.....  
.....  
.....  
.....  
.....

## MY QUIZ

? ..... ?

? ..... ?

? ..... ?

? ..... ?

? ..... ?

? ..... ?

## TIP

- Make your quiz more interesting by choosing different types of facts: about people, places, events and random fun facts.

I learned a little quite a lot  
little about my hero.

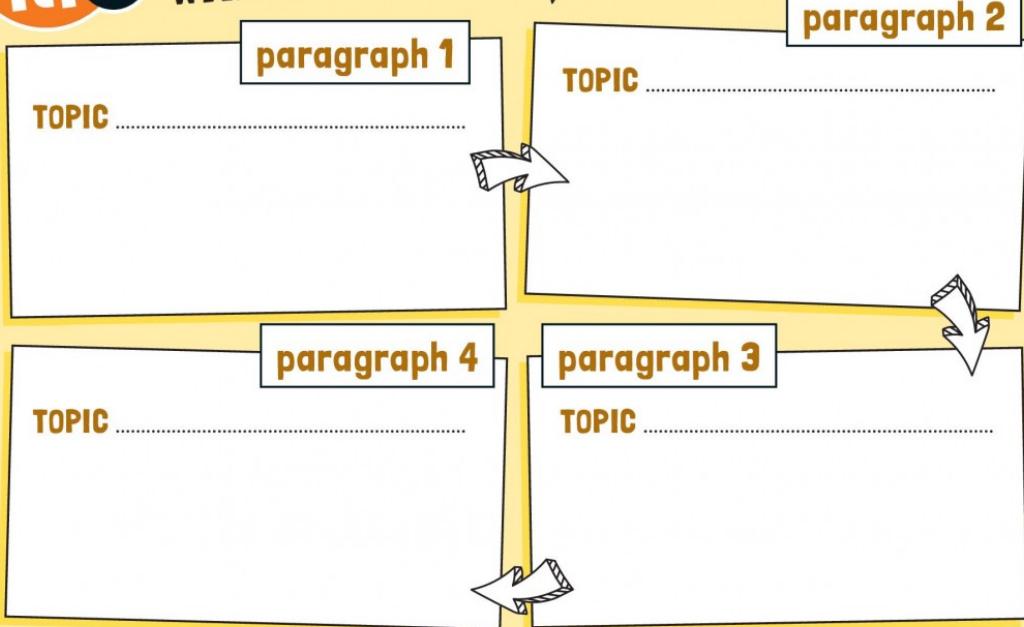
I ..... doing quizzes!

Teacher check





# Here's my WRITING PLAN:



## TIP

- Biographies usually present information in chronological order. Start with early life events and experiences.

## Feedback



Signed .....

# My WRITING: a BIOGRAPHY



## TIP

- Your introduction shouldn't be too long: two sentences is good.

## DON'T FORGET!

- ★ clear paragraph topics
- ★ sentence openers
- ★ past simple or present perfect
- ★ fun facts

title

A large rectangular box with a dashed grey border. At the top right, there is a small arrow pointing left and the word 'title' next to it. The main body of the box contains several horizontal dotted lines for writing text.

Teacher check



**Reflections Log****My thoughts on this project ...**

I'd rate my fan page

**In this unit I learned how to ...**talk about the qualities of a hero check information online talk about past life events write quiz questions use sentence openers react to comments  
and advice 

3 words I used to describe my hero:

1

2

3

Use past simple .....

Use present perfect .....

I can say .....

**For our PROJECT, I ...**

- designed a fan page
- checked sources online
- made changes as a result of advice

I felt ..... about presenting my hero to others.

My favourite part of this project was .....

I thought ..... 's hero was the most unusual.

I found ..... 's presentation the most interesting.

I prefer presenting

in a group

on my own

**Takeaway box**

I'm going to ...



- .....
- .....
- .....





# Ideas that changed the world

## OUR 3 CHOICES

IDEA	OUR REASON FOR CHOOSING IT
1	
2	
3	



Project group members .....

Date .....



### BIG IDEA

I think .....  
is the most important idea  
because .....



## Our invention to make the world a better place



### Our ideas for an invention

- .....
- .....
- .....
- .....
- .....
- .....

### Our best idea for an invention

What is the name of your invention?

.....

What does it do?  
.....Who uses it?  
.....How does it make the world a better place?  
.....

I find it .....  
to speak up in this group.

I feel ..... when  
my ideas aren't chosen.

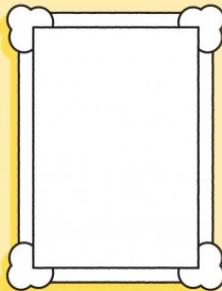
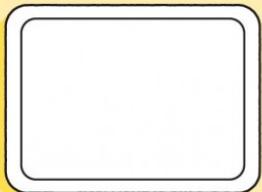
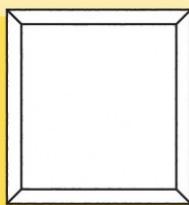
Teacher check





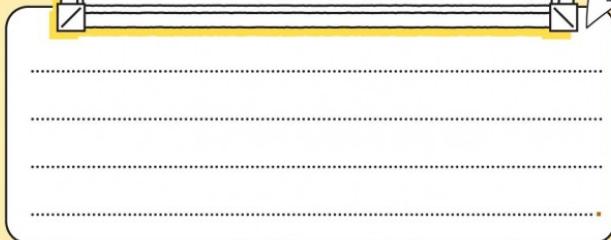
## Our brilliant piece of creative art

We talked about  
these pieces of art:



**WE CHOSE ...**

*because*



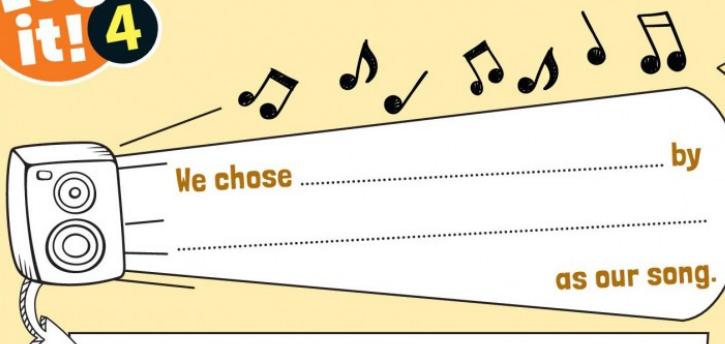
**by**

My personal favourite is .....  
because .....

**DON'T FORGET!** ★ the passive



## Our favourite song



We chose it because .....



Find more information about your song online.

Here's some information  
about our song:



It's about .....

It's good because .....

Some important lyrics:  
.....  
.....  
.....



Teacher check





Here's my  
WRITING PLAN:

I'm writing about

### INTRO: WHY is it important?

- 
- 
- 

### WHO developed it?

### WHEN was it developed?

- 
- 
- 
- 
- 

### HOW has it changed the world?

- 
- 
- 

### CONCLUSION: WHY is it important?

- 

## My WRITING: an OPINION ESSAY

Title

.....  
.....  
.....  
.....  
.....  
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.....  
.....  
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.....  
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.....  
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.....  
.....  
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.....  
.....  
.....

### TIPS

- Make sure your OPINION is clear in the intro and conclusion
- Use the *Key phrases* to help you explain your breakthrough

### DON'T FORGET!

the passive to  
★ focus on actions  
and events

Key phrases  
★ for explaining  
discoveries

Teacher  
check



**Reflections Log****My thoughts on this project ...****In this unit I learned how to ...**give reasons to support my opinion talk about ideas, discoveries, inventions, art and music use the correct verb or noun form of a word use passive forms when focusing on actions or events support my classmates in group presentations 

For example, 'this discovery is important because .....'

verb	noun
create	
	inspiration

**For our project, I ...** prepared a script found visual aids found audio support gave feedback

I'm ..... with how my part of the presentation went.

I can say .....

**I'd rate our presentation**

on the written part



on the spoken part



on the visual aids

I find it easier to **give** **receive** advice.

I enjoyed .....'s presentation the most.

**The most interesting part of this project was about****inventions** **art****music** **discoveries****Takeaway box**

I'm going to ...



- .....
- .....
- .....





# Make a documentary video about a mystery

I think the most interesting topics are ...



- |   |   |
|---|---|
| <input type="checkbox"/> ghosts               | <input type="checkbox"/> mysterious places  |
| <input type="checkbox"/> UFOs                 | <input type="checkbox"/> unusual abilities  |
| <input type="checkbox"/> mysterious creatures | <input type="checkbox"/> unsolved mysteries |
| <input type="checkbox"/> aliens               | <input type="checkbox"/> .....              |

We chose



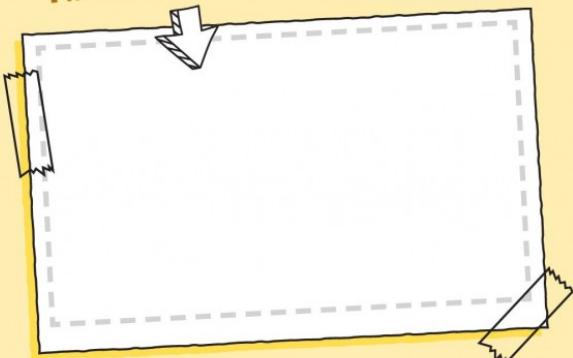
Unexplained: The mystery of

I believe / don't believe in ..... because .....

OUR TITLE

## Log it! 2 Photos related to our mystery

Here's a drawing of one of the photos I'm writing about



DON'T FORGET!

We chose  
2 3 photos  
for our video.

### MY PHOTO DESCRIPTIONS



- TIP
- Imagine you're describing the photo to someone who can't see it.

★ Key phrases for describing photos  ★ could be / may be / might be for speculation

Bigfoot might probably doesn't definitely doesn't exist.

I believe other cryptids be real.

Teacher check



## My witness statement

3

### Notes

**WHO** was the witness?

- .....

**WHY** were they there?

- .....

**WHAT** did they see and hear?

- .....

**WHAT** had just happened?

- .....

Our witness



Witness statement from

.....

.....

.....

.....

.....

.....

.....

.....

.....



## Features for our video

**TIP**

- Think carefully about the features you want and only include the ones you're confident you can do.

SECTION	FEATURE	ACTIONS
speculating about mysterious photos		
witness statement		

I think the feature that would improve our video the most is .....

I think we're including **not enough** **the right amount** **too many** features in our video.

I think our group is working together.

I'm feeling ..... about our video.

Teacher check





## Here's my WRITING PLAN:

I'm going to make my writing more effective by ...

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

(Use the techniques in the Skill UP!)

Notes

### Ideas to include:

- .....
- .....
- .....

### Key phrases to include:

.....  
.....

### Vocabulary to use:

.....  
.....

## My WRITING: an INTRODUCTION or CONCLUSION

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....



### TIPS

- You can use questions to speculate, e.g. What could be responsible?
- You can ask questions in the introduction and provide possible answers in the conclusion.

### DON'T FORGET!

★ Key phrases for developing stories

★ could be / may be / might be for speculation

★ can't be / must be for deduction

Teacher check

**Reflections Log**

I'd rate our VIDEO



For me, the best part of the project was .....

I worked really well with .....

**My thoughts on this project ...****For our project, I ...**

- recorded the voiceover for a section
- acted out the witness statement
- found or created music and / or sound effects
- found or created photos or visuals
- filmed or edited the video

I was ..... with my roles because .....

**Here are my thoughts on my work ALL YEAR!****I learned how to ...**

- collaborate with others
- plan and organize my writing
- write and talk about past, present and future
- express my feelings and opinions
- speak clearly and confidently when presenting
- use audio and visual aids to create interest

The activity I enjoyed the most was ..... because .....

- In GROUPWORK,  
I'm better at
- sharing the work
  - helping others
  - speaking up
  - listening to others
  - trying new roles
  - thinking of solutions

My favourite project was .....

