



Light Up

STUDENT'S BOOK + WORKBOOK



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Light Up

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Go to english.com/activate.

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Need Help?

Go to english.com/help for support with:

- Creating your account
- Activating your access code
- Checking technical requirements

LIGHTING UP!

1 Read Francisco's email from Egypt.




NEW MESSAGE
— □ ×

From: Francisco

To: Fiona

Subject: Egypt

Hi Fiona!
 Hope everything's OK there.
 I'm writing from Cairo, the capital city of Egypt.
 You know I love travelling. I'm never at home on holiday.
 We arrived last month and we've been here for two weeks already. We're having the time of our lives! I have ridden on a camel and my brother, Alex, has visited an archaeological excavation.
 Tomorrow, we are going to the pyramids. The guide is coming for us at 6 a.m. If we don't get up very early, we won't have time to have breakfast. I think I'll buy some sandwiches just in case. The trip might be long and tiring.
 We would like to visit the market. When people spend the day there, they find good bargains. I hope we won't be the exception!
 I must go down for dinner now.
 I'll write to you soon.
 Hugs and kisses
 Francisco

B | I | U | Normal ▾
📎 😊 🗑️ | ▾

Send

Find the following:

- | | |
|--|--|
| <p>1 An action in progress
_____</p> <p>2 A true fact
_____</p> <p>3 A completed action in the past
_____</p> <p>4 An experience
_____</p> <p>5 A direct cause / consequence
_____</p> <p>6 A condition in the future
_____</p> <p>7 A future plan
_____</p> | <p>8 A definite future plan
_____</p> <p>9 A decision about the future taken at the moment
_____</p> <p>10 A promise
_____</p> <p>11 A hope
_____</p> <p>12 A prediction
_____</p> <p>13 An obligation
_____</p> <p>14 An ambition
_____</p> |
|--|--|

2 Join a classmate. Imagine he / she is doing Francisco's trip. Which questions would you ask him / her? Write them down. Check that you are using the correct tenses. Play the roles. Then change roles.

3 You've just arrived home and this is what you find. What will you do? Match the problem to the solution. There are 2 extra solutions.

- | | | |
|---------------------------|-----------------------|-------------------------------|
| 1 The tap is dripping. | <input type="radio"/> | a I'll call the roofer. |
| 2 The door is broken. | <input type="radio"/> | b I'll call the electrician. |
| 3 The lamp doesn't go on. | <input type="radio"/> | c I'll call the plumber. |
| | | d I'll call the exterminator. |
| | | e I'll call the carpenter. |

4 What were you doing ...

- 1 yesterday morning?

- 2 last Saturday at 10 p.m.?

5 Write 5 things you must do and 5 things you mustn't do in class. You could prepare a poster and put it on the wall as a reminder for you all.

6 You have to face these situations. Join a classmate and ask for advice. Then change roles and give advice to your friend.

- 1 You have an exam and you don't understand the topic.
- 2 You have a headache.
- 3 You feel under the weather.
- 4 Your friendship with a close friend seems to have come to a dead end.
- 5 Your workload is increasing.

Your turn!

Write your New Year's resolutions.

I will _____

 I won't _____

 I think I might _____

 I don't think I will _____

 I definitely won't _____

 I hope _____

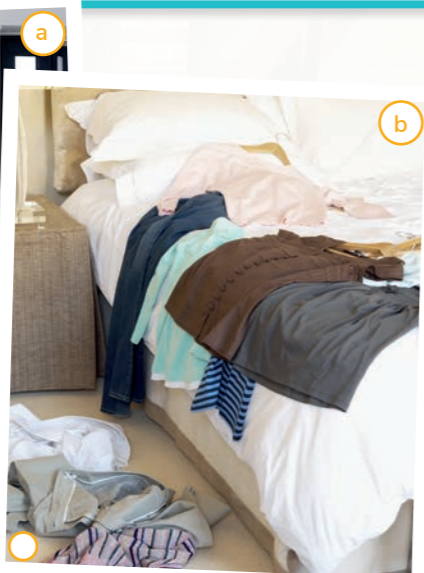
7 Share your New Year's resolutions with a classmate.

- 1 Are your resolutions similar or different?
- 2 Do you think the same things are important?
- 3 What are your priorities?

Settling Down

Goals

- > Talk about settling down in a new home
- > Read and interpret one-scene play scripts
- > Describe people's character
- > Describe clothes, patterns and material
- > Talk about events that happen every day and events that happen at the moment we are speaking
- > Listen and learn about families and places
- > Write a one-scene play script
- > Project: Drama Day



Moving can be both exciting and stressful. Brenda is starting university, so she's settling down. Look at the pictures and see what she's doing.

1 Discuss with a classmate what you see.



ROOMMATE WANTED

A girl looking for another girl to share a flat. 4 blocks from university, nice neighbourhood, \$150 monthly each, **NON-SMOKERS ONLY!**

Call: Brenda 683-9901 from 8:00 to 11:00

2 Match the columns to describe the pictures.

- | | | |
|------------|-----------------------|--------------------------------|
| 1 do | <input type="radio"/> | a fast food |
| 2 eat | <input type="radio"/> | b the bedroom |
| 3 meet | <input type="radio"/> | c the housework / the shopping |
| 4 tidy | <input type="radio"/> | d used to the big city |
| 5 get | <input type="radio"/> | e the clothes / the dishes |
| 6 attend | <input type="radio"/> | f lessons |
| 7 wash | <input type="radio"/> | g her things |
| 8 look for | <input type="radio"/> | h a roommate |
| 9 rent | <input type="radio"/> | i a flat |
| 10 borrow | <input type="radio"/> | j the beds / friends |
| 11 make | <input type="radio"/> | k other students |
| 12 unpack | <input type="radio"/> | l books from the library |

Your turn!

Join a classmate and discuss.

- 1 Which of these things is new to Brenda?
- 2 What does she do at home?
- 3 What does she do at university?
- 4 What does she like doing?
- 5 What doesn't she mind doing?
- 6 What does she hate doing?

3 Listen and check your guesses. Did you think of similar things?

4 Listen again and number the pictures as you hear the actions.

5 Which picture is not mentioned?

Think it up!

- You are going to act in a play about interviewing a prospective roommate.
- Think about that moment. Are you working or studying? Where are you living? What do you like / dislike / don't mind / hate doing?
- What do you expect your roommate to be like?

Getting to know each other



1 Look at the picture and choose the best option.

These girls are ...

- a students. b actresses. c friends.

2 Read the text and confirm your guesses.

Scene I

Setting

The front doorbell rings. Brenda hurries to open the door and invites Heidi, the girl who is waiting at the door, to come in. Then Brenda is interviewing Heidi, the girl who wants to be her roommate.

Characters

Brenda and Heidi, two girls who are about 18 years old.

Costumes

Brenda is wearing green trousers and a pink shirt. Heidi is wearing blue boots, red trousers, a blue shirt and a trendy scarf.

Brenda Hi! ¹ **Make yourself comfortable.** So your name is ...
Heidi Heidi. Heidi Westfront.
Brenda You're the girl who phoned me yesterday evening, aren't you?
Heidi Yes. That's me!
Brenda And you're studying at West University, aren't you?
Heidi I'm sitting my entrance exam tomorrow. But I'm sure ² **I'll get in!**
Brenda That's how to be positive! Good! Where are you from, Heidi?
Heidi I don't think you know the city where I come from. It's Palmyra, a small city near New York.
Brenda I've got a friend who lives there! But I've never visited her. Do you think you'll feel comfortable here? It's not a big flat, is it?
Heidi ³ **It's perfectly OK with me.**
Brenda And you don't smoke, do you?
Heidi No. I don't think it's healthy. What about housework?
Brenda Well, we keep the house clean and tidy. ⁴ **It's a must!** I love cooking. What about you?
Heidi Oh, that's the best news ever! I hate cooking.
Brenda OK. ⁵ **I'm in charge.** What about washing up?
Heidi Well ... ⁶ **It's not my cup of tea,** but I could share responsibility with you.
Brenda Good! ⁷ **Half and half.** And to do the laundry, we can use the washing machine which is in the basement.
Heidi Great!
Brenda What about the rent? You can pay ⁸ **your share,** can't you?
Heidi Well, it's a bit expensive, but I'm looking for a part-time job. And, ⁹ **for the time being,** my parents are backing me.
Brenda So ... ¹⁰ **It's a deal!** When can you move in?

3 Read the text again and choose the correct option.

- 1 In the play, these girls are ...
 a friends. b roommates. c students.
- 2 They are ...
 a both at home. b one visiting the other. c in an interview.
- 3 They are talking about ...
 a sharing the flat. b renting the flat. c buying the flat.
- 4 The name of the play is ...
 a The Meeting. b Fixed Rules. c It's a Deal.

4 Read again and find words or expressions meaning the same as:

- 1 I take responsibility. _____
- 2 I'll enter university. _____
- 3 It's the rule! _____
- 4 Sit down and relax. _____
- 5 The part that corresponds to you. _____
- 6 We agree. _____
- 7 It's not my preferred choice. _____
- 8 I don't find anything wrong with it. _____
- 9 Meanwhile ... _____
- 10 In equal parts. _____

5 Read once more and answer.

- 1 What does Heidi want to do?

- 2 Is she studying at university?

- 3 How does Brenda know about Palmyra?

- 4 What does Brenda love doing?

- 5 Why is that good?

- 6 Where can the girls do the laundry?

- 7 How does Heidi plan to pay her share?

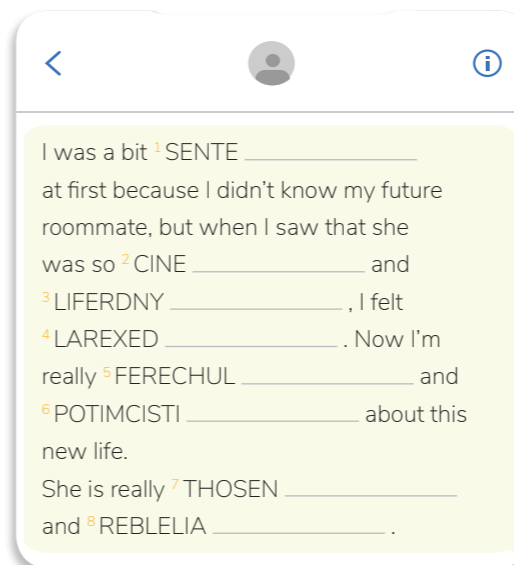
- 8 What's the deal?

People's character

1 Match the opposites.

- | | | |
|--------------------------|-----------------------|---------------------------|
| 1 tidy | <input type="radio"/> | a cold and unfriendly |
| 2 warm and friendly | <input type="radio"/> | b tense |
| 3 easy-going and relaxed | <input type="radio"/> | c untidy |
| 4 kind | <input type="radio"/> | d horrible and unpleasant |
| 5 nice and pleasant | <input type="radio"/> | e dishonest |
| 6 honest | <input type="radio"/> | f pessimistic |
| 7 optimistic | <input type="radio"/> | g unkind |
| 8 generous | <input type="radio"/> | h unreliable |
| 9 cheerful | <input type="radio"/> | i mean |
| 10 reliable | <input type="radio"/> | j miserable |

2 Order the letters to form the adjectives from Exercise 1 to complete the paragraph.



👍 Your turn!

Join a classmate and discuss.

- 1 What characteristic would you like a roommate to have?
- 2 What is more important? Fun or responsibility? Generosity or reliability?
- 3 Make a list with the most important characteristics. Do you agree?

Clothes – patterns and materials

3 Read the descriptions and identify the person.



- 1 This person is wearing a plain green pleated woollen skirt, a flowery cotton blouse and a brown corduroy blazer. She's wearing white spotted socks and caramel ballet flats.
- 2 She's very elegantly dressed in her evening attire. She's wearing a blue crepe evening dress with embroidered sleeves, silver high-heeled sandals and she's carrying a silver clutch bag.
- 3 She's wearing green baggy denim trousers, a loose grey and black striped jumper, and black leather combat boots. She's carrying a black nylon backpack.

4 Use words from the descriptions in Exercise 3 to complete the lists.

Clothes items	Shoes	Materials
skirt	ballet flats	wool
Patterns	Accessories	
plain	clutch bag	

5 Can you add more words to the categories?

👍 Your turn!

What do you wear ...

- 1 to go cycling?
- 2 to go dancing?
- 3 to come to school?

💡 In action!

- Now you have an example of a one-scene play.
- You have a possible plot.
- You have vocabulary to describe the setting, characters and costumes.

Present Simple and Present Continuous

We use the **Present Simple** to:

- talk about things we do regularly with time expressions: *always, never, every week, once a year.*
E.g. *I always get up early.*
- talk about permanent situations with no time expression.
E.g. *He works for the Town Hall.*
- talk about future events that are on a timetable or programme.
E.g. *The bus leaves at 5 p.m.*

We use the **Present Continuous** to:

- talk about things that are happening at the moment we are speaking with time expressions: *right now, at the moment.*
E.g. *I'm reading this book now.*
- talk about temporary situations with time expressions: *today, this month.*
E.g. *We're staying at a hotel this week.*
- describe pictures.
E.g. *My sister is smiling in this photo.*
- talk about arranged plans.
E.g. *I'm giving a lecture tomorrow evening.*

We don't normally use the **Present Continuous** with:

- feeling verbs.
E.g. *live, love, hate, prefer, need, etc.*
- thinking verbs.
E.g. *agree, believe, forget, know, mean, think, etc.*
- sense verbs.
E.g. *hear, smell, taste, see, etc.*
- *be, belong, contain, cost, own.*

Some verbs change their meaning in the **Present Continuous**:

E.g. *I think you are right.* (= My opinion is that you are right.)

I'm thinking about your idea. (= I'm reflecting about what you think.)

I see Mary. (= I perceive Mary with my eyes.)

I'm seeing Mary. (= I'm dating Mary.)

1 Use the verbs in brackets in the Present Simple or the Present Continuous.

- a We ¹ _____ (move) next month. The truck ² _____ (fetch) our things at 10 a.m. on Monday and we ³ _____ (drive) to San Francisco that same day. My sister Alice ⁴ _____ (be) very happy because she ⁵ _____ (live) there. She ⁶ _____ (teach) at the school that our children will attend.
- b I ⁷ _____ (pack) my clothes because Martin ⁸ _____ (take) me to the station soon. The train ⁹ _____ (leave) at 9 a.m. and I ¹⁰ _____ (hate) arriving just on time. I ¹¹ _____ (prefer) to be early. I really ¹² _____ (feel) more relaxed then.

Defining relative clauses

A **clause** is a part of a sentence. A **defining relative clause** gives us more information about the person or thing in the **main clause**.

We use **clauses** to combine two sentences into one sentence.

E.g. *The man lives next door. The man is an architect.*
*The man **who** lives next door is an architect.*
She is living in a house. I was born in that house.
*She is living in the house **where** I was born.*
They bought a car. I love that car.
*They bought the car **which** I love.*

We introduce a **relative clause** with a **relative pronoun** (E.g. *who, where, which*).

- **who** is for a relative clause about people
- **where** is for a relative clause about place
- **which** is for a relative clause about animals or things

2 Join the 2 sentences into 1 using *who, where* or *which*.

- 1 Sam works for a company. It makes computers.

- 2 The woman works at the baker's. She has twin daughters.

- 3 The man owns a horse. It won many races.

- 4 Santa Fe is a city. There are important museums there.

- 5 Gandhi was a pacifist. He lived in India.

3 Circle the correct options.

- 1 A dentist is a professional **who** / **which** fixes people's teeth.
- 2 A church is a building **which** / **where** people pray.
- 3 A dinosaur is an animal **which** / **who** lived in pre-historic times.
- 4 Paris is a city **which** / **where** a lot of people visit.
- 5 A worker is a person **which** / **who** works.

Adjectives describing character and their opposites – prefixes

4 Write the opposites in the corresponding column. Use a dictionary if necessary.

	in-	un-	dis-
1 kind	_____	_____	_____
2 flexible	_____	_____	_____
3 sensitive	_____	_____	_____
4 ambitious	_____	_____	_____
5 pleasant	_____	_____	_____
6 honest	_____	_____	_____
7 reliable	_____	_____	_____
8 friendly	_____	_____	_____

5 Fill in the blanks with the correct adjectives from Exercise 4.

- 1 You can never trust an _____ person.
- 2 _____ people can easily adapt to different circumstances.
- 3 That man was _____ because he gave the wrong change to the old lady.
- 4 Alfred is very _____ so I always ask for his consistent advice.
- 5 She is very _____ towards others. She never says "hello" to anyone.

Nouns and adjectives related to character

6 Match the adjectives to the nouns.

- | | | |
|--------------|-----------------------|-------------------|
| 1 ambitious | <input type="radio"/> | a punctuality |
| 2 confident | <input type="radio"/> | b sensitivity |
| 3 flexible | <input type="radio"/> | c strength |
| 4 generous | <input type="radio"/> | d flexibility |
| 5 lazy | <input type="radio"/> | e shyness |
| 6 optimistic | <input type="radio"/> | f confidentiality |
| 7 punctual | <input type="radio"/> | g generosity |
| 8 reliable | <input type="radio"/> | h ambition |
| 9 sensitive | <input type="radio"/> | i stupidity |
| 10 shy | <input type="radio"/> | j optimism |
| 11 strong | <input type="radio"/> | k reliability |
| 12 stupid | <input type="radio"/> | l laziness |

7 Which suffixes were added?

8 Circle the correct options.

- 1 I really appreciate **confidential** / **confidentiality** and I can't stand **lazy** / **laziness**.
- 2 She is **generous** / **generosity** and **optimistic** / **optimism** is her main characteristic.
- 3 **Punctual** / **Punctuality** is a characteristic which most **reliable** / **reliability** people have.
- 4 Her **strong** / **strength** helps her to be **sensitive** / **sensitivity** in **difficult** / **difficulty** circumstances.

Let me introduce my family



1 Jannice is Glen's new roommate. Look at the pictures and answer.

- 1 How is Glen introducing her family to Jannice?
- 2 Is Glen's family very big?
- 3 How would you describe Glen in the family?

2 Listen and write the names.

Who ...

- 1 ... is wearing a tracksuit?

- 2 ... loves wearing evening dresses and high-heeled sandals?

- 3 ... is Glen's best friend in the family?

- 4 ... sleeps under Glen's bed?

- 5 ... loves having a photo of herself in school uniform?

- 6 ... is going home this weekend?

3 Listen again and answer.

- 1 Who is Sophie?
- 2 What is she doing?
- 3 Why are Glen's parents wearing evening attire?
- 4 What does Glen think about Bonny?
- 5 Why does Jannice say 'You're kidding'?

Your turn!

Join a classmate and discuss.

- 1 Do you keep photos of your family on your tablet?
- 2 Who is your best friend in your family?
- 3 What kind of clothes do you like wearing?
- 4 Do you mind dressing up in honour of a relative or a friend?

Where are they?

4 Listen to these people speaking and identify where they are. There is an extra picture.



5 Listen again and complete the sentences.

- 1 Mum is the person _____ always helps me and cares about me.
- 2 The university is the place _____ I study to become a professional.
- 3 At the baker's, I always buy things _____ make me fat.
- 4 The doctor is the person _____ tells me what medicine I should take.
- 5 I'm looking for a blazer _____ matches my pleated blue skirt.

A play script

Writing a play script

- Give the play a **title**.
- Divide the play into **scenes**. Every time the **setting** changes, you have to write a new **scene**.
- In the **setting**, you describe things that help the director to imagine the scene. (E.g. *the time when the story takes place, the social level of the characters, etc.*)
- The **props** are things you need to set the scene. (E.g. *furniture, devices, lamps, etc.*)
- Describe the **characters** so that the actors who perform can represent them accurately.
- If necessary, describe the **costumes** in detail. Sometimes they represent the time when the events take place.
- In the **dialogue**, write the names of the people who speak. Use one line for each actor / actress.
- Include **stage directions**, between brackets, to tell actors how to move on the stage.
- Use **CAPITAL LETTERS** to express that someone is shouting or shocked.
- Don't include more than three or four characters.
- The **plot** is the series of events that build the story of the play.

1 Read the rules in the box and write the headings on the play script.

1 _____

My new roommate

Scene 1

2 _____

(A cheerful girl opens the door and a miserable girl enters.)

3 _____

(Ruth and Martha, two girls who are about 18 years old.)

4 _____

(Ruth is wearing a tracksuit and trainers. Martha is wearing a long black dress with an old-fashioned hat. On her feet, she's got white socks and black ballet flats.)

- Ruth 5 _____ (Opening the door) Hi, Martha! Glad to meet you! Come in!
- Martha (Looking down and ashamed) Hi, Ruth. I'm sorry I'm half a minute late. I'm so worried.
- Ruth It's OK, Martha. (sitting firmly on the sofa) So you want to share the flat, don't you?
- Martha Well, I don't know ... (sitting at the edge of the sofa, timidly) Maybe you won't like me ... I'm not sure ...
- Ruth Oh, Martha! YOU'RE GREAT! CHEER UP!
- Martha I'm a bit pessimistic ... (looking down and grabbing her bag nervously) I always think everything will go wrong.
- Ruth Oh, Martha. (inviting Martha to leave the house with a tender gesture) I think I'll go on living alone.

2 Read again and describe.

- The setting: _____
- The plot: _____
- The characters: _____
- The stage directions: _____
- The end of the scene: _____

Your turn!

Write your own one-scene play script.

- What is the plot of your play?
- Where is it going to take place?
- When is it going to take place?
- Who are the characters of your play?
- How do they move on the stage?
- Do you need any prompts?
- How does the scene end?

In action!

- Now you have your play script.
- Share it with your group to check for possible errors.

GO FOR IT!

Drama Day

Let's complete the Project!

- You now have a one-scene play script.
- In your group, read all the scripts and vote for the one you are going to perform.
- Improve the chosen script with phrases and ideas from the other scripts.
- Think about the props and costumes you will need.
- Borrow the sound equipment from the school or check where you can get some.
- Assign the roles.
- Rehearse. Pay attention to body language and intonation.
- Enjoy the 'Drama Day'.



My learning record

	😊	😐	😞
Talk about settling down in a new home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand one-scene play scripts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe people's character	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe clothes, patterns and material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk about events that happen every day and events that happen at the moment we are speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand conversations about families and places	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write a one-scene play script	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Act a role in a play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

😊 = very well
 😐 = I can manage
 😞 = I need to revise

Notre-Dame on Fire

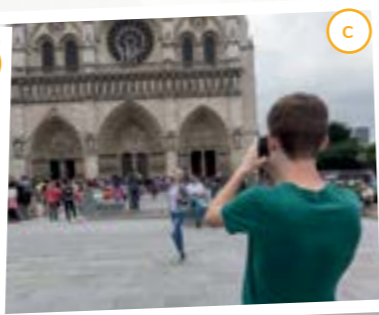
Goals

- > Talk about a major event and people's reactions
- > Read and learn about someone who didn't give up
- > Describe personal experiences
- > Use intensifiers to show emphasis
- > Listen and learn about past events
- > Write a story using sequencing
- > Project: A storytelling event



On 15th April 2019, the Notre-Dame Cathedral in Paris caught fire. The iconic building, which was also a museum guardian of sacred elements and valuable pieces of art, suffered severe damage while it was being repaired. It was devastating to see the flames destroying this 850-year-old cathedral. Everybody was commenting on this horrible news. Television and radio broadcasting companies and social networks were constantly showing images and repeating details of this heartbreaking event. But what were ordinary people doing at the time?

1 Look at the pictures and match them to the descriptions.



- 1 Two firemen arrived at the cathedral immediately and were fighting the fire for many hours. They helped to stop the church's total destruction. _____
- 2 Mrs Bourdin was doing her shopping in the supermarket nearby. She left her trolley and ran to see what was happening. _____
- 3 Some tourists were visiting the cathedral. They saw the fire and rushed away. _____
- 4 Mr Labarden was walking across the park heading to his office. He was shocked. _____
- 5 Some nurses were working at the hospital. They heard the news and got ready to receive patients. _____
- 6 Students were attending class when they heard the distinctive sound of ambulance sirens. They interrupted the class to try to identify where the ambulances were heading. _____
- 7 A bus driver was driving her daily route when she saw the barriers across the street. She changed direction and continued driving. _____
- 8 The ambulance driver was waiting at the hospital emergency room when he received an emergency call. He got on the ambulance and drove to Notre-Dame Cathedral. _____
- 9 I was at home watching the disaster on television. I felt really sad. _____

2 Read the text and tick the correct information. Correct the wrong information.

- 1 They were building the cathedral on 15th April.
- 2 The cathedral was keeping sacred elements and pieces of art.
- 3 The flames were illuminating the cathedral.
- 4 Everybody was commenting on the news.
- 5 The television, the radio and social networks were broadcasting details of this event.

👍 Your turn!

Join a classmate and discuss.

- What were you doing?
- How did you feel?
- What did you do?

3 🎧 Listen to these people and identify where they are. They are in scenes from Exercise 1. Discuss with a classmate the hints you considered.

💡 Think it up!

- You are going to participate in a storytelling session.
- Think of the funniest / most exciting / saddest / most unexpected ending for your story.

1 Read the text and discuss the meaning of the title with a classmate.

The screenshot shows a news website with the title "News Time". The navigation bar includes categories like LOCAL, INTERNATIONAL, BUSINESS, SPORTS, ENTERTAINMENT, HEALTH, FASHION, and TRAVEL. The article title is "Where there's a will, there's a way." The text describes Tomás Videla's journey from a middle-class family in Argentina to becoming an architect through hard work and determination.

2 Read again and find words and phrases meaning ...

- 1 achieved a very important aim _____
- 2 financial support _____
- 3 moved to _____
- 4 to stop doing something _____
- 5 due to _____
- 6 finished _____
- 7 to have just enough money to live _____
- 8 to get to the end of the month with a little money _____
- 9 strongly aimed at _____
- 10 started the course _____
- 11 financial support given by institutions _____
- 12 to work to achieve an aim _____

3 Read once more and answer.

- 1 Where was Tomás born? _____
- 2 What was he doing when his baby sister was born? _____
- 3 What was Tomás's dream? _____
- 4 When did he sell the tissues? _____
- 5 How did the boys manage to make ends meet? _____
- 6 What has Tomás done? _____
- 7 When did he sit his last subject? _____
- 8 What was he celebrating at the university entrance? _____

Adjectives describing personal experiences

1 Write the adjectives in the box in the corresponding column.

bad commonplace enjoyable fantastic
 formative funny good humiliating hurtful
 interesting magic memorable negative new
 painful pleasant positive religious rewarding
 scary traumatic unforgettable

2 Circle the correct options.

- 1 Meeting new friends on the first day of school was a **memorable / painful / magic** experience.
- 2 People visiting Medjugorje have had a **commonplace / religious / hurtful** experience when they saw the Virgin Mary silhouette in the sky.
- 3 Joaquín had a **pleasant / traumatic / religious** experience when he saw the dog which was running and barking angrily at him. The dog was as big as he was.
- 4 The most **commonplace / humiliating / pleasant** experience I've ever had was the day when I failed my entrance exam at university. And the most **painful / formative / rewarding** experience was when I passed the same exam with an A.

Collocations – experiences

3 Match the columns.

- | | | | |
|----------------|-----------------------|---|-------------------------------------|
| 1 be | <input type="radio"/> | a | friends |
| 2 make | <input type="radio"/> | b | an important object |
| 3 attend | <input type="radio"/> | c | promoted |
| 4 get | <input type="radio"/> | d | your favourite subject |
| 5 graduate | <input type="radio"/> | e | on a family holiday |
| 6 take | <input type="radio"/> | f | involved in a group at school |
| 7 fall | <input type="radio"/> | g | an exam |
| 8 lose | <input type="radio"/> | h | to another town |
| 9 open | <input type="radio"/> | i | your own business |
| 10 move | <input type="radio"/> | j | abroad alone |
| 11 drive | <input type="radio"/> | k | for someone with a terminal illness |
| 12 pass / fail | <input type="radio"/> | l | a car |
| 13 go | <input type="radio"/> | m | from university |
| 14 travel | <input type="radio"/> | n | in love for the first time |
| 15 care | <input type="radio"/> | o | an important test |

Your turn!

Name an experience you've had which was ...

- a painful: _____
- b commonplace: _____
- c unforgettable: _____
- d scary: _____
- e fantastic: _____

Intensifiers

We use intensifiers to strengthen the meaning of other expressions and show emphasis.

absolutely, completely, extremely, highly, rather, really, so, too, totally, utterly, very and at all
 I don't like your jokes **at all**.
 She was **utterly** scared.
 I'm **absolutely** proud of you.
 Why are you **so** annoyed?
 Her dog was **rather** sad until she came home.
 He was **completely** sure about making that decision.

4 Choose the correct options.

- 1 The boy was **utterly / too** angry and couldn't stop crying.
- 2 Mum was **rather / highly** annoyed.
- 3 He didn't like the movie **too / at all**.
- 4 I'm **absolutely / utterly** happy with my promotion.
- 5 Why are you **extremely / so** annoyed?

Narrative tenses

Past Simple

We use the **Past Simple** to:

- talk about a simple finished action in the past.
E.g. I **bought** a jumper yesterday.
- talk about repeated actions in the past.
E.g. I **phoned** you five times last night.
- talk about a sequence of events in the past.
E.g. I **unlocked** the door, **opened** it and **turned on** the light.

Past Continuous

We use the **Past Continuous** to:

- describe a scene in the past.
E.g. It **was raining** and there **was** nobody **walking** in the street.
- describe an action that was interrupted by another.
E.g. We **were talking** until the teacher came into the classroom.



We don't normally use the continuous form with feeling verbs, thinking verbs or sense verbs. We don't use the continuous form with the verbs **be, belong, contain, cost** or **own**.

when / while

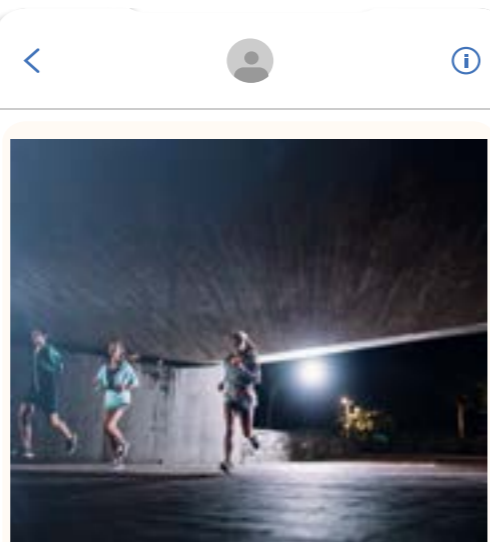
We can use either **when** or **while** before the **Past Continuous**. E.g. The taxi arrived **when / while** I was saying 'goodbye' to my parents.

We don't use **while** before the **Past Simple**. We can use **when**. E.g. I was saying 'goodbye' to my parents **when** the taxi arrived.

1 Match sentences 1 and 2 to A and B.

- | | | | | | |
|---|---|---|-----------------------|---|---|
| a | 1 | When Alice arrived, we read the story. | <input type="radio"/> | a | We started reading the story before Alice arrived. |
| | 2 | When Alice arrived, we were reading the story. | <input type="radio"/> | b | Alice brought the story. |
| b | 1 | I was listening to the concert when she arrived. | <input type="radio"/> | a | Her arrival interrupted my listening to the concert. |
| | 2 | I listened to the concert when she arrived. | <input type="radio"/> | b | We started listening to the concert together. |
| c | 1 | The kids were laughing when they heard the story. | <input type="radio"/> | a | The kids were having fun before they heard the story. |
| | 2 | The kids laughed when they heard the story. | <input type="radio"/> | b | The story made the kids laugh. |

2 Circle the correct options.



It was a dark night. We ¹ **were running / ran** in the street ² **when / while** we heard a loud noise. We ³ **were stopping / stopped** and ⁴ **were looking / looked** into different directions, but we couldn't see anything. All of a sudden, the lights ⁵ **were going / went** on and we ⁶ **were seeing / saw** an old tree that has fallen across the street. We ⁷ **were feeling / felt** very relieved.

Present Perfect Simple

We use the **Present Perfect Simple** to:

- talk about past experiences in our lives and we don't care about when they happened. E.g. I **have travelled** a lot.
- talk about things that happened a short time ago and that have a result now. E.g. Alice **has arrived**. (She's here now.)



We often use the **Present Perfect Simple** with superlative adjectives to speak about experiences. E.g. That is **the most interesting book I've ever read**.

been and gone



She's **been** sick all day. (And she still is.)
She's **gone** to the dentist's. (And she is still there.)
but
They've **been** to England. (They visited England in the past and now they're not there.)
They've **gone** to England. (They are still in England.)

3 Circle the correct options.

Once upon a time, a man and his son ¹ **lived / were living** on a farm near the river. The boy ² **loved / was loving** to fish, so he usually ³ **went / was going** to the river. One day, while he ⁴ **fished / was fishing**, he ⁵ **saw / was seeing** a dog on the other side of the river. It ⁶ **ran / was running** from one side to the other but it ⁷ **didn't jump / hasn't jumped** into the water. The boy ⁸ **got / was getting** on his boat to fetch the dog and ⁹ **took / has taken** it to his house. Since then, they ¹⁰ **were always being / have always been** together.

so and such

She is **so** nice and she speaks **so** clearly
so + adjective
so + adverb

She is **such** a nice girl.
such + a / an + adjective + noun



We say:
He's **such** a clever boy. NOT He's a **such** clever boy.
He's **so** clever. OR He's **such** a clever boy.

We can use:
They are **so** nice that we enjoy meeting them.
They are **such** nice people that we enjoy meeting them.

It was **so** windy that we stayed inside.
It was **such** a windy day that we stayed inside.

4 Complete the sentences with **so, such** or **such a, such an**.

- Your parents are _____ wonderful people.
- He looks _____ young that we can't believe he's 78.
- You've got _____ beautiful house!
- She's _____ elegant. She always wears _____ trendy clothes.
- I've never tried _____ exquisite dish.

5 Match the columns.

- | | | | | |
|---|---------------|-----------------------|---|---|
| 1 | She walks so | <input type="radio"/> | a | intelligent students that they always get excellent grades. |
| 2 | We had such | <input type="radio"/> | b | many things to say that I don't know where to begin. |
| 3 | I've got so | <input type="radio"/> | c | fast that I can't walk with her. |
| 4 | It was so | <input type="radio"/> | d | a wonderful time that we stayed till midnight. |
| 5 | They are such | <input type="radio"/> | e | cold that we turned on the heater. |

Telling anecdotes and stories from the past

1 Listen and match the anecdotes to the pictures.



2 Listen again and tick the adjectives describing the experiences you hear.

- 1 embarrassing
- 2 rewarding
- 3 happy
- 4 sad
- 5 positive
- 6 hurtful
- 7 unforgettable
- 8 wonderful

3 Join a classmate and try to complete the stories. Then listen once more and check.

1 "I ¹ _____ so happy. I ² _____ an orphanage once a week and we ³ _____ to take the children to the neighbourhood youth club. They ⁴ _____ so excited and thankful. I will never forget their faces."

2 "That was the ⁵ _____ experience I've ever had. I have always been afraid of roller coasters, but Micaela ⁶ _____ so I finally gave in. We ⁷ _____ on the rollercoaster and while Micaela ⁸ _____ fun, I couldn't help ⁹ _____ fear. She has ¹⁰ _____ another invitation to hang out with me."

3 "That was such a ¹¹ _____ experience. I ¹² _____ football with my friends when I ¹³ _____ the ball and it ¹⁴ _____ a glass of my neighbour's window. The lady ¹⁵ _____ so angry that she ¹⁶ _____ me off in front of my friends. I ¹⁷ _____ the feeling."

4 "That was the most ¹⁸ _____ experience I've ever had. I ¹⁹ _____ for months but I still didn't feel well prepared. However, in the end I did ²⁰ _____ in the marathon. We ²¹ _____ the orphanage after all. I couldn't believe my eyes when I saw myself arriving first at the finish! I ²² _____ a cup and felt really proud."

I don't understand your jokes!



4 Look at the picture and discuss with a classmate.

Why is one of the boys laughing and the other one is disappointed?

5 Listen and confirm or correct your opinion.

6 Listen and find ...

- 1 two simultaneous actions.
- 2 an action that interrupts another.
- 3 an action that immediately follows another.
- 4 intensifiers.

Your turn!

Join a classmate and discuss. Is Maxi laughing **with** Nahuel or **at** Nahuel?

Remember!

When a joke hurts another person, it's not a joke. It's bullying!

In action!

- Now you have some examples of different kinds of experiences.
- Think of an experience you would like to share.
- What kind of story would you like to tell your classmates?

Telling a story

1 Read the following story and underline the words that help to place the events in order.

A complicated trip

Last week, I visited New York to attend a conference. While I was there, I decided to visit the MoMA. To start off, my flight was delayed. Next, the airline lost my luggage, so I had to wait over an hour at the airport while they tracked it down. Suddenly, they found my luggage in a corner of the hall. As soon as they found my luggage, I took a taxi to the hotel. During the ride, the driver told me that the MoMA was closed. After I arrived at the hotel, everything was OK again. The conference was very interesting, but I couldn't visit the museum. Finally, I caught my flight back to Los Angeles. Eventually, I arrived home just in time to kiss my daughter goodnight.



Some words and phrases which help sequencing.

Beginning your story:

First of all, / To start off, / To begin with,
Use a comma after the introductory phrase.

Continuing the story:

Then, / After that, / Next,
As soon as + clause / When + full clause /
Immediately

Interruptions / Adding new elements to the story:

Suddenly, / All of a sudden, / Unexpectedly

Events occurring at the same time:

While + clause / As + clause / During + noun

Ending the story:

Finally, / Eventually, / In the end,

2 Fill in the blanks with words and phrases from the box.

My friend and I visited Madrid last summer.
1 _____, we flew from Buenos Aires to Madrid in first class. It was fantastic!
2 _____ we arrived in Rome, we
3 _____ went to the hotel and rested for an hour. 4 _____, we went out for dinner. 5 _____, a scooter appeared out of nowhere and almost hit me! 6 _____, we began to walk around Madrid. The rest of the trip was really good. 7 _____ the afternoons, we visited museums and parks. At night, we went to Plaza Mayor and then to a disco. One night, 8 _____ I was having a drink, I saw an old friend from secondary school. Imagine that! 9 _____, we took our flight back to Buenos Aires. We were a bit tired but absolutely happy with our experience.

3 Think of an anecdote, a fictitious or a real story to write about. Use the rules from the box and the examples to help you.

In action!

- Now you have a story to share.
- Swap stories with a classmate to check for errors.



GO FOR IT!

A storytelling event!

Let's complete the Project!

- 1 Now you have your story.
- 2 You have swapped stories with a classmate to check for errors.
- 3 Rehearse reading your story with the correct intonation. Remember that you have to keep the audience engaged.
- 4 Record yourself and listen to your recording.
- 5 If you dare, try to memorise the story to be able to establish eye contact with the audience.
- 6 Reinforce the ending to get the expected feelings (fun, sadness, surprise, etc.).
- 7 Enjoy the event!



My learning record

	😊	😐	😞
Talk about a major event and people's reactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read and understand a text about someone who didn't give up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe personal experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use intensifiers to show emphasis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand narrative tenses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand conversations about past events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write a story using sequencing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use intonation to engage an audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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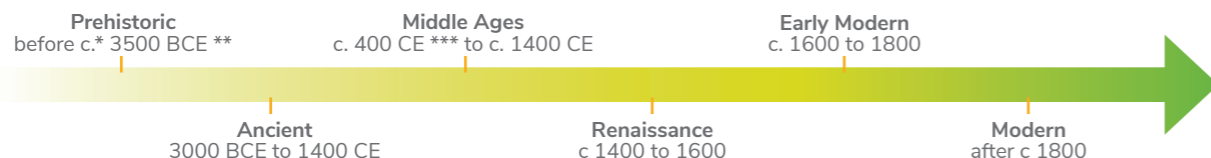
CLIL HISTORY

An Overview of European History

Europe, the second smallest continent in the world, is comprised of forty-four countries. Some of these countries are in both Europe and Asia. It is home to a population of a little over seven hundred and forty-one million (741 million) people, who speak twenty-four (24) languages.

Europe is also considered the birthplace of Western culture and civilisation. Historical developments in Europe have influenced all aspects of life in modern-day Europe, the Americas, Australia and parts of Africa.

A Timeline of European History



*c = circa; around; about; approximately
 ** BCE = Before Common Era (before the birth of Christ)
 *** CE = Common Era (after the birth of Christ)

Prehistoric: This era was characterised by visual culture such as cave drawings, and occurred before written history. During this period, humans learned to farm and domesticate animals. This paved the way to a transition from a nomadic way of life.

Ancient: The great early civilisations such as the Greeks, Ancient Egyptians and Romans lived in this time period. Humans first applied reason to understanding the world around them. Western philosophy, mathematics, science and democracy all developed in this era.

Middle Ages: The Roman Empire was invaded by waves of migrants, which also saw the spread of Christianity. The Christian Church became a power in the West, The Orthodox Church ruled in the East and Islam was born. Society was organised around Feudalism. The Late Middle Ages saw increasing stability, with the re-establishment and growth of towns.

Renaissance: There was renewed interest in the ancient cultures of Greece and Rome. Prosperity in Europe increased, especially in

Italy. The invention of the printing press led to a dramatic increase in literacy rates. The Catholic Church faced challenges from Martin Luther, leading to the Protestant Reformation.

Early Modern: This period was characterised by scientific, political and economic revolutions, and conflicts between the Catholic and Protestant church. Countries grew, redefined and solidified national borders, but expanded their power, reach and wealth through colonisation. The French Revolution took place in this period and the middle and working classes emerged, starting the quest for political power.

Modern: This period is characterised by the growth of capitalism, labour unions, individual political power and an overall increased standard of living for many. Many people moved to the cities. Two world wars occurred in the twentieth century, which was also marked by the fight for human rights.

1 Which era is each word / phrase associated with? Do some research and use a dictionary to help you.

Word/s	1 rebirth	2 industrialism	3 Stone Age	4 Aristotle
Era				
Word/s	5 serf	6 Shakespeare	7 natural rights	8 colony
Era				
Word/s	9 hunter-gatherer	10 Atlantic slave trade	11 vassal	12 Athens
Era				

2 Each era was marked by specific movements, changes, and actions. Do research and fill in the table with the relevant information in each column.

	Government	Art	Religion	Commerce
Ancient times	Government took different forms as the Ancient Greeks sought ways to govern themselves Democracy Monarchy Oligarchy Tyranny	Architecture: Parthenon Sculpture: Stone and metal Pottery: Terracotta figures were painted with religious or mythological scenes.	Polytheistic – the belief in multiple deities or gods.	Local, regional and international trade. Use of coins.
Middle Ages				
Renaissance				
Early Modern				
Modern				

3 Research one major event that occurred from the 1700s until today. Present your findings to the class.

ROUND OFF

1 Cross out the word that doesn't complete each sentence appropriately.

- With proper planning, moving out can actually be a **pleasant / positive / rewarding / painful** and organised experience and help set the stage for the next chapter in your life.
- When you move into a new flat, it can be a bit **painful / traumatic / unforgettable / scary** for your cat because cats are very territorial.
- My university roommate is a bit **untidy / cheerful / tense / pessimistic**, but other than that she is really sweet and intelligent.
- I saw some **high-heeled / corduroy / leather / nylon** chairs at that shop, but I prefer plastic.
- I didn't know my roommates and how our relationship would be, but living with them was **absolutely / at all / so / totally** amazing!

_____ / 10

2 Match the words to the correct sentences.

- commonplace a I've hired very _____ and competent builders to build my new house.
- highly b The only thing I don't like in my new flat is the _____ wallpaper. It's so ugly!
- lazy c She wasn't comfortable with living with roommates because of her _____.
- plain d You're so lucky that you got a roommate who's not _____ and help you at home.
- reliable e It can be _____ to buy a house because it is a big decision.
- scary f The view from the window has become so _____ that people don't even notice it anymore.
- shyness g The location of the flat was _____ perfect.
- strength h It is _____ unlikely that I won't get along with my roommate. She's very nice.
- striped i Living alone is hard. I don't know if I will have the _____ to go through all this.
- utterly j In my personal experience, it is best to choose _____ colours for your bedroom.

_____ / 10

3 Complete the testimonial with the correct forms of the verbs in brackets.

I ¹ _____ (come) to England in 2012 to study English and continued my studies to a Master's degree. Then I ² _____ (apply) for a Permanent Resident Visa and eventually I ³ _____ (become) a British citizen. I ⁴ _____ (go) back home twice since I came here. The first time was in 2016 for my brother's wedding. At that time, I ⁵ _____ (not work) and I had to live on my student's scholarship. I ⁶ _____ (go) to Argentina a second time in 2019 for my grandmother's funeral. I ⁷ _____ (never be) homesick and never regretted emigrating to England. Of course, I miss *dulce de leche* and a good *parrilla*, but I ⁸ _____ (not miss) the weather, nor the traffic jams in Buenos Aires. I ⁹ _____ (live) in a neighbourhood where I can find some Argentinian products and there is good football here too, which makes me happy. As for my family, we talk almost daily on the internet and they also visit me every year. In fact, they ¹⁰ _____ (come) next week!

_____ / 20

4 Read the statements about working in the film industry and circle the correct options.

- He's a well-respected director **where / when / who** hasn't directed a bad film yet.
- We're thrilled to have worked with **so / such / very** an incredible cast to bring our story to the screen.
- If you were an actor and received a script that was **so / such / very** well-written that you felt like you didn't need to change a line, then why would you change a line?
- The main actor's **been / gone / good** for the day so we can't continue filming.
- His character has **so / such / been** unforgettable lines as "I'll be back!" and "Hasta la vista, baby."

_____ / 10

Total: _____ / 50

A Hard Day's Life!

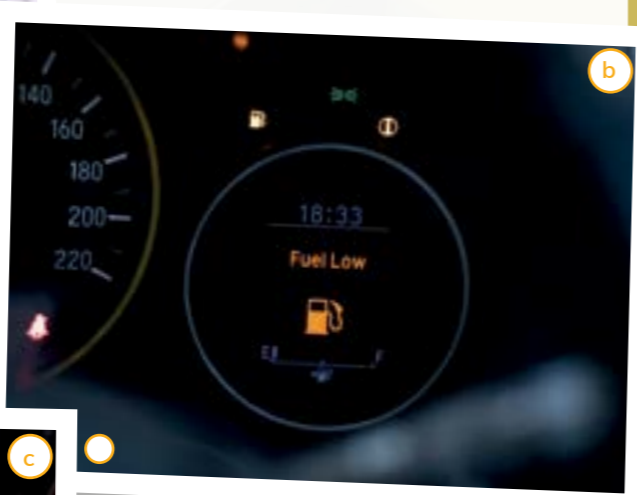
Goals

- > Talk about past events
- > Read and learn about travel problems
- > Describe means of transport
- > Describe travel problems
- > Highlight events in a timeline
- > Listen and learn about how travel influenced people's lives
- > Write a timeline about someone's life
- > Project: Persistent lives. How these people became famous

It's been a busy and messy day for Marissa.

1 Look at the pictures and describe what was happening in each of them.











2 Listen to Marissa's account and number the pictures.

3 Cross out the verbs that are not mentioned in the account.

- | | | |
|----------|----------|-------------|
| arrive | ask | answer |
| drive | fill | find |
| finish | forget | get on |
| get back | get away | get trapped |
| go | go into | go off |
| hang | jump | open |
| push | run out | see |
| start | stay | wait |
| | wash | |

4 Write the verbs used next to the corresponding pictures.

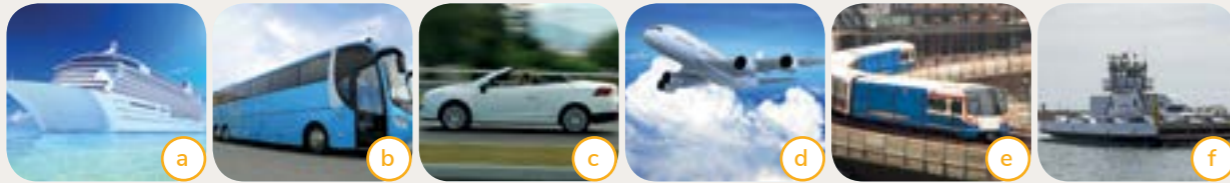
Your turn!
 Join a classmate and try to reconstruct Marissa's account.
 Use the verbs in Exercise 4 to help you.

Think it up!

- You are going to prepare accounts of persistent people's lives.
- Pay attention to how tenses are used to organise the events in stories.

Travel mishaps

1 Read the problems and identify the means of transport.



Reader's opinion

- When I got to the counter, I **felt like crying**. My luggage was overweight and I had to pay an extra tax before the airline company accepted it. Then, when I was checking in, I couldn't find my passport. I had left it in my sister's bag, and she had already checked-in and passed the security control area. The people at the airport had to call her through the intercom and I had to wait for her to bring me the passport. We were blaming each other for hours.
Marianne, Ohio
- We were proud of ourselves because we were **making good time**. We had driven 100 km in a little more than an hour when we arrived at the bridge. There we found **bumper-to-bumper** traffic because everyone had to pay the **toll**. Plus, there had been an accident, so vehicles had to **merge** into one lane and there were **potholes** everywhere.
Phillip, Minnesota
- The second day on board, we had the formal dinner. I realised that I hadn't packed any evening clothes in my luggage. Luckily, my sister lent me an embroidered silk blouse which

- I wore with my black trousers. After we had eaten a great selection of Italian food, we had the photo session with the captain. Our cabin looked onto the sea. While we were travelling, there was a storm and we moved around quite a lot. We **felt dizzy** and had to take some medicine. The **tender** was quick to take us to shore when we couldn't **moor** at the quay.
Alison, Springfield
- When we got to the station, I realised that I had left my booking printout at home, which had the **booking number**. Luckily, I still had the email with all the details. After we had collected the ticket, we checked our carriage number and waited at the platform. There weren't any delays. We got on the standard carriage. When we had travelled about fifteen minutes, the conductor asked us for our tickets. I found them immediately because I had put them in my shirt pocket. But when we arrived at the station, the **ticket barrier** wouldn't read my ticket. The guard had to let me go through another **exit**.
Jason, San Francisco

2 Read again and find words and phrases meaning ...

- a to fasten a ship to the land or to the bottom of the sea using ropes or an anchor
- b were travelling well, with no delays
- c feeling unable to stand steadily
- d a space through which you can leave a public building
- e to join things together to form one
- f wanted to cry
- g very close to each other, almost touching
- h the barrier which checks that your ticket is valid and allows you to leave the station
- i a boat that takes passengers from the cruise ship to the shore
- j holes on the surface of the road
- k money you pay to use a bridge or road
- l a unique code specific for individual reservation

3 Read again and say who ...

- had to drive more slowly because there had been an accident. _____
- had left her / his passport in her / his sister's bag. _____
- had put the tickets in her / his shirt pocket. _____
- hadn't packed evening clothes in her / his luggage. _____
- had to pay some money to use a bridge. _____
- had problems to leave the station. _____

Your turn!

Join a classmate and discuss. Have you ever had any problems while travelling? Were you travelling with your family or friends? Which means of transport were you using?

Means of transport

1 Use the words in the box to complete the table. Use a dictionary if necessary.

airport carriage coach dock flight gate (x2) get off land plane platform
port sail ship station take off train voyage

rail	land	air	sea
	bus terminal		
train / _____	bus / _____	plane	_____ / cruise ship
get on			
_____	_____	_____	_____ / quay
journey	journey	_____ / journey	_____
depart / leave	depart / leave	depart / leave / _____	depart / leave / _____
arrive	arrive	arrive / _____	arrive / _____

2 Complete the sentences with words from the table in Exercise 1.

- We took the train from _____ 8.
- The plane _____ at 10 a.m. and _____ at 12 a.m. in Buenos Aires.
- The _____ moored at the _____ and we disembarked to visit the island.
- The _____ arrived after we had waited for an hour at the terminal.
- The _____ sailed early this morning.

Travel problems

4 Match the columns.

- | | |
|------------------------------|--|
| 1 lose <input type="radio"/> | a a delay |
| 2 miss <input type="radio"/> | b the passport / the tickets / the boarding card |
| 3 have <input type="radio"/> | c overweight luggage |
| 4 take <input type="radio"/> | d dizzy |
| 5 feel <input type="radio"/> | e stuck in a traffic jam |
| 6 get <input type="radio"/> | f the bus / train / flight |

5 Put the letters in order to form the corresponding words.

- The road was full of TOPLOHES _____.
- The KITCET RABRIRE _____ didn't read my ticket.
- I had to pay extra tax because my luggage was WHOVIGERET _____. I was angry at myself.
- We got NIFED _____ because of speeding. We can't stop blaming ourselves.
- The train was LADEYED _____.
- We had problems collecting our luggage because it wasn't on the COSEULAR _____.

Ticket categories

3 Circle the correct options.

- I need a **double / return** ticket to London. I'm coming back the same day.
- How much is a **single / simple** ticket to Boston? One way only, I mean.
- If you go skiing, get a **season / full-time** ticket. It's cheaper and you can go up the mountain as many times as you want.
- You can't travel if you don't have a **true / valid** ticket.
- Sube* and *Oyster* are examples of **boarding / travel** cards.

Past tenses

Past Simple and Past Continuous
→ Page 20

I **entered** the house, **turned on** the lights and **found** the burglar.

I entered the house turned on the lights found the burglar.

I **was running** in the park, when I **met** Andrew.

I was running in the park

met Andrew.

Mum **was cooking** while dad **was hoovering** the floor.

Mum was cooking while

dad was hoovering the floor.

Past Simple and Present Perfect Simple
→ Page 21

We use the **Present Perfect Simple** when the event is more important than the time when it took place.

We use the **Past Simple** when the time when the event took place really matters.

I **have studied** English. (What matters is that I know English because I have studied it.)

I **studied** English two years ago. (What matters is that I did it two years ago. Maybe now I don't remember how to speak.)

Past Perfect Simple

Affirmative	Negative	Interrogative	Short answers
I had played a game.	I hadn't run 3 km.	Had you seen it?	Yes, I had . / No, I hadn't .
She had played a game.	She hadn't run 3 km.	Had she seen it?	Yes, she had . / No, she hadn't .
We had played a game.	We hadn't run 3 km.	Had we seen it?	Yes, we had . / No, we hadn't .

We use the **Past Perfect** to show which action happened first in the past.

I **had arrived** home the lights went off

Past Perfect Simple and Past Simple

We usually use the **Past Simple** if:

- the order of actions is clear.
E.g. I **had** a shower after I **got up**.
- the order of actions is the same as the order of the verbs in the sentence.
E.g. When I **got** to the restaurant, everybody **ordered** their meals. (First, I got to the restaurant, then, everybody ordered their meals.)
When I **got** to the restaurant, everybody **had ordered** their meals. (First, everybody ordered their meals, then I got to the restaurant.)

We use the **Past Perfect Simple** to give a reason for an action or situation, often with *because*.
E.g. She was happy **because** her husband **had invited** her to go to the Caribbean.

We often use the **Past Perfect (+ ever)** with superlative adjectives.
E.g. That was the most beautiful dress I **had ever worn!**

1 Circle the correct options.

Wendy ¹ **was / had been** so happy because that was the best trip she ² **ever taken / had ever taken**. She ³ **sat / had sat** her last subject when her father ⁴ **gave / had given** her the envelope with the tickets for the trip. She ⁵ **dreamt / had dreamt** of this trip for years, but that day, her best gift ⁶ **was / had been** to return home with her diploma. She ⁷ **cried / had cried** out of happiness much in the same way she ⁸ **cried / had cried** out of nerves before taking her final exam.

2 Which action is first in each sentence? Write 1 – 2 or 2 – 1.

- Sam had heard a noise when he hid under the bed. 1 – 2
- Freddie was angry after he had heard the news. _____
- The girls had left their umbrellas at home and it started to rain. _____
- When we got to the supermarket, it had closed. _____
- The police had arrived when we phoned Mary. _____
- Patrick started university because he hadn't found a job. _____

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

When George ¹ _____ (arrive) home yesterday, he ² _____ (see) the telephone light ³ _____ (flicker). Someone ⁴ _____ (leave) a message. He ⁵ _____ (hurry) to listen to it. The woman who left the phone message ⁶ _____ (cry), so George ⁷ _____ (worry). But when he ⁸ _____ (finish) listening to the message, he ⁹ _____ (be) happy again. The message ¹⁰ _____ (be) from his sister, who ¹¹ _____ (come) back from her trip and she ¹² _____ (cry) out of happiness to be back home.

Reflexive pronouns

Subject pronouns	Object pronouns	Reflexive pronouns
I	me	myself
you	you	yourself
he	him	himself
she	her	herself
it	it	itself
we	us	ourselves
you	you	yourselves
they	them	themselves

We use **reflexive pronouns**:

- when the subject and the object of a sentence are the same person or thing.
E.g. I've hurt **myself** with this glass.
- to emphasise the subject of the sentence.
E.g. I did it **myself!** (And I'm proud of it.)
- in the expression *by myself / yourself / themselves* meaning *without help / alone*.
E.g. She has bought her house **by herself**. (Nobody has given her any money.)



Some verbs are often used with **reflexive pronouns**.
We **enjoyed ourselves** at the tournament.
Don't be shy and **help yourself**.
They **blame themselves** for the loss, but they really tried hard to win.
Please, **behave yourselves** while we visit aunt Celia.

Some verbs do not have a **reflexive pronoun**.
Do you **remember** your last year at primary school?
Can they **relax** in the middle of this mess?
I always **get up** very early and **feel** great all day.

4 Complete the sentences with the correct reflexive pronouns.

- It was my fault. Don't blame _____.
- Tell the girls to help _____. There are plenty of biscuits.
- We are grown-ups, Mum! We can look after _____.
- Children! You can't see that film by _____. An adult must accompany you.
- What he did was really wrong. He was ashamed of _____.

each other / one another



We use **each other** and **one another** when the subject and the object are different.
E.g. Alicia and Joaquín were helping **each other / one another**. (= Alicia was helping Joaquín and Joaquín was helping Alicia.)

In action!

- Now you know how to use tenses to help you to organise the events in a text.
- You can tell some anecdotes to practise them.

Travelling anecdotes

1 Which of the words in the cloud do you associate with the title?



2 Look at the pictures and discuss with a classmate.



- 1 Who are these people?
- 2 Are they all celebrities?
- 3 Which of the words in the cloud could define them? Why?

3 ¹⁵ The people in Exercise 2 are associated with travelling. Listen to their anecdotes and identify the means of transport corresponding to each of them.

plane train various means of transport

- 1 Mahatma Gandhi _____
- 2 Richard Branson _____
- 3 Elizabeth Gilbert _____

4 ¹⁶ Listen again and complete the sentences.

- 1 While Gandhi _____ a carriage, one of his shoes slipped off. He _____ the other shoe and _____ it to the spot where the other shoe was.
- 2 The passengers couldn't understand why he _____ the shoe.
- 3 A flock of birds _____ into an engine of the Boeing 747 that Richard Branson _____ and _____ extensive damage.
- 4 Elizabeth Gilbert wrote *Eat, Pray, Love* as a chronicle of a real-life journey she _____ to heal from a painful divorce.

Your turn!

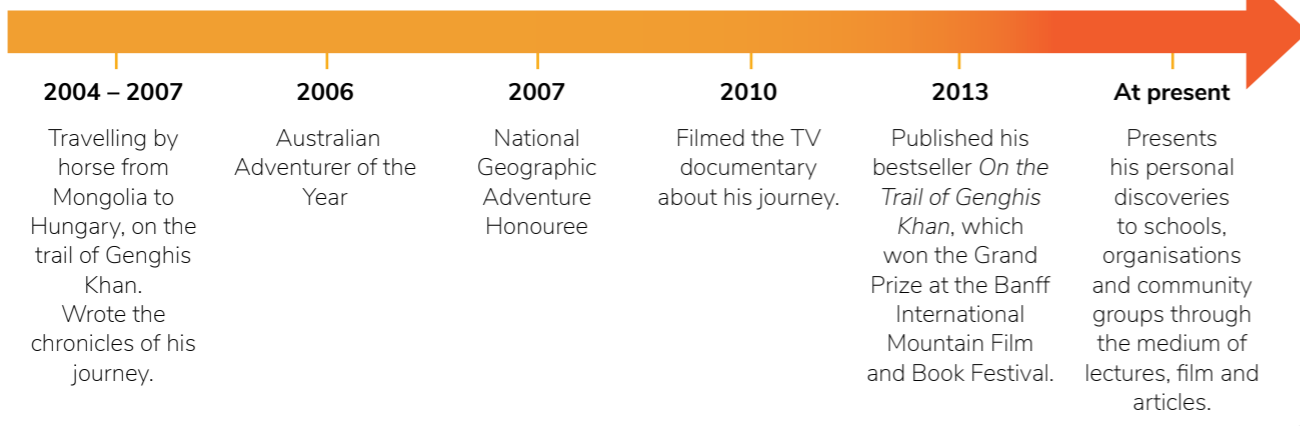
Join a classmate and discuss.
Which anecdote have you liked the most? Draw a timeline showing the events. Join a classmate and tell him / her the anecdote. Did he / she like the same one? Why? Why not? What have you learned from the anecdote?

In action!

- Now you have heard some travel anecdotes.
- You have heard how events are organised in a text.

Describe a timeline

Tim Cope



1 Read the text and follow the information in the timeline.

Tim Cope is an Australian adventurer who became famous when he travelled 10,000 km alone on horseback from Mongolia to Hungary on the trail of Genghis Khan. While he was travelling, he wrote the chronicles of his journey. Later, in 2013, he published his bestseller book *On the Trail of Genghis Khan*, which won the Grand Prize at the Banff International Mountain Film and Book Festival. Before that, he had been named the Australian Adventurer of the Year in 2006. He had also received the National Geographic Adventure award in 2007 and he had filmed a TV documentary in 2010. Every time he comes back from his adventures, he presents his personal discoveries to schools, organisations and community groups through lectures, films and articles. He has made this his profession.

2 Read again and check the use of tenses to organise events. → See page 32.

3 Answer the questions.

- Which journey changed Tim's life?

- Why did he do it?

- Why is the event that took place in 2013 mentioned before the events that took place earlier?

- What is Tim's present profession?

4 Choose a person you want to write about. Write a timeline. Decide which events you want to highlight and organise your writing. Remember, you can organise events by using different tenses.

Timelines are graphic organisers of events in sequential order. We can reorganise information to highlight what we consider the most relevant events. We organise the events using different verb tenses. We can also put related events near each other.



GO FOR IT!

Persistent lives. How these people became famous.

Let's complete the Project!

- You already have examples of anecdotes.
- Find travels that changed people's lives on the internet.
- Decide who you are going to write about and collect information.
- Choose a picture that represents the person you are going to talk about and the anecdote you are going to refer to.
- Draw a timeline showing all the important events in the person's life.
- Decide which events you want to highlight and organise the text.
- Prepare a slide-show. You can include some key words that will help you to speak without reading.
- Rehearse speaking in a loud voice and to use adequate sounds and intonation.
- Enjoy your presentation.



My learning record

	😊	😐	😞
Talk about past events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read and understand a text about travel problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe means of transport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe travel problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Highlight events in a timeline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use reflexive pronouns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand anecdotes about how travel influenced people's lives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write a timeline about someone's life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Present a slide-show presentation about how someone became famous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

😊 = very well
 😐 = I can manage
 😞 = I need to revise

Down Memory Lane

Goals

- > Talk about technology from the past
- > Read and learn about three coexisting generations
- > Talk about ambition
- > Describe the development of technology
- > Talk about hypothetical situations
- > Listen and learn about the past
- > Write a paragraph using linking words
- > Project: Presentation on a comparison of devices

← → ↻ quizmaster.cx

quiz master

QUIZ

How many of these devices do you know?
Have you ever seen them?
Can you name them?
What can we do with them?



a _____



b _____



c _____



d _____



e _____



f _____



g _____



h _____



i _____

If you can answer these questions, you must be over 60, or you are a historian!

1 Look at the pictures and identify their use. Write the corresponding letter.

- 1 keep voice messages
- 2 get instant pictures
- 3 keep information
- 4 get oriented in unknown locations
- 5 make paper copies of the same document
- 6 watch live programmes
- 7 talk with someone
- 8 type documents
- 9 listen to music or to the news outside our houses

2 Label the pictures with words from the box. There are 2 extra words.

camera CD player dial telephone floppy disk
hi-fi map mimeograph portable radio
tape recorder television set typewriter

Your turn!

Join a classmate and discuss.

Which devices have replaced the ones in the quiz?

What do you use today to do the functions described in Exercise 1?

Exchange ideas using the following pattern:

People in the 60s and 70s used to (keep voice messages) with the _____, now we use _____.

Think it up!

- You are going to design a virtual museum of ICT technology.
- Ask your grandparents and older relatives for information, or do research on the internet to learn how technology has changed since the 60s and 70s.

1 Look at the text and choose the correct option.

- We can find this text in a(n) ...
 a print newspaper. b print magazine. c online magazine.
- It is about ...
 a similar people. b different people. c different technology.

2 Read the text and check your answers.

← → ↻ zmagazine.com

Z Mag

NEWS VIDEOS HEALTH FASHION SPORTS ENTERTAINMENT TRAVEL CONTACT

Three coexisting generations

Which group do you belong in?

by Alicia Geneyro

Baby Boomers, who are also known as *Flower Children*, were born between 1946 and 1964. They are now aged 54 to 75. **Even though** they are reaching their retirement years, they don't seem to be willing to stop working. They are between helping their parents and aiding their children, who are still finding their own way. They didn't use to work with technology, so they value interpersonal skills. They **would rather** meet for a coffee than share things on social media. **Nevertheless**, they are surprisingly well-connected online. However, they are still busier offline. They would like to achieve stability.

The *Millennials*, or *Generation Y*, are the people who **came of age** during the new millennium. They are very different from their *Baby Boomer* parents. Their collective actions and values are strongly influenced by mobile technology and a **permissive upbringing**. They are described as confident, sensitive and entitled people. Besides, they are the highest-educated generation and extremely tech-savvy. This, combined with a much less stable economy, has made them a very connected and inclusive generation that also suffers high rates of anxiety and depression.

Millennials are changing **both** the workplace and the economy. They are waiting much longer than their parents used to do to buy a house and raise children. They value experiences rather than possessions. *Millennials* like to know the "why" behind what they buy, and where they volunteer their time.

The *Founders Generation*, also known as *Generation Z* or *Centennials*, **is arriving on the scene**. These children and teens, who were born after the mid-1990s, are true "**digital natives**". Moreover, they don't remember a time before social media or mobile phones. As a result, they spend **an average** of ten hours a day on their phone or tablet. They are innovative and passionate. Many of them have already launched successful websites, apps and businesses to address topics they care about. Furthermore, their **pro prowess** at social media has also given this generation a large platform to organise social movements.

The *Founders* are coming of age in a workplace that has been completely transformed by *Millennials*, and they seem unlikely to revert back to the traditional roles and values that the *Baby Boomers* used to support.

3 Read the text again and find words or phrases meaning ...

- the result calculated by dividing the sum of the values in the set by their number _____
- reached adult status _____
- brought up with low demands and high responsiveness _____
- the two of them _____
- born during the age of digital technology _____
- starting to be noticed _____
- would prefer _____
- however _____
- skill _____
- although _____

4 Read the text once more and complete the sentences.

- The _____ are the oldest. They didn't use to _____ with technology.
- The _____ are the highest-educated generation. They are changing both _____ and _____.
- Generation Z* are true _____. They spend _____ of ten hours on their phones or tablets.

Your turn!

Join a classmate and discuss which generation you belong in.

What characteristics do you identify yourselves with? Which generation do your parents belong in? Why? What about your grandparents? How much do they connect with technology?

Technology development

2 Circle the correct options.



Technology has changed our lives. When we want to communicate, we don't write ¹ **letters / files** any more. We just ² **text / scan** our messages. When we speak about studying, we don't need to carry a pile of ³ **photocopies / typewriters** because we can have everything ⁴ **texted / scanned** onto our ⁵ **laptops / smartphones**, which we can carry in our pockets. We don't need to worry about folders because we can keep all our files on a ⁶ **floppy disk / thumb drive**. Why should we borrow books at the library? We can carry a complete set of books in our ⁷ **scanners / e-readers**. Do you need to contact a friend? You don't need to queue in front of a phone box anymore. You just take your ⁸ **dial phone / smartphone** out of your pocket and phone him or her. Have you tried a/an ⁹ **office work / home office**? Staff meetings are easily held via ¹⁰ **video conferences / video games** today.

Your turn!

Join a classmate and discuss. Which of these old and new devices have you seen or used? Share your experiences with the class.

Ambitions

Would like + to infinitive

1 Look at the pictures of Alicia and Luis and complete the sentences.



- Alicia would like to be older.
- She _____ in an office.
- She _____ in a house with her family.
- She _____ a baby.
- Luis would like to be younger.
- He _____ at secondary school.
- He _____ football with friends.

Your turn!

Write 3 things you would like to do and 3 things you wouldn't like to do.

- _____
- _____
- _____
- _____
- _____
- _____

In action!

- Now you have a more complete list of technological devices to keep in mind when you prepare your virtual museum.
- Collect pictures of devices and start recording their descriptions and uses.

QX Used to

Affirmative	Negative	Interrogative	Short answers
I used to run 3 km a day. She used to smoke . We used to sleep late.	I didn't use to work here. She didn't use to go to the gym. We didn't use to go out.	Did you use to study Law? Did she use to train hard? Did we use to watch films?	Yes, I did . / No, I didn't . Yes, she did . / No, she didn't . Yes, we did . / No, we didn't .

We use **used to + infinitive** to:

- talk about regular past actions that do not happen now. *E.g. I **used to work** at university, but now I'm working in a factory.*
- talk about past situations that are no longer true. *E.g. That building **used to be** a disco. (But now it's a shopping centre.)*
- say how often things happened in the past (with always, never, once a week, every day, etc.). *E.g. I **often used to go** to the cinema. They **never used to swim** in winter.*



There is no present form of **used to**.
*I **used to go to work by bus**. I go to work by bus.*

1 Jannet has changed her lifestyle. Read and write sentences about her using **used to** and **didn't use to**.

Jannet stopped	Jannet started
reading paper books.	reading e-books.
preparing posters.	preparing slide-show presentations.
sending letters.	texting.
developing photographs.	taking digital photographs.

- Jannet used to read paper books.
She didn't use to read e-books.
- _____
- _____
- _____

2 Which generation does Jannet belong in?

3 Complete the text with **used to**, **didn't use to** and a verb from the box to learn about Peter's past.

be cry enjoy get play spend

When I was nine, I ¹ _____ really shy and I ² _____ a lot. My eyes were always red. I ³ _____ with any of my classmates. I ⁴ _____ breaks alone. I ⁵ _____ travelling back then because I ⁶ _____ carsick every time I got on the school bus.

4 Ask questions about Peter.

- When / really shy?

- What / do a lot?

- How / spend breaks?

- Where / get carsick?

👍 Your turn!

Write **3 things you used to do in primary school and that you don't do anymore**; and **3 things you didn't use to do in primary school and that you do now**. Then discuss them with a classmate. Are they the same for both of you? Or are they different?

- I used to _____ and _____.
- _____
- _____
- I didn't use to _____ and now _____.
- _____
- _____

QX Conditional Type 2

CONDITION (if ...) Past Simple	RESULT would / wouldn't + infinitive without to
If you won the lottery, If the Earth were flat,	you would buy a new house. people wouldn't travel around the world.

We use the **Conditional Type 2** to:

- describe a situation that we are imagining in the present or the future. *E.g. If I **found** a treasure, I'd **become** rich.*
- describe future situations that probably won't happen. *E.g. If he **applied** for the position, he'd **be hired**. (But he doesn't want to do it.)*
- describe present situations that are not possible. *E.g. If I **had** wings, I **wouldn't get stuck** in traffic jams. (But I don't have wings.)*
- give advice, with the condition 'If I was / were you ...'. *E.g. If I **were** you, I'd **talk** things over once more. (= I think you should talk things over.)*

5 Complete the following conditions.

- Win the lottery / have a lot of money
If I won the lottery, I would have a lot of money.
- Have a lot of money / travel a lot

- Travel a lot / go to Europe

- Go to Europe / visit museums

- Visit museums / learn a lot about Fine Arts

- Learn about Fine Arts / give lectures

- Give lectures / become famous

QX Conditional Types 0, 1 and 2 compared

Type 0: for real situations in the present	If you don't stop at the red light, you get a ticket.
Type 1: for something that might happen	If you arrive early, you will meet her.
Type 2: for something that probably won't happen or is not possible	If you sang on television, you would become a celebrity.

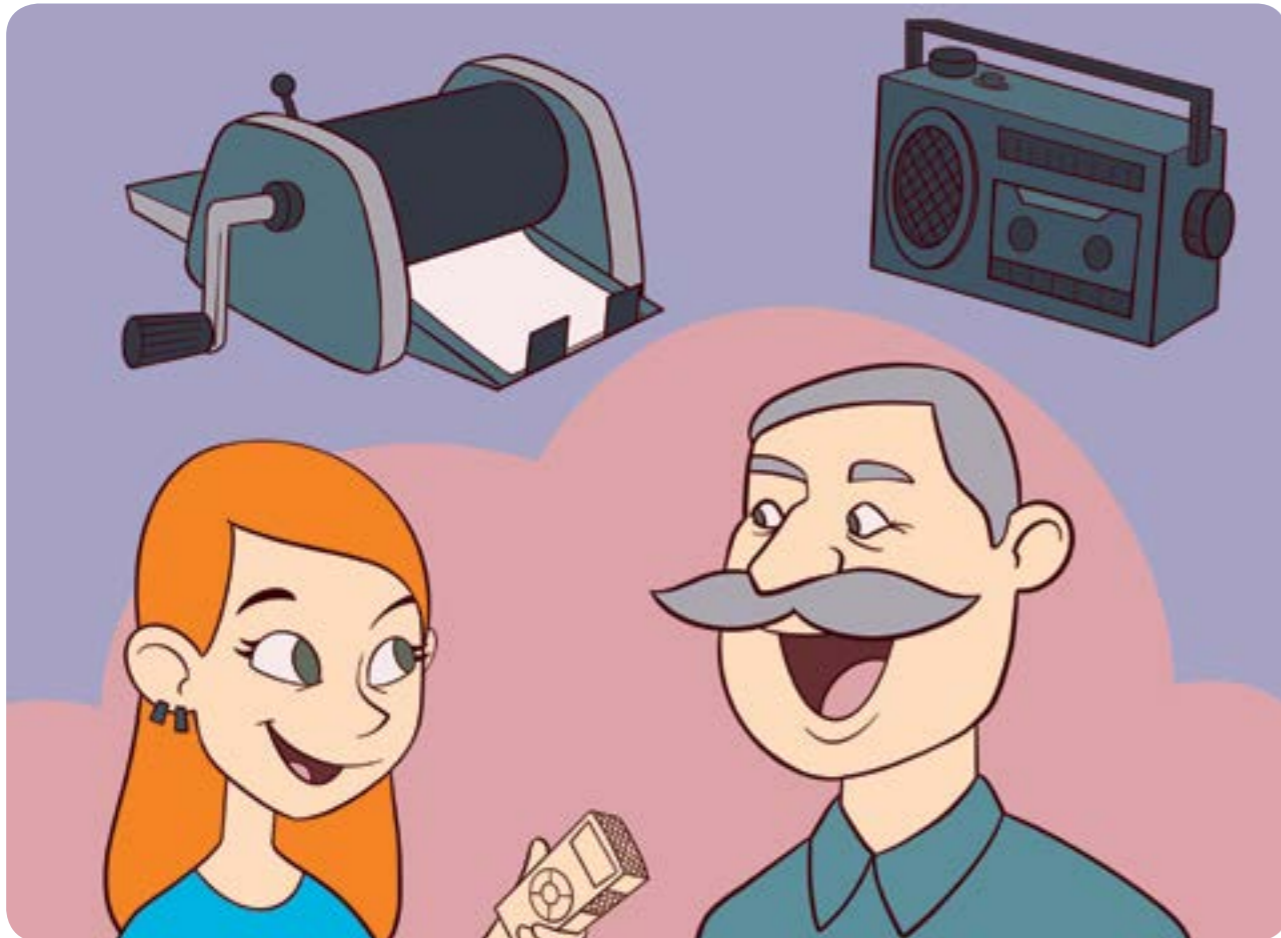
6 Complete the second sentence so that it means the same as the first. Use Conditional Types 0, 1 or 2.

- Every time you press this key, the lights go off.
If you _____, the lights go off.
- Maybe the bus leaves while you go on talking.
If you _____, the bus will leave without you.
- I can't go to the party because I've got a sore throat.
If I _____ a sore throat, I would go to the party.
- I think you should try once more.
I _____ once more if I were you.
- You won't pass the exam because you didn't study hard enough.
If you _____, you would pass the exam.
- Will you wait while I ask my parents' permission?
If you _____, I will ask my parents' permission.

Dialogue with Grandpa

1 Look at the picture and describe what you see.

- 1 Who are they?
- 2 What are they doing?
- 3 What are they talking about?



2 Listen and check your answers.

3 Listen again and tick the devices they mention.

- 1 smart TV
- 2 radio
- 3 hi-fi
- 4 computers
- 5 typewriters
- 6 photocopiers
- 7 colour television
- 8 smartphone
- 9 mimeograph
- 10 books



4 Listen again and write T (true), F (false) or DS (doesn't say).

- 1 Grandpa didn't have any television at home. _____
- 2 He used to read encyclopaedias. _____
- 3 He thinks the radio is better than the television. _____
- 4 Teachers used to take photocopies to school. _____
- 5 Using typewriters was time consuming. _____

Your turn!

Form groups of 3 to 5 and discuss.

Would you like to live a week in the past? Why? / Why not?
If you liked to do so, which time period would you choose?

Let's play a game!

5 Look at the picture and say which game they are playing. Why do you think so?



6 Listen and check your guesses.

Have you ever played this game?

7 Listen again and answer.

- 1 Why isn't Esteban sure about where he would like to live?
- 2 Which animal would he be? Why?
- 3 Why does he end the conversation singing?
- 4 What does he sing?

Your turn!

Join a classmate and discuss.

What animal / plant / object would you like to be? Why?

Stating our point

Linking words / phrases can be used to:

- give extra information. *Furthermore, / In addition, / Besides, / Moreover, they don't remember a time before social media or mobile phones.*
- introduce a difference. *She is an adult. However, / Nevertheless, she depends on her parents' help. Although / Even though + clause. Even though she is an adult, she depends on her parents' help.*
- introduce a result. *As a result, / For this reason, / Consequently, they don't settle down.*

1 Circle the words that give extra information, frame the words that introduce a difference and underline the words that introduce a result.

Education is very important today. Students need to learn how to learn. Even though information is at their fingertips, they need to learn how to access that information. Besides, they need to develop social and emotional skills. For this reason, teachers need to work with students on activities that trigger the use of the 21st century skills.

2 Fill in the blanks with the correct linking words.

Most students use ICT devices in everyday life. ¹ _____, not all of them know how to use these devices correctly. ² _____, they are often cheated by adults who contact them with fake identities. ³ _____, we have to organise workshops to help them to develop ICT and social media skills.

In action!

- You can now use linking words to organise your ICT descriptions for your virtual museum of technology.
- Keep your paragraph. It might be used to introduce your video.

3 Write a paragraph about ICT development and its place in education. Use at least one linking word to add extra information, one linking word to introduce a difference and one linking word to introduce a result. Remember, we generally use a comma after the linking words.

Use the following questions as a guide.

- 1 Has ICT developed in the last decade?
- 2 Have ICT devices changed?
- 3 Are all the uses positive?
- 4 How should teenagers use ICT devices?

Blank lined writing area for student response.

GO FOR IT!

Presentation on a comparison of devices

Let's complete the Project!

- 1 You have already listed old and new ICT devices.
- 2 Each student will prepare a virtual presentation of the evolution of one ICT device. Draw lots to make sure the distribution of responsibilities is fair.
- 3 Do research on the internet for information about the original device and how it has changed over time. You can also ask an older relative to help you with more practical information.
- 4 Organise pictures of the evolution and describe what people used to do with it, what it was like, etc.
- 5 Prepare a paragraph describing your ICT evolution, rehearse reading it aloud and record it. Check that the recording is clear and comprehensible.
- 6 Prepare a video with the pictures and upload the recording. Check that the recording coincides with the picture it describes.
- 7 Join all the videos into a single presentation. Prepare an introduction and enjoy the virtual museum of technology!



My learning record

	😊	😐	😞
Talk about technology from the past	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read and understand a text about three coexisting generations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk about ambition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe the development of technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk about hypothetical situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand conversations about the past	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write a paragraph using linking words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make a video showing the evolution of an ICT device	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

😊 = very well
 😐 = I can manage
 😞 = I need to revise

CLIL HISTORY

Famous inventors and inventions

Where would we be today without devices like the traffic light, electricity and the telephone? Do you know how these devices came to be? Who invented them? When? Where? To understand the difference inventions have made in our lives, look at what life was like before the invention of some of the most basic things we use today.

Life before electricity

- Lighting:** People used candles, kerosene lamps and fireplaces to light up homes after sunset.
- Food storage:** Meat was stored away from sunlight, in the coolest part of the house. Techniques like smoking, salting and drying were used to extend the shelf life of food.
- Indoor heating:** Log fireplaces were used to heat homes, as well as for cooking.

Life before the telephone

- Mail was delivered by **Stagecoach** and **Pony Express**.
- Messages were sent cross-country via **telegraph**. The telegraph was invented in 1838 and by 1861 the United States was completely connected.

Invention-related vocabulary

- Inventor** – Someone who is the first to think of or make something.
- Patent** – Document granting an inventor sole rights to an invention.
- Innovation** – The act of starting something for the first time, introducing something new.
- Prototype** – A standard or typical example.
- Trade secret** – A piece of secret information about a particular business that is only known by the people who work there.
- Copyright** – A document granting exclusive right to publish and sell literary, musical or artistic work.

1 Complete the sentences with words from the vocabulary list above.

- Sometimes an _____ does not get the credit for his / her creation if he / she doesn't register the _____.
- In the creative industries, a _____ gives authors the right to exploit a piece of work.
- The next step after inventing something is usually building a _____.
- One of the biggest _____ in the world is the recipe for Coca-Cola.
- When it was launched in 2007, the iPhone was seen as a huge _____.

2 Do some research and match the inventors to their inventions and the year in which they were invented.

Inventor	Invention	Year
1 IBM	a the telephone	I 1927
2 Garrett Morgan	b the light bulb	II 1876
3 Thomas Edison	c the automobile	III 1995
4 Alexander Graham Bell	d the traffic light	IV 1879
5 Philo Taylor Farnsworth	e the television	V 1923
6 Karl Friedrich Benz	f the smartphone	VI 1885 / 86

3 Do some research and complete the same information (inventor and year invented) for the following inventions.



Inventor: Igor Sikorsky
Year invented: 1939



Inventor: _____
Year invented: _____



Inventor: _____
Year invented: _____

4 Inventions usually happen when the inventor seeks to solve a problem. Work in a group. Identify a problem and invent a solution or product to solve the problem.

ROUND OFF

1 Read the testimonial from a woman who used to be a flight attendant in the 1970s and circle the correct options.

In the 1970s, if you wanted to travel by plane, you ¹ **have / have had / had** to be rich. Air travel ² **used to be / was / had been** much more expensive. People sometimes ³ **save / saved / were saving** up for years to go on a flight. It really was a luxury. I ⁴ **was never / am never / had never been** on an aeroplane before I ⁵ **had become / became / become** a flight attendant! It was such an occasion! People ⁶ **used to wear / wore / were wearing** business suits, not shorts and sneakers. The meals ⁷ **were / had been / are** much better and the forks and knives were made of metal, not plastic. Of course, some things are better today. There are more destinations available, and the flights are cheaper. Back then the in-flight entertainment ⁸ **used to be / were / had been** simple: you could only read your newspaper or book. If you travel today, you usually have your smartphone, laptop and e-reader to keep you busy. And we ⁹ **watch / have watched / used to watch** the same film at the same time, but we enjoyed ¹⁰ **yourselves / myself / ourselves**. It was like going to the cinema.

_____ / 10

2 Put the words in order to make sentences and questions.

- to / used / slow / be / and / the / very / Scanning / boring / in / documents / past / .
- wrote / the / time / you / last / someone / a / letter / When / was / to / ?
- so / lost / made / of / my / documents / I / am / them / glad / I / before / I / photocopies / had / .
- your / thumb drive / you / case / Travel / need / access / with / to / files / any / in / .
- social / If / grandparents / a / your / when / were / would / young / they / share / had / life / on / smartphone / they / media / their / , / ?

_____ / 20

3 Match the parts of these conditional sentences.

- You should go back to the hotel a you might be interested in our road trip tour.
- The tourists had helped one another b but now I avoid packing heavy items in check-in bags.
- If you would like to experience travelling in Europe, c if you are not enjoying yourself.
- He was sick but decided to travel with us d because he had already paid for the weekend.
- I used to pay \$100 per trip in overweight luggage, e and made sure it was safe to pass.

_____ / 10

4 Read the story about a technological problem and complete it with the verb phrases from the box. Two verb phrases will not be used.

accessed deleted didn't know erased had blamed had disappeared had forgotten
hadn't used have just found out used to backup was playing was taking

I ¹ _____ myself for years for losing my family photos from our holiday in Australia. I ² _____ how, but they all ³ _____ from my thumb drive when I ⁴ _____ it at home. I ⁵ _____ all photos on this thumb drive before I ⁶ _____ them from my camera so I always thought I ⁷ _____ to do it that time. But I ⁸ _____ that it was my brother who accidentally ⁹ _____ the photos while he ¹⁰ _____ with my camera. Can you believe that? And he never said a word about it!

_____ / 10

Total: _____ / 50

Environmental Issues

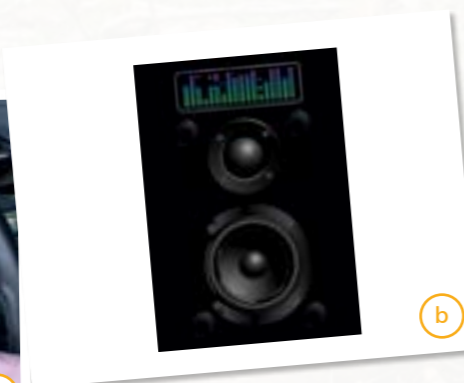
Goals

- > Talk about some problems that affect the environment
- > Talk about how to avoid damaging the environment
- > Read and learn about how pollution can affect intelligence
- > Describe devices and their uses
- > Identify materials
- > Report instructions, requests and advice
- > Listen and learn about devices to help the environment
- > Write and rephrase news headlines
- > Project: Science fair – class inventions

ENVIRONMENTAL ISSUES

Most developed countries find that, due to the continuous growth of their population, they are affected by some environmental issues. They need to raise awareness among their population so that they can fight different kinds of pollution. In this way they might prevent some unwanted consequences.

1 Look at the pictures and try to explain what issue each of them represents.



2 Tick the environmental issues represented by the pictures.

- 1 dump
- 2 visual pollution
- 3 carbon dioxide
- 4 sound pollution
- 5 air pollution
- 6 marine pollution
- 7 sustainable development
- 8 industrial pollution
- 9 chemical pollution
- 10 global warming
- 11 urban sprawl
- 12 ozone-friendly products
- 13 eco-friendly communities
- 14 deforestation
- 15 recycling
- 16 fumigation



3 Join 2 or 3 classmates, discuss and make notes.

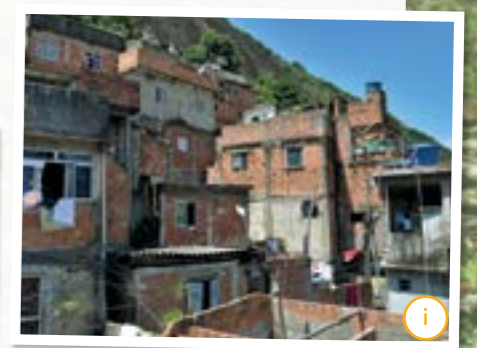
What causes ...

- 1 air pollution?
- 2 sea pollution?
- 3 sound pollution?
- 4 industrial pollution?
- 5 global warming?

4 Which items have not been ticked in Exercise 2? Why?

Your turn!

Join a classmate and discuss.
What do you do to keep the environment safe?
Do you do anything that could damage the environment?



Think it up!

- You are going to design an ideal device to protect the environment.
- Then you are going to describe it to your class and explain what it would be used for.

1 Look at the text and answer the questions.

- This is an online ...
a encyclopaedia. b general interest magazine. c scientific publication.
- Before you read the text. Do you think that what the title expresses will be confirmed in the text?

Intelligence might be affected by pollution

Research on the effects of pollution on intelligence ¹**was done** in China over a time period of four years. It was conducted by the World Health Organization (WHO) and showed that ²**notable** falls in student test scores for languages and mathematics were caused by air ³**pollution**. The research was published in the *Proceedings of the National Academy of Sciences Journal*. Tests taken by 20,000 people of all ages were analysed and the results compared with records of nitrogen dioxide and sulphur dioxide. Scientists accounted for the gradual decline in brain function that occurs as people age, and ⁴**ruled out** subjects being more uncooperative or impatient during tests when pollution was high. The results showed that the longer a person was exposed to toxic air, the worse the damage was to their intelligence. Besides, the study followed the same subjects while air pollution levels changed every year, therefore many other possible causes such as genetic differences were explained. Language ability suffered more than mathematical ability and men were affected more than women, ⁵**likely** because of how differently male and female brains work. People living in big cities ⁶**are warned** that they should take some precautions to ⁷**diminish** the effects of air pollution. According to the WHO, more than 91% of the world population live in areas with toxic air. Air pollution is considered the fourth highest cause of deaths worldwide. They ⁸**equated** the impact of air pollution to the loss of education during a year. Researcher Dr Xi Chen demanded that governments took ⁹**concrete** measures to reduce air pollution because choosing that course of action 'may benefit human capital, which is one of the most important driving forces of economic growth'. Moreover, preventing pollution and protecting the environment had made the application of the principles of ¹⁰**sustainable** development necessary. Therefore we should not only remedy existing pollution, but also anticipate and prevent future pollution sources in order to protect the environment and public health.
(source: <https://news.sky.com/story/air-pollution-causes-huge-reduction-in-intelligence-study-suggests-11484039>)

2 Read the text and find words or phrases meaning the same as ...

- relevant _____
- are informed of possible danger _____
- contamination _____
- paired _____
- probably _____
- tangible _____
- that uses natural resources that can be replaced _____
- reduce _____
- took place _____
- excluded _____

3 Read once more and answer.

- Where was the research done?
- What did the results show?
- What are people living in big cities warned about?
- What did researchers equate the impact of air pollution to?
- Why did Dr Xi Chen demand concrete solutions to this problem?
- What does *applying the principles of sustainable development* mean?

Environmental issues

3 Circle the correct options.

- In order to protect the environment, we should **recycle / use** paper and plastic.
- Air / Sound** pollution is caused by impatient drivers constantly blowing their car horns.
- Forests should be **cut down / preserved** to avoid **weather / air** pollution.
- We should **ban / emit** pollutants that damage the environment.
- Climate change is caused by **global warming / acid rain**.
- Some fish are becoming extinct because of **toxic waste / urban sprawl** in the rivers.

Environment – Collocations

1 Write + (positive) or – (negative) next to each verb associated with the environment.

- | | | | |
|-----------------|-----------------------|------------|-----------------------|
| 1 affect | <input type="radio"/> | 5 pollute | <input type="radio"/> |
| 2 clean up | <input type="radio"/> | 6 preserve | <input type="radio"/> |
| 3 damage / harm | <input type="radio"/> | 7 protect | <input type="radio"/> |
| 4 destroy | <input type="radio"/> | | |

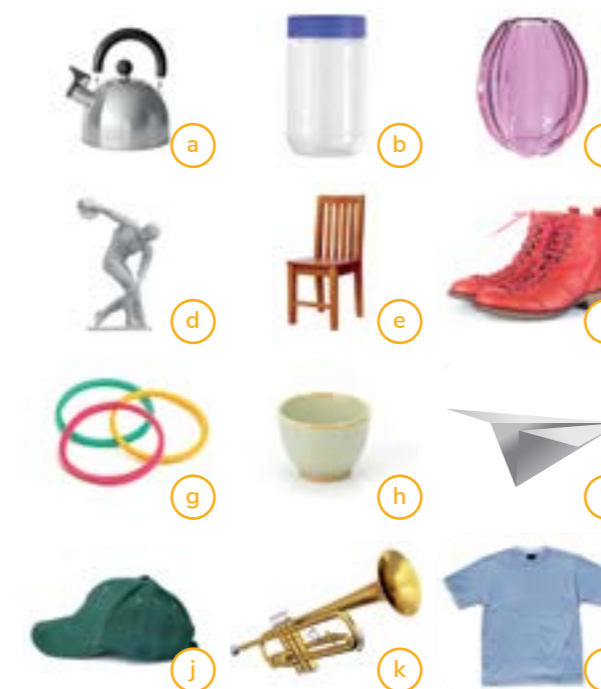
2 Put the letters in the correct order to form words to complete the sentences.

- Some concrete measures must be taken to REPESVER _____ the environment.
- The river must be LECANDE PU _____ to avoid water LOPLUTOIN _____.
- The use of sprays MADASEG _____ the ozone layer.
- The environment is FACFETED _____ by our behaviour.

Describing devices

Materials

4 What are these objects made of? Match the objects to the materials.



- | | | | |
|-------------|-----------------------|-----------|-----------------------|
| 1 plastic | <input type="radio"/> | 7 wood | <input type="radio"/> |
| 2 paper | <input type="radio"/> | 8 leather | <input type="radio"/> |
| 3 denim | <input type="radio"/> | 9 glass | <input type="radio"/> |
| 4 steel | <input type="radio"/> | 10 rubber | <input type="radio"/> |
| 5 cotton | <input type="radio"/> | 11 marble | <input type="radio"/> |
| 6 porcelain | <input type="radio"/> | 12 brass | <input type="radio"/> |

5 What are they used for? Write the name of the object.

- It is used to serve tea or coffee. _____
- It is used to store jam. _____
- It is used to cover our bodies. _____
- It is used to decorate places. _____
- It is used to protect our head from the sun. _____
- It is used to cover our feet. _____
- It is used to play with. _____
- It is used to play music with. _____
- It is used to heat up water. _____
- It is used to put flowers in. _____
- It is used to keep papers together. _____
- It is used to sit on. _____

In action!

- You now have a list of environmental issues to fight. Choose one.
- You have materials and the uses of devices you can adapt to your needs.

Passive voice

	Active We say what the subject does.	Passive We say what happens to the subject.
Present Simple	Careless drivers cause accidents. They don't accept violence here. Do pesticides pollute the environment?	Accidents are caused by careless drivers. Violence isn't accepted here. Is the environment polluted by pesticides?
Past Simple	Shakespeare wrote <i>Hamlet</i> . They didn't use pesticides on this farm. Did they cut down the trees in the area?	<i>Hamlet</i> was written by Shakespeare. Pesticides weren't used on this farm. Were the trees cut down in the area?



Horns **cause** sound pollution.

Sound pollution **is caused** by horns.

The object of an active sentence becomes the subject of a passive sentence.

We form the passive of the Present / Past Simple with **be (am / is / are / was / were) + the past participle**.

Object pronouns in the active become subject pronouns in the passive. E.g. *Someone follows me* → *I am followed*.

We use **the passive** when:

- we are more interested in the action than in the person who did it. E.g. *The building was repaired two years ago.*
- we don't know the person. E.g. *A lot of money was stolen from the bank.* (We don't know who did it.)
- when the action is a law or rule. E.g. *Pets are not allowed in this supermarket.*



If we want to say who does the action or what causes the action, we use **by ...**

E.g. *The building is cleaned by a cleaning company.*
The forest was destroyed by fire.

1 Complete the second sentence so that it has the same meaning as the first sentence.

- Someone broke the glass.
The glass _____.
- No one follows the rules.
Rules _____.
- They plant more trees.
More trees _____.
- Someone blamed me for the fire.
I _____.
- They told us to keep silent.
We _____.

2 Circle the correct options.

This is the historical Saint Francis' Convent. It ¹ **was / were** build ² **by / from** the original people of Argentina. It ³ **was / were** used as a temple and as a cemetery. Nowadays, it ⁴ **is / are** visited by many tourists because of the wonderful images that ⁵ **is / are** kept in it. Many sculptures ⁶ **is / are** made of porcelain. The building ⁷ **are / was** made of mud and wood. The wooden doors and windows ⁸ **was / were** carved with knives and they ⁹ **was / were** built in the frames because they didn't have hatches.

3 Ask questions in the passive voice. Use the Present Simple or the Past Simple.

- They invented the smartphone. When?
_____?
- They call Peter. Why?
_____?
- They kept these books here. How long?
_____?
- They throw toxic waste in the river. Why?
_____?
- They bought a new computer. When?
_____?

4 Write questions and answer them. You must use the Present or Past passive.

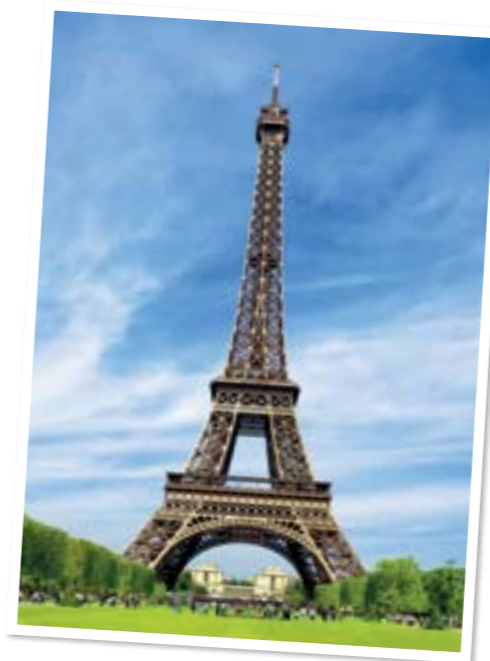
- The light bulb / invent / Franklyn? / Edison
*Was the light bulb invented by Franklyn?
No, it wasn't. It was invented by Edison.*
- The Eiffel Tour / place / Spain? / France

- Romeo and Juliet* / write / Cervantes? / Shakespeare

- "Guernica" / paint / Van Gogh? / Picasso

- "El David" / sculpt / Botero? / Michelangelo

- "La Pedrera" / build / Niemeyer? / Gaudi



Reported speech

Instructions, requests and advice
Tell, ask and advise

verb + object + infinitive	
Instructions: Teacher: 'Listen to the instruction.' Teacher: 'Don't run in the corridor.'	Our teacher told us to listen to the instruction. Our teacher told us not to run in the corridor.
Requests: Mother: 'Lay the table, please, Sue.' Mother: 'Don't turn on the TV, please.'	Sue's mother asked her to lay the table. Mother asked me not to turn on the TV.
Advice: Fred: 'I think you should see a doctor.' Fred: 'I think you shouldn't smoke .'	Fred advised me to see a doctor. Fred advised me not to smoke .



When we report instructions, requests and advice, we can use the verbs **tell, ask** and **advise**.
When we report an affirmative sentence, we use **the infinitive with to** after these verbs.
When we report a negative sentence, we use **not BEFORE the infinitive with to**.

5 When Ms Ronson came into the classroom, students were talking and playing. Look at what she told them and report the sentences using **tell, ask, or advise** in the corresponding form.

- "Sit down, please."

- "Look at the blackboard."

- "Don't forget to copy the sentences."

- "I think you should study for the exam."

- "You shouldn't arrive late."

- "Don't throw papers on the floor, please."

Preparing for the Science Fair

1 Look at Marcos and Adela and discuss.

- 1 Where are they?
- 2 What is on the table?
- 3 What is it for?



2 Listen to the dialogue and check your guesses.

3 Listen again and answer the questions.

- 1 What would Marcos want to win?
- 2 Is Adela interested in getting the prize?
- 3 What is the device? What is it used for?

4 Listen once more and write the name. Who says ...

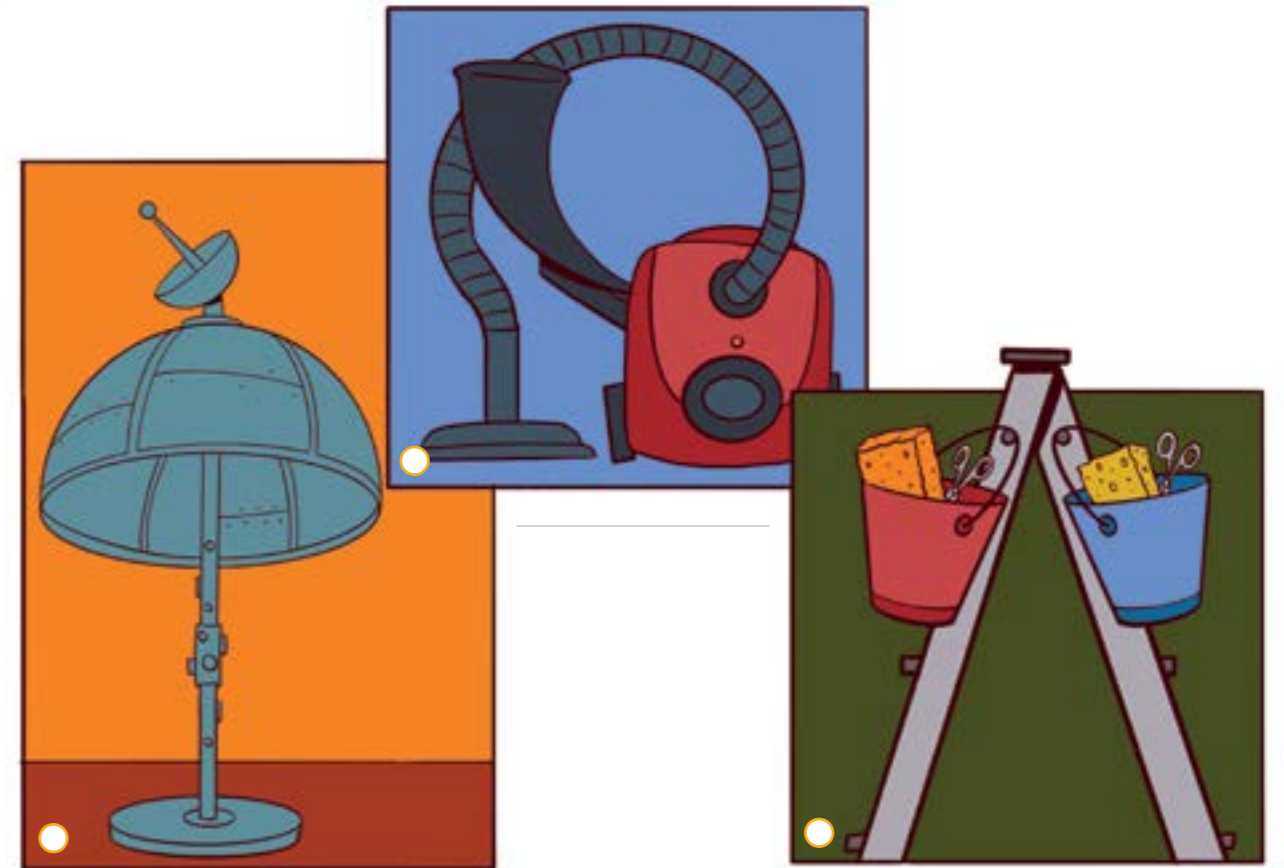
- 1 "You should be creative." _____
- 2 "Please, don't copy each other's project." _____

- 3 "I've already invented the name." _____
- 4 "Let's say it's made of aluminum." _____
- 5 "Halfway done!" _____

Your turn!

Join a classmate and discuss.
 What do you think of this device?
 Is it too ideal / achievable / heavy / light?
 Is it creative?
 Is it useful?

At the Science Fair



5 Look at the pictures. Pay attention to the designs. Discuss with a classmate which name you would give them and what you think they are used for.

6 Listen to the conversations. Number the pictures and write the names of the devices.

7 Which materials are mentioned?

Your turn!

Join a classmate and discuss.
 Which is the most creative design?
 Which is the most useful?
 How would you help the authors to improve the designs?
 Which design would you vote for to win the prize?

In action!

- Now you have some examples of designs that you can analyse and criticise.
- Start thinking about your own design.
- Try to be creative! How will your design be used?

Newspaper headlines

The **headline** is the title of a newspaper report or article, which is printed in large letters above it. They are **very short** and they usually **do not include punctuation, articles, or auxiliary verbs**. They are often written in the passive.

1 Read the following headlines and tick the correct option.

1 **Poor service at new hotel**

a The poor is serviced at the new hotel.

b There is poor service at the new hotel.

2 **A baby panda bear born in a zoo in China**

a A baby panda bear was born in a zoo in China.

b A baby was born in a panda bear zoo in China.

3 **World's biggest bookshop sold to developer**

a The world's biggest bookshop sold books to a developer.

b The world's biggest bookshop was sold to a developer.

4 **GRANBY ACCUSED AS FASHION PARADE FAILS**

a Granby accused someone as fashion parade fails.

b Granby is accused as fashion parade fails.

5 **Anti-vaxxers blamed for 300% rise in measles**

a Anti-vaxxers blamed someone for the 300% rise in measles.

b Anti-vaxxers are blamed for the 300% rise in measles.

2 Read the following headlines and write the piece of news they head.

- 1 Robbers judged at big trial tomorrow

- 2 Count Radicht blamed for deforestation campaign

- 3 3000 questions a day asked at university platform

- 4 Name of new Star Wars film announced

- 5 Strange deep-sea creatures found near Australia

3 Read the following piece of news and write a headline. Remember to use the rules stated in the box above.

The city of Santa Fe in Argentina is developing an ambitious plan to plant trees in areas with relevant levels of pollution. The project is called the "The city goes green". The project director explained that the project has three main aims. First, to plant one tree for each inhabitant. Then, to teach people how to look after the trees. Finally, to help people to become more eco-friendly.



GO FOR IT!

Science Fair – class inventions

Let's complete the Project!



- 1 You have made a list of environmental issues.
- 2 Join your group and discuss their relevance in your area. Choose an issue to fight.
- 3 Think of the type of device you would like to create and where you would put it.
- 4 In your groups, design the device. Think of what it might be used for, how you would use it, what it would be made of, etc.
- 5 Rehearse your description so it is clear when you present your design.
- 6 Use an app to design a 3D model or just draw your design on a poster.
- 7 Display all the posters in class, or bring your tablets or laptops to show your model.
- 8 Share with the class.
- 9 You could vote for the most useful, most original, most unreal, etc. design.
- 10 If you have a class page, you can upload your models to share with other classes.

My learning record

Talk about some problems that affect the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk about how to avoid damaging the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read and understand a text about how pollution can affect intelligence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe devices and their uses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Report instructions, requests and advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand conversations about devices to help the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write and rephrase news headlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design ideal devices to fight pollution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

= very well
 = I can manage
 = I need to revise

Tell Me Everything about It!

Goals

- > Talk about organising a cultural festival
- > Read and learn about a cultural festival
- > Describe a festival or performance
- > Talk about crimes and criminals
- > Report what people say
- > Listen and learn about a past crime
- > Write a police report
- > Project: 'Songs with a message' Day

1 Students are organising a cultural festival at school. Each student will bring or do something associated with their ancestors' culture. Look at the picture and guess what they are saying.

2 Match the quotes to the pictures.

- 1 "My grandpa will lend me his old walking stick."
- 2 "My grandma is going to make a traditional apple crumble."
- 3 "Can my parents sing a song at the festival?"
- 4 "When can I play the traditional Scottish bagpipes?"
- 5 "My grandma has written a special story for the festival."
- 6 "I want to play the role of Saint Patrick's."

3 Look at the picture and the quotes and answer. Who ...

- 1 said he / she wanted to play the role of Saint Patrick's?

- 2 asked if his / her parents could sing a song at the festival?

- 3 said his / her grandma was going to make a traditional apple crumble?

- 4 asked when he / she could play the traditional Scottish bagpipes?

- 5 said his / her grandma had written a special story for the festival?

- 6 said his / her grandfather would lend him / her his old walking stick?



Think it up!

- You are going to participate in a "Songs with a message" event.
- Think of songs which you like and the message in their lyrics.



Students' positive review

Students at school organised a Culture Festival and they wrote a review to share in their online magazine.

1 Read the review and find out if the festival was successful or not.

← → ↻ recessmag.com

RECESS

NEWS SCHOOL EVENTS SPORTS ENTERTAINMENT VIDEOS

OUR FESTIVAL WAS A SUCCESS!

Posted on Monday, 08:04 [Share](#)

Our Culture Festival ¹ **took place** last Saturday evening. We had the pleasure of entertaining our relatives who thanked us profusely for our invitation to participate as well. Our aim was to share our ² **ancestors'** cultures in an exciting way. Many participants gave their opinion about our initiative. Mr and Mrs Setter, Viktor's parents, said that they were ³ **delighted** to see their son playing the role of Charlie Chaplin and that seeing him using his grandpa's walking stick had been really touching. At the same time, Viktor commented that when he asked his grandfather if he could borrow his walking stick, he had said he was happy to know what he was going to use it for. Mr and Mrs West, Anna's parents, said that they had been a bit nervous at the beginning, but that that had been one of the best experiences in their lives. They said they were ⁴ **proud** to have participated in the event. They also wanted to know if we had liked their songs. Of course we answered 'yes!' When Frankie asked us if he could play the ⁵ **bagpipes**, we thought it was going to be boring. But we were mistaken. He played wonderfully and introduced us to some very nice Scottish melodies. Mary's granny said she was afraid that the apple crumble was not ⁶ **big enough**. It was! And we all had a chance to taste a typical English dessert. Matthew's performance was so funny! He was ⁷ **dressed up** as Saint Patrick and told many Irish jokes. We laughed a lot. And ⁸ **the icing on the cake** was Javier's grandmother, who is ⁹ **of Toba ancestry**. She told a story about the Toba people's life in Argentina. She actually touched our hearts. ¹⁰ **It goes without saying** that we are already thinking of the future festival!

2 Read the review and find words or phrases meaning ...

- 1 very pleased and happy _____
- 2 of Toba origin _____
- 3 musical instrument played especially in Scotland _____
- 4 a member of your family who lived a long time ago _____
- 5 it is evident _____
- 6 the best performance _____
- 7 sufficiently big _____
- 8 wearing special clothes _____
- 9 was held _____
- 10 pleased about something you do or you have _____

3 Read again and match. One speaker repeats.

- | | |
|---|--|
| 1 Mr and Mrs Setter <input type="radio"/> | a "We were a bit nervous at the beginning." |
| 2 Viktor <input type="radio"/> | b "Can I play the bagpipes?" |
| 3 Mr and Mrs West <input type="radio"/> | c "I'm afraid the apple crumble is not big enough." |
| 4 Viktor's grandpa <input type="radio"/> | d "I'm happy to know what you are going to use it for." |
| 5 Frankie <input type="radio"/> | e "We are delighted to see our son playing the role of Charlie Chaplin." |
| 6 Mary's granny <input type="radio"/> | f "Can I use your walking stick?" |
| | g "Did you like our songs?" |

Festival / Performance – Collocations

1 Circle the correct options.

- 1 There is a ¹ **local / locally** festival taking place this week. It is going to ² **be held / hold** at school. It is very ³ **important / beautiful** because it is a ⁴ **culturing / culture** festival. The ⁵ **members / organisers** of the festival are the Year 5 students.
- 2 Have a look at the festival ⁶ **brochure / programme** to see at what time the jazz band is ⁷ **performing / acting**.
- 3 The ⁸ **lonely / solo** performance was ⁹ **living / live**. It was so wonderful to see the baritone under the ¹⁰ **light spot / spotlight**.

2 Write + / ++ / - next to the adjectives that qualify performances and festivals.

- | | |
|---------------------------------------|---------------------------------------|
| 1 bad <input type="radio"/> | 9 impressive <input type="radio"/> |
| 2 brilliant <input type="radio"/> | 10 outstanding <input type="radio"/> |
| 3 disappointing <input type="radio"/> | 11 poor <input type="radio"/> |
| 4 dull <input type="radio"/> | 12 remarkable <input type="radio"/> |
| 5 excellent <input type="radio"/> | 13 satisfactory <input type="radio"/> |
| 6 fine <input type="radio"/> | 14 superb <input type="radio"/> |
| 7 good <input type="radio"/> | 15 wonderful <input type="radio"/> |
| 8 great <input type="radio"/> | |

Crime

3 Look at the list of crimes and put the letters in order to name the criminals.

ARSON	deliberately setting fire to a building, cars or property	1 RASISONT _____
ASSASSINATION	killing a famous person or public figure	2 SASASINS _____
BRIBERY	giving money or granting favours to influence another person's decision or behaviour	3 BRERIB _____
BURGLARY	breaking into a house in order to steal something	4 BLURGRA _____
CYBERCRIME	doing something illegal over the internet or a computer system	5 CHAKRE _____
PHISHING	tricking people into giving their personal details on the internet, in order to steal money from them	6 SRHPEIH _____
FORGERY	illegally copying documents, money, etc. to cheat people	7 GOFRER _____
HIJACKING	taking control of a plane, train, etc. by force, often to meet political demands	8 JACHIKER _____
MUGGING	attacking someone with a plan to rob them	9 MUGREG _____
MURDER	killing someone on purpose	10 DEMURRER _____
PICKPOCKETING	stealing wallets, money, etc. from people's pockets in crowded places	11 POCKPICKET _____
ROBBERY	stealing large amounts of money with force or violence from a bank, shop, etc.	12 BROBER _____
SHOPLIFTING	stealing something from a shop	13 SHOLIPFRET _____
VANDALISM	deliberately destroying private or public property	14 DALVAN _____

In action!

- Choose one of the songs you like because of its message.
- Think about who the artist addresses and what he / she tells that person.
- Do some research on the internet to find out if there is a story behind the song. Sometimes artists write about their personal experiences or about a person they know.

Reported speech

When we repeat what another person has said, we can use **direct speech** or **reported speech**.

When we use **direct speech**, we use the exact words the other person has said and put quotation marks around them. *E.g. She said "I'm tired".*

Reported speech:

- If we use a reporting verb in the present, we use the same tenses but we have to change the pronouns and verb forms when necessary. *E.g. She says she is tired.*
- If we report someone's words some time after we have heard them, we use a verb in the past to introduce them, and we change the tense of the verbs as well. *E.g. She said she was tired.*
- We can use **that** after **said**, but we usually leave it out. *E.g. He said (that) he would come.*

Tense changes in reported speech

Original words	Reported speech
"We live in London."	They said they lived in London.
"I'm reading ."	He said he was reading .
"We played a match."	They said they had played a match.
"My friends haven't left ."	She said her friends hadn't left .
"You are going to receive a letter."	They said I was going to receive a letter.
"We will visit the museum."	They said they would visit the museum.
"I can wait ."	He said he could wait .



Remember!

- a Some verb forms don't change.
Past Perfect: "I **hadn't finished** the book." He said he **hadn't finished** the book.
Modal verbs: **could, would, should, mustn't**
 "We **could start** at 10 a.m." He said we **could start** at 10 a.m.
 "You **mustn't arrive** late." She told us we **mustn't arrive** late.
- b There are special occasions when we can choose not to change the tense of verbs in reported speech:
- when the situation or feelings / opinions in the original speech are still true.
*E.g. "My brother **is** very intelligent." He said his brother **is** very intelligent.
 "I **hate** ironing." She said she **hates** ironing.
 Compare:
 "I am travelling tomorrow."
 He said he **is travelling** tomorrow. (reported on the same day)
 He said he **was travelling** the following day. (reported some days after)*
 - when the verb follows the linking word *after*.
*E.g. "I left the house after I turned off the lights." She told us she'd left the house after she **turned off** the lights.
 OR
 She told us she'd left the house after she'd **turned off** the lights.*

1 Tell your friends what Lucas told you. He said:

- "I'm from Córdoba."
- "I live in Carlos Paz."
- "I'm studying History."
- "I wasn't at home at 8 a.m."
- "I didn't watch the film."
- "I haven't been to Europe."
- "I was having a shower when you phoned me."
- "I'm going to visit you soon."
- "I can speak English and French."
- "I think you will succeed."

Other changes in reported speech

Words of time and place	
Direct	Reported
today	that day
tonight	that night
tomorrow	the day after / the following day / the next day
next week / month / year	the next / the following week / month / year
ago	before
yesterday	the day before
last week / month / year	the previous / the last week / month / year
now	then
here	there
this (place)	that (place)

2 Read the dialogue and write it in the reported speech.

Juan I'm not going to be here tomorrow. I can't receive your package.
Marta Don't worry. I'll tell Fiona to fetch it.
Juan I haven't seen her because she arrived yesterday and I was working.
Marta She is very happy with her trip.



In action!

- Look for pictures that illustrate the message of the song. You can prepare a collage, a poster, a slide show, a painting, etc. Be creative!

Reporting questions

When we report a question:

- we change the order of the question and it becomes the same as a statement.
- we do not use the auxiliaries *do, does, did*.
- we do not use question marks (?).

Direct question	Reported question if / whether / wh-word question (+ subject) + verb
Are you busy?	They asked if we were busy.
Where is the party?	She asked where the party was.
What did you buy?	He asked what I had bought.



- We introduce reported **yes / no questions** with *ask / want to know + if / whether*.
- We introduce reported **Wh- questions** with *ask / want to know + wh- question*.
- We do not use an object after *want to know*.

3 Alex is very curious. Report what he wanted to know.

- "Is Mary coming tomorrow?"
- "How long is she going to stay?"
- "Have you booked a hotel room for her?"
- "What time does her plane land?"
- "Who does she want to interview?"

People commenting on the boss's instructions after the burglary

1 Look at the picture and answer.

- 1 How many people are there?
- 2 Why do you think they are there?
- 3 What can be seen through the door pane?
- 4 What do you think they are talking about?



2 Listen to the conversation and check your guesses.

3 Listen to the conversation and correct the mistakes in the dialogue.

- Albert** Why is the policeman with the secretary?
Marina Look at the office! Don't you see what happened?
Gregory He must still be thinking.
Albert Well ... I didn't sleep well last night.
Gregory An animal broke into the office and has made a mess of the papers.
Marina The boss told us to throw away everything before the plumbers arrive.
Albert Why aren't you doing so?
Marina Because we were waiting for you!
Albert Well. What do I have to do?
Gregory Start cleaning your files.
Albert Can you help me?
Gregory And who's going to help me?
Marina Don't get angry. We will finish by midnight. Let's have lunch at the coffee bar down the street.

Tell me all about it!

The boss calls the clerks to participate in the conversation. Marina is hearing-impaired, so Albert reports the dialogue to her.

4 Listen to Albert and take down some notes. Then join a classmate and try to reconstruct the dialogue between the boss and the policeman. After that, join another pair to share your dialogues.

5 Listen to Albert once more and check your dialogues.

Your turn!

Join two classmates and discuss.

Read the dialogue with two classmates. Try to imitate the intonation to show the people's feelings.

Report the words of the person whose role you played. Check for errors with the other members of the group.

Write a police report

When we report a crime, policemen ask questions and then write an account of the answers to complete the formal report.

1 Read the report and tick the lady's actual words.

POLICE REPORT

A female person of 75 years old comes to the station to report a robbery. She states that she was walking along Oak Street heading towards North Avenue when a thin young man came running from her left, held her arm and took her bag. She asked the robber to give her her documents, but the male didn't stop. He went on running. Some people approached the female and offered their help. She asked them if they could drive her to this station and a young girl offered to drive her in her car. The lady accepted the ride and thanked the girl.

- 1 "I was walking along Oak Street heading towards North Avenue."
- 2 "A young man was walking next to me."
- 3 "A thin man came slowly to my place."
- 4 "A thin young man came running from my left, held my arm and took my bag."
- 5 "I ordered him to give me my documents."
- 6 "I asked him to give me my documents."
- 7 "A girl came walking with me."
- 8 "A couple drove me here."
- 9 "A girl gave me a lift."

2 Read again and write who says ...

- 1 "Please, give me my documents."

- 2 "Can I help you?"

- 3 "Could you drive me to the police station?"

- 4 "Could I give you a ride?"

- 5 "Thanks a million!"

3 Read the dialogue and write the police report.

Police officer Good evening. Can I help you?
Man Yes. A burglar broke into my house.
Police officer Did he steal anything?
Man Not really. But he left my house in complete disorder.
Police officer Have you checked that you have everything?
Man Yes. I have everything.
Police officer So, why are you reporting the burglary then?
Man Because I want the burglar to tidy up the mess he left!

4 Look at the police officer. Why does he have that expression on his face?



GO FOR IT!

'Songs with a message' Day

Let's complete the Project!

- 1 You have chosen the song.
- 2 You have designed an artwork or chosen a picture to represent its meaning.
- 3 You have found out if there is a real story behind the song you chose.
- 4 Prepare a few lines to explain why you like it, how you feel when you listen to it, and when you like listening to it.
- 5 If you've prepared a slide show, or any other ICT presentation, you can insert the sound file in it.
- 6 If you have prepared a poster or collage, remember to bring your tablet, smartphone or any other sound device to play the song.
- 7 Get ready to be a presenter in the 'Songs with a message' Day.



My learning record

Talk about organising a cultural festival	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read and understand a text about a cultural festival	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe a festival or performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk about crimes and criminals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Report what people say	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand a conversation about a crime that took place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write a police report	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand and evaluate a message in song lyrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

= very well
 = I can manage
 = I need to revise



CLIL SCIENCE

Deforestation

There are five major rainforests in the world:

- The Amazon Rainforest in South America
- The Congo Rainforest in Central Africa
- Southeast Asian Rainforest
- Papua Rainforest in Papua New Guinea
- Madagascar Lowland forests in Madagascar

Although rainforests cover only around 6% of the Earth's surface, they house more than 50% of the plant and animal species in the world and produce 20% to 40% of the world's oxygen.

Rainforests are important because:

- they help regulate the Earth's temperature and weather patterns;
- the trees absorb harmful carbon dioxide and produce oxygen and;
- about 20% of the world's medicines come from the rainforests, but only 1% of the rainforests have been explored. The rainforests may hold cures yet to be discovered.

Deforestation is the cutting down and removal of trees from forested areas and is a result of:

- mining
- agriculture
- oil and gas exploration.
- cattle ranching
- logging



1 Match the words or expressions to their meaning.

- | | | |
|---------------------------|-----------------------|---|
| 1 mining | <input type="radio"/> | a cutting down trees in a forest |
| 2 cattle ranching | <input type="radio"/> | b growing crops and rearing animals for food, wool and other products |
| 3 logging | <input type="radio"/> | c removing gold, coal and minerals from the earth |
| 4 agriculture | <input type="radio"/> | d plants and animals with common characteristics and that are found in a particular environment, like the rainforests |
| 5 oil and gas exploration | <input type="radio"/> | e rearing large numbers of cattle on large farms |
| 6 biome | <input type="radio"/> | f searching for oil and gas in the earth |

2 Work with a partner to complete the table with the environmental and social impacts of deforestation.

Environmental impacts		Social impacts	
1	Loss of biodiversity (plants, insects, animals and indigenous communities).	1	Social conflicts and struggles over land and natural resources.
2		2	
3		3	
4		4	

3 Consider the reasons why deforestation occurs and its impacts. In what ways can we reduce deforestation?

- _____
- _____
- _____



ROUND OFF

1 Read the article about the role of indigenous people in the preservation of nature and complete it with the words / phrases in the box. Two words / phrases will not be used.

climate change conservation damaged environment exploitation global warming knowledge
murdered preserve protecting respect sustainable

Kaitiakitanga is a Maori word that means "1 _____ the ancestors and secure the future by 2 _____ the 3 _____." The Maori people live in New Zealand and are an example of how many indigenous peoples around the world have a relationship with their lands and the natural world. They 4 _____ traditions and beliefs based on treating nature with respect and the 5 _____ use of natural resources. But these ideas about nature 6 _____ are getting many of them killed.

According to Global Witness, an international NGO that aims at breaking the links between natural resource 7 _____, conflict, poverty, corruption, and human rights abuses worldwide, in 2015 almost two hundred people in sixteen countries were 8 _____ while defending their land, forests and rivers from the economic and political interests of modern life. And many of them were from indigenous communities.

If we want future generations to have a healthy Earth, then we need to learn from these indigenous communities and combine their 9 _____ with long-term planning skills. You can help fight global deforestation and 10 _____ by supporting these groups, protecting their land, questioning policies of governments and learning about the strategies of conservation organisations.

_____ / 10

2 Read the dialogue about how to save the environment and circle the correct options.

Eric The remote control batteries are dead. I'm going to buy new ones.
Samantha We should use 1 **new / recycled / rechargeable** batteries at home and save the cost and energy of making new batteries.
Eric I'll check if they sell those at the supermarket. I also need to buy some food.
Samantha Take a bag with you. We should avoid those plastic bags; they create so much 2 **global warming / acid rain / waste**. Look for products that have less packaging, OK?
Eric OK. Why are you so worried about these things?
Samantha I'm just trying to 3 **recycle / ban / reduce** our environmental impact and live a sustainable life.
Eric Is that why you are letting clothes dry naturally and not using the clothes dryer?
Samantha That's right. It's summer, we don't need to use it. We should also 4 **cut down / conserve / clean out** water and only do the laundry when necessary.
Eric So I should use public transport, a bicycle or walk instead of driving to the supermarket?
Samantha Exactly. Do not 5 **preserve / pollute / protect** the air if there's a better alternative.

_____ / 10

3 Read the dialogue in Exercise 2 and complete these sentences.

- Samantha told Eric _____ rechargeable batteries at home.
- Samantha asked Eric _____ a bag with him.
- Samantha advised him _____ products that have a lot of packaging.
- Eric asked Samantha why she _____ so worried about things like batteries and packaging.
- Samantha told Eric _____ the clothes dryer in the summer.

_____ / 20

4 Choose the correct option to complete the sentences.

- | | |
|--|--|
| 1 Sound pollution is _____ by the noise from heavy machines.
a affected b caused c damaged | 4 In times of war, cultural heritage sites _____ for destruction because they are the most iconic sites.
a are targeted b targeted c has targeted |
| 2 The police advised me _____ about it with anyone.
a don't talk b not talk c not to talk | 5 The Eiffel Tower has closed due to pickpocketing concerns, so it was very _____ to the tourists.
a disappointing b outstanding c dull |
| 3 The Cultural Festival _____ at the Native American Student & Community Center (NASCC) on Sunday, 30 th August from 11 a.m. to 4 p.m.
a holded b holds c will be held | |

_____ / 10

Total: _____ / 50

GAMES

Unit 1

Who are you? (pair work)

- 1 Invent a new identity for yourself.
- 2 Complete the information in the table.
- 3 Ask your classmate questions to complete the information about his / her new identity.
- 4 You can only answer questions which are correct.
- 5 The first student to complete the table correctly is the winner.

	Name and age	Town / city and country	Family	Occupation	Hobby / free-time activity	Present activity
your new identity						
your classmate's new identity						

A variant:

Choose a celebrity and complete the information about him / her. Your classmate will have to guess who the person is. The only question you cannot ask is, "What's your name?"

Definitions game (pair or group work: 3-4 students)

- 1 Write 10 nouns naming people, places and objects on 10 slips of paper. (E.g. architect, school, pen)
- 2 Put the papers in a box or bag.
- 3 One student at a time picks a paper and has to define the person, place or object that is written on it using relative clauses with *who*, *where*, *which* (E.g. "It is an object which we use to write and we can erase." = pencil; "It is the person who is at the front of the classroom." = teacher; "It is the place where we live." = home)
- 4 If the other student guesses, both students get 1 point.
- 5 If the other student doesn't guess, the student who defines gets 2 points.
- 6 The winner is the student who gets more points.

Unit 2

Changing the ending (pair or group work)

- 1 Write words qualifying story endings on strips of paper. (E.g. happy, sad, shocking, etc.). Put the papers in a box or bag.
- 2 One student picks a strip and tells a story with an ending corresponding to the feeling written on the paper.
- 3 Another student picks another strip and has to make the necessary changes to give the story the kind of ending written on the paper.
- 4 The game ends when students cannot retell the story with a different ending.

Sentence building challenge (small group work)

- 1 Join 2 or 3 classmates to start the game.
- 2 The first member starts with a sentence about a place, a person, etc. E.g. "San Martín was an Argentine hero."
- 3 The next member has to expand the sentence adding information. E.g. "San Martín, who was a General, was an Argentine hero."
- 4 The process continues until one person in the circle makes a factual mistake or someone gives up.
- 5 If you want to give points, you can count 1 point for each time the student participates. The winner is the one who doesn't give up, or the one who participated the most.

Unit 3

Brainstorming challenge (pair work) Travel problems

- 1 Students sit facing each other.
- 2 The first student mentions a travel problem and tells an anecdote that shows the meaning clearly.
- 3 The other student has to do the same, without repeating the travel problem.
- 4 They continue doing the same until one of the students can't continue.
- 5 The winner is the student who doesn't give up and doesn't make mistakes while telling the anecdote.

A variant:

Each member writes a list of possible travel problems. One student at a time reads a problem. If the other student has the same, both cross out the problem. If the other student doesn't have the problem in his / her list, the one who mentioned it gets a point. The winner is the student who writes more problems.



Discover the lie (pair or group work: 3-4 students)

- 1 Students each write a personal anecdote. In the middle of the anecdote, they include an event which is not true. It shouldn't be so evident.
- 2 Each student reads his / her anecdote and the others have to guess which event is not true. They have to identify the lie by asking a question. E.g. "Were you checking in when you met your friend?" or "Did you meet a friend when you were checking in?"
- 3 The student who asks the questions correctly and guesses most of the lies, wins the game.



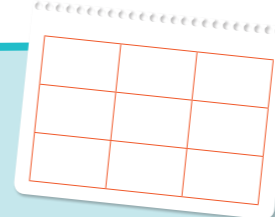
Unit 4

Devices bingo (pair work)

- 1 Each student completes the grid with 9 devices, present or past.
- 2 One student names a device. If his / her partner has it in the grid, he / she crosses it out.
- 3 The other student does the same.
- 4 The process repeats until a student has crossed out all the items in his / her grid.
- 5 The winner is the one who doesn't cross out all the items.

A variant:

Instead of naming the device, students have to say what they do or used to do with the items.



Conditions chain (small group work: 4-5 students)

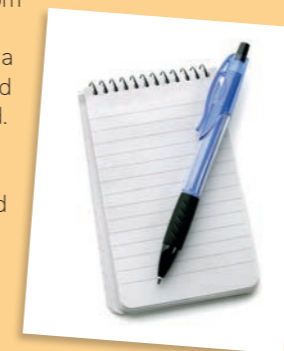
- 1 Follow the example from page 43, Exercise 5. A student starts with a conditional sentence. E.g. "If I were older, I would live alone."
- 2 The next student has to start the next condition with the consequence from the previous sentence. E.g. "If I lived alone, I would cook my meals."
- 3 The game goes on until a member of the group cannot add another sentence to the chain.

Unit 5

Constructing a word puzzle (pair work)

- 1 To play this game, you need a blank piece of paper and a pen.
- 2 Students sit near each other. The first student writes a word associated with environmental issues.
- 3 The other student must use one letter from the word written by his / her classmate to write his / her own word. It doesn't need to be any special letter. The only rule is that this word must leave at least 2 letters above or below the chosen letter from the previous word.
- 4 The first student must use a letter from the second word to write his / her new word. The same rule applies.
- 5 The game continues until students can no longer add any new words.

ENVIRONMENTAL
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Guess the device (pair, group or whole class work)

- 1 Students write the names of the different devices they use every day on strips of paper.
- 2 Put all the papers in a box or a bag.
- 3 One student picks a paper.
- 4 One student at a time has to ask a yes / no question. E.g. "Is it used to ...?" / "Is it made of ...?" / "Is it used by ...?"
- 5 The student who guesses, says 'Got it' and names the item. If it is correct, he / she picks the next paper.
- 6 This game can be played:
 - in pairs, and the winner is the one who guesses more items.
 - in small groups and the same process is used.
 - with the whole class, divided into 2 teams. The winner is the team whose members guess more items.

Unit 6

Definitions (Pair work)

- 1 To play this game, draw a grid and write a different criminal in each square.
- 2 Each student chooses whether to play as X or O.
- 3 In order to get the square, students have to say what the criminal in the square he / she chooses does without naming the criminal. E.g. a burglar breaks into houses to steal things.
- 4 One student at a time plays. If he / she answers correctly, he / she writes his / her sign in the square.
- 5 Players have to write their sign in 3 squares in a line to win.

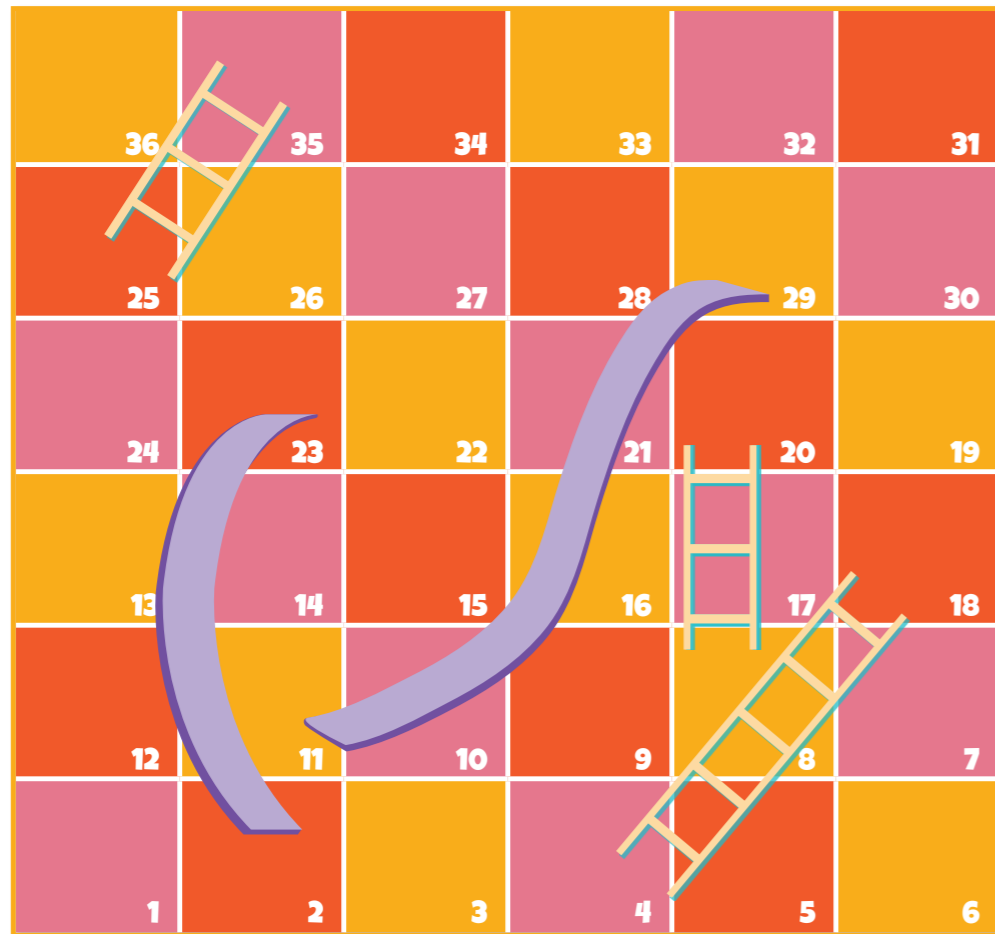


Chained reports (small group work: 4-5 students)

- 1 Students sit in a circle.
- 2 The first student reports what 'was said'. E.g. "It was said that Peter invited Betty to dance."
- 3 The next student repeats what the first student said and adds another report. E.g. "It was said that Peter invited Betty to dance and that she answered no."
- 4 The 3rd student repeats what the 2nd said and adds something else. E.g. "It was said that Peter invited Betty to dance and that she answered no because she was tired."
- 5 This continues until a student either makes a mistake or cannot add any other piece of news.
- 6 The game starts again with another "It was said ..."

CHUTES AND LADDERS

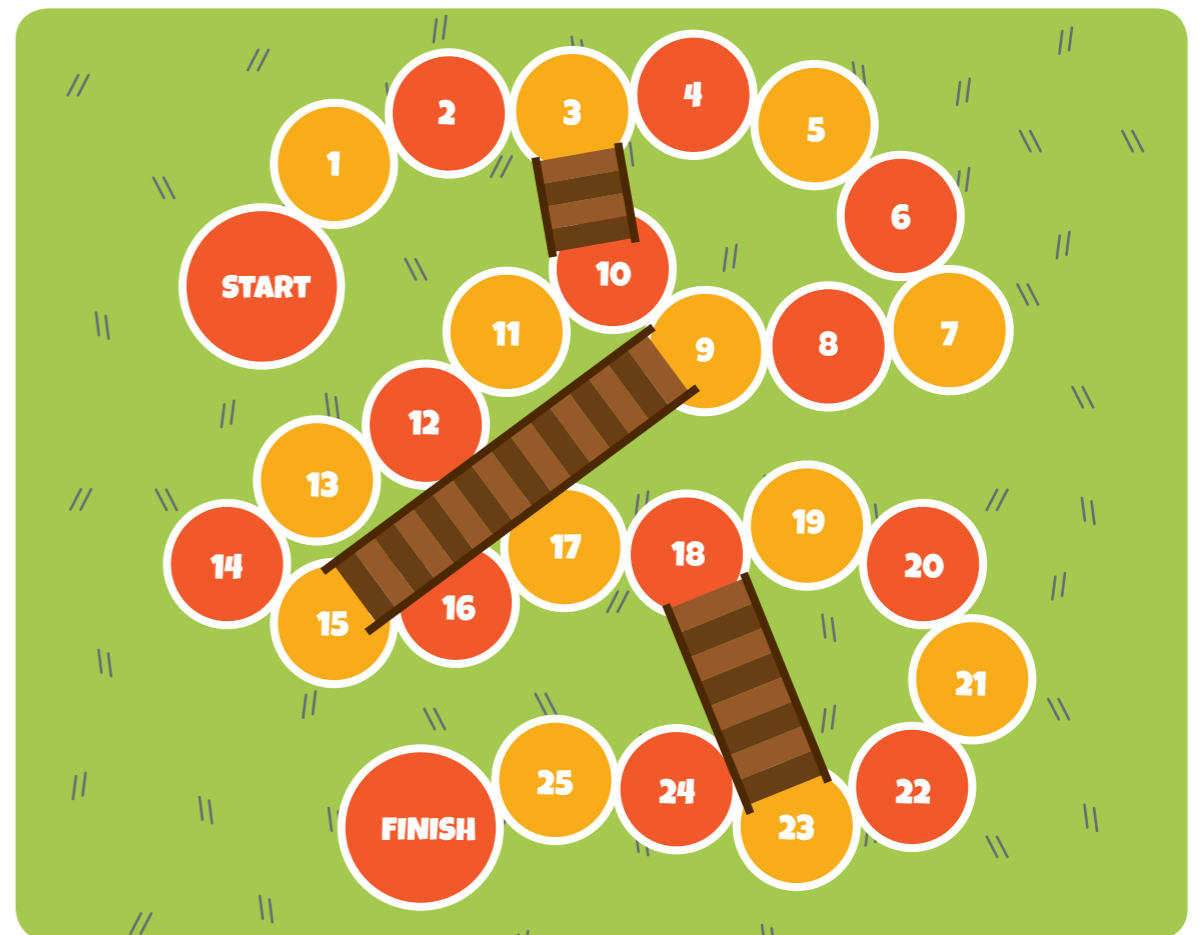
- Each player puts a counter at 1.
- Roll the dice. The player with the highest number starts. Take turns in a clockwise direction.
- Roll the dice and move your counter the number of squares shown. Answer the question.
- Climb up ladders (from the bottom only).
- Slide down chutes (from the top only).
- Take an extra turn if you roll a 6.
- You have to roll the exact number to get to the finish. If you don't, move your counter to the finish and then move it back. E.g. the counter is on square 34. The dice shows 5. The counter moves 35, 36, 35, 34, 33.
- The winner is the first player who lands EXACTLY on 36.




- When do you respond with "You're kidding!?"
- Define a firefighter.
- Name 3 things you never do in the morning.
- Ask your classmate on your right about his / her place of birth.
- Name 3 parts of a play script.
- Which tense do you use to tell a story about a personal experience?
- Define a shoe shop.
- Give the nouns corresponding to *ambitious*, *lazy*, and *punctual*.
- Name 4 materials you can use to make clothes.
- Define an easy-going person.
- Which tense do you use to express feelings?
- Name 3 different material patterns.
- What do you do if you scrape by?
- Name 3 adjectives that describe positive experiences.
- What do you call a scary experience?
- Put the verbs in the correct form: Yesterday, while I (run) in the park, I (fall) down and (hurt) my knee.
- Choose the correct option: Your parents are so / such a / such nice people!
- When do you say "take it easy" to someone?
- When do we make our dreams come true?
- What do you do when you make ends meet?
- Complete the saying: "Where there is a will ..."
- What were you doing yesterday at this time?
- SORRY!
- Name 3 adjectives that describe negative experiences
- Where do you find potholes?
- When do we get on a tender?
- What's a return ticket?
- What's the difference between: He's been to Rome, and He's gone to Rome.
- SORRY!
- Which action is first in Peter was angry after he had heard the news.
- Choose the correct option: Please, behave yourself / myself at the meeting.
- Where are you if you are bumper-to-bumper?
- Complete: She was very proud because she had baked the cake _____.
- Make one sentence out of these two: First, the girls went out. Then, it started to rain.
- What's the difference between: They are looking at each other and They are looking at themselves?
- FINISH!!! CONGRATS!!!


KNOWLEDGE RACE

- Each player puts a counter at "START".
- Roll the dice. The player with the highest number starts. Take turns in a clockwise direction.
- Roll the dice and move your counter the number of circles shown. Answer the question in the circle.
- If you cannot answer the question, go back to where you were.
- If you land on a circle with a bridge, you have to move to the circle at the end of the bridge after you have answered the question in the circle.
- You have to roll the exact number to get to the finish. If you don't, move your counter to the finish and then move it back. E.g. the counter is on circle 24. The dice shows 5. The counter moves 25, 24, 23.
- The winner is the first player who lands EXACTLY on "FINISH".



- What was the floppy disc used for?
- What's this? 
- What has replaced maps to help us find our way nowadays?
- Complete the question: If you were an animal, _____?
- Complete the rule: If you don't stop at the red light, _____.
- Use a conditional to express this idea: Maybe you will catch a cold because you don't take a coat. If _____.
- Which generation are digital natives?
- What did you use to do when you were 5?
- Name 4 environmental issues.
- What causes air pollution?
- What do you do with a sample if you rule it out?
- What is a sustainable development?
- Name 5 materials.
- What is a kettle used for?
- Complete the second sentence so that it has the same meaning as the first one. No one answers the question. The question _____.
- Ask the question in the passive voice: They repaired the street. When _____?
- Report this sentence: Stop talking! The teacher _____.
- Report this sentence: Open the window, please. The woman _____.
- Who do we speak about when we mention our ancestors?
- What is the icing on the cake in a festival?
- Report this sentence: When are you going to visit us? They asked Mary _____.
- What does a forger do?
- Report this sentence: I have never had such a good time. Mary said _____.
- Report this sentence: What were you doing when I phoned you, Mary? Alfred wanted to know _____.
- What do bribers do?

READING



CITY UNIVERSITY

Trevor Nichols
55 Main Road
Flat 21
Colchester
CH7 4WA

1st May 2019

Dear Mr Nichols
On behalf of everyone at City University, I am pleased to congratulate you on our acceptance of your application. We were very impressed by your academic history, athletic achievements and volunteer work. We feel that you would make an excellent addition to the City University alumni. As you know, City University is the oldest university in the area and we are known for accepting only the best students. After careful review of your application, we are delighted to say that we believe you meet our criteria for acceptance. Please find all the necessary enrollment forms on our website. We appreciate your filling them out and submitting them to us by 1st August 2019, in order to ensure your enrollment at City University and facilitate the acceptance process for the first semester. If you have any questions or problems, please feel free to contact us at 44 20 8751 5513 or by email – emily.goodard@cityuniversity.ac.uk. We look forward to hearing from you.
If you are interested in finding out about student housing, please visit the Student Housing section of our website, which will provide all the information you need. We offer both on-campus and off-campus accommodation, individual or shared, so there are many different possibilities for your consideration. Your accommodation application needs to be submitted by 15th August in order to guarantee a space. We also offer meal plans, where students can have breakfast, lunch and dinner at our on-campus restaurants. Applications also need to be submitted by 15th August.
We look forward to having you with us in September as you start this new and exciting journey in your life.

Yours sincerely,
Emily Goodard
Emily Goodard
Admissions Department
City University

Emily Goodard
Admissions Department
City University
24 High Street
London
SW7 2AZ
Tel: 44 20 8751 5513

1 Read the text and choose the correct option.

- This document was most likely ...
a an email. b a printed letter.
- It is from ...
a City University. b Trevor Nichols.
- It is to ...
a City University. b Trevor Nichols.

2 Read the text again and answer the questions.

- What is the main piece of information being communicated in this letter?
Trevor Nichols was accepted to City University.
- When was the letter written?

- Who wrote the letter?

- What reasons does the letter state for the acceptance?

- What is the university known for?

- What does Trevor need to do next?

3 Read the text once more and answer the questions.

- After Trevor enrolls, what is the next step?

- What type of accommodation does the university offer?

- Where can Trevor get more information about accommodation?

- What is the deadline for submitting accommodation application forms?

- What else can Trevor apply for?

- What meals does the plan offer?

VOCABULARY AND GRAMMAR

1 Make a list of what needs to be done in the house.



2 Complete the sentences with the tasks from Exercise 1.

- The moving boxes are piled high. They need to be unpacked.
- They need to clean the room. It's a mess.
- Andy should do the shopping. He is almost out of food.
- When you get up in the morning, you should make the bed.
- One of my chores on Saturdays is to do the laundry. I wash the dishes in the laundry room in the basement.
- I always organize the clothes after dinner.

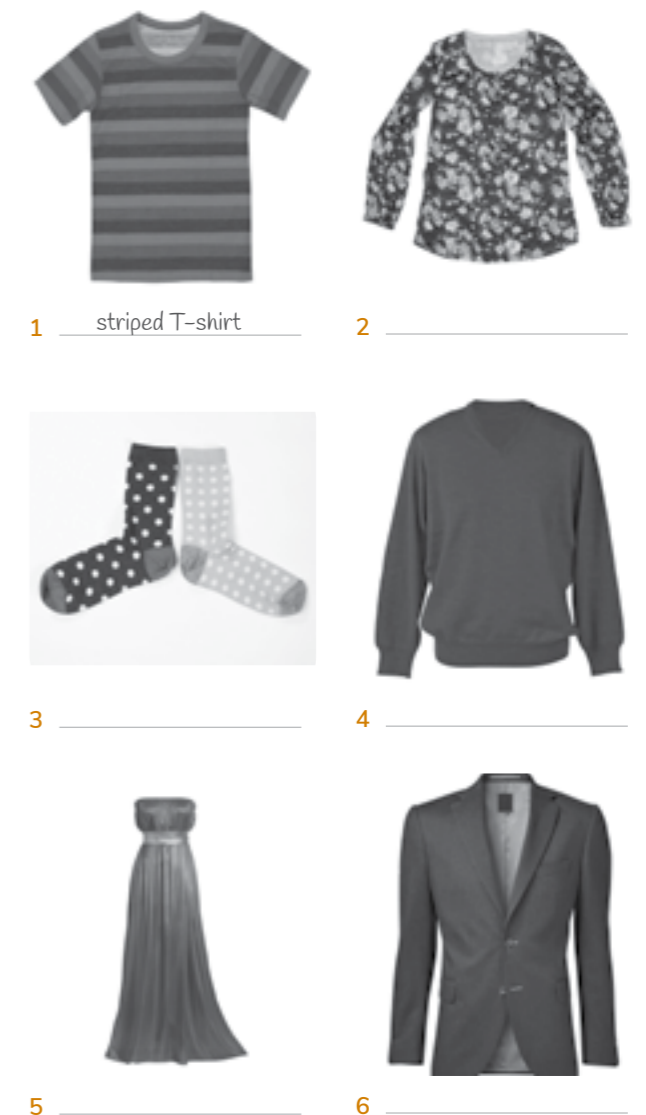
3 Match the sentence halves.

- | | | |
|--|-----------------------|--|
| 1 Peter is working hard to get | <input type="radio"/> | a his cup of tea. |
| 2 "Please come in. Make | <input type="radio"/> | b "I am the supervisor. How may I help you?" |
| 3 We share the bills fifty-fifty, so you have to | <input type="radio"/> | c yourself comfortable." |
| 4 Sam hates housework. It's not | <input type="radio"/> | d into his preferred university. |
| 5 "Who is in charge here?" | <input type="radio"/> | e time being, she is volunteering to help the elderly. |
| 6 She is waiting to get into university. For the | <input type="radio"/> | f pay your share. |

4 Cross out the incorrect words to form correct sentences.

- Victor keeps his room clean and ~~tidy~~ / ~~untidy~~.
- My host family was ~~warm and friendly~~ / ~~cold and unfriendly~~. I felt very welcome in their home.
- Frankie was quite ~~optimistic~~ / ~~pessimistic~~. He didn't think he would get into the university of his choice.
- The eight-year-old was very ~~honest~~ / ~~dishonest~~. He returned the extra change to the shop.
- My classmate is always smiling and ~~cheerful~~ / ~~miserable~~.
- Unfortunately, my roommate is ~~reliable~~ / ~~unreliable~~. She never pays her share of the rent on time.

5 Describe the clothes in the pictures with 2 words – the pattern and the name of the item.



6 What should they wear? Complete the tables with Yes or No.

1	Situation: A formal party a baggy trousers, a plain shirt and combat boots b a flowery evening dress	No Yes
2	Situation: A job interview a a blazer, tailored pants and high heels b a plain evening dress	
3	Situation: A casual party at a friend's house a a flowery evening dress b baggy trousers, an embroidered blouse and sandals	
4	Situation: Dinner at a nice restaurant a baggy trousers, a plain jumper and combat boots b skirt, blouse and sandals	
5	Situation: Cinema with friends a a leather skirt, blouse and ballet flats b an embroidered skirt, blazer and high heels	
6	Situation: Relaxing at home a a spotted evening dress b baggy trousers and a plain jumper	

7 Complete the text with the words and phrases from the box.

cheerful do the laundry ~~do housework~~ eat fast food half-and-half honest tidy used to the big city

This year, I will move to another city to go to university. Many things will change in my life. To start off, I will have to ¹ do housework. Fortunately, my mother taught me how to ² _____ and ³ _____ my room, but I don't know how to cook. I think I will have to ⁴ _____ until I learn. Another big adjustment will be getting ⁵ _____. I come from a small village in the countryside, so it will take some getting accustomed to. I will have a roommate, so we will share the expenses ⁶ _____. I hope to have a ⁷ _____ and more importantly, ⁸ _____ roommate. Let's hope for the best.

8 Identify how the Present Simple is used in the sentences below.

	To talk about things we do regularly	To talk about permanent situations	To talk about future events that are on a timetable or programme
1 He lives downtown.		✓	
2 The flight arrives at 5:30 a.m.			
3 He plays football with his friends every Saturday.			
4 He never cooks dinner.			
5 The class starts at 9 a.m.			
6 Where does he work?			
7 They don't have a car.			
8 I take a holiday once a year.			

9 Are the sentences below correct (✓) or incorrect (X)?

- I met a new girl. I am liking her? X
- Where do they live? _____
- They are going on holiday. _____
- The teachers are not believing me. _____
- Are you taking Science this term? _____
- Do they having activities after school? _____

10 Complete the sentences with the Present Simple or Present Continuous form of the verbs.

- THINK
 a I am thinking about your proposal.
 b I _____ you are right.
 c She _____ he is a bright young man.
 d What _____ you _____ about?
- SEE
 a I _____ what you are saying.
 b They _____ a clear path ahead.
 c They _____ the girl in the distance.
 d He _____ about his documents.
- HAVE
 a He _____ a meal with his family.
 b They _____ a new car.
 c She _____ a test later today.
 d They _____ a cup of coffee.

11 Circle the correct relative pronoun.

- What is the name of the professor who / where / which teaches Science?
- A hospital is a place **who** / where / which people go when they are not well.
- A meteorologist is a person **who** / where / which predicts the weather.
- An evening dress is an item of clothing **who** / where / which women wear to formal occasions.
- What do you call someone **who** / where / which reads the news on TV?
- Is that the shop **who** / where / which you bought your jumper?

12 Join the sentences with who, where or which.

- The boxes over there. They need to be unpacked.
The boxes over there which need to be unpacked.
- The girl in the cafeteria. She is my roommate.

- I am selling my car. It has only ten thousand miles on it.

- I am moving into a house. My friends live there.

- She lives in a building. Her friends live there too.

- The computer on the table. I use it.

13 Add one of the prefixes un-, in- or dis- to the words in brackets to complete the sentences.

- She was a very unkind (kind) person.
- He is an _____ (flexible) negotiator.
- They are being _____ (sensitive) to his feelings.
- This is a very _____ (pleasant) situation.
- Unfortunately, they were _____ (honest) about their business dealings.
- My roommate is _____ (reliable), I never know if she is going to do her part or not.

14 Circle the correct options.

- These young people are very hard-working and ambition / ambitious
- We chose this accountant because we need **confident** / confidentiality.
- I need a job that allows me the **flexible** / flexibility to work from home sometimes.
- They are the most **reliable** / reliability couple I know.
- Her **shy** / shyness really holds her back from making friends.
- I admire her inner **strong** / strength.

LISTENING

- 1 **30** Listen and choose the correct option.
- The recording is of a ...
a face-to face-conversation. b telephone call.
 - What is the relationship between the two people?
a mother and son b friends
 - In the conversation, the boy is sharing ...
a good news. b bad news.
- 2 **31** Listen again and answer the questions.
- Why is the boy calling his mother?

 - What is the name of the institution?

 - How does he feel?

 - How does she feel?

 - What does the mother recommend?

 - What does the boy need to do first?

- 3 **32** Listen once more and complete.
- The boy prefers to live _____.
 - His mother recommends that he _____ accommodation.
 - She recommends this because _____.
 - Does the boy know how much accommodation costs? _____
 - What will they do later? _____
 - What time will they meet? _____



WRITING

← → www.cityuniversity.com

CITY UNIVERSITY

Application Form

Family name _____
 First name _____
 Date of birth dd-mm-yy _____
 Nationality _____
 Gender M F I prefer not to say
 Programme of study _____
 Mailing address _____

Accommodation choice:
 Homestay
 On-campus student village
 On-campus student flats
 Off-campus housing

Accommodation type:
 Individual
 Shared

- 1 The form above is a student accommodation application form. In what other situations would you expect to fill in forms?
- _____
 - _____
 - _____
 - _____
- 2 What other information would you expect to put on a form like this?
- _____
 - _____
 - _____
 - _____
- 3 Fill in the form above with your own or fictional information.

SELF-CHECK

- 1 Complete the sentences with the words and phrases from the list.

attend lessons
do the housework
look for a roommate
making friends
meet other students
rent a flat

- I _____ on Saturday mornings before I get my weekend started.
- I can't wait to start classes and _____.
- I start university in autumn. I will _____ in the mornings and work in the afternoons.
- I need to _____ to share the flat and share costs.
- I look forward to _____ at university.
- I prefer to _____ off campus rather than live on campus.

- 2 Complete the dialogue with the phrases from the box.

For the time being getting into university is a must
 It's a deal! It's not my cup of tea
 Make yourself comfortable

Rebecca Hi Tony, come in. ¹ _____
 How are you?
Tony I'm fine, thanks. A little anxious, but fine.
Rebecca Still waiting for news about ² _____?
Tony Yes.
Rebecca Don't worry about it. You'll get in. What are you doing to keep busy?
Tony ³ _____ I am volunteering at the shelter downtown.
Rebecca Would you like to come work with me at the shop?
Tony Hmm. Not really. ⁴ _____
Rebecca Well, keeping busy ⁵ _____, so you should get a job.
Tony ⁶ _____ I will start looking right away.

- 3 Complete the table with the opposites.

1 tidy	a _____
2 easy-going and relaxed	b _____
3 _____	c unkind
4 nice and pleasant	d _____
5 _____	e pessimistic
6 generous	f _____

- 4 Complete the text with the Present Simple or the Present Continuous form of the verbs in brackets.

Roger ¹ _____ (start) university soon. Right now, he ² _____ (prepare) to move to another city. He ³ _____ (need) to find a roommate to share the costs. This summer, he ⁴ _____ (work) to make a little extra money because he will have a lot of expenses once university starts. He also ⁵ _____ (volunteer) once a week at the animal shelter, something that he ⁶ _____ (enjoy) immensely.

- 5 What are the opposites of these adjectives? Use in-, un- or dis-.

1 kind	a _____
2 flexible	b _____
3 sensitive	c _____
4 ambitious	d _____
5 pleasant	e _____
6 honest	f _____
7 reliable	g _____

- 6 Change the adjectives to nouns.

Adjective	Noun
1 flexible	a _____
2 generous	b _____
3 lazy	c _____
4 optimistic	d _____
5 sensitive	e _____
6 stupid	f _____

News Today

Teen goes to Princeton on Scholarship



Nineteen-year-old Jafar Howe has won a partial scholarship to the prestigious Princeton University

in New Jersey, USA after scoring 1540 out of a total of 1600 on the SATs, the American university entrance exam. The \$400,000 scholarship covers most of his tuition, however, he was still short by \$20,000 until recently. Due to this shortfall, he was running the risk of having to defer his entrance by a year. In order to avoid this, Jafar has been working hard to close this funding gap and ensure that his dream does come true. He has been selling popcorn, giving private lessons and set up a *GoFundMe* page. After his story was published in the news and on social media, some very generous individuals have contacted him to help close the gap in his tuition and total donations on his *GoFundMe* page jumped from \$2,000 to \$7,000 in a matter of hours.

With donations flooding in, Jafar expects that he will pass his \$20,000 goal and plans to donate anything above this to another student in need. Jafar plans to study Engineering and Public Policy and says that he will return to his home country and to his community to give back and contribute to making it a better place.



1 Read the text and choose the correct option.

- This text appears in a newspaper. Where else would you expect to see a text like this?
 - a on a news site on the internet
 - b in a glossy magazine
- The article is about ...
 - a a teen's struggle to raise money to travel abroad.
 - b a teen's struggle to raise money to study abroad.
- The university to which he has been accepted is ...
 - a in the USA.
 - b in the UK.

2 Read the text again and answer the questions.

- How old is Jafar? _____
 - Was he granted a full scholarship? _____
 - What has Jafar been doing to make more money? _____
 - What happened after his story was published? _____
 - What will he do if he receives more than his funding goal? _____
- 1540 _____
 - 1600 _____
 - \$400,000 _____
 - \$20,000 _____
 - \$2,000 _____
 - \$7,000 _____

1 Put a dollar sign next to the words and expressions related to money.

- | | | | |
|---------------------|----------------|---------------------|-------|
| 1 scholarship | _____ \$ _____ | 5 to scrape by | _____ |
| 2 to give up | _____ | 6 to dream of | _____ |
| 3 backing | _____ | 7 to make ends meet | _____ |
| 4 to come to an end | _____ | 8 to head off | _____ |

2 Match the sentence halves to form complete sentences.

- | | | |
|--|-----------------------|--------------------------------------|
| 1 He was able to go to school | <input type="radio"/> | a a full academic scholarship. |
| 2 Things were difficult and | <input type="radio"/> | b make ends meet. |
| 3 He is determined and will not | <input type="radio"/> | c with the backing of his uncle. |
| 4 Harry got through university thanks to | <input type="radio"/> | d the family could barely scrape by. |
| 5 She had a job lined up for when the | <input type="radio"/> | e off to university in September. |
| 6 He dreams of | <input type="radio"/> | f give up on his dream so easily. |
| 7 They work hard to | <input type="radio"/> | g semester came to an end. |
| 8 My son will be heading | <input type="radio"/> | h becoming a lawyer. |

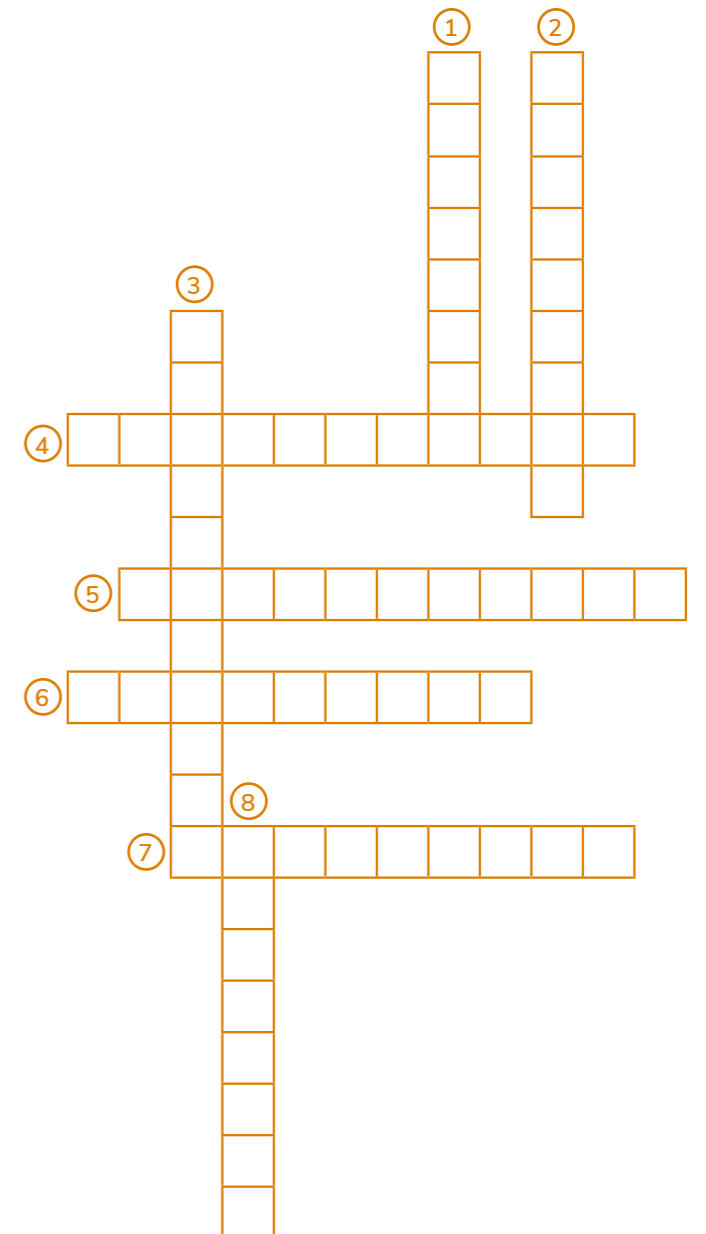
3 Complete the crossword puzzle.

Down

- Nice
- Something that makes you feel happy and satisfied
- Not special or unusual
- The opposite of positive

Across

- Something that makes you feel ashamed, embarrassed and / or angry
- Something unusual, exciting or informative that catches your attention
- Believing in religion
- Something that gives you pleasure



4 Complete the sentences with some of the words from Exercise 3.

- 1 Although they were invented a little over a decade ago, smartphones are commonplace nowadays. 4 We had a _____ meal yesterday.
- 2 It is always _____ to take a walk in the park when the weather is nice. 5 I'm reading an _____ book at the moment.
- 3 I don't like being around _____ people. 6 I don't go to church because I am not very _____.

5 Rewrite the sentences with the expressions from the box.

go on a family holiday pass an exam travel abroad alone ~~to be promoted~~
to graduate from university to open one's own business

- 1 She got a better job in her company. She was promoted. 4 She was successful in the exam. _____
- 2 They successfully completed university. _____ 5 I will be going to another country by myself for the first time. _____
- 3 They are travelling together to relax on the beach. _____ 6 Gina is opening her own company in June. _____

6 Match the sentence halves to form complete sentences.

- 1 She makes _____ a falling in love for the first time.
- 2 They are studying a lot because tomorrow _____ b friends easily.
- 3 She met someone and she is _____ c they need to take a test.
- 4 I am upset because _____ d for a relative with a terminal illness.
- 5 Next year, my family might move _____ e I lost something important.
- 6 He doesn't work because he is caring _____ f to another town.

7 Complete the sentences with the intensifiers from the box.

absolutely at all completely rather so ~~utterly~~

- 1 She was more than sad, she was utterly devastated. 4 I _____ like this ice cream. Where did you get it?
- 2 I don't have any money _____. 5 They _____ forgot about her birthday.
- 3 She was _____ happy to see her sisters that she jumped for joy. 6 This pie is _____ delicious.

8 Tick the correct use of the Past Simple.

	simple finished actions in the past	repeated actions in the past	a sequence of events in the past
1 Yesterday she went to the shopping centre to buy new shoes.	✓		
2 I went to the bank several times last week.			
3 I ate all my vegetables.			
4 She parked the car, got out and took the kids inside the house.			
5 I called him every day last week.			
6 She made dinner, washed the dishes and cleaned the floors.			

9 Complete the sentences with the correct Past Simple form of the verbs in brackets.

- 1 We cleaned (clean) the house from top to bottom last week.
- 2 Kyle _____ (try out) for the school's football team.
- 3 They _____ (arrive) home, _____ (have) a snack and _____ (start) their homework.
- 4 They _____ (go) to the pool every day during their holiday.
- 5 Vinnie _____ (eat) a hamburger for lunch today.
- 6 They _____ (text) me to meet them at the party.

10 Is the underlined verb tense in the sentences in the Past Simple or Past Continuous?

- 1 I danced at the ballet recital last month. Past Simple
- 2 I was working all week last week. _____
- 3 They took our school pictures yesterday. _____
- 4 I was studying so much in the last month that all I want to do now is sleep. _____
- 5 She wrote two books when she was in her twenties. _____
- 6 Her parents bought her a new smartphone. _____

11 Complete the sentences with the Past Simple or Past Continuous forms of the verbs in brackets.

- 1 We were having (have) dinner when my father arrived (arrive).
- 2 I _____ (study) last night when he _____ (call) me.
- 3 Who _____ you _____ (speaking) to when I _____ (come) in?
- 4 We _____ (go) to Bath when we _____ (visit) England.
- 5 He _____ (get) annoyed because they _____ (interrupt) him.
- 6 It _____ (snow) when I _____ (leave) home.

12 Complete the sentences with the Present Perfect form of the verbs in brackets.

- 1 I have never been (not be) abroad.
- 2 _____ you _____ (ever be) to Europe?
- 3 The room is different! Yes, I _____ (paint) it.
- 4 She _____ (not study) physics before.
- 5 What's wrong with the baby? She _____ (be) sick all day.
- 6 I _____ (finish) the book. I need to take it back to the library.

13 Complete the text with the correct forms of the verbs in brackets.

The Notre-Dame Cathedral in Paris ¹ caught (catch) fire on 15th April 2019. On the other side of the world, Jean ² _____ (work) at his desk when he ³ _____ (hear) the news. Jean, who is originally from Paris, immediately ⁴ _____ (log) onto his computer to see the details. He could see that the firefighters ⁵ _____ (do) their best to fight the flames and that all emergency personnel and hospitals ⁶ _____ (be) on alert. Jean was worried about his family, but he ⁷ _____ (know) that they were fine. He was sad to see what ⁸ _____ (happen) to such an important monument in his hometown.

14 Complete the sentences with *so* or *such*.

- 1 She is so beautiful.
- 2 She is such a beauty.
- 3 They were _____ late for the meeting that we had to cancel.
- 4 It was _____ an interesting exhibition that I went to see it a second time.
- 5 He is _____ tired that he fell asleep during dinner.
- 6 She is _____ a hard worker that she was quickly promoted.

LISTENING

1 Listen to the recording and choose the correct option.

- The recording is ...
 - a conversation between friends.
 - an argument between friends.
- Julia ...
 - needs advice.
 - gives advice.
- Marco ...
 - needs advice.
 - gives advice.

2 Listen to the first half of the conversation again and answer the questions.

- Why is Julia worried?

- Why doesn't Julia ask her parents for money?

- What are Marco's two suggestions?

- Why isn't selling lemonade a good idea?

- What does Marco suggest instead of lemonade?

- What does Julia think of this idea?

3 Listen to the second half of the conversation again and write T (true) or F (false).

- Julia is a great baker. _____
- Julia will ask her sister for help. _____
- They will sell the cupcakes in front of the supermarket. _____
- Cupcakes are fashionable right now. _____
- Marco is getting excited about the idea. _____
- Marco has offered to help sell the cupcakes. _____

WRITING

Have you always wanted to play the piano or guitar?
Do you already play but need to improve your skills?
Do you want to learn how to read music?

Music with Natasha
is here to help.

I am a classically-trained musician and music teacher with three years of teaching experience. I teach kids, teens and adults to play their favourite songs in a fun-filled one-hour class.

Call me for a demo class.

Music with Natasha 917-836-9926
Music with Natasha 917-836-9926
Music with Natasha 917-836-9926
Music with Natasha 917-836-9926
Music with Natasha 917-836-9926
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Music with Natasha 917-836-9926
Music with Natasha 917-836-9926

1 Natasha is a trained musician. What jobs could she have as a professional?

- Music teacher _____
- _____
- _____
- _____

2 What special skills do you have that you can use to make ends meet?

- I bake very well. I can make cakes and other treats to sell at school. _____
- _____
- _____
- _____

3 List some reasons why you might need to make some extra money.

- I need to make some money to help pay for the school trip next month. _____
- _____
- _____
- _____

4 Design your own poster to raise money.

SELF-CHECK

1 Complete the sentences with the words and phrases from the list.

backing
cried out of happiness
going in for
make his dream come true
scholarship
scraping by

- Simon was _____ a degree in physics in September.
- When she got the news, she _____.
- He is working hard to _____.
- I was able to go to university thanks to a sports _____.
- My parents' _____ helped me to afford my studies.
- Money was short and the family was _____.

2 Put the words in order to make sentences.

- She / hurtful / things / very / me / to / said / .

- were / They / a / positive / on / life / influence / my / .

- It / memorable / a / trip / was / .

- life / was / She / during / there / formative / the / of / his / years / .

- play / fantastic / was / The / .

- painful / The / was / injury / .

3 Complete the sentences with complete expressions. The main word of the expression is provided for you.

- I work hard because I want _____ to a managerial position.
PROMOTED
- He hopes to _____ so he could be independent and rich one day. BUSINESS
- Every year my parents, my siblings and I would _____ . HOLIDAY
- How does he expect to _____ if he doesn't study hard? EXAM
- He will _____ in a year. Then he will look for a job. GRADUATE
- I would be very upset if I _____ . LOSE

4 Complete the sentences with when or while.

- I was cooking dinner _____ suddenly the children burst into the kitchen.
- They had a coffee _____ they were waiting for the check.
- They were sleeping _____ their parents arrived.
- The doctors prepared to receive patients _____ the police dealt with the chaos on the streets.
- _____ the adults were having dinner, the children were playing video games in the TV room.
- They were already doing the dishes _____ I got home.

5 Are the sentences correct or incorrect? Circle the incorrect part of the sentence and correct it.

- Jeff was going to Paris when he meet his girlfriend. _____
- Why did you move to Madrid? _____
- I was walking down the street when I was approaching by a stranger. _____
- I was very passionate about painting when I was younger. _____
- They were thinking about what to do when she made a great suggestion. _____
- I was running a marathon last year, while I was prepared for a triathlon. _____

6 Write complete sentences using the Present Perfect.

- I / already / do / homework.

- We / just / prepare / dinner.

- They / not / complete / project.

- She / not / received / any / news.

- you / ever / visit / Barbados?

- she / hand in / report / yet?

- What / you / do?

- Where / you / travel / to?

READING

To: The General Manager Customer Services
ABC Airlines
23 Main Street
London, England

Dear Sir

I am writing to inform you of one of the worst travel experiences I have ever had.

As you know, flight AA276 from Toronto to London on 5th January 2019 was delayed due to severe weather conditions. I was able to board the following day, but of course, I had also missed my connecting flight in New York. At the airport in New York there were over one hundred fellow passengers in the same situation as I was.

Unfortunately, the employees of ABC airlines at the airport in New York were more than unhelpful, they were downright rude to us. They provided absolutely no information on when we would be able to travel. After we had been there for more than six hours, we were tired, hungry, thirsty and had no idea of what was happening. Instead of your staff helping us, they either ignored us or, in one instance, shouted at some of the passengers, myself included. As night fell, people started settling in for the night, right there on the floor of the terminal. There were families with babies and small children, elderly people and people with physical limitations. It was humiliating.

After twelve hours, we were given some information and we finally embarked after eighteen hours of waiting. By that time, we had no idea if our luggage would meet us at the carousels when we arrived. People had spent much more money than they had planned to on meals and water. Everyone was tired, sore and irritable.

We are writing this letter collectively to request compensation of \$5000 per passenger for the pain and suffering we endured at the hands of your company. If we do not receive a satisfactory response within five working days, we will be forced to take legal action. We look forward to hearing back from you and to an amicable conclusion to this situation.

Sincerely,

Adam Sands

1 Read the text and tick the correct answer.

- The text is a ...
a formal letter. b friendly email.
- The text is ...
a an informative letter. b a letter of complaint.
- The sender is ...
a Adam Sands. b ABC Airlines.
- The recipient is ...
a Adam Sands. b ABC Airlines.

2 Read the text again and answer the questions.

- What is the purpose of the letter?
To inform the airline of his travel experience and to seek compensation.
- When did the incident take place?

- Where was the writer flying from?

- Where was the writer flying to?

- Where was the writer making his connection?

- How long was the delay in the connecting airport?

3 Read the text once more and write T (true) or F (false).

- The employees of the airline were helpful. _____
- The passengers slept on the floor. _____
- Families, children and people of age were affected. _____
- They embarked after twenty-four hours. _____
- People spent their own money to eat. _____
- The passengers are seeking compensation of \$1,000 each. _____

VOCABULARY AND GRAMMAR

1 Match the sentence halves to form a complete sentence.

- I was so sad that I felt a the carousel.
- There was no traffic, so we were b bumper-to-bumper traffic.
- Right before the holidays there is always c parking in the wrong place.
- This road has a lot of potholes, d like crying.
- We need to pick up our luggage at e so we can't drive too fast.
- I got a fine for f making good time.

2 Choose the correct option to complete the sentences.

- I didn't have breakfast today, so I _____.
a feel dizzy b delayed
- I don't have my ticket, but I do have my _____.
a tender b booking number
- Our flight has been _____, so we will arrive a few hours later than expected.
a delayed b merge
- This highway has less traffic, but we have to pay several _____.
a moors b tolls
- These four lanes will _____ into two lanes further up on the highway.
a merge b tender
- If we miss the correct _____, we will have to drive an extra six kilometres to get there.
a carousel b exit

3 Match the words in the box to the definitions.

coach depart gate platform port railway station

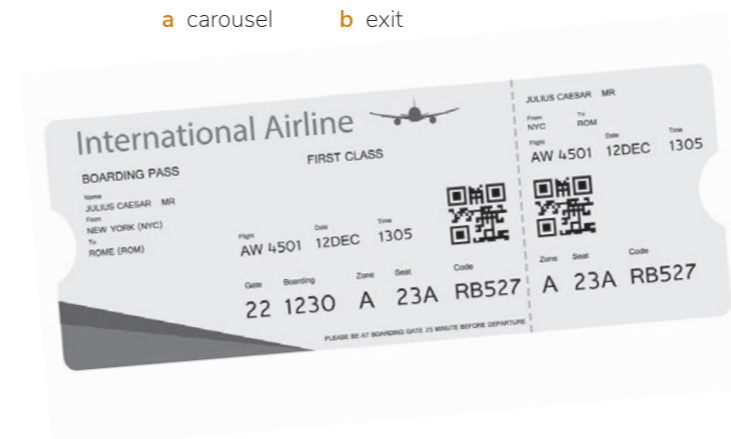
- A place where trains stop for passengers to get on and get off _____ platform
- The area in an airport where passengers board the plane _____
- A place where ships stop _____
- A bus usually used for longer trips _____
- A raised place in a railway station where trains stop and passengers get off and get on trains _____
- Another word for when vehicles leave _____

4 Complete the sentences with the words from Exercise 3.

- My train departs from _____ six at 10:30.
- The _____ was already crowded when we got there, so there was a long line to board the plane.
- We can get to Oxford by train or _____. Which one do you prefer?
- They arrived at the _____ just in time, so they had to run to catch their train.
- The ferry is in _____ for repairs.

5 What kind of ticket do I need?

- I am going abroad and coming back in a week's time.
I need a _____ return ticket.
- When travelling, we need to have a real ticket.
I need a _____ ticket.
- If I take the underground every day,
I need a _____.
- I am travelling only one way.
I need a _____ ticket.
- I love basketball and I want to see all the games.
I need a _____ ticket.



6 Complete the expressions with the phrases from the box.

the bus the train your boarding card your flight your passport your ticket

to miss

- 1 the bus _____
- 2 _____
- 3 _____

to lose

- 4 _____
- 5 _____
- 6 _____

7 Circle the correct options.

- 1 If I miss **the bus / my flight**, I will be late for work.
- 2 You cannot travel abroad if you lose your **ticket / passport**.
- 3 If you don't eat well, you may **feel dizzy / have a delay**.
- 4 She was late because she got stuck in a **delay / traffic jam**.
- 5 You will have to pay extra if you have **a traffic jam / overweight luggage**.
- 6 If you **have a delay / take overweight luggage**, you will miss your appointment.

8 Complete the sentences with the Past Simple or the Past Perfect form of the verbs in brackets.

- 1 By the end of 2018, she _____ (has) three million followers on Instagram.
- 2 We _____ (clean) the house before my mother _____ (come) home.
- 3 She _____ (eat) all the cookies before we _____ (get) home.
- 4 Their father _____ (arrive) home after they _____ (do) all their homework.
- 5 They _____ (record) the interview before they _____ (find out) the truth about his generosity.

9 Complete the text with the Past Simple or the Past Perfect form of the verbs in brackets.

Ana ¹ had done (do) ballet for ten years before she ² danced (dance) professionally. In fact, she ³ _____ (start) dancing before she was three years old, after her mother ⁴ _____ (notice) that she was doing the dance movements that she ⁵ _____ (see) in school. After a few weeks of this, her mother ⁶ _____ (register) her in ballet classes. And the rest is history. Today she is one of the youngest professional dancers in the city.



10 Complete the sentences with the Past Simple or the Present Perfect form of the verbs in brackets.

- 1 We left (leave) home at 6 a.m. this morning and have made (make) good time since then.
- 2 My luggage _____ (be) overweight, so we _____ (buy) another suitcase.
- 3 They _____ (arrive) early, so they _____ (make) some phone calls while waiting.
- 4 We _____ (drive) into a pothole a few minutes ago, so we _____ (stop) to see if there is any damage.
- 5 I _____ (feel) dizzy earlier today, so I _____ (eat) something. Let's see if I feel better.
- 6 My father _____ (cook) dinner and we _____ already _____ (eat).

11 Complete the sentences with the correct reflexive pronouns.

- 1 She prepared the entire meal herself.
- 2 I did not help. They did this all by _____.
- 3 He helped _____ to a generous piece of pie.
- 4 We found the way _____, without the help of a GPS.
- 5 Do you think they will pay for the house _____ or do you think his father will help them?
- 6 I don't need help. I can do it _____.

12 Complete the text with the Past Simple, Past Continuous or the Present Perfect Simple form of the verbs in brackets.

<
i

I love travelling. I ¹ have been (be) to over twenty countries already and I intend to continue travelling to new countries. My trips ² _____ always _____ (not go) smoothly though. Last year, I ³ _____ (miss) a flight to Cambodia. The police ⁴ _____ (do) traffic stops, which ⁵ _____ (cause) heavy traffic. By the time I ⁶ _____ (make) it to the gate, the plane had already taken off.

LISTENING

1 Listen to the recording and tick the correct answers.

- 1 The recording is ...
 - a a conversation between friends.
 - b a business phone call.
- 2 The caller wants to ...
 - a buy travel insurance.
 - b book a flight.
- 3 The caller wants to ...
 - a travel to London.
 - b travel to Buenos Aires.

2 Listen again. What do the following days, dates and values represent?

- 1 30th September
The date the caller wants to travel _____
- 2 \$759 _____
- 3 \$579 _____
- 4 18th October _____
- 5 Wednesday 28th _____
- 6 Fridays _____

3 Listen once more and write T (true) or F (false).

- 1 The caller wants to travel on 30th September. _____
- 2 The caller books a flight for 30th September. _____
- 3 Flights on Fridays are more expensive than on other days. _____
- 4 The caller is willing to pay any price. _____
- 5 The caller will stay in hotels. _____
- 6 The caller also wants travel insurance. _____

WRITING

Essay Notes

Title - The best trip I have ever taken

Where - Patagonia

When - July 2018

Why - family holidays
my favourite because it was my first time on a plane and Patagonia was so beautiful
we had a good time

How - by plane

What - The south of Argentina and Chile
three oceans - Pacific, Atlantic and Southern Oceans
whale watching, bird watching and penguins

Who - mum, dad, my sister and me

How much - I don't know - do research on cost.

1 Look at Luca's notes for an essay he is going to write. Write your own notes on the same topic.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

2 Now write notes on "My Dream Trip".

- 1 My dream trip is _____
- 2 I would make this trip _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

3 Choose the topic you want to write about. Write a 3-paragraph essay and share with your class.

SELF-CHECK

1 Match the columns according to their meaning.

- | | | |
|------------------------------|-----------------------|----------------------------|
| 1 sad | <input type="radio"/> | a go to a carousel |
| 2 the cars are hardly moving | <input type="radio"/> | b merge |
| 3 go over the speed limit | <input type="radio"/> | c to feel like crying |
| 4 pick up my luggage | <input type="radio"/> | d get a traffic fine |
| 5 leave | <input type="radio"/> | e bumper-to-bumper traffic |
| 6 join | <input type="radio"/> | f exit |

2 What is it?

bus terminal coach depart gate land platform

- 1 The place where I catch the bus. _____
- 2 I wait here to board the train. _____
- 3 The plane leaves. _____
- 4 A comfortable bus for a long-distance trip. _____
- 5 I wait here for a plane. _____
- 6 The plane arrives. _____

3 Which expression (a-f) best suits the words and expressions (1-6)?

- | | | |
|--------------------------------|-----------------------|----------------------|
| 1 too late for my plane | <input type="radio"/> | a a traffic jam |
| 2 can't find my passport | <input type="radio"/> | b delay |
| 3 my suitcase is too heavy | <input type="radio"/> | c miss my flight |
| 4 everything is spinning | <input type="radio"/> | d lose my passport |
| 5 the cars are not moving | <input type="radio"/> | e feel dizzy |
| 6 to leave later than expected | <input type="radio"/> | f overweight luggage |

4 Complete the sentences with the appropriate reflexive pronoun.

- 1 I would like to try to do it _____.
- 2 He is quite talented and built his house _____.
- 3 She couldn't find a partner to work with, so she did the project _____.
- 4 The store allows customers to put the furniture together _____.
- 5 Would you like to help _____?
- 6 The baby is too small to feed _____.

5 Are the underlined verbs Past Simple, Past Continuous, Past Perfect or Present Perfect?

- 1 Yesterday I did my homework before dinner. _____
- 2 Have you ever visited Japan? _____
- 3 She was doing the gardening when he called. _____
- 4 They had already packed the picnic when we arrived. _____
- 5 He left really early in the morning. _____
- 6 She had never heard of him before. _____

6 Complete the text with the Past Simple or Past Perfect Simple form of the verbs in brackets.

Last year, I ¹ _____ (plan) on travelling through South-East Asia, when I ² _____ (get) a call from my agent. I'm an actor. I ³ _____ always _____ (want) to act, so when he ⁴ _____ (call) I couldn't say no. I ⁵ _____ (postpone) my trip and ⁶ _____ (go) in for the casting call. It ⁷ _____ (be) one of the best decisions I ⁸ _____ ever _____ (make).
Now I am acting in a hit TV show.

READING



Happy Father's Day ♥

Today is Father's Day so I was thinking about my dad and everything he means to me. He is one of the most progressive people that I know. Even when I was a child, he was always one of the first people I knew to embrace new technology. I think part of it is because of his job as a journalist, but part of it is also his personality, he embraces new technology in both his professional and personal lives. Before I was born, he used to write all his articles on a typewriter. He was one of the first people I knew to get a computer. Of course, it was one of those old computers with a black screen and green font and those huge floppy disks – so ancient when I think about it now. He was also one of the first people to get a mobile phone. His very first one was the size and shape of a brick!! My friends used to think that my dad was the coolest.

Nowadays, my dad continues to be one of the most progressive people that I know. He uses technology that even I don't use. He listens to music using an online streaming service, he has a Fitbit, he blogs and vlogs, and has a YouTube channel to teach creative writing. He uses social media and has a large following.

What I admire most about my dad is that he is proof that age is just a number. His mind, his behaviour and his use of technology is as fresh and as modern as a person half his age. He is an example to me and to everyone around him.

1 Read the text and choose the correct options.

- This text is ...
a a diary entry. b a letter.
- The text is about ...
a the writer's father. b the use of technology.
- The occasion is ...
a a birthday. b Father's Day.

2 Read the text again and write T (true) or F (false).

- The writer's father embraces technology easily. _____
- The writer admires his father. _____
- The writer is a journalist. _____
- The father doesn't use technology in his personal life. _____
- The father still uses a typewriter. _____
- The writer's friends thought his father was modern. _____

3 Read the text once more and complete the sentences.

- Nowadays the writer's father is still one of the most progressive people he knows.
- The father's first mobile phone was _____.
- He listens to music _____.
- He teaches creative writing _____.
- The writer admires that _____.

VOCABULARY AND GRAMMAR

1 What did they use before? Fill in the blanks with the words from the box.

camera CD players dial telephone
floppy disk maps typewriters

- My father used to carry a big camera with him to take pictures. Now he just uses his mobile phone.
- In the past, my parents had a _____ at home. Nowadays, everyone has their own smartphone.
- My older cousins used to listen to music on their _____. Now they listen on their mobile phones.
- People used to save their work on a _____. Now everyone uses a thumb drive.
- In the past, people would travel with _____. Now everyone uses GPS maps on their mobile phones.
- Journalists used to write their stories on _____. Nowadays, they all use computers.

2 Complete the sentences with *would rather*, *nevertheless* or *even though*.

- I am tired, so I would rather stay home than go to a party.
- He was late, _____ the meeting went ahead.
- _____ we have new technology, my father still uses a typewriter.
- _____ she loves cakes, she turned down dessert.
- The project was not very well done, _____ he got a passing grade.
- _____ you _____ have chicken or beef?



3 Match the sentence halves to form complete sentences.

- | | | |
|-----------------------------|-----------------------|---|
| 1 My mother came of age | <input type="radio"/> | a arriving on the scene soon. |
| 2 It's not good for kids if | <input type="radio"/> | b male than female lawyers in the United Kingdom. |
| 3 The police will be | <input type="radio"/> | c in the seventies. |
| 4 People born after | <input type="radio"/> | d his physical prowess on the track. |
| 5 On average there are more | <input type="radio"/> | e the year 2000 are digital natives. |
| 6 Usain Bolt is known for | <input type="radio"/> | f they have a permissive upbringing. |

4 Complete the sentences using *would like + to infinitive* and your own words.

- I love Beyoncé, so I would like to go to one of her concerts one day.
- She is studying law and she _____.
- They are very tired and _____.
- She studies theatre and _____.
- Victor is studying hard for his upcoming test and _____.
- It's a hot summer day and the kids _____.

5 Put the words from the list into the appropriate column.

computer	map
dial telephone	smartphone
floppy disk	text messages
GPS	typewriter
letter	thumb drive

Old technology	New technology
dial telephone	smartphone

6 Complete the sentences with some of the words from Exercise 5.

- The smartphone has replaced many old devices such as cameras, tape recorders and CD players.
- If I placed a _____ in front of a teenager, he most probably wouldn't know how to make a phone call.
- It's very cumbersome to travel with a _____. A GPS is so much more convenient.
- My father writes novels, but he is old-fashioned. He uses a _____ instead of a computer.
- Sharon saves all of her work on a _____.
- I don't know how we ever navigated this city without a _____.

7 Find the words from the list in the word search.

- computer
- floppy disk
- laptop
- letter
- smartphone
- telephone
- text
- typewriter

D G V L C X T X N E X F G A A
 D V H I O D F E N H C O C L P
 N Z T X M Y W O L V R Y H Q I
 H P S J P T H M K E T F L K E
 U F L D U P X A R K P Q T Y W
 A L K A T H V E E B Z H S L K
 J P L R E F G U T P P H O H O
 P Z A L R P L V I Y G A O N P
 D M I F X L F O R N N Z P F E
 S Z D F E M K M W V W M O W V
 X R K T R D T J E M S F J I Y
 S R T E I W P Y P U H Z T R H
 H E G F L O P P Y D I S K H G
 R P O T P A L H T S O Q T U C
 B V X F T W Q N E P S R W K V

8 This is Alan. Write 5 more sentences about things he used to do when he was young.



- When Alan was a baby, he used to cry a lot.
- _____
- _____
- _____
- _____
- _____

9 Look at the information in the table and write 5 more sentences about what Peter and Ana used to do.

	Peter	Ana
Play the guitar	✓	✗
Be in a theatre group	✓	✓
Do dance classes	✗	✓
Study a lot	✗	✓
Help mum prepare dinner	✓	✗
Watch a lot of TV	✗	✗

- Peter used to play the guitar when he was younger.
- _____
- _____
- _____
- _____
- _____

10 Write complete sentences using *used to*, the actions in the list, and the frequency given in brackets.

- cook (always)
- do research in the library (x0)
- go dancing (x0)
- go roller skating (sometimes)
- go to the beach (x1)
- listen to the radio (sometimes)
- play video games (x0)
- take the bus to school (every day)

- Amy used to always cook dinner.
- _____
- _____
- _____
- _____
- _____
- _____
- _____

11 Ask yes / no questions about what these people used to do.



- Did Mateo use to play basketball?
- Did Maria _____



- Did Elena _____
- Did Ben _____

12 Ask questions using the prompts in the list and the *Wh-* words provided.

- get around
- go to school
- like to do at weekends
- shop
- spend on clothes
- take the train instead of the bus

- Why did you use to take the train instead of the bus?
- How _____
- What _____
- Where _____
- How much _____
- Where _____

13 What would happen if ...? Use the information in the pictures to write sentences about what Paula imagines her life would be like.




- If Paula had a lot of money, she would travel all over the world.
- If Paula were rich, _____
- If Paula won the lottery, _____
- _____
- _____
- _____


14 Lucia is very sad. She's not doing well in school, she's arguing with her parents and she's not playing any sports or doing any school activities. What advice would you give her?

- If I were you, I would get a tutor to help with my studies.
- _____
- _____
- _____


LISTENING

1  Listen and choose the correct option.

- This conversation is taking place ...
 - in a classroom.
 - in a café.
- Benjamin is a ...
 - teacher.
 - a student.
- Benjamin is ...
 - introducing himself.
 - explaining something.

2  Listen again and write True (T) or False (F).

- Benjamin is from Buenos Aires. _____
- Benjamin likes playing video games. _____
- Benjamin used to like comics. _____
- Benjamin only draws his favourite superheroes. _____
- Benjamin hasn't seen the films based on the comics. _____
- Benjamin learnt to draw by himself. _____

3  Listen once more and complete the sentences.

- Benjamin is still a big fan of _____
- The teacher thinks Benjamin's drawings _____
- When Benjamin was a kid, _____
- Benjamin promises to _____ tomorrow.
- Benjamin would like to _____ when he grows up.
- _____ introduces herself next.

WRITING


Read the following product descriptions.



Basic Black Rotary Phone
Our modern telephone allows you the ease of communicating with the world from the comfort of your home. Call short and long distance by dialling friends and family directly, without the need for an operator, and talk for hours. Models also come in Baby Pink and Powder Blue.



Functional Flip Phone
Weighing just 3.1 ounces, this phone fits in your pocket without the bulk and weight of other models. Our new technology ensures 95% calls completed. For the busy and discreet businessman on the go, you can switch your alerts to vibrate – the only device on the market to offer this feature.



Sensational Smartphone
This device has a 6.4-inch high-resolution display with high-speed processor and expanded storage capability. The long-lasting battery allows you more time to enjoy the cameras, video recording features, Wi-Fi capabilities and internet. This is not just a phone, it's a computer in your pocket.

1 The adverts above show part of the evolution of personal telephone devices. What changes do you notice?

- _____
- _____
- _____
- _____
- _____
- _____

2 What features do you think are important in a smartphone?

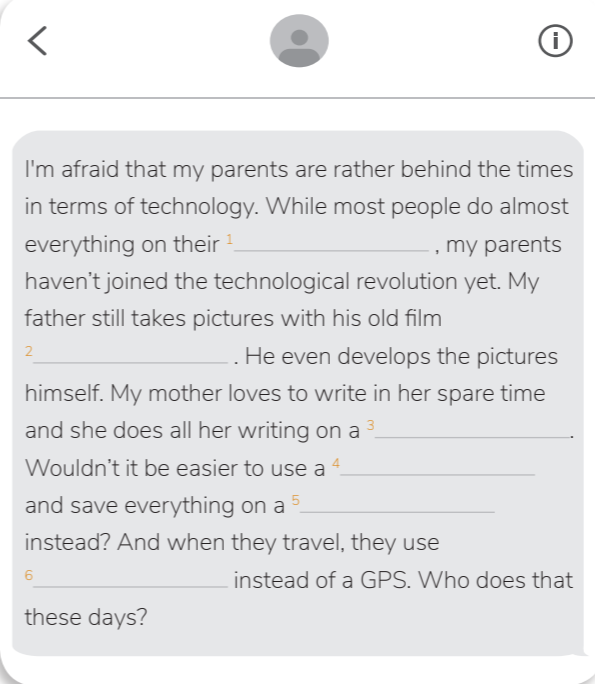
- _____
- _____
- _____
- _____

3 Design the phone of your dreams and write the product description.

SELF-CHECK

1 Complete the text with the words from the list.

camera	smartphone
computer	thumb drive
maps	typewriter



I'm afraid that my parents are rather behind the times in terms of technology. While most people do almost everything on their ¹_____, my parents haven't joined the technological revolution yet. My father still takes pictures with his old film ²_____. He even develops the pictures himself. My mother loves to write in her spare time and she does all her writing on a ³_____. Wouldn't it be easier to use a ⁴_____ and save everything on a ⁵_____ instead? And when they travel, they use ⁶_____ instead of a GPS. Who does that these days?

2 Complete the sentences with *would rather*, *nevertheless* or *even though*.

- I can remember my cousin's wedding, _____ I was just three years old.
- I _____ stay home than go to the cinema.
- Steve Jobs didn't finish college. _____ he was able to make a fortune in the tech industry.
- _____ I studied hard, I still failed the course.
- Which one _____ you _____ have, pink or white?
- They didn't put much effort into it, _____ it was still a success.

3 Choose the correct option to complete the sentences.

- Aaron had no self-control and respect for his teachers because he had a very _____.
 - prohess
 - permissive upbringing
- There was an accident so the police will be _____ any minute now.
 - on average
 - arriving on the scene
- Michael Phelps is known for his physical _____ in the pool.
 - prohess
 - on average
- Teenagers are _____ at a time of unprecedented environmental change.
 - coming of age
 - permissive upbringing
- Girls _____ do better than boys in school.
 - on average
 - prohess
- If you were born in the last fifteen years, then you are a _____.
 - permissive upbringing
 - digital native

4 Julia used to have great summers on the beach when she was a child. Write 4 sentences about what Julia used to do.

- _____
- _____
- _____
- _____

5 When Tim was a child, he was quite naughty. Write 2 sentences about things he didn't use to do and ask 2 questions about what he used to do.

- _____
- _____
- _____
- _____

6 Mr Lopez dreams of winning the lottery one day. What do you think he would do if he won?

- _____
- _____
- _____
- _____

READING

Status Report The City of Caledonia

Date: 20th February 2019
To: Mayor Valeria Sanchez

From: The City of Caledonia Environmental Committee
Subject: Annual Environmental Status Report

Introduction

The city of Caledonia, located in the province of Buenos Aires, has been a large player in the country's petrochemical industry since the 1940s. It is home to two large refineries and a large port which exports important commodities such as grain and wool, playing an important role in the economy of the country.

Due to the presence of large industrial players such as the oil refineries and shipping, in 2011 Caledonia was identified as having the worst air quality in the province, affecting the health of the population, the flora and fauna and potentially, in the long run, the economy of the city. This document will report on the status of the air quality and the action taken in 2018 on issues affecting the environment.

Air pollution

In 2011, it was recognised that the poor air quality in the city of Caledonia was affecting the health of the city's population. Hospital visits for respiratory complaints such as asthma and bronchitis were at an all-time high, reaching 2,354 hospital visits in 2011. Since then, due to the actions taken to reduce air pollution, hospital visits have been declining, reaching 974 in 2018, the lowest since measures were put in place to improve air quality. There has been an even sharper decline in respiratory complaints among children and newborns, reaching a low of 119 in 2018.

Actions to improve air quality

- Industrial processes have been improved, machinery updated and emissions of harmful pollutants such as sulphur dioxides, nitrogen oxides, carbon monoxide, and carbon dioxide reduced by 65%.
- Cars have been banned in the city centre and public transportation is subsidised. There has been an 80% reduction in the use of cars and 56% increase in the use of public transportation.
- One hundred and fifty kilometres of bicycle paths have been built. Since 2011, the use of bicycles as the main mode of transportation to get to and from school and work has increased by 73%. This increase has also been facilitated by the fact that cyclists feel safer with fewer cars on the road.
- Five hundred and fifty new trees were planted last year. Trees have been proven to filter harmful particles in the air and contribute to a cooler city. The tree planting initiative is expected to reduce harmful particles in the air by a further 13%.

1 Read the text and choose the correct option.

- The text is ...
a a letter.
b a newspaper article.
c a report.
- The text was prepared by ...
a The City of Caledonia.
b The City of Caledonia Environmental Committee.
c Mayor Valeria Sanchez.
- The text is addressed to ...
a The City of Caledonia.
b The City of Caledonia Environmental Committee.
c Mayor Valeria Sanchez.

2 Read the text again. What do the following numbers refer to?

- 2
The number of large refineries in the city.
- 1

- 2,354

- 974

- 119

- 65%

3 Read the text once more. Put numbers to the events.

- The fall in the use of cars: 80%
- The rise in the use of public transportation: _____
- New bicycle paths: _____
- The increase in the use of bicycles as the major source of transportation from Monday to Friday: _____
- The number of trees planted in 2018: _____
- The expected fall in harmful particles in the air: _____

VOCABULARY AND GRAMMAR

1 What's the result of these problems? Complete the table with the words from the list.

air pollution
chemical pollution
industrial pollution
~~sound pollution~~
urban sprawl
visual pollution

Problem	Result
1 Heavy traffic	a <u>sound pollution</u> b _____
2 Excessive billboards in the city	a _____ b _____
3 Uncontrolled industrial expansion	a _____ b _____
4 Lack of urban planning and population growth	a _____ b _____

2 Complete the sentences with the words from the list.

~~carbon dioxide~~
deforestation
fumigation
global warming
marine pollution
sustainable development

- The city is full of old cars, buses and lorries, releasing carbon dioxide into the air.
- Chemicals in the water and soil get washed into the ocean, contributing to _____.
- Government needs to work with industry to ensure _____.
- Expanding cattle farms often contribute to increased _____.
- _____ with dangerous pesticides is bad for consumers and for the environment.
- Governments are working together to battle _____.

3 Match the sentence halves to form complete sentences.

- We take all our bottles and cans a endangered species.
- Every spring my neighbourhood has a b unrecyclable materials and excessive waste.
- I contribute to a charity which works to protect c clean-up campaign to pick up rubbish from the streets and parks.
- We need to cut down on the use of d concrete measures to reducing industrial pollution.
- The only way to solve our environmental problems e to be recycled.
- Many companies are taking f is through sustainable development.

4 Match the materials to the objects from the box.

	belt	cup	gloves	jeans	plate	shirt
1	plastic	<u>cup</u>	_____	_____	_____	_____
2	paper	_____	_____	_____	_____	_____
3	denim	_____	_____	_____	_____	_____
4	cotton	_____	_____	_____	_____	_____
5	leather	_____	_____	_____	_____	_____
6	rubber	_____	_____	_____	_____	_____

5 Complete the sentences with the correct form of the phrases from Exercise 4.

- I served food on _____ made from recyclable materials yesterday. It wasn't bad.
- _____ allow the skin to breathe.
- He always wears a _____ to match his shoes.
- She uses _____ when she is cleaning the house.
- We've stopped using disposable _____ when we have parties. We now use reusable ones.
- He usually wears _____ to work on casual Fridays.

6 Complete the text with the words and phrases from the list.

acid rain
cut down
notable
took concrete measures
urban sprawl
visual pollution

The city used to be extremely polluted, but after the government ¹ _____ to ² _____ on chemical and industrial pollution, there was a ³ _____ fall in problems such as ⁴ _____. Now, the government is tackling other problems such as ⁵ _____, caused by a growing population and the ⁶ _____ from all the billboards around the city.

7 Are the sentences active or passive? Tick the correct box.

	Active	Passive
1 Cars and factories contribute to air pollution.		
2 Billboards are the cause of all the visual pollution in the city.		
3 Air pollution was cleaned up by the last government.		
4 Oil spills is a big cause of marine pollution.		
5 Sound pollution is caused mainly by cars in the city.		
6 Cotton is the most commonly used fabric on earth.		

8 Transform the following sentences from the active voice to the passive voice.

- Cattle ranchers cut down trees to expand fields for grazing.
Trees were cut down by cattle ranchers to expand fields for grazing.
- The volunteer group cleaned up the neighbourhood park.
- Industrial emissions pollute the city.
- The NGO protects the endangered animals.
- The government ruled out extreme measures.
- The city banned industrial waste coming from the surrounding factories.

9 Use the information below and supplement with your own information to write sentences in the passive voice.

- domestic waste / dump / city
Domestic waste is being dumped in a city near here.
- glass and aluminium / recycled / weekly
- only recyclable packaging / use / our company
- reduce / use of plastics / drastically / last year
- endangered species / not protect / in the past

10 Complete the text with the passive voice of the verbs in brackets.

Last year, concrete steps ¹ were taken (take) to reduce all forms of pollution in the city where I live. In the past, rivers ² _____ (pollute), streets ³ _____ (litter) and toxic gases ⁴ _____ (emit) into the air. These days, it ⁵ _____ (recognise) that these and other kinds of pollution are bad for humans and for the environment, and efforts are being made to ensure that our environment ⁶ _____ (preserve) for future generations.

11 Change what they are saying to reported speech.



- a "Write down the notes."
Our teacher told us to write the notes down.
- b "Work with a partner."



- a "Please give the baby a bath."
- b "Turn up the heat, please."



- a "Read good books."
- b "Eat healthy foods."

12 Rewrite the sentences using reported speech.

- Camila: "We need to reduce air pollution."
Camila said that we need to reduce air pollution.
- Julieta: "You should recycle."
- Martin: "Please take these bottles to the recycling plant."
- Sara: "Do not use plastic cups and straws."
- The doctor: "Cut down on meat."
- Lucia: "Clean up after yourself"

13 Daniel and Flavia are having a barbecue and their friends are bringing things for the party. Rewrite what was said in reported speech.

- "I'll bring the drinks," said Benjamin.
- "I'll bring meat," said Andrea.
- "I won't be able to make it," said Juan.
- "Nadia and I will bring snacks," said Laura.
- "Valentina promised to bring cups and plates," said Flavia.
- "Can you bring some bread?" asked Daniel.

LISTENING

- 1 Listen and choose the correct option.
 - 1 The recording is a ...
a news report. b university lecture.
 - 2 The recording is about ...
a the city's efforts. b the efforts of the citizens.
 - 3 According to the report, air quality has ...
a worsened. b improved.
- 2 Listen again and write True (T) or False (F).
 - 1 The report discusses all forms of pollution. _____
 - 2 100% of all the city's buses have been replaced. _____
 - 3 The city never had bicycle lanes before this year. _____
 - 4 More people are walking and biking. _____
 - 5 Cars have already been banned from the city centre. _____
 - 6 Factories are fined if they go above the approved minimum of emissions. _____
- 3 Listen once more and complete the sentences.
 - 1 The city's goal is to reduce industrial pollution to minimum levels.
 - 2 Fines are used to ...
a _____
b _____
 - 3 Companies have promised to _____
 - 4 Planting new trees is a way to _____
 - 5 The efforts have been having _____
 - 6 Tomorrow's report will discuss _____

WRITING

Frogs rain from the sky
50% fall in acid rain
More people biking and walking than ever before

- 1 Give some details about what each article might be about.
 - 1 _____
 - 2 _____
 - 3 _____
- 2 Now create headlines for the following news articles.

- 1 **Headline:** _____
The city is struggling to meet its clean air goals. Set in 2010, the city has yet to implement measures to ensure that factories and the general population make environmentally sustained choices which would positively affect the quality of the air and their health. In 2010 and 2011, there were discussions at federal, provincial and municipal levels on how these goals could be achieved, but very little has been done since then.
- 2 **Headline:** _____
Silver City High School has won first prize for the second year in a row in the provincial Environment Awareness Awards. Grade 9 students Gabriella Mendoza and Adriana Fernandez created and implemented a water recycling project in their school which has allowed the school to save 1,000 litres of water a day and pay 45% less on their water utility bill.
- 3 **Headline:** _____
Late yesterday evening, Ben Santos was seen out with his dog on Highway 7. While this is not unusual, what caught the attention of passers-by was that Ben seemed to be sleepwalking. He was in his pyjamas and house slippers and was unresponsive when spoken to. One concerned citizen called the police to check on him. Ben and his dog Spark are doing well.

- 3 Write your own headline and newspaper article about an event that took place in your school or city.

SELF-CHECK

- 1 What is happening in these pictures?



- 2 Match the problems to the solutions.

Problem		Solution
1 rubbish on the street	<input type="radio"/>	a cut down on
2 endangered species	<input type="radio"/>	b clean up
3 heavy use of glass and aluminium	<input type="radio"/>	c sustainable development
4 use of unrecyclable materials	<input type="radio"/>	d recycle
5 global warming	<input type="radio"/>	e preserve

- 3 Complete the text with the words from the box.

likely notable pollution recycle
to clean up to cut down on

Government initiatives for a cleaner city

by Gabriella Gonzales

There has been a ¹_____ fall in all forms of ²_____, however, the government has not ruled out taking other measures ³_____ the environment. The population is being encouraged to separate and ⁴_____ their rubbish and ⁵_____ the use of unsustainable materials. With the government and the population working together, it is ⁶_____ that the city will achieve its goals of a cleaner and safer environment.

- 4 Rewrite the sentences in the active voice.

- 1 The recycling is done by the company we hired. _____
- 2 The garden was planted by my mother. _____
- 3 The food is prepared by a special chef. _____
- 4 The animals were protected by the NGO which my aunt supports. _____
- 5 The waste was dumped illegally. _____
- 6 Pollutants were emitted by factories in the industrial park. _____

- 5 Rewrite the questions in the passive voice.

- 1 Do they recycle rubbish in your city? _____
- 2 Did they ban industrial pollutants? _____
- 3 Did they reduce the number of billboards in the city? _____
- 4 Did the government rule out new measures to control urban sprawl? _____

6 Complete the sentences with words from Exercise 5.

- The _____ robbery _____ was a complete failure. The criminals left the bank with nothing and were caught by the police.
- The _____ specialises in mid-twentieth century American paintings.
- The teenagers were caught _____ at the shopping centre.
- There have been several _____ downtown. My mobile phone was stolen last week.
- The drunk men were accused of _____ after they spray-painted the shop fronts.
- The _____ has been setting fires since he was a child.

7 Match the sentence halves to form complete sentences.

- | | | |
|--|-----------------------|---|
| 1 Glenn was proud of his culture and | <input type="radio"/> | a held at the Odeon theatre downtown. |
| 2 The concert was great, but the | <input type="radio"/> | b his Scottish ancestors. |
| 3 The next concert is to be | <input type="radio"/> | c locally. |
| 4 All our food is sourced | <input type="radio"/> | d icing on the cake was the final performance by the staff. |
| 5 Her singing was impressive and she moved | <input type="radio"/> | e showed that they needed more practice. |
| 6 The poor performance of the dance troupe | <input type="radio"/> | f to the next round of the competition. |

8 Complete the text with the words from the list.

cybercrime
cybercriminals
muggers
muggings
robberies
vandals

Being located in a big city, the police department was accustomed to dealing with many different types of crimes and criminals. In the past, they dealt with a lot of bank ¹ _____, but with the arrival of the internet, ² _____ has become much more common. On the other hand, it was much more complicated dealing with ³ _____, as they could affect the local population, but the criminals could be anywhere in the world. ⁴ _____ in the downtown region were still pretty common and easy to deal with, as the police knew who the regular ⁵ _____ were. They have recently caught several ⁶ _____ who had spray-painted people's garage doors. There is never a dull day in this big city police department.

9 Change the direct speech to reported speech. Pay attention to the verb tenses.

	Direct speech	Reported speech
1	"I play the bagpipes."	He said he played the bagpipes.
2	"I am studying for my finals."	
3	"We danced at the concert."	
4	"They haven't practised for the show."	
5	"He is going to take pictures."	
6	"She will edit the video."	
7	"We can wait for him."	

10 How would you use the following time and place expressions in reported speech?

	Used in direct speech	Used in reported speech
1	today	
2	tomorrow	
3	yesterday	
4	here	
5	now	
6	next week	

11 Rewrite the sentences in direct speech.

- Maria said she was going to perform in the concert that night.
"I am going to perform in the concert tonight."
- Fernanda said she hadn't started the project yet but that she was getting to it then.
- Ben told us that he had played the guitar for friends the previous week.
- Nadia asked if we would be there on time.
- Lucia said we could pick up the donations then.
- Paulo said that he would be working on the house that day.

14 What did they tell you? Use reported speech to say what each of the following people told you: your mother, your father, your friend, your teacher, your neighbour, your brother or sister.



12 Rewrite the questions in reported speech.

- "Do you like rock music?" Peter asked.
Peter asked if I liked rock music.
- "Do you play any musical instruments?" she asked.
- "Are they in this class?" Isabella inquired.
- "Was she a dancer?" asked the director.
- "Where did you study?" the interviewer asked.
- "When are they arriving?" the kids kept asking.

13 Rewrite the questions in direct speech.

- The teacher asked if I had ever studied chemistry before.
"Have you ever studied chemistry before?" asked the teacher.
- The doctor asked when my last visit to a doctor had been.
- My sister asked if we could meet up for coffee.
- The agent asked if I was interested in seeing more houses.
- The salesman inquired if we wanted to get any extra accessories.
- The bank teller asked if we had any further transactions.

LISTENING

1 Listen and choose the correct option.

- The recording is a ...
 - a radio programme.
 - b university lecture.
- The recording discusses the importance of ...
 - a dance and music education.
 - b music education.
- Next week's talk will look at ...
 - a different styles of dance.
 - b different styles of music.

2 Listen again and match the sentence halves to form complete sentences.

- | | | |
|---------------------------------|-----------------------|-----------------------------------|
| 1 The talk will look first at | <input type="radio"/> | a memory loss. |
| 2 Music and dance are important | <input type="radio"/> | b abstract reasoning. |
| 3 Dancing helps fight | <input type="radio"/> | c for physical and mental health. |
| 4 For the elderly, falls are | <input type="radio"/> | d dance then music. |
| 5 Dancing is an | <input type="radio"/> | e common and can be fatal. |
| 6 Music develops | <input type="radio"/> | f excellent form of exercise. |

3 Listen once more and write T (true) or F (false).

- Most parents do not pay for music or dance for their children. _____
- Dancing improves muscle strength. _____
- Dancing is not good for the elderly. _____
- Dancers tend to have physical grace. _____
- Studying music does not contribute to cognitive development. _____
- Studying music helps with life skills. _____

WRITING

Almost all shows and movies are reviewed, either in the newspaper or online. It's no different for the school Christmas concert in the Reading exercise. In this exercise you will write a review for the show. Here is an example of a review.

Lion King: King of Musical Theatre Performances

The Lion King recently came to town and finally Silverton City will have the opportunity to experience the beauty and opulence of this show which has been travelling the world for almost twenty years. The brilliant use of costumes transmits the feeling of being on the African savannah. For those who love the film, the stage version is even better, with remarkable use of music, voice and movement, fully engaging the audience to evoke unexpected emotions. There is nothing average about this spectacle, nor a dull moment to be had. *The Lion King* is on at the Mervish Theatre until July 25th. Don't miss it.

1 Performances can be good, bad or average. Write some adjectives for each category. You will be using these adjectives later to write the review.

Good	Bad	Average

2 Make a list of the aspects of a show which you can mention in your review. Look at the review above for some ideas and expand on them.

- | | |
|---------|---------|
| 1 _____ | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |

3 Match the adjectives from Exercise 1 to the aspects of the show from Exercise 2.

- | | |
|---------|---------|
| 1 _____ | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |

4 Following the example from the review provided above and your work in Exercises 1, 2 and 3, write a review of the school concert in the reading section or a concert or show you have attended recently.

SELF-CHECK

1 Choose the correct option to complete the sentences.

- Is the conference room _____ for the meeting this afternoon?
 - a take place
 - b big enough
 - c proud
- The ballet recital will _____ in the new theatre downtown.
 - a take place
 - b be big enough
 - c be delighted
- The families were _____ with the children's performances.
 - a dressed up
 - b icing on the cake
 - c delighted
- The teacher was _____ of her students' performance this term.
 - a proud
 - b delighted
 - c icing on the cake
- The company had a great year and the fantastic Christmas sales were just the _____.
 - a proud
 - b delighted
 - c icing on the cake
- The kids were _____ as cupcakes for the school concert.
 - a dressed up
 - b proud
 - c take place

2 Match the descriptions to the correct words.

- | | | |
|---|-----------------------|-------------|
| 1 physically attractive and pleasing to the eye | <input type="radio"/> | a programme |
| 2 related to a specific area within a restricted area and close by | <input type="radio"/> | b lonely |
| 3 information on a play or concert and who the performers are | <input type="radio"/> | c organiser |
| 4 the person who makes arrangements for a planned action or event | <input type="radio"/> | d beautiful |
| 5 a sad feeling because one is alone and / or has no one to talk to | <input type="radio"/> | e culture |
| 6 the art, behaviours, and customs shared by a specific group of people | <input type="radio"/> | f local |

3 How would you describe the following? Use the words from the box.

bad disappointing impressive outstanding remarkable satisfactory

- | | |
|--|--|
| 1 Grade C (55%) on a test _____ | 4 a performance that was not as good as expected _____ |
| 2 a well-choreographed dance _____ | 5 Grade A+ (95%) on a test _____ |
| 3 a TV show that has been successful for ten years _____ | 6 Grade B (70%) on a test _____ |

4 Rewrite the sentences in reported speech.



- "I played football yesterday with my friends." _____
- "I have never played at Lincoln Football Field." _____
- "Has Anthony registered for the tournament?" _____
- "Where were you last week?" _____
- "Do we have homework for tomorrow?" _____
- "I'm studying. Can I call you back?" _____

5 Rewrite the questions in reported speech.

- "How was the concert?" my mother asked. _____
- "Which performance did you think was the best?" asked my father. _____
- "Did you enjoy yourself?" asked the teacher. _____
- "What did you do in the show?" asked my cousin. _____
- "When will the next concert be?" asked my aunt. _____
- "Did you rehearse for a long time?" inquired my uncle. _____