

Exercise Book



High School English 1

Martyn Hobbs • Julia Starr K.



English



joins



Edición especial para el Ministerio de Educación. Prohibida su comercialización.



us!



Exercise Book

High School English

1

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Exercise Book High School English

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Lesson 1 Going Places

Reading

1 Skim the article. Then, complete the sentences with the correct word from the text.

- a. A _____ is a person in the army.
- b. A _____ is a bag that you carry on your back.
- c. A _____ is a running machine.
- d. A _____ is an organisation that helps people.

It's no surprise that Mike Buss is called 'the Running Man'. On 24th September 2010, the ex-soldier completed a marathon (42 km) in 4 hours and 49 minutes. In doing so, Mike set a new world record. It was his 100th marathon in 100 consecutive days. Did he wear lightweight running gear for this last marathon? No, he didn't. He wore a pair of boots and he carried a 18 kg rucksack.



This wasn't Mike's first world record. In the same year, he broke the world record for running the longest distance on a treadmill in seven days; 832 km. During that time, he slept two hours per day and took short breaks to eat and drink. How much weight did he lose? Only 3 kg!

So why does he do it? Many people run marathons to raise money for charity and Mike is no different. He decided to start running when he left the army and every year he raises tens of thousands of pounds for charities that help British soldiers and their families.

Editorial Creation

2 Read the article again and decide if the sentences are True (T) or False (F). Correct the false sentences.

- a. When Mike ran 100 marathons, he didn't run at weekends.
Correction: _____
- b. In his last marathon, Mike's rucksack was heavy.
Correction: _____
- c. Mike has more than one world record.
Correction: _____
- d. Mike stopped every two hours when he was on a treadmill.
Correction: _____
- e. Mike runs marathons to help other people.
Correction: _____

3 Discuss.

- a. Would you participate in an event to help others? Why? / Why not?
- b. Do you think organisations such as firefighters should receive an income instead of relying on fundraising campaigns? Why? / Why not?

Language in Use Past Simple Review

1 Rewrite the sentences by making them negative. Do not change the tense.

e.g. *Abigail went to the park last weekend. Abigail didn't go to the park last weekend.*

a. Seba travelled to La Serena by car.

b. Laura rode a bike to school.

c. I saw Francisco Saavedra on TV yesterday.

d. Alexa's journey took 18 months.

e. Nicole posted on Instagram from the South Pole.

2  Play the *Find Who* game.

Find someone who

e.g. ... *got up late today.*

Question: *Daniela, did you get up late today?*

Yes, I did! / No, I didn't.

Find someone who:

Name:

a. ... had juice for breakfast.

b. ... travelled to another country last year.

c. ... didn't have a shower this morning.

d. ... spent more than an hour playing video games yesterday.

e. ... was sick this month.


f. ... listened to the radio yesterday.

g. ... posted something on social media.

h. ... broke a bone last year.

i. ... went to the beach in February.

j. ... _____

3  Now, share your answers with a classmate.

e.g. *Daniela got up late today. / Sergio wasn't sick this month. / Javiera didn't break a bone last year.*

Listening



1 Discuss.

- a. How do you get to school?
- b. How important do you think it is to use public transportation? Why?

2 Listen to the Josh's conversation.

Write down the different ways of transport mentioned in your notebook.

3 Listen again and circle the correct answers.

- a. Josh's mum tells her story because Josh...
 - A. loves hearing it.
 - B. wants to go to Salamanca.
 - C. needs help with his homework.
- b. She explains that she studied ...
 - A. Spanish in Wales.
 - B. English in Spain.
 - C. French in England.
- c. They planned to get to Salamanca via...
 - A. Paris.
 - B. Manchester.
 - C. Madrid.
- d. His mum missed the train to Waterloo because of ...
 - A. a train crash.
 - B. a signal failure.
 - C. a problem with her phone.
- e. The next day, she caught ...
 - A. a flight to Madrid.
 - B. a train to Paris.
 - C. a coach to Salamanca.
- f. Josh's mum ...
 - A. never arrived to Salamanca.
 - B. arrived in Salamanca before her friends.
 - C. met her friends when she arrived in Salamanca.

4 Now, write a short description about the worst journey of your life. Then, read it to a classmate.

5 Discuss.

- a. Would you travel alone to another country? Why? / Why not?
- b. What are the differences in the travel habits between younger and older tourists? Why?

Speaking

Travelling Around

On the bus

Does this bus go to...?
A single / return, please.
How long does it take?
Can you tell me when we get there?

At the station

Have you got a student card? Is there a student discount?
Are you under 16? What time is the next bus?
Can I have a return to ..., please? Which stop does it leave from?

1 Read the dialogue and complete the summary of the conversation.

Clerk: Can I help you?

Clerk: That's great. That's 3 000 pesos then.

Camila: Yes, a ticket to Melipilla, please.

Camila: It's 10:05 now. What time is the next train?

Clerk: Single or return?

Clerk: There's one at 10:20 from platform 5.

Camila: Return, please.

Camila: Thanks. How long does the journey take?

Clerk: That's 3 800 pesos.

Clerk: It's about an hour, I think. Let's see. Yes, the 10:20 arrives in Melipilla at 11:17.


Camila: Is there a student discount?

Clerk: Yes, there is. Have you got your student card?

Camila: Thanks. Bye.

Camila: Yes, I have. Here it is.


Camila buys a **a.** _____ ticket to **b.** _____. The ticket normally costs **c.** _____, but Camila pays **d.** _____ because she's a **e.** _____ and she's got a **f.** _____.
Camila's train leaves from **g.** _____ in **h.** _____ minutes.

2  Listen to four people asking questions. Use the expressions in the box above and write an appropriate response in each case.

- a.** _____
- b.** _____
- c.** _____
- d.** _____

Pronunciation


/-tion/

3  Listen and repeat the poem.

*Sometimes you need to get attention through communication.
Sometimes you need an invitation for accommodation.
And sometimes you need competition in moderation!*

4  In groups, use the sentences you created in Activity 6 on page 13 of your Student's Book to make your own poem.

Reading

- 1 Look at the green words in the texts below. Look up the meaning of the words you do not know in a dictionary.
- 2  Look at the pictures and answer: Do you know these countries? If so, describe what you know about them.
- 3 Read the brochure information of two European countries. Then, complete the chart.

Information	Poland	Italy
a. Number of lakes		
b. Names of famous places		
c. Agricultural production		
d. Around 25% of the land is...		

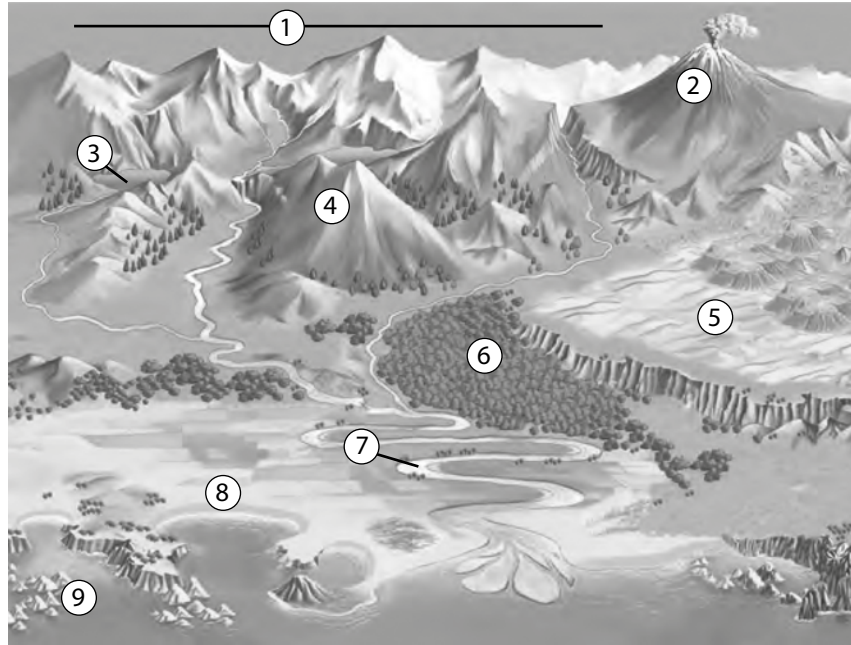
Poland shares a border with seven countries and has a coastline on the Baltic Sea. The longest **river** is the Vistula, and thousands of small **streams** flow into it. Poland has got about 9 300 **lakes**, almost a world record! In the south, there are 70 mountains over 2 000 metres high, and lots of hills. 29% of its surface is covered in **forest** – some are the oldest forests in Europe. 60% of the land is farmland, and it's the largest producer of potatoes in Europe. It's also got a desert – one of only five **deserts** in Europe.



Italy has 7 600 km of coastline, surrounded by sea on three sides, and two big **islands**. Its **beaches** are popular because of its sunny summers. It's very mountainous with two active **volcanoes**, one on a small island, and one near a large city. Its main **mountain ranges** are the Alps in the north and the Apennines, which run down the middle of the country. Its highest **mountain** is on the border with France. A quarter of the country consists of plains. The Po Valley has a huge plain where vegetables, olives and fruits are grown. It's got 1,500 lakes altogether, with five large lakes in the north.

Editorial Creation

4  Match the words in green from the brochures with features 1-9. Then, answer the questions.



1. Mountain range

- | | |
|----------|----------|
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |
| 5. _____ | 9. _____ |

- What physical features can you identify in your Student's Book on pages 14 and 15?
- Which of these features can you find in Chile? Give examples.

5 Read and write the numbers in the boxes.

c.	Thirty-eight thousand and seventy-nine	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
d.	Five hundred and fourteen	<input type="text"/>	<input type="text"/>	<input type="text"/>				
e.	Five thousand, three hundred and thirty-five	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
f.	Seven thousand, seven hundred and eighteen	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
g.	Fifty-seven thousand, seven hundred and fourteen	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
h.	Thirty-nine thousand, a hundred and thirty-eight	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
i.	Five hundred thousand, seven hundred and ninety-one	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	

6  Discuss.

- The news often shows the harm some tourists cause when travelling. Why is it important for countries to create laws to protect nature?
- What are the possible consequences of not protecting nature?

Writing

A Holiday Blog

1 Write a blog entry of a two-day trip to a place you would like to visit.

- a. Check the model on page 16 in your Student's Book.
- b. Use the details and notes you wrote.
- c. Remember to include sequencing words and expressions (First, Then, After that, Finally).

Day 1

Day 2

2  Check and correct your blog entry.

- a. Check you have included the important information for each day (what you did, when you did it, etc.).
- b. In pairs, swap your blog entries and check each other's work considering the plan above.
- c. Write what you think about your classmate's work below.

Peer evaluation

Reading

1 Read the piece of news and answer the questions.

a. Where did the burglary happen?

b. When was the band discovered?

c. How did the criminal band enter the building?

d. Why did the criminal band escape?

2 Read the piece of news again. Number each sentence in the order the events happened.

_ A robbery was reported early this morning at the Museum of National History. _ The security cameras showed that, when the guards were changing shifts, a criminal band broke into the museum through the emergency exit door. _ No one noticed them for at least 10 minutes. _ While they were stealing the last item, the alarm went off, so they ran away from the scene.

Editorial Creation

3 Read the descriptions of the stolen items a-d and match them to the correct picture 1-4.

a. An ugly, narrow, long item

c. An unusual, old, short item

b. A small, bright, light item

d. A large, common, heavy item



4 Create an ending for the piece of news. Write about the consequences of the robbery and whether the burglars were caught or not.

Language in Use Past Continuous and Past Simple Review

1 Correct the mistakes. There is one mistake in each sentence.

a. While I reading, my dog bit my leg.

b. Valentina was dancing when break time end.

c. Maxi finished his homework earlier because his mum cooking dinner and needed help.

2 Create sentences using the past continuous and past simple. Be sure to include *when* and *while*.

e.g. *I / swim in the sea / I / see a shark*

I was swimming in the sea when I saw a shark. / I saw a shark while I was swimming in the sea.

a. Claire / work in her office / she / hear the accident

b. my granddad / sleep / the film / end

3 Write your answers: What were you doing when...

e.g. *the holidays ended? -> I was coming back from the beach when the holidays ended.*

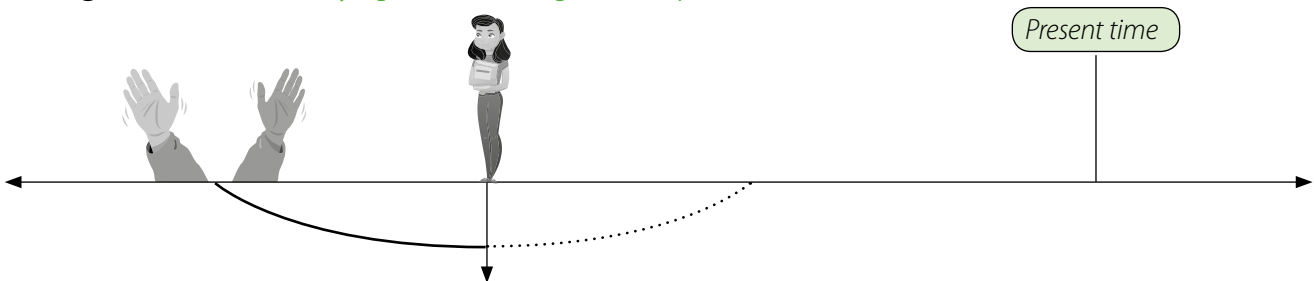
a. the teacher came into the classroom?

b. the new year started?

c. you went to bed last night?

d. Write one original sentence. Then, illustrate it on a timeline. Focus on the difference between the past continuous and past simple forms.

e.g. *Two friends were saying hello when a girl interrupted them.*




1 Match verbs 1-5 with definitions A-E. Use a dictionary if necessary.

- | | |
|-------------------|--|
| 1 stroll | A run as fast as you can |
| 2 point at | B to walk slowly for pleasure |
| 3 chase | C to take someone's attention away from something |
| 4 sprint | D to show where something is with your finger |
| 5 distract | E to run after someone in order to catch them |

2  Listen to a conversation about Sophie's trip to Barcelona. Circle the correct answers.

- a.** Sophie sat down in the park to...
- A.** have lunch. **B.** chat with some people. **C.** have a rest.
- b.** A friendly man...
- A.** gave them a map. **B.** showed them places to visit. **C.** talked about the Gothic Quarter.
- c.** While Sophie wasn't looking, a man...
- A.** stole her map. **B.** stole her bag. **C.** stole money out of her bag.
- d.** They chased the man...
- A.** but lost him in the Gothic Quarter. **B.** and went to his house in the Gothic Quarter. **C.** and caught him in a narrow street near the park.
- e.** The friendly man in the park...
- A.** was working with the thief. **B.** was trying to steal Sophie's bag himself. **C.** chased the thief as well.

3  Listen to the conversation again and complete the chart.

Two places in Barcelona	Two types of weather	Two strangers	Two stolen objects
1.	1.	1.	1.
2.	2.	2.	2.

4  Discuss.

- a.** Why do you think crimes like the one described in the audio are so common?
- b.** What do you think about people who steal? Why do you think they steal? Explain.

Speaking

Talking about your weekend or holiday

Asking questions

How was your weekend?
What did you do?
How about you?

Talking about what you did

I went swimming.
I had a great time.
It was quite boring.

Responding

That sounds fun!
What was it like?
Great!/How awful!

1 Complete the dialogue.

e.g.

You: (Ask about Josefa's holiday.) How was your holiday, Josefa?

Josefa: I had a great time in El Quisco. We relaxed on the beach and went swimming.

You: (React positively and ask about other things she did.)

a. _____

Josefa: We visited the forest near the station and played hide and seek. Guess what? While I was playing there, my skin got all itchy... I realised I'm allergic to eucalyptus!

You: (Be sympathetic.)

b. _____

Josefa: Anyway, how about you? How was your holiday?

You: (Respond negatively)

c. _____


2 Look at the pictures. Describe a trip using the pictures and expressions above.






3 Discuss: Do you think it is necessary to spend a lot of money to have a good holiday? Why? / Why not?

Reading

1  Skim the text. What type of story is it?

2  Read the text and answer in pairs.

- a. What was Monica doing when the woman came in?
- b. What did the woman want?
- c. What did Monica find when she entered the house?
- d. How do you think the story ends?

Monica and the *House of Dogs*

Monica Li was feeling bored. She used to have lots of cases to solve, but now nothing. She was thinking about her lunch when an old woman entered her office in a raincoat, carrying a broken umbrella.

'Are you that detective girl?' she asked.

'Yes, I am. How can I help you?'

'My name's Abigail Clarke. I'm very upset! They're keeping dogs in the house next door.

I used to be able to sleep, but they are so noisy that I can't anymore! Help me, please.'

Monica sighed. This was no job for a Number 1 detective, but it was better than nothing. 'Where do you live, Abigail?'

Monica left the office with her lunch, phone, and jacket. An hour later, she was standing outside an ugly house on the edge of town.

It was dark and rainy. A white shape jumped at the window and barked.

'That's my friend Lucy's dog, Jake,' thought Monica. 'What's he doing here?'

She knocked at the door. No one replied. She tried the handle – and the door opened. She felt as

nervous as she used to when she was a rookie, but went in anyway. There was a table with a pile of notes. Each one said:

'Do you want your dog?

Meet me at _____. And don't forget the money!'

She was welcomed by Jake in the next room. There were many other dogs in there too!

She saw a big wardrobe in the corner and found a suitcase full of money in it. This was serious!

Monica was reaching for her phone when she heard voices. She was frightened, so she got into the wardrobe and closed the door. All the dogs started barking when two men entered the room.

'These stupid dogs are always hungry,' said one of the men.

'Let them stay hungry, Sammy! Their owners can feed them – after they pay us!'

'Why's that white dog staring at the wardrobe?'

'I don't know, Sammy. Look inside!'

Editorial Creation

to be continued...

3  Listen to the end of the story and discuss with a classmate.

- a. Was your prediction correct?
- b. Did you like the end of the story? Explain your answer.


4  Discuss.

- a. Why did the criminals use the dogs to get money? What type of crime are they committing?
- b. Is detective work important in investigations? Justify your answer.

Language in Use **used to**

1  Discuss.

- a. Do you know of any famous YouTubers? Mention one.
- b. What did they use to do before becoming a YouTuber?

2  Listen to the biographies of two famous YouTubers. Complete the sentences with the missing information.

- a. Markiplier used to play _____.
- b. He used to study _____ at university.
- c. Jenna Marbles used to study _____ at university.
- d. She used to work at a tanning _____.

3 Look at pictures A-C. Write what the children used to do with their families.



- a. _____
- b. _____
- c. _____

4 Put the sentences in the correct order.


a. used / to / in / My / bank / a / grandma / work

b. criminals / didn't / Chilean / be / famous / to / use / so

c. ? / use / class / in / Did / participate / you / to

5 Write two things you used to do as a child.

- a. _____
- b. _____

6  Share your answers for Activity 5 with the class.

1 Write the following numbers in words.

- a. 3 721 _____
- b. 89 307 _____
- c. 123 321 _____
- d. 2 872 902 _____

2 Complete the sentences using the adjectives you learned in Lesson 1.

- a. The thief escaped through a _____ street.
- b. I'm so happy! The flight tickets were so _____ ! I only spent 50% of what I expected to pay. And even though I hate flying it is a _____ flight so everything is fine.
- c. The man attacked the robber with a _____ rock that broke his head.
- d. The sun is _____ enough to leave you blind if you look at it for too long.
- e. My mum getting home early is _____, but not impossible.
- f. We used to visit a museum that had a _____ sculpture that was nearly 3 metres tall!

3 Circle the correct form of the verb.

- a. The telephone **was ringing** / **rang** when I was **taking** / **took** a bath.
- b. While I **was walking** / **walked** down the street, I **was seeing** / **saw** an old man.
- c. When a robber **was coming** / **came** into the house, we **were sleeping** / **slept**.
- d. The cat **was eating** / **ate** when the rat **was escaping** / **escaped**.
- e. When the lights **were going** / **went off**, my sisters and I **were watching** / **watched** a film.

4 Complete the sentences. Use *used to* or *didn't use to* and the words in the box.

eat meat have a computer like sport live in Concepción
speak Spanish travel by bus

- a. Pablo _____ but now he swims every week.
- b. I _____ but now I'm a vegetarian.
- c. You _____ but you know a lot of words now.
- d. My grandma _____ but now she drives everywhere.
- e. They _____ but they moved to New York last year.
- f. We _____ but we've got a laptop now.

1 Complete the assessment of your project.

Group evaluation

Project name:		
Group members:		
Are there any aspects of the project that did not work or that could be improved?	Is there anything that could have been done in a different way?	Is there anything that worked well that you particularly liked?
<i>e.g. Some aspects of it were not as creative as others.</i>	<i>e.g. With more organisation, we could have had more time to do it.</i>	<i>e.g. We had a lot of fun planning the activity.</i>

Self-evaluation


I learned that...	I had difficulties with...	I will overcome these difficulties by...
<i>e.g. Team communication is very important.</i>	<i>e.g. Trying to agree on a design we all liked.</i>	<i>e.g. Learning to accept and value the opinion of others.</i>

Reflect

2  Discuss.

- a. How can your project benefit people outside your school?
- b. Do you think it's possible to implement your project in your city? How would you do it?

Reading

- 1 Scan the article and underline the sentences that use the connectors *although* and *both ... and*.
- 2  Read the article and identify the main idea in each paragraph.

Surprising Facts About *To All the Boys I've Loved Before*

1 Although Hollywood has tried to make films that are respectful of characters' origins and race, the executives did not want Lara Jean Song-Covey to be portrayed by an Asian-American actress. However, the author of the book, Jenny Han, fought to keep the integrity of Lara's character.

2 Lara's lock screen in the film shows a picture of her and Peter napping on a sofa. This photo is from real life, as both Lana and Noah enjoyed being around each other. They usually napped in the green room on set during breaks.

Adapted from *47 Things You Didn't Know About To All The Boys I've Loved Before*

- 3 Connect the following sentences using *although*.

e.g. *She lives in a small house. / She is rich. -> Although she is rich, she lives in a small house.*

a. My grandmother is very old. She goes swimming every day.


b. We lost the championship. Our team played well.

- 4 Answer the questions using *both ... and*.

e.g. *Your sister plays volleyball. Do you play as well? -> Yes, both my sister and I play volleyball.*

a. You've met his father. Have you met his mother?

b. The city suffers from air pollution. Does it suffer from water pollution?

- 5  Now, create four sentences using *although* and *both ... and* in your notebook. Then, swap your sentences with a classmate. Check your classmate's work.

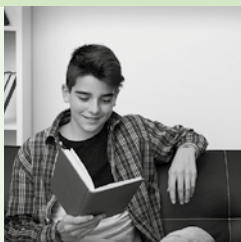
- 6  Discuss.

a. Look at Lana and Noah's picture above. Is it possible to have a lot of chemistry with someone without developing romantic feelings for that person? Share your ideas.

b. Is it important that series/films cast actors who come from the same cultural background as their character? Why? / Why not?

Language in Use Present Perfect: ever & never

1 Complete the bios with the present perfect form of the verbs in brackets.



Giorgio, 13

Giorgio **a.** _____ (study) English at his school before.

He **b.** _____ (live) in two different houses.

He **c.** _____ (be) to four countries.

Giorgio **d.** _____ (read) many young adult books.



Valentina, 14

Vale **a.** _____ (practise) sports like taekwondo and basketball.

She **b.** _____ (visit) many museums. She **c.** _____ (have) five pets in her life. Valentina **d.** _____ (meet) Shawn Mendes before.

2 Write questions with the present perfect and *ever* using the prompts. Then, write answers that are true for you.

e.g. *you / abroad / been / ?*

Have you ever been abroad? -> Yes, I went to Argentina last year.

a. you and your best friend / have / an argument / ?

b. your parents / study / another language / ?

c. it / snow / in your country in summer / ?

Pronunciation Sentence Stress

In sentences we usually stress the words that carry the most important information. Pronouns, articles, prepositions and auxiliary verbs are often unstressed.

3 Read the box above. Then read the sentences out loud. Underline the words you think will be stressed.

a. I've never been to Paris.

e. Joe's run a marathon.

b. Have you ever seen a play?

f. They've never seen Star Wars.

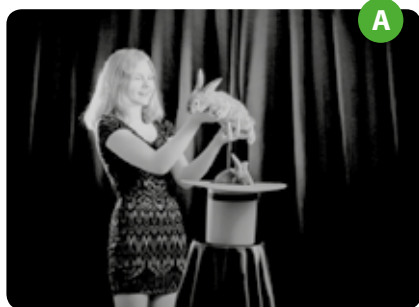
c. I've visited three countries.

g. Grace has been on the radio.

d. We've bought a new dog.

h. I've never eaten squid.

4 Listen and check.



A



B



C

- 1 Look at pictures A-C and discuss.
 - a. Do you have any hidden talents? Explain.
 - b. Have you ever auditioned for anything? If not, would you like to enter a talent show? What talent would you show?
 - c. Would you compete against a friend in a talent show? Why? / Why not?
- 2 Check your answers for Activity 1 as a class.
- 3 Listen to an audition at a talent show and complete the chart.

Name of act	
Number of people	
Type of song	

- 4 Listen to the audition again and decide if the sentences are True (T) or False (F). Correct the false sentences.
 - a. Mario is younger than Melissa.
Correction: _____
 - b. It's the first time Melissa has performed in front of an audience.
Correction: _____
 - c. Mario and Melissa didn't plan to go on a talent show.
Correction: _____
 - d. They met on the first day of primary school.
Correction: _____
 - e. At first, they didn't enjoy listening to the same music.
Correction: _____
 - f. Mario has never had signing lessons.
Correction: _____

- 5 Discuss.
 - a. What makes someone a good friend?
 - b. Has a friend ever let you down? What happened? If not, have you ever let a friend down?

Apologising and Accepting Apologies

Apologising

- I'm (really / so) sorry.
- I'm sorry but I've forgotten...
- Sorry I'm late.
- I'm afraid I've broken...

Responding

- Oh no!
- Oh dear!
- What's happened?
- How did that happen?

Accepting apologies

- It's all right. / It's OK.
- Don't worry.
- Don't feel bad about it.
- It's not a problem.

1 Complete the dialogue using the expressions from the box above.

Elisa: I can't run the half marathon next month.

You: (Respond.)

a. _____

Elisa: I've broken my foot.

You: (Find out what happened.)

b. _____

Elisa: I was walking and checking my phone at the same time. I didn't see the hole and tripped. Do you think your parents could give me a lift to Tobias' birthday party tonight?

You: (Apologise and say that your parents do not own a car.)


c. _____

Elisa: OK.

You: (Make a stronger apology and offer an alternative solution.)

d. _____

Elisa: That'd be great, thank you!

2  Listen to three people apologising for something that happened. Write the most appropriate response for each situation.


e.g. *I'm sorry but I've forgotten your pencil.*


Don't worry!

a. _____

b. _____

c. _____

3  Check your answers as a class.

4  Role-play the situations presented in Activity 2. Provide feedback to your classmate in relation to the answer given and the intonation used.

Reading

1  Discuss.

- a. Do you know what a moral is? If so, explain.
- b. Do you know any stories that have a moral or give advice? Which ones?

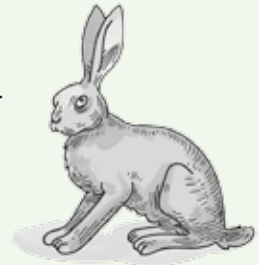
2 Scan the fable and identify:

- a. the animals in the text: _____
- b. what the hare needs: _____
- c. who helps her: _____
- d. what happens in the end: _____

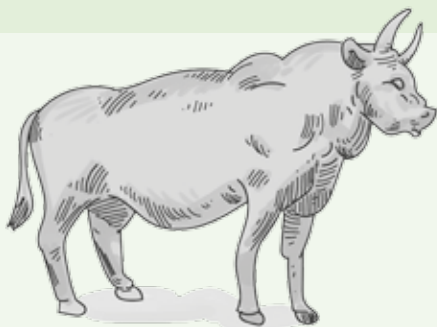
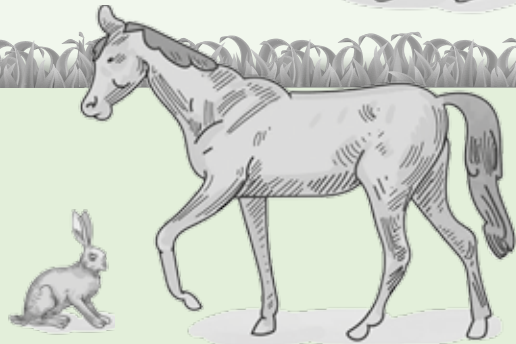
The Hare With *Many Friends*



A Hare was very popular with the other beasts. They all claimed to be her friend. But one day she heard the hounds approaching and hoped to escape them with the help of her many friends.

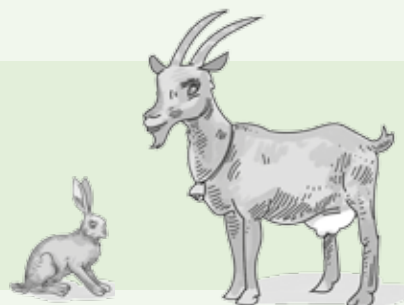


So, she went to the horse, and asked him to carry her away from the hounds on his back. But he declined and said: "I have got important work to do for my master. I'm sure that all of your other friends will come to your assistance."

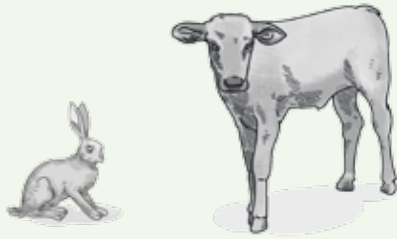
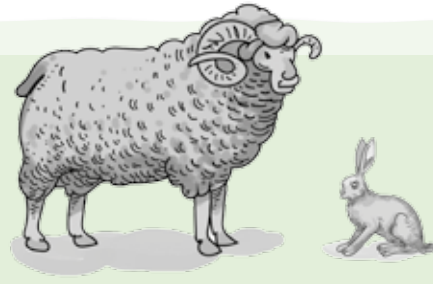


She then approached the bull, and hoped that he would repel the hounds with his horns. The bull replied: "I am very sorry, but I have an appointment with a lady; but I feel sure that our friend the goat will do what you want."

The goat, however, feared that his back might do her some harm. "The ram will help you for sure," he said.



So she went to the ram and told him the case. The ram replied: "Another time, my dear friend. I do not like to interfere in this case, as hounds have been known to eat sheep as well as hares."



As a last hope, the Hare then turned to the calf. The calf said, "I'm sorry, but I cannot help you. The elders have declined this task, and I do not wish to take the responsibility upon myself."

By this time the hounds were quite near, and the Hare took to her heels and luckily escaped.

He that has many friends, has no friends.



Adapted from *The Hare with Many Friends* (Joseph Jacobs)

3 Read the fable and answer the questions.

a. Do you believe the Hare had many true friends? Why? / Why not?

b. What do the hounds represent in the story?

c. What is the meaning of the moral of this story?

4  Read the fable again. Then, check your answers as a class.

5  Discuss.

- a. What is real friendship to you?
- b. Why do you think some people believe they have no friends?
- c. Why is it important to have friends?

Reading

- Look at the pictures and answer: What jobs are they showing?
- Read the article below. Underline the compound nouns.

The Work *in the UK*

Did you know that a quarter of British and American 14-19 year olds do all sorts of part-time jobs? Their jobs range from selling things in shops like bookstores, serving customers in cafés or restaurants to working at riding stables, farms, and even taking dogs for a walk.

In the UK, there are a lot of laws about teenage work, 13-15 years olds aren't allowed to work in a factory, and they can only work from 7 am to 7 pm. During term time, they can only work for 2 hours a day, and 12 hours a week in total (so that they can do their schoolwork properly). On Saturdays, they're allowed to work for 5 hours, but they can't work more than 2 hours on Sundays. During the holidays, they can work 25 hours a week. What do you think? Should teenagers work?



Editorial Creation

- Read the article again and answer the questions. Then, discuss.



Read about the law in Chile at <http://tiny.cc/ny13kz>

- What do the laws in Chile state about teenage work?

- How are they different from the laws stated in the article above?

- Match words from A with words from B to make compound nouns. Write them in the space provided.

A
bed bus guide white
bank computer

B
board game ticket robber
room book

- | | |
|----------|----------|
| a. _____ | d. _____ |
| b. _____ | e. _____ |
| c. _____ | f. _____ |

- Discuss.

- Should teenagers work? Give two reasons for your answer.
- What solution could authorities present to encourage teenagers to focus exclusively on their studies?

Language in Use

Present Perfect - How long, for & since

1 Write *for* or *since*.

- a. _____ September
- b. _____ two minutes
- c. _____ a decade
- d. _____ Monday
- e. _____ 1998
- f. _____ ten months
- g. _____ a long time
- h. _____ Christmas
- i. _____ 7 o'clock this morning
- j. _____ 5 years

2 Use the prompts to make questions with *How long*. Then, answer the questions.

- a. you / be / at this school
Q: _____?
A: _____
- b. you / live / in this city
Q: _____?
A: _____
- c. you / have / the shoes that you're wearing
Q: _____?
A: _____
- d. you and the person next to you / know / each other
Q: _____?
A: _____

3  Play a game.

- a. Create six questions to find out about your classmates' life experiences. Use the verbs in the box to help you.

eat climb hold play ride run see smell taste touch visit walk

	Questions	Yes/No	More information
e.g.	<i>Have you ever climbed Cerro San Cristobal?</i>	Yes	<i>I climbed it two years ago.</i>
1			
2			
3			
4			
5			
6			

- b. Now interview a classmate and record their answers. When the answer is 'yes', write down more information about their experience.

Listening

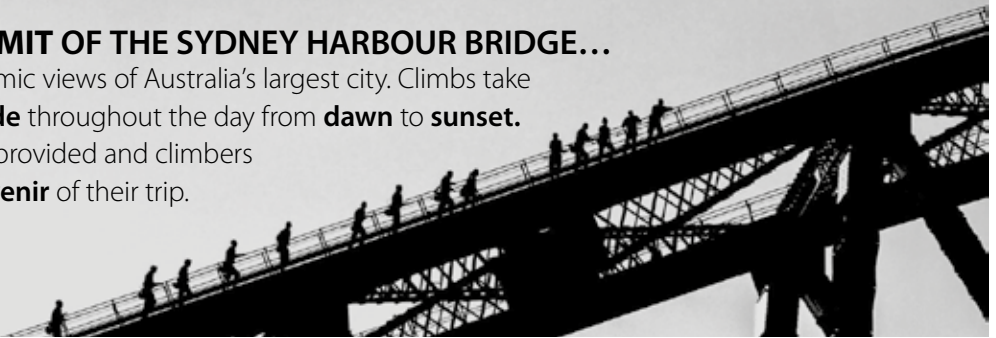
1 Read the advert and write the words in bold next to their definitions a-f.

CLIMB TO THE SUMMIT OF THE SYDNEY HARBOUR BRIDGE...

... and experience panoramic views of Australia's largest city. Climbs take place with an expert **guide** throughout the day from **dawn** to **sunset**.

All **safety equipment** is provided and climbers receive a photo as a **souvenir** of their trip.

Editorial Creation



- a. _____ : Early in the morning when light first appears.
- b. _____ : The top of something, e.g. a mountain.
- c. _____ : An object to remind you of a holiday or a special experience.
- d. _____ : Things you use to keep you safe.
- e. _____ : In the evening when the sun disappears from the sky.
- f. _____ : A person who shows you what to do / where to go.

2 Listen to an interview with Joel. What is his job? _____

3 Listen again and answer the questions.

a. Where is Joel from?

b. How long has he been in Australia?

c. Why is this Joel's dream job?

d. How high is the bridge?

e. Why doesn't Jan want to climb the bridge?

4 Write about a family member's job. What are his/her duties?

5 Discuss.

- a. What would your dream job be? Describe it.
- b. What do you consider an extreme job? Provide examples.

Understanding Problems and Giving Advice

Asking how someone is

- Are you OK?
- What's up?
- What's wrong?

Offering advice

- You should ... /
- You could...
- You shouldn't...
- Why don't you...?

Expressing doubt

- I'm not sure that's a good idea.
- The trouble is, ...

Accepting advice

- Thanks. That's a good idea.
- Thank you. I'll try that.
- Great idea!

1 Read and complete the dialogue using the expressions above.

Chris: Hi, Jorge. _____?

Jorge: Not really. I've lost my mobile.

Chris: Oh, no. Where do you think it is?

Jorge: I've been shopping so I think it's in one of the shops.

Chris: _____ go back and look for it.

Jorge: _____, I've been in loads of shops. I can't remember all of them.

Chris: _____ phone your number?

Jorge: _____.

Chris: Yes, it is. If someone answers it, _____ which shop they're in. Then you could go and get it.

Jorge: _____! But ... I haven't got a phone.

Chris: You can use mine. Your number's in my contacts list.

Jorge: _____, Chris. That's great.

2 Look at the picture and create a short dialogue. Use the expressions from the box above.



3 Listen to three people and respond appropriately. Use the expression box above to help you.

a. _____

b. _____

c. _____

- 1 Skim through the website posts and circle the correct answer. Who is the website for?
A. young children
B. teenagers
C. adults
- 2 Read the website posts. Match questions 1-3 with answers A-C.

UK For You - Questions



1

I've got a part-time job in a café with a friend of mine, but she earns more money than I do because she is 11 months older. It isn't fair. We do the same things: clearing tables, washing and drying the dishes, sweeping the floor, etc. In fact, I think I'm a harder worker than she is. What should I do? - *Olivia*

Answer: _____



2

I'm a member of a swimming club and I train five times a week. Two sessions are before school, from 5:30-7:00! I'm always really tired on those days and I keep falling asleep in class. My marks are getting worse. I just don't know what to do. - *Sadie*

Answer: _____



3

I'm 15 and I love going out at the weekend, but places like the cinema or the ice rink are expensive. I get pocket money, but it isn't enough. You have to be 16 to work in a shop and I can't work with animals because I'm allergic to them. Have you got any tips? - *Alex*

Answer: _____

ANSWERS


- A** The truth is, there isn't much you can do. Your employer is allowed to decide their rates of pay and until you're 18, they can vary depending on age. You could look for a better-paid job.
- B** People your age are allowed to babysit or do gardening jobs. Make a leaflet about yourself and what you want to do. Then, deliver it to the people in your neighbourhood. Don't forget to include your contact details and rates of pay.
- C** To get a job or go to university, you need to study hard and pass your exams. Your free-time activities shouldn't affect your education or drain all your energy. You should talk to your trainer. You shouldn't stop completely but, are you allowed to take a break?

Editorial Creation

3 Read the question section from page 31 again and answer the questions. Write Jason (J), Sadie (S) or Olivia (O).

Who...

- a. gets up early? _____
- b. keeps a place clean? _____
- c. isn't old enough to be a shop assistant? _____
- d. has a problem with pets? _____
- e. is unhappy with his/her rate of pay? _____
- f. does a tiring activity? _____
- g. works harder than his/her friend? _____
- h. should stop doing something for a while? _____


4  Answer the questions. Then, compare your answers with a classmate.


a. Do you agree with the advice given by the website? Why? / Why not?

b. The cases on this website come from teens in the UK. Do you believe the situations would be different for teens in Chile? How so?

c. Do you know of a similar example to one of the cases on the website? How is it similar?

Pronunciation /tr/ and /dr/ initial sounds

5  Underline the words in the website from page 31 that begin with /tr/ or /dr/. Say them out loud to your classmate.

6  Use the words in the box below to create sentences. Then say them out loud to the class as fast as you can.

e.g. *The dragon dreams of trumpets and drums.*

trunk trumpet trap tricky
tremor track trait trainer

dry dream drum drama
drink draw dragon drone



Writing

An Informal Letter

1 Write your letter.

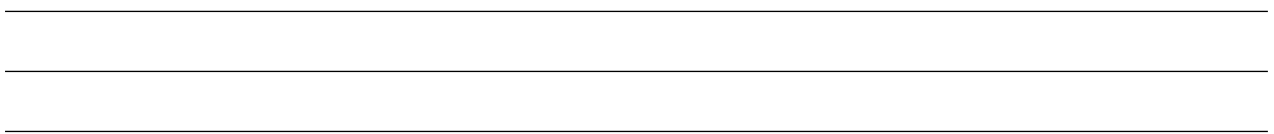
- a. Use the letter on page 52 in your Student's Book as a model.
- b. Use the information from Activity 3 and the plan below to write your letter.
 - Include your address and date on the upper part of your letter.
 - Begin your letter with Dear and include a greeting in the **first paragraph**.
 - Include updated information about yourself in the **next paragraphs**.
 - Ask questions to your reader in the **final paragraph** and include a friendly closing.
- c. Remember to use the structures and vocabulary seen in this lesson as well as informal expressions.



2 Check and correct your letter.

- a. Check that you have used the correct expressions and structures.
- b. In pairs, swap your letters and check each other's work considering the plan above.
- c. Write what you think about your classmate's work below.

Peer evaluation



1 Write the job based on the description. You have the first letter to help you.

- a. This person looks after animals. v. _____
- b. This person assists you in fires and car accidents. f. _____
- c. This person gathers information and makes hypotheses. s. _____
- d. This person rewrites documents from one language to another. t. _____

2 Use the prompts to make present perfect questions with **ever**. Then, ask a classmate the questions and write down their answers. Provide full answers and use **never** when necessary.

a. you / travel to another country?

Q: _____?

A: _____?

b. you and your friends / meet a famous person?

Q: _____?

A: _____?

c. your family / have a holiday in the mountains?

Q: _____?

A: _____?

d. you / sleep in a tent?

Q: _____?

A: _____?

3 Complete the sentences with *for*, *since* or *how long*.

- a. I've lived in this town _____ 2012.
- b. _____ has Sophie played tennis? _____ she was three years old.
- c. _____ have you known Sheila? I've known her _____ six months.
- d. They've been away _____ two weeks.

4 Use the compound words below to create sentences using *although* and *both...and*.

makeup airport earthquake football salesperson schoolwork firework hamburger ice cream
light house midnight newsletter rainbow sunglasses teammate solar system

e.g. *Although she is not a salesperson, she has worked both in coffee shops and selling beauty products.*

- a. _____
- b. _____
- c. _____
- d. _____

1 Complete the assessment of your project.

Group evaluation		
Project name:		
Group members:		
Are there any aspects of the project that did not work or that could be improved?	Is there anything that could have been done in a different way?	Is there anything that worked well that you particularly liked?
e.g. <i>It was difficult to create the information sheet at first.</i>	e.g. <i>The campaign was too short. I would make it longer.</i>	e.g. <i>It was great to learn about the everyday issues people with disabilities face.</i>

Self-evaluation		
I learned that...	I had difficulties with...	I will overcome these difficulties by...
e.g. <i>Team communication is very important.</i>	e.g. <i>Communicating my thoughts correctly.</i>	e.g. <i>Working on ways to improve my communication skills.</i>

2  Discuss.

- Why is it important to include people with disabilities?
- Do you believe it is necessary to have a national awareness campaign? Why? / Why not?

Reading

1 Scan the texts. Match headings A–D with columns 1–3. There is one heading you don't need.

- A. Web postings
- B. What's on in the Studio
- C. How to find us
- D. About us

The Lowry Art Centre		
<p>1 _____</p> <p>The Lowry is an arts centre in a modern building in Manchester. Named after the famous local artist L.S. Lowry, the Lowry opened in April 2000. It has two huge theatres and a smaller studio, and it presents a variety of shows including dramas, musicals, operas, dance, comedies and music. It also has a wonderful art gallery where you can see the famous works. With a restaurant, cafés and bars, the Lowry is an emblematic tourist attraction.</p>	<p>2 _____</p> <p>Contemporary dance workshop for students aged 11-17. Class size: 30 Time: Weekly from 5pm to 6pm *No previous sign up necessary.</p>	<p>3 _____</p> <p>I may go to the summer school again this year since it was quite delightful last year. We must perform in front of our family on the final day. Amy</p>
	<p>Art classes for beginners. aged 13+ Class size: 15 Time: Monthly from 11am to 3:30pm on Saturday and Sunday</p>	<p>Is anyone doing the contemporary dance workshop? It says you needn't sign up beforehand. I might take it. I need a peaceful break from everything. Billy</p>
	<p>Learn about drama at our yearly summer school. Class size: 45 (8-16 year olds) Time: 10am to 5pm daily during August</p>	<p>I might take the drama workshop on the 17th August, but I have to decide now because the deadline is tomorrow. Alex</p>

Editorial Creation

2 Read the text and decide if the sentences are True (T) or False (F). Justify the false sentences.

- a. The Lowry is an old building.
Justification: _____
- b. You can find L.S. Lowry's painting in the Lowry Art Centre.
Justification: _____
- c. You have to sign up for the dance workshop.
Justification: _____
- d. The Lowry has a huge studio.
Justification: _____

3 Find the words ending in *-ful* in the text above. Then, create new sentences using these adjectives. Share these sentences with a classmate.

- 4 Discuss
- a. Is there a place similar to the Lowry Art Centre in your city or town? Describe it.
 - b. What must you do to take classes similar to the ones offered at the Lowry?

Language in Use **Expressing Necessity and Probability**

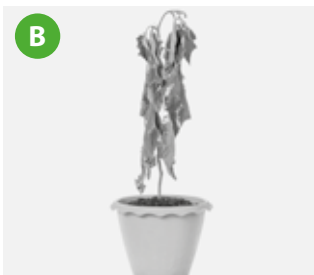
1 Read and complete the sentences with the correct modal verb.

- a. You look ill, you _____ go to the doctor.
- b. It _____ rain, so you should take an umbrella.
- c. When you arrive, you _____ take off your shoes because the floor is already dirty.
- d. I have a terrible toothache, I _____ go to the dentist.

2 Match sentences a-e with sentences 1-5 to make predictions.

- | | | |
|---|--------------------------|--|
| a. It's cloudy today. | <input type="checkbox"/> | 1. I may not make it to the supermarket. |
| b. There's no traffic. | <input type="checkbox"/> | 2. It might expire soon. |
| c. The hospitals are crowded. | <input type="checkbox"/> | 3. It may rain. |
| d. Stores close early today. | <input type="checkbox"/> | 4. They might run out of beds. |
| e. That milk has been in the fridge for days. | <input type="checkbox"/> | 5. I might arrive at the party on time. |

3 Look at pictures A-D and write two sentences expressing necessity and two sentences expressing probability.



- a. _____
- b. _____
- c. _____
- d. _____

4 Read the following situation. Then, create crazy probabilities about it.

e.g. *People might travel to the beach whenever they want.*

Scientists invented a machine that lets you teletransport to any place in the world.

Listening

1 Look up the following words a-d in a dictionary. Then, match them to the pictures A-D.

- a. Dance floor: _____
- b. Funfair: _____
- c. Stage: _____
- d. Tent: _____



2 Listen to a conversation between Lara and Leo and answer: What are they chatting about?

- A. a town festival
- B. a music festival
- C. a dance competition
- D. a birthday party

3 Listen again and answer the questions.

- | | |
|---|---|
| <p>a. What is the name of the event?
_____</p> <p>b. Where is it?
_____</p> <p>c. How long does it last?
_____</p> <p>d. How many stages are there?
_____</p> | <p>e. What types of music can you hear?
_____</p> <p>f. Where can you dance?
_____</p> <p>g. What else is there to do or see?
_____</p> |
|---|---|

Pronunciation **short and long vowels**

4 Listen and repeat the following sentences.

- | | |
|--|---|
| <p>a. Could I have a cup of strong black coffee, please?</p> <p>b. Meet me in a minute at the bus stop.</p> <p>c. Lucy had some soup with a salad and some meat.</p> | <p>d. George and Charlie walk to school every morning.</p> <p>e. I bought fish and chips for supper and some biscuits for tea.</p> <p>f. My mother and father work at an art gallery.</p> |
|--|---|

5 Listen to the sentences again. Underline the short vowels and circle the long vowels in each sentence.

Asking and Giving Directions

Asking for directions

- Excuse me, ...
- ... where's the ... ?
- ... can you tell me where the ... is, please?
- ... how do I get to the ... ?
- ... where's the nearest ... ?

Giving directions

- Turn left / right.
- Take the first / second / third right.
- Go straight on. Go down this road.
- Cross the road.
- Go to the end of ... Street.
- At the traffic lights, ...
- When you get to the ..., ...
- It's on your left / right.
- It's on the corner of ...
You can't miss it.

1 Look at the map and complete the dialogue.

Man: Excuse me, where's the nearest pharmacy?

You: (Give him the first direction.)

a. _____

Man: What's the name of that road?

You: It's called West Street. (Give him the second direction.)

b. _____

Man: OK

You: (Give him the third direction.)

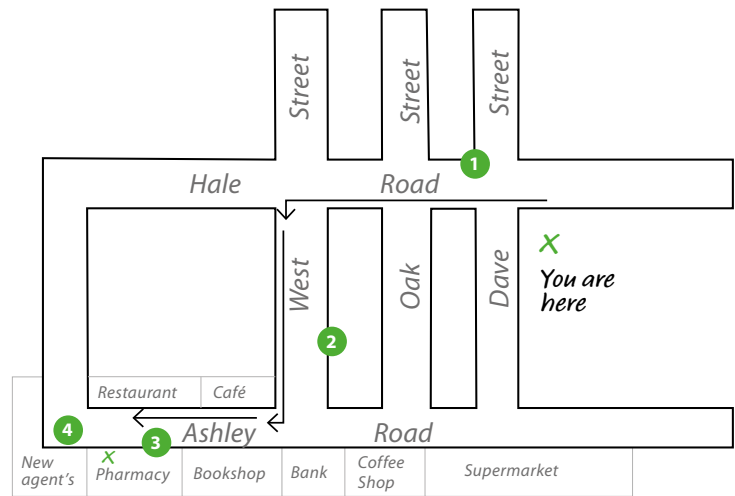
c. _____

Elisa: Yeah.

You: (Give him the fourth direction and describe the location of the pharmacy in relation to the other shops.)

d. _____

Man: Great! Thanks very much. Bye.



2 Draw a map of your school.

- a. In groups, go on a quest to draw the classrooms and corridors of your school. Assign the name of the class or teacher to each classroom.
- b. Then, create instructions for another group to find the mystery destination (the starting point is your classroom).
- c. After you finish, swap instructions and maps!


3 Listen to 3 people asking you for directions. Respond appropriately using the expressions in the box above.

a. _____

b. _____

c. _____

Reading

- 1  Skim the paragraphs and answer: What will the article be about?
- 2 Read the article and put paragraphs A-D in order.

A ____

What will our mobile phones be like in the future? They'll be smaller in size, but they'll have special screens that expand. This will make it easier to read documents. Your phone will also be your identification. When you travel abroad, you won't need to take your passport. You'll show your phone at passport control instead, so you will always need it with you. No one will **distrust** you as security measures will increase.

B ____

Mobile phones today are very different, not just in appearance (they fit in our pockets now), but also in performance. These devices allow us to multitask. We use them to send text messages and emails, browse the internet, watch films, listen to music, take pictures, record videos, play video games and, of course, make calls. Every now and then we **dispose** of an old model to buy a better and faster phone.



C ____

Nowadays, moving around the world without a mobile phone is unthinkable. However, the first mobile phone wasn't as portable as they are now. DynaTAC 8000X was around 33 cm long and weighed just under one kilogram. Its battery gave you an hour of talk time and GPS wasn't included. Luckily, those times are long gone, and large and bulky phones have been **discontinued**.


D ____


As a result, no one will be able to live without their mobile phone. Maybe you'll accidentally **discard** it, but you won't need to worry. You'll be able to contact your supplier and they'll deliver a new one to you the next day. All your data will already be sent to the new phone, so you'll be able to use it straight away. If someone finds your old phone, it won't be of any use to them because you'll be able to lock it remotely.

Editorial Creation

- 3 Read the article again and complete the sentences.

- a. When you travel, _____
- b. You'll use it a lot, so _____
- c. Your phone supplier _____

- 4  Look at the words in bold from the text and guess their meaning. Then, compare your answers with a classmate.

- 5  Describe a character of a film/book or an object using words with the prefix *dis-*. Compete for who can describe characters/objects using more words with *dis-*.

e.g. *Cruella de Vil was a distinguishable and dishonest villain.*

- 6  Discuss.

- a. How does technology help you when you travel or move around your city?
- b. Are there negative consequences of depending too much on technology?

Language in Use **Expressing Predictions and Promises**

1 Complete the sentences with *will* or *won't* and the verbs in the box.

be discover move around go have develop use get

What will life be like in the year 2050?

(✓): positive (X): negative

Here are my top predictions!

e.g. *Students will have all their lessons at home on computers.* (✓)


- a.** The world's climate _____ warmer. (✓)
- b.** People _____ paper documentation to travel. (X)
- c.** Scientists _____ teletransportation to travel to new places for free. (✓)
- d.** People _____ on holiday to the Moon. (✓)
- e.** Most vehicles _____ petrol for their power. (X)
- f.** Astronomers _____ a planet similar to Earth. (✓)
- g.** People _____ in flying cars. (X)

What do you think?

2 Turn the following sentences into promises using *will* or *shall*.

e.g. *go birthday party / We shall go to your birthday party.*

- a.** home at noon _____
- b.** visit you every Sunday, grandma _____
- c.** never let you down _____
- d.** handle all the travel arrangements, don't worry _____

3  **Play a game.**

- a.** Get into groups.
- b.** Make predictions about each other's futures. Then, make a promise in order to achieve each prediction made about you.

e.g. *You will become a successful writer. / I shall write a short story every month.*

- a.** Prediction: _____
Promise: _____
- b.** Prediction: _____
Promise: _____
- c.** Prediction: _____
Promise: _____

Reading

- 1 Look at the pictures. What devices can you identify?
- 2 Read the blog posts about technological home appliances. Choose the best title for each post a-c.

a. As quick as a flash b. Bake it yourself c. Like new every time

We hated cleaning the oven, so we only did it when it was horrible and smelly. But now we've got a brand new, pyrolytic oven and it's amazing! When the oven is dirty, you just switch on the pyrolytic function. The temperature is raised to around 500°C so that the food and grease is burned off and a couple of hours later, your oven is spotless! - *Camila*



There's an induction hob in our new flat and it's brilliant. There's a magnetic coil under the surface and when electricity travels through it, electromagnetic energy is created. This is transferred to the iron base of the pan, so the contents in the pan get heated really fast. The pan gets hot, not the hob so you don't burn yourself when you remove it. The only downside is they're really expensive! - *Alexis*



If you love freshly made bread, you should get an electric bread maker. You weigh all the ingredients into a metal pan, put it into the machine, close the lid and select the programme on the control panel. The machine beeps so that you know when your bread is ready. This machine does all the work for you! - *Katy*



- 3 Read the blogs posts again. Match the sentences a-f with the correct device A-C.

a. _____ is expensive.	d. _____ cleans the grease.
b. _____ creates electromagnetic energy.	e. _____ heats the pan.
c. _____ weighs the ingredients.	f. _____ beeps when ready.

- 4 Choose the correct alternative.

a. I turned the oven on 30 minutes ago **so / so that** the cake should be done by now.

b. He boiled the water carefully **so / so that** he wouldn't hurt himself.

c. The machine will make a sound **so / so that** you know when the clothes are finished washing.

- 5 Discuss.

a. What are the pros and cons of these types of technological devices?

b. Do you think that science and technology are developing faster than ever before? Why? / Why not?


Language in Use Present Simple Passive

1 Complete the sentences with the present simple passive form of the verbs in brackets.

- a. Chemicals _____ (use) in the lab.
- b. A fire extinguisher _____ (keep) nearby.
- c. The water _____ (boil) for five minutes.
- d. The work bench _____ (clean) regularly.
- e. A chemical reaction can _____ (see).
- f. Homework _____ (do) after school.
- g. Notes can _____ (take).

2 Rewrite the sentences from active to passive voice and vice versa. Do not change the meaning of the sentence.

- a. They manufacture computers in China.
Computers _____
- b. The Earth is heated by the sun.
The sun _____
- c. They don't grow oranges in the UK.
Oranges _____
- d. We wear safety glasses in the science lab.
Safety glasses _____
- e. Copper is extracted in Chile to export to other countries in the world.
Chile _____
- f. People eat less ice-cream during winter.
Ice-cream _____

3  Tell a classmate passive sentences without saying the agent. Your classmate will then complete the sentences by adding the agent. Create three more examples of your own.

e.g. Patients are treated by ... -> *Patients are treated by doctors.*

- a. Laws are written by ...

- b. Most mobile phones are made by ...

- c. _____
- d. _____
- e. _____

1 Match the words in the box with the pictures.

coin banknote magnifying glass



2 Listen to a conversation between James and Lorena and answer the questions.

a. What household job is James doing?

b. What's the problem?

3 Listen again and decide if the sentences are True (T) or False (F). Correct the false sentences.

a. James' mum is doing the ironing.

Correction: _____

b. It's impossible to stop the washing machine early.

Correction: _____

c. Banknotes aren't made of normal paper.

Correction: _____

d. Lorena explains how to make counterfeit banknotes.

Correction: _____

e. James plans to put his banknote on the washing line.

Correction: _____

4 Discuss.

a. What security measures are in place so that Chile doesn't have currency that is falsified? Do you think they are efficient?

b. If quid is slang for pound, what are the slang words for coins and banknotes in Chile? What do you think is the origin of those names?

Speaking

Describing Objects

Describing something

It's very heavy.
It's like a small brick.
It's made of ...
It's got a handle.
You use it for ...-ing.
You use it to ...
It's used for ...-ing.

Asking for information

How big is it?
How heavy is it?
What shape is it?
What's it made of?
What do you use it for?

Useful words

Colour: dark, blue, pale, pink, greenish
Size: tiny, medium, huge
Shape: round, rectangular, curved, heart-shaped
Substance: rubber, metal, cork, concrete
Weight: light, heavy

1 **55** Circle the correct alternative to complete the dialogues. Then, listen and check.

Glen: What / How shape is your rubber?

Ken: It's huge / round.

Glen: What's it make / made of?

Ken: Purple / Rubber, obviously!

Tim: Look at your handbag! It's like / likes a big sack.

Bea: I know! It's huge / tiny.

Tim: What / How heavy is it?

Bea: It isn't heavy. It's round / light.

Eve: What do you use / used that big bowl for?

Cathy: It's used for making / make cakes.

Eve: What / What's it made of?

Cathy: It's made for / of metal.

2 Imagine you left a bag of sports gear at the sports centre yesterday. You are phoning to see if it is in the lost property office. Complete the dialogue.

You: Can you tell me if my bag is in the lost property office, please?

Receptionist: How big is it?

You: (Describe its size.)

a. _____

Receptionist: What colour is it?

You: (Describe its colour.)

b. _____

Receptionist: What's it made of?

You: (Describe its substance.)

c. _____

Receptionist: I'll go and have a look now. Hold the line, please.

3 **56** Listen to four people asking you questions. Use the expression box above to write the most appropriate response.


a. _____

c. _____

b. _____

d. _____

Reading

- 1  Look at the picture and answer: What do you think the woman is doing?
- 2 Read the text and check if you were correct.

Marie Curie (1867-1934), *physicist and chemist*

Marie Sklodowska was born in Poland on 7 November, 1867. In 1891, Marie was accepted at the Sorbonne in Paris where she studied Physics and Maths. At the Sorbonne, she was introduced to Pierre Curie, a physicist, and they got married in 1895. Together, the Curies investigated radioactivity and two new chemical elements were discovered by them in 1898. One was named polonium (after Poland) and the other radium (after radiation). In 1903, the Curies were given the Nobel Prize for Physics. Tragically, in April 1906, Pierre was killed in an accident in the street. Marie, with her **irresistible** thirst for knowledge, continued their work and, thanks to the couple, X-rays were eventually invented. Marie received another Nobel Prize in 1911, this time for Chemistry. Marie Curie died of leukaemia on 4 July, 1934. Without doubt, this was caused by the **irreversible** damage of being in contact with radiation during her years of research. She **irrefutably** became one of the most important women in the field of science.



Editorial Creation

- 3 Read the text again. Put the words in the correct order to make past passive voice questions. Then, use the biography to answer the questions.

a. was / when / born / Marie Curie?

Q: _____?

A: _____

c. how / killed / Pierre / was

Q: _____?

A: _____

b. polonium / named after / was / what?

Q: _____?

A: _____

d. Marie Curie / given / a prize / was / in 1911

Q: _____?

A: _____

- 4 Look at the words in bold from the text and how they are used. Write a sentence using each word.

a. irresistible: _____

b. irreversible: _____

c. irrefutably: _____

- 5  Discuss.

a. Do you know any other woman who has won a Nobel Prize? Who and what for?

b. If you were a scientist, what would you want to discover?

c. Do you believe it is important to reward people for their accomplishments in their respective fields? Why? / Why not?

d. Do you know any Chileans who have won this Prize? Who?

Language in Use **Past Simple Passive**

1 Complete the sentences with the past simple passive form of the verbs in brackets.

- a. The *Mona Lisa* _____ (paint) by Leonardo Da Vinci.
- b. The Barros Luco sandwich _____ (name) after Ramón Barros Luco.
- c. The Berlin Wall _____ (demolish) in 1989.
- d. My computer _____ (repair) last week.

2 Rewrite the sentences below using the past simple passive.

eg. *Gutenberg invented the printing press. / The printing press was invented by Gutenberg.*

- a. A Hungarian professor invented the the Rubik's Cube.

- b. Spain won the 2010 FIFA World Cup.

- c. People called the first denim trousers 'waist overalls.'

- d. Frank Gehry designed The Guggenheim Museum in Bilbao.

- e. Scientists developed antibiotics in 1935.

3 Use the prompts to make past simple passive sentences.

eg. *(America / discover)*


America was discovered by Christopher Columbus.

- a. (the school / build)

- b. (my shoes / buy)

- c. (the Student Books / write)

- d. (I / name after)

4  Share your answers from Activity 3 with your class.

5  Create your own passive sentences. Then, share them with a classmate.

a. _____

b. _____

1 Rewrite the sentences below replacing the words in bold with the words in the box. Make the necessary changes.

crowded – modern – historical – huge

a. Notre Dame is an **old** cathedral in Paris.

b. The main square in my town is **full of people**.

c. Costanera Center is a **very big** building in Santiago.

d. In Bilbao, the Guggenheim Museum is one of the most **contemporary** buildings.

2 Read the statements and decide if the sentences are True (T) or False (F). Correct the false sentences.

a. When you hand in your homework on time you are being irresponsible.

Justification: _____

b. You disagree with someone when you have a different opinion.

Justification: _____

c. A helpful person is someone who is not willing to assist others.

Justification: _____

d. When you tell the truth, you are being dishonest.

Justification: _____

3 Write predictions about the future. Think about technology, school, family, etc. Use a different topic for each prediction.

a. _____ c. _____

b. _____ d. _____

4 Write sentences in the present simple passive about the following topics.

a. Groceries: _____

b. Family: _____

5 Connect the sentences using the past simple passive.

a. The last football World Cup. Play in 2018.

b. The President. Give a speech last night.

1 Complete the assessment of your project.

Group evaluation

Project name:		
Group members:		
Are there any aspects of the project that did not work or that could be improved?	Is there anything that could have been done in a different way?	Is there anything that worked well that you particularly liked?
e.g. <i>We might have to watch the tour again. There were parts which were unclear.</i>	e.g. <i>With more time, we could have watched the tour in a larger classroom.</i>	e.g. <i>It was very interesting to learn about science and technology museums in other countries.</i>

Self-evaluation

I learned that...	I had difficulties with...	I will overcome these difficulties by...
e.g. <i>You can learn a lot from virtual online tours.</i>	e.g. <i>Understanding the speakers at times.</i>	e.g. <i>Having more listening practise.</i>

Reflect

2  Discuss.

- What current problems exist in the world today that could be fixed with technology?
- Do you think there are problems which cannot be solved by modernised systems? Which ones?

Reading



1 Look at the photo and answer:
Why do you think these people are gathered?

2 Read the article and choose the best title.

- A. Learning by Watching B. Learning by Talking C. Learning by Doing

Every year 30 000 young people in the UK can learn what it is like to run their own business before leaving school. These 15–19 year olds take part in a scheme called Young Enterprise. Young Enterprise's objective is 'to inspire and equip young people to learn and succeed through enterprise'. Under the guidance of business mentors, each Young Enterprise group runs its own real company for a year. It is up to the entire group to name the company, assign roles like managing director, marketing manager and accountant, decide on a product or service, work out how to finance and market it, and finally sell it. A year later the business is closed, hopefully with a profit.

Young Enterprise gives its participants the opportunity to develop valuable skills such as

communication, teamwork and decision-making. It also gives them an understanding of how a real business works. They will be able to use this knowledge and experience in the future.

Young Enterprise sounds like a good thing, doesn't it? But does it really work? According to research in 2012, if you take part in Young Enterprise at school, you'll be:

- almost twice as likely to have your own business and employ people.
- more likely to have higher earnings.
- more likely to be successful in your career.
- more likely to be innovative and high-tech.

So, if you could join a Young Enterprise group in your school, would you?

Editorial Creation

3 Read the article again and decide if the sentences are True (T) or False (F). Correct the false sentences.

- a. Young Enterprise is for students at university.

Correction: _____

- b. The aim of the Young Enterprise scheme is to set up big companies.

Correction: _____

- c. The decisions in each group are made by all members.

Correction: _____

- d. The skill that Young Enterprise teaches you is how to work on your own.

Correction: _____

4 Discuss.


- a. What is your answer to the final question posed in the text? Why?
- b. Which facts from the article indicate that this is a useful initiative?
- c. Is it important for the country to encourage young talent from schools? Why?

Language in Use **Question Tags**

1 Match the sentences to the correct question tag. Write the letter in the box.

- a. Your brother can speak Chinese, ?
- b. Mrs Howard wasn't late today, ?
- c. Katrina has got a new bike, ?
- d. Vegetarians don't eat meat, ?
- e. You went to the cinema last night, ?
- f. The film was brilliant, ?
- g. Javier doesn't like broccoli, ?
- h. You're from Granada, ?
- i. My mum makes a lovely cake, ?
- j. Your friends didn't eat all the pizza, ?

- A. aren't you
- B. can't he
- C. did they
- D. didn't you
- E. do they
- F. does he
- G. doesn't she
- H. hasn't she
- I. was she
- J. wasn't it


2  Play a game as a class.

a. For each sentence, write the name of a classmate you believe best matches the statement. Then, create your own statements.

1. Andrea isn't afraid of bugs.
2. _____ likes playing basketball.
3. _____ studies Maths every day.
4. _____ would like to travel around the world.
5. _____ plays the guitar.
6. _____ has been to another country.
7. _____ went to bed early last night.
8. _____ is interested in education.
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

b. Now, use question tags and go around the class asking your classmates if the statements are correct. Earn one point for each correct statement.

e.g. *Andrea, you aren't afraid of bugs, are you?*
No, I'm not.

1  Look at the picture below and answer.


- Have you ever been to an adventure centre? Did you like it? If not, would you like to visit one? Why?
- Name some activities you can do at an adventure centre.

2 Match the following words with definitions A-F. Use a dictionary if necessary.


- | | | | | | |
|--------------|--------------------------|--------------------|--------------------------|-------------------|--------------------------|
| a. objective | <input type="checkbox"/> | c. motto | <input type="checkbox"/> | e. safety harness | <input type="checkbox"/> |
| b. blindfold | <input type="checkbox"/> | d. obstacle course | <input type="checkbox"/> | f. trapeze | <input type="checkbox"/> |

- Something that you put over your eyes so you can't see.
- Something that you wear to stop you from moving/falling.
- A bar that hangs high above the ground and is used by acrobats.
- Something that you are trying to achieve.
- A series of objects that you have to climb over, under, etc.
- A short sentence that conveys your aims / beliefs.



3  Listen to a talk about an adventure centre. Number the words a-f in the order that you hear them.

- | | | | |
|--------------|-------|--------------------|-------|
| a. objective | _____ | d. obstacle course | _____ |
| b. blindfold | _____ | e. trapeze | _____ |
| c. motto | _____ | f. safety harness | _____ |

4  Listen to the conversation again and circle the correct answers.

- Mark ... the Greenwood Adventure Centre.

A. would like to go to	B. is a participant at	C. works at
------------------------	------------------------	-------------
- You can become more ... by doing activities at the centre.

A. confident and successful	B. happy and relaxed	C. active and popular
-----------------------------	----------------------	-----------------------
- In the high pole activity, they congratulate the children ...

A. even if they can't do it.	B. if they climb to the top.	C. only if they complete it.
------------------------------	------------------------------	------------------------------

5  Discuss.

- What does the motto 'learning in action' mean to you? Do you have a motto? Explain.
- Do you know of other instances that can help boost confidence? Name two.
- What other benefits does an experience like this one have? Compare your answers with a classmate.

Speaking

Giving Surprising News

Breaking news

Guess what?
Have you heard (the news) about...?
You won't believe this, but...
I've heard that...

Reacting and responding

Congratulations!
That's amazing/incredible/terrible/so sad!
Are you joking/kidding?
Really?

1 Circle the correct answers. Then, listen and check.

Paul: You **a. don't / won't** believe this, but our neighbour's house was burgled last night.

Brian: **b. Do / Are** you joking?

Paul: No, it's true. I've heard that loads of things were stolen.

Brian: That's **c. terrible / a pity**.

Linda: Guess **d. that / what!** I've just **e. heard / hear** that I've got a new job.

Carla: **f. What a pity! / Congratulations!**

2 Complete the dialogue. Then, role-play.

Alex: Have you heard the news about Diana?

You: (Say that you haven't and ask what the news is.)

a. _____

Alex: She's had an accident and she's in the hospital.

You: (React.)

b. _____

Alex: Yeah, she was riding home when she fell off her bike. She's broken her leg.

You: (React in a sympathetic way.)

c. _____

3 Listen to two people giving news. Write the most appropriate response for each person using the expressions from the box above. Compare your answers with a classmate.

e.g. *I've just heard that our cat had 16 kittens!*
That's incredible!

a. _____ **b.** _____

4 Now, create a dialogue.

- Decide whether the dialogue will be about good or bad news.
- Determine who will receive the news and who will give it.
- Practise different responses to the same situation.

Reading

1  Discuss.

- a. What type of personalities do you think the people who participate in the Great Initiatives have?
- b. Do you think you have the traits to participate in an initiative? Why? / Why not?

2 Read the school reports below and follow these steps:

- a. Using a dictionary, look up the words you do not know.
- b. Classify the highlighted words into the chart below, Positive traits and Negative traits. Are there any words or phrases you consider neutral?
- c. Read each report. Which do you identify with the most? Why?

Tom is **confident** and works well in groups. But sometimes he is too **talkative** and distracts other students.

Ana can be **well organized** and **hard working**. But she is **easily distracted** and needs to concentrate.

Olivia is a **shy** but **imaginative** member of the class who takes pride in her work.

Mateo has been **badly behaved** this term. He has potential to produce good work, but he is **lazy**.

Carla is a **helpful, well-behaved** student but she isn't always **punctual**.

Alex is **reliable** and **enthusiastic** and has produced some good work, although it can be **untidy**.

This term Harry has been rather **forgetful** and hasn't made much effort. He needs to pay attention in class.


Zoe **lacks confidence** and tends to be a little **disorganized**. But she has made some progress.

Isaac is **conscientious** in all his work. He is a **polite** and **sensible** student.

Editorial Creation

Positive traits	Negative traits
e.g. <i>confident</i>	e.g. <i>disorganized</i>
Neutral traits	
e.g. <i>shy</i>	

3 Choose three words or phrases to describe yourself and write a school report about you.

4  Now, exchange your school report with a classmate and discuss.

- Is the report accurate? Why? / Why not?
- Are there any important traits missing from it? Which ones?
- Give your classmate a suggestion about how they could change a negative trait into a positive one.

5 Think of two famous people and write a school report about them.

e.g.

REPORT CARD

Name: Einstein

Comments:

Einstein is easily distracted and can be untidy. But he has made good progress in Science this term.

REPORT CARD

Name:

Comments:

REPORT CARD

Name:


Comments:

Pronunciation /j/ initial sound

6  Listen to the tongue twister. Underline the words with the /j/ sound.

The unique young students at unison yelled "Yes!"

Yesterday's unity is today's success.

7  In groups, say the tongue twister. Who can say it the fastest without making mistakes?

1 Read the definition and write the correct word. You have the first letter to help you.

- a. The place where the film is made. L _____
- b. A series of events that make the story of the film. P _____
- c. Exciting pieces of action in films that are created to show things that normally don't happen.
S _____ E _____

2 Circle the word or phrase that does not belong. Explain why.

- a. confident shy talkative enthusiastic
Explanation: _____
- b. hard-working lazy well-organized well behaved
Explanation: _____
- c. voice-over high-tech filmmaker computer-generated
Explanation: _____

3 Put the words in the correct order to make sentences with defining relative clauses.

- a. which / released / 1999 / memorable / film / Matrix / the / was / is / in / a

- b. won / the name / 5 Academy Awards / of / what's / the actor / whose / film / this year / ?

- c. on location / are / sequences / were / many / action / there / in the film / which / filmed

4 Complete the sentences with the correct relative pronoun.

- a. *Ready Player One*, _____ was directed by Steven Spielberg, is a science fiction film.
- b. Lady Gaga, _____ real name is Stefani, won an Oscar for her song "Shallow" in 2018.
- c. Mahershala Ali, _____ stars in *Luke Cage*, has won two Oscars in his life.

5 Complete the questions with the correct question tag.

- e.g. *You joined the youth club, didn't you?*
- a. They were revising for their exams, _____?
 - b. Lisa isn't a vegetarian anymore, _____?
 - c. You haven't got a cold, _____?
 - d. You're flying on Monday evening, _____?
 - e. He could have hurt himself, _____?

1 Complete the assessment of your project.

Group evaluation

Project name:		
Group members:		
Are there any aspects of the project that did not work or that could be improved?	Is there anything that could have been done in a different way?	Is there anything that worked well that you particularly liked?
<i>e.g. We bought materials that we didn't use.</i>	<i>e.g. With more time, we could have included more people.</i>	<i>e.g. We had a lot of fun planning the activity.</i>

Self-evaluation

I learned that...	I had difficulties with...	I will overcome these difficulties by...
<i>e.g. Team communication is very important.</i>	<i>e.g. Communicating my thoughts correctly.</i>	<i>e.g. Working on ways to improve my communication skills.</i>

Reflect

2  Discuss.


- a. Is it important to have extra-curricular activities at school? Why?
- b. Can these types of activities improve coexistence at your school? How?

Lesson 1 The Big Screen

Reading

1  Discuss.

- What do you think a costume exhibition is?
- Have you ever visited an exhibition? What was it about?

2  Read the words/phrases in **bold** and guess their meaning. Check your answers as a class.

3 Read the texts below. Then, circle the correct answers.

The Hollywood **Costume** exhibition at London's V&A museum is **a must-see** for film lovers. You can see the actual outfits that were used in some of Hollywood's most well-known films. The **highlight** for me were Dorothy's ruby slippers which were worn by Judy Garland in the 1939 film *The Wizard of Oz*. The shoes, which are an iconic piece of film **memorabilia**, have never left the USA before so I'm lucky to have seen them.

Lola, 14

I really enjoyed going to the Hollywood Costume exhibition last week. I'm a huge Batman fan so I was looking forward to seeing the **high-tech** suit which was worn by Christian Bale in *The Dark Knight Rises* in 2012. However, I was surprised to see costumes from the sci-fi film *Avatar*, which was a **blockbuster** in 2009. I thought it had all been computer-generated, but they were definitely real!

Mati, 14

I was a bit bored in the Hollywood Costume exhibition until I found the room where you can hear **costume designers** talking about their work. It's fascinating for someone like me who wants to be a costume designer in the future. I think this job is a vital part of making a blockbuster because it helps bring the characters to life.

Fran, 13

Editorial Creation

The texts are **a. reviews / screenplays / adverts**. They are about an exhibition in **b. Hollywood / the USA / London**. You can **c. try on / see / make** the clothes which were worn in films **d. last year / over the last decade / through the ages**.

4 Read the texts again and match the words to the definitions.

- | | | |
|------------------------------|--------------------------|--|
| a. highlight | <input type="checkbox"/> | using modern materials |
| b. memorabilia | <input type="checkbox"/> | the person who creates the clothes for a film/play |
| c. high-tech | <input type="checkbox"/> | produced by a computer |
| d. computer-generated | <input type="checkbox"/> | things that are connected to a famous person/event |
| e. costume designer | <input type="checkbox"/> | the best part |

5  Discuss.

- How do you think costume design has changed throughout the years?
- Why is costume design relevant in the film industry?

Language in Use **Relative Clauses: Defining & Non-defining**

1 Circle the correct alternative.

- a. The V&A Museum in London is the place **which / where** they're exhibiting the film memorabilia.
- b. You can learn about the people **whose / who** design costumes.
- c. The shoes **that / where** Judy Garland wore in *The Wizard of Oz* were red.
- d. Museums are places **which / who** really interest me.

2 Complete the relative clauses with the correct relative pronoun. Add commas if necessary.

e.g. *Olivia Wilde, who is also an actress, made her directorial debut with the film Booksmart.*

- a. *Monsters Inc.* _____ is very popular _____ was Pixar's first detailed 3D film.
- b. Quentin Tarantino _____ films are of the award-winning type _____ is a skilful film director.
- c. I don't like actors _____ express emotions poorly.
- d. 2018 was the year _____ superhero movies reached their peak.
- e. I want to visit the subway station _____ *Harry Potter* was filmed.

3 Connect these sentences with non-defining relative clauses.

e.g. *Hulk is a green superhero. He is super strong.*

Hulk, who is a green superhero, is super strong.

- a. Sofía Vergara is Latin American. She is my favourite actress.

- b. Pinewood Studios is a small village. It is the place where *Star Wars: Rise of Skywalker* was filmed.

- c. I visited my cousin Javi on my last trip to Los Angeles in July. She wants to be an actress.

4 Play a game.

- a. Get into teams.
- b. Using pieces of paper, write 10 sentences using names of people, phrases with relative clauses and actions. Leave enough space to cut the sentences.

e.g.

Scarlett Johansson	,	who is an American actress	,	starred in <i>Black Widow</i> .
--------------------	---	----------------------------	---	---------------------------------

- c. Then, cut the sentences and give them to another team.
- d. The first team to correctly reorder the 10 sentences wins.

Listening


1 Complete the definitions with the words in the box. Use a dictionary to help if necessary.

animator background filmmaker silent film sound effects voice-over

- A(n) _____ is someone who produces films.
- A(n) _____ is someone who uses a process to make pictures/models appear to move.
- The _____ is what you see behind the characters in an animated film.
- The _____ are the noises that are used in a film to make it realistic.
- _____ is the technique that gives a voice to an animated character.
- A(n) _____ is a film where the characters don't speak.

2  Listen to a conversation between Anita and Fabio about a film course. Then, mark (X) the three film genres that are mentioned.

adventure film fantasy film silent film
 animated film musical film comedy

3  Listen to the conversation again and choose the correct answers.

- | | |
|---|---|
| <p>a. Fabio was a student at a:</p> <p>A. law school.</p> <p>B. film school.</p> <p>C. technology school.</p> | <p>d. Fabio's film is about:</p> <p>A. a frog that speaks.</p> <p>B. a frog and its adventures.</p> <p>C. a frog at a vet clinic.</p> |
| <p>b. Anita thinks being an animator is:</p> <p>A. a boring job.</p> <p>B. a difficult job.</p> <p>C. an easy job.</p> | <p>e. The film is:</p> <p>A. on Fabio's laptop.</p> <p>B. uploaded online.</p> <p>C. saved at Fabio's school.</p> |
| <p>c. Fabio learned how to:</p> <p>A. add sound effects to the film.</p> <p>B. work with actors.</p> <p>C. colour correct a film.</p> | <p>f. Fabio's ambition is to:</p> <p>A. be a successful filmmaker.</p> <p>B. win a Golden Bear.</p> <p>C. produce a TV show.</p> |

4  Discuss.

- Can you name an animation studio? What films have they made?
- Do you like animated films? Why? / Why not?
- Which kind of film would you make? Why?

Digital Communication

Showing things

Come and look at this!
Check this out!
You have to look at this.

Checking things

Did you get my text?
What did you think of the video I posted?
Have you seen that video of...?

Responding

I'll get it up on my phone.
I'll open the file now.
It's hilarious/awesome/awful.

Problems with phones and computers

I couldn't open the file you sent me.
I can't get a signal.
My phone's so slow!

- 1** Complete the dialogues with the words in the boxes. There is one extra word in each box. Listen and check.

of on out to too

1

William: What did you think **a.** _____ the video I posted?
Charles: I couldn't open it. The file was **b.** _____ large.
William: I'll open it now **c.** _____ my phone.
Check this **d.** _____.
Charles: It's hilarious!



off signal so text up

2



Sal: Did you get my **a.** _____ ?
James: What? No, my phone's turned **b.** _____. I'll switch it on now.
Sal: Your phone is **c.** _____ slow!
James: I know. It's rubbish! I can't get a **d.** _____ most of the time.

- 2** Using the expressions from Activity 1, create your own dialogue in your notebook.
3 Now, role-play the dialogue you created in Activity 2.

Reading

1 Discuss.

- a. Have you seen any films recently? Which ones?
- b. Did you like them? Why? / Why not?

2 Read the film review and answer the questions.

- a. Is it a positive or negative review? How do you know?
- b. What expressions are used to describe the film?



Last week, I saw a fantasy adventure film called *Hugo*, which was made in 2011. It is based on a graphic novel called *The Invention of Hugo Cabret*. It was directed by Martin Scorsese and is his first 3D film. It stars Asa Butterfield and Jude Law.

Hugo is set in 1930s Paris, and it tells the story of a twelve-year-old orphan. Hugo lives alone in a big train station and looks after the station's clocks. We follow him as he tries to discover the secret of his father's mechanical robot.

Hugo is funny and exciting. The characters are interesting, and the plot is convincing. The sets are impressive, and I loved the special effects. There's a great soundtrack by Howard Shore, who also composed the music for *The Lord of the Rings* films. It's true that the pace is a bit slow, but I would definitely recommend this film.

Hugo film poster



Editorial Creation

3 Read the text again and decide if the sentences are True (T) or False (F). Correct the false sentences.

- a. *Hugo* is an action film.
Correction: _____
- b. The film is based on a short story called *The Invention of Hugo Cabret*.
Correction: _____
- c. *Hugo* was directed by Martin Scorsese.
Correction: _____
- d. The film stars Asa Butterfield and Jude Law.
Correction: _____
- e. The film has a soundtrack composed by Howard Shore.
Correction: _____

4 Find all the adjectives present in the text. Write them in the box and then classify them in the chart.


e.g. *exciting*,...

Positive	Neutral	Negative

5 Now, make notes about your favourite film below.

- Name of film: _____
- Year it was made: _____
- Director: _____
- General plot: _____

- Main actors/actresses: _____
- Setting: _____
- Main character(s): _____
- Your overall opinion about the film: _____


6  Discuss your favourite films. Use the information from your notes and the adjectives above.

My favourite film is *Harry Potter and the Deathly Hallows*. It's exciting and it ends the *Harry Potter* saga.

Really? Mine is *Fantastic Beasts and Where to Find Them!* Its effects are impressive.

1 Write a film review.

- a. Use the example on page 94 in your Student's Book as a model.
- b. Use your notes and the plan below.
 - Provide background information about the film in the **first paragraph**.
 - Describe the setting, plot, and best feature(s) in the **following paragraphs**.
 - Make your recommendation, positive or negative, in the **final paragraph**.

2  Check and correct your film review.


- a. Check that you have included the necessary information in each paragraph.
- b. In pairs, swap your film reviews and check each other's work considering the list above.
- c. Write what you think about your classmate's work below.

Peer evaluation

1 Mock Test

Writing

Preparation

1  Read the first part of a student's story, and discuss the questions.

Jack and his parents walked into the jeweller's shop and asked to see some gold necklaces. They were looking for a present for Jack's sister, who had her eighteenth birthday that weekend. They used to be poor, so this was something important to them. While they were looking at the necklaces, a strange-

looking man came into the shop. He seemed very nervous. Suddenly, he pushed Jack hard and grabbed the gold necklaces. He ran out of the shop and disappeared down the street. Everyone was very frightened. The shop assistant pressed a red button to call the police.

Editorial Creation

- a. Why did Jack and his parents want to look at gold necklaces?
- b. Who else was in the jeweller's shop?
- c. What happened?
- d. What did the people in the story do?
- e. How did they feel?

2  Now read two possible endings for this story. Justify which one is better and explain why.

1 'Can you wait here until the police arrive?' asked the shop assistant. Jack and his parents sat down and waited. When the police arrived, they described the man. Then they went to a different shop to buy a gold necklace for Jack's sister.

2 Without thinking, Jack ran after the man. The man was fast but Jack was faster. He threw himself at the man's legs and they both fell to the pavement. A moment later, Jack's dad arrived with the police. 'Well done!' said the policeman. 'You are a real hero!'

Editorial Creation

You Turn

3 Read the *task* and write a story in about 100 words.


TASK

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence:

It was the middle of the night when my sister came running into my room screaming.

Listening

Preparation


1  Read the *Task* below and answer the following questions.

- a. How many people will you hear speaking?
- b. Put these topics in the order you will hear about them in your notebook: music in the film, what the film is like, what Molly looks like in the film, animals in the film, Molly's future, the main character.


TASK You will hear part of an interview an actress who has recently finished making a film.

- | | |
|---|---|
| <ol style="list-style-type: none">1. Molly says that her new film<ol style="list-style-type: none">A. may frighten young children.B. should make people laugh.C. has a complicated story.2. Molly wanted to play Isobel because<ol style="list-style-type: none">A. Isobel's personality is similar to her own.B. Isobel's personality changes during the film.C. Isobel isn't like the characters Molly usually plays.3. How did Molly feel about her appearance in the film?<ol style="list-style-type: none">A. She didn't mind it at all.B. She wasn't keen on the hairstyle.C. She loved Isobel's clothes. | <ol style="list-style-type: none">4. What does Molly say about her singing in the film?<ol style="list-style-type: none">A. She was terrible at it.B. She hasn't listened to it yet.C. She was pleased with the results.5. Molly's least favourite animals in the film were<ol style="list-style-type: none">A. rats.B. snakes.C. cats and dogs.6. What does Molly plan to do in the next few weeks?<ol style="list-style-type: none">A. Spend time with family and friends.B. Begin studying at university.C. Start working on a new film. |
|---|---|

2  Listen once and answer as many questions as you can. Choose the correct answer A, B, or C.

3  Listen a second time. Answer any remaining questions, or check your answers.

You Turn


4  You will hear someone talking about their three children. For each question, choose the correct answer A, B, or C.

- | | | |
|---|---|---|
| <ol style="list-style-type: none">1. Ruben was born in<ol style="list-style-type: none">A. 1980.B. 1982.C. 1990.2. Mollie<ol style="list-style-type: none">A. is at university.B. is a baby.A. has completed her university education. | <ol style="list-style-type: none">3. The speaker believes that<ol style="list-style-type: none">A. children are all the same.B. all children are unique individuals.C. her children have similar abilities and interests.4. Ewan<ol style="list-style-type: none">A. is a quiet person who loves reading.B. is very cheerful.C. is keen on all sports. | <ol style="list-style-type: none">5. Ruben<ol style="list-style-type: none">A. is tall and thin.B. has got black hair and a beard.C. is strong and well-built.6. Mollie<ol style="list-style-type: none">A. plays the trumpet and the piano.B. has got curly red hair.C. has read a lot of novels. |
|---|---|---|

2 Mock Test

Speaking

Preparation

- 1  In pairs, match the examiner's questions in the *Task* below with the student's answers. Then, discuss which candidate you think is better and why.

TASK

Examiner


1. Lidia, tell me about your family.
2. Jan, what did you do yesterday evening?
3. Lidia, do you enjoy studying English?
4. Jan, will English be useful for you in the future?
5. Lidia, what is your favourite subject at school?
6. Jan, tell me about your best friend.
7. Lidia, what are you planning to do this weekend?
8. Jan, which places would you like to visit in the future?

Students' answers

- A. Well, his name's Sebastian and we've been friends for about five years. He lives near me and he's also in my class at school. He's much better at English than me, but I'm better at sports.
- B. Yes, I really like it.
- C. I'm going to spend time with my friends.
- D. Nothing special, really. I had dinner with my family and then I watched a bit of TV. After that I did my homework. I went to bed at about 10:30.
- E. Maths, because I'm quite good at it.
- F. Lots of places. I'd love to go to the USA – to New York and Los Angeles especially. And I'd also like to visit Thailand. I love Thai food and the beaches there look amazing.
- G. I'm sure it will. It's very important to speak good English. I might need it for my job, if I decide to work for a big company. Or I might just need it when I travel.
- H. There are five of us – my mum, my dad, my two younger brothers and me.

- 2 Think about your own answers to the questions in the *Task*. Make some notes for each question in your notebook.

You Turn

- 3  Work in groups of three. One of you is the examiner and the other two are candidates. Follow the instructions. Then, switch roles.

Examiner: Ask the candidates the questions in the *Task*. Use their first names and ask different questions to each candidate.

Candidates: Answer the questions the examiner asks you. Answer with more than one sentence where appropriate.

Reading

Preparation

- 1 Read the title and the first sentence of the *Task*. What is the text about?
- 2 Read the text, but don't look at the options yet. In pairs, decide which spaces are lexical and which are grammatical. Try to think of a word for each space.
- 3 Now try the *Task*. Choose the correct letter A, B, C or D.
- 4 In pairs, compare your answers in Activity 2 with your answers in Activity 3, and say why you think the other options in each question are wrong.

TASK

James Bond

It is over 50 years since the first James Bond movie came out, making it the longest running film series in the history of cinema. James Bond (1) ... created by novelist Ian Fleming, (2) ... stories about the spy were very popular in the 1950s and 60s. Ian Fleming had worked in the Secret Intelligence Service himself (3) ... the Second World War, and so (4) ... his subject very well.

Editorial Creation

- | | | | |
|---------|----------|------------|---------------|
| 1. | 2. | 3. | 4. |
| A. had | A. whose | A. among | A. understood |
| B. has | B. which | B. between | B. believed |
| C. was | C. where | C. during | C. thought |
| D. went | D. that | D. towards | D. decided |

You Turn

- 5 Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C or D.

The World of Film

(1) ... the first silent films of the early 20th century, people all around the world have enjoyed films at the cinema or in their own homes. Nowadays, you (2) ... watch on the move, too – on your mobile phone! The world of film is (3) ... complex. It can take years to complete the process, so you (4) ... to be very patient. There are five main areas in the film industry. The first stage is development. This is when a film (5) ... planned. (6) ... this stage, people write the film script, prepare the schedule, and get the money and people

required to make the film. The production stage is about shooting the film. Initially, people design and make the film sets and the clothes that the actors (7) ... wear. Others organise the cameras, lights and sounds, so that the complicated process of filming can begin. In the post-production stage, the final film is created. If you (8) ... care during this stage, you will get a better end product. In the post-production stage, people add visual and sound effects, as well as graphics and music.

Editorial Creation

- | | | | | | | | |
|----------|-----------|---------------|----------|----------|-----------|----------|---------|
| 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. |
| A. When | A. can | A. absolutely | A. might | A. is | A. To | A. could | A. took |
| B. While | B. should | B. not | B. have | B. has | B. By | B. will | B. take |
| C. In | C. do | C. hardly | C. must | C. was | C. During | C. to | C. did |
| D. Since | D. will | D. very | D. can | D. being | D. After | D. would | D. will |

Template Unit 1

A Description of a Region

In the first paragraph, describe the location of the place and what it is like.

In subsequent paragraphs, describe the things you can see and do there.

The Lake District

The Lake District is in Northwest England. It is the largest National Park in the country. It has England's highest mountains and deepest lakes. It also has some of the most beautiful villages in Britain, **such as** Grasmere and Coniston. About 8 million people visit the Lake District every year.

Windermere is 17 km long and is England's largest lake. There are two busy towns near the lake: Ambleside to the north and Bowness to the east. These have many cafés, restaurants and shops. Windermere is a popular place for activities such as sailing, walking, and fishing.

At 978 m, Scafell Pike is England's highest mountain. You do not need special equipment to climb it, but you do need to be fit and strong. Other mountains, **for example** Skiddaw, are easier to climb.

There is a variety of accommodation in the Lake District, **including** hotels, guesthouses, campsites and youth hostels. It rains a lot in the Lake District, so youth hostels are a better choice than campsites. They are not as expensive as hotels and guesthouses, but are often in very beautiful places.

Use **such as** to introduce examples of what you are talking about, e.g. beautiful villages.

Use **for example** to introduce an example of what you are talking about, e.g. mountains.

Use **including** to introduce examples of what you are talking about, e.g. types of accommodation.

Editorial Creation

Tips

- We write the following points of the compass with a hyphen, north-east, north-west, south-east, south-west.
- We usually use lower case letters for compass points, **e.g. Manchester is in the north-west of England. / I live on the south-east coast.**
- The abbreviation for metres is m, e.g. At 978 m, NOT At 978 ms, ...
- Numbers: We use a comma in a four-digit number or larger, e.g. At 1,098 m, ...
- Use numerals for statistics, e.g. About 8 million people visit the Lake District every year.

BUT

- You can't start a sentence with a numeral. Write the number as a word.
e.g. Eight million people ...
NOT 8 million people ...

In the first paragraph, introduce the person and their relationship to you. You can write about the person's appearance and personality here.

In the second and third paragraphs, write about the person's interests, hobbies and achievements.

In the final paragraph, summarise why you admire the person.

A person I admire

A person I admire a lot is my cousin James. **He's** a few years older than me but we get on really well. I've known **him** since I was six years old. That's when he moved back home to Britain, from Australia. I've never been **there**, but I hope to go when I'm older.

James is really into music. He plays the guitar, and has just joined a band. They're called Strangers and have played a couple of gigs. He listens to music all the time, especially Fleet Foxes and Mumford & Sons. **Those** are definitely his favourite bands at the moment.

James did a lot of sport when he was in Australia and he still loves it now. He plays cricket for his school team and is a member of a tennis club. He likes football as well, and supports Arsenal. We've been to see them play at the Emirates stadium a couple of times and we always watch them on TV.

These are just a few of the reasons I admire James. He's a cheerful and generous person and it's fun to be around him.

Editorial Creation

Use a subject pronoun to refer to the person you mentioned in the previous sentence (e.g. **he**)

Use an object pronoun to refer to the person you mentioned before, rather than repeat their name (e.g. **him/it**).

Use **there** to refer to a place you mentioned before, rather than repeat the name.

Use a demonstrative pronoun to refer to someone/something you mentioned before. (e.g. **those**)

Tips

- In informal writing, we sometimes omit the second subject pronoun in a sentence if it is the same as the first.
e.g. Subject: My school
- We have to include the second subject pronoun if it is different from the first.
e.g. I'm friends with James and he supports Arsenal.
NOT I'm friends with James and supports Arsenal

Safety in the Science Lab

- Don't wear jewellery, scarves or earphones. These can cause accidents. Remember to tie back long hair.
- Wear safety glasses and a lab coat. They protect you from dangerous chemicals, heat and broken glass.
- Know the location and use of the eye wash, first aid kit and fire extinguisher.
- Never play in the lab and always remain at your work bench. If not, you may break something or cause an accident.
- If you spill any chemical on your skin, rinse it immediately with water.
- Always stay a safe distance from a Bunsen burner when you are using it. If a flame goes out, turn off the gas immediately.
- If you have heated a test tube, never touch it with your bare hands. Use tongs.
- Never point a heated test tube towards yourself or others, or look directly into the test tube. Chemicals can splash out or boil over.
- Never heat a liquid in a closed container. It may produce gas and an explosion.
- When you have finished your experiment, put your equipment away and clean your work bench. Then wash your hands.

Editorial Creation

Tips

- Always write rules separately from one another.
- Use the imperative when you want to address the reader directly.
e.g. *Remember to tie back long hair.*
- Write rules in the present tense and use adverbs of frequency for instructions.
e.g. *Always stay a safe distance from a Bunsen burner when you are using it.*
Never point a heated test tube towards yourself or others.

SEPAK TAKRAW

In the first paragraph, describe the activity and where it is held.

Sepak takraw is a fast, exciting sport. It's a combination of volleyball, football and gymnastics. It's popular in Southeast Asia, and it's Malaysia's national sport. The name comes from two languages. Sepak means 'kick' in Malay and takraw means 'ball' in Thai. People in Europe, Canada and the USA have started to play it too.

In the second paragraph, describe the rules or characteristics of the activity.

The rules of sepak takraw are simple. Each team has three people on the court. They can use any part of their body, except their hands, to hit the ball over the net. They win a point if the other team can't hit it back to them. The sport's most famous competition is the King's Cup World Championship. It's held every year in **Thailand**, in **August** or September.



In the third paragraph, give your opinion of the activity.

Sepak takraw is amazing to watch. In this photo, the player is flying through the air. He is trying to kick the ball over the net. There's more information and videos about it online.

Editorial Creation

Remember to use an apostrophe in contractions.
(e.g. **It's**)

Use a comma to separate items in a list.

Use a capital letter for countries, months of the year and days of the week.

Tips

- We use quotation marks ('...' or "...") around a word or phrase that is special in some way.
e.g. *Sepak means 'kick' in Malay, and takraw means 'ball' in Thai.*
- We use quotation marks around the name of a book or film.
e.g. *There's some information in a book called 'Unusual Sports'.*
'Invictus' is a film about the 1995 Rugby World Cup in South Africa.
- We use quotation marks around direct speech.
e.g. *'It's a fantastic sport to play,' said a sepak takraw player.*
'What are the rules for sepak takraw?' I asked.

Past Simple

Spelling Rules -ed

All verbs have a past simple form that is only used in affirmative sentences. We form the past simple form of regular verbs by adding *-ed*.

e.g. *play – played want – wanted
open – opened*

- If a verb ends in consonant + *-y*, the ending is *-ied*.

e.g. *study – studied*

- If a one syllable verb ends in consonant + vowel + consonant, we usually double the final consonant. e.g. **stop – stopped chat – chatted**
- We do the same with two syllable verbs with the stress on the last syllable:

e.g. *prefer – preferred*

- Many common verbs have an irregular past simple form. See the *Irregular Verbs List* on page 124 in your Student's Book.

Past Continuous and Past Simple Review

We often use the Past Continuous and the Past Simple together: The Past Continuous describes an action or situation that was in progress, and the Past Simple describes a completed action.

e.g. *When I got home, my sister **was playing** the piano.*

*While I **was making** a cup of tea, I dropped the cup.*

We use *when* and *while* to connect the actions. We can use *when* with both the past continuous or past simple. We normally use *while* with the past continuous. We use it for an action or situation in progress.

e.g. *Someone stole my wallet **when** I was swimming in the sea.*

*I was swimming in the sea **when** someone stole my wallet.*

***While** we were walking home from school, I met my friend Stephanie on the street.*

*I texted my friend **while** I was waiting for the hairdresser to call me.*

Used to

Affirmative	Negative	Questions	Short answers
I used to like cartoons	I didn't use to like cartoons.	Did you use to like cartoons?	Yes, I did. No, I didn't.

Used to is a past simple verb – *I, you, he, she, it, we* and *they* have the same form as *I*.

We use **used to** to talk about past habits and old routines. We use it when...

- the state or action lasted for some time or happened repeatedly.
- the state or action doesn't happen now.
- it happened a long time ago.

e.g. *I **used to watch** lots of TV, but now I prefer to read more.*

*My mother **used to take** me to school, but now I get the bus.*

***Did you use to be good** at sport when you were younger?*

*I didn't **use to like** olives, but now I love them.*

There is no present form of **used to**. If we want to talk about present habits or routines, we can use the present simple and adverbs of frequency.

e.g. *I **usually get** the bus to school. My father **sometimes reads** the paper in the morning.*

Present Perfect: ever & never

We often use **ever** and **never** with the Present Perfect when we talk and ask about experiences. Ever means 'at some time in the past'. We use it before the main verb. We often use it when we think the situation probably hasn't happened.

e.g. *Have you ever thought about going into space?*

Has your grandmother ever told you about her childhood?

Never means 'at no time in the past'. We use it before the main verb.

e.g. *I've never tried Russian food. Is it nice?*

My dad has never been abroad. Can you believe it?

Present Perfect: How long, for & since

We also use the Present Perfect to talk about situations that started in the past and are continuing in the present. We use **for** and **since** to describe the duration of the situation.

We use **for** to describe the length of time of the situation.

e.g. *Giovanni and I have been friends for over twelve years.*

Melissa has been our teacher for two months.

We can also say for a long time or for ages if we don't want to specify how long.

e.g. *Adam is my oldest friend. We've known each other for ages.*

We use **since** to say when the situation started. We use it with times, dates, years, etc.

e.g. *I've had my bike since last Christmas.*

I've lived in Mexico since 2006.

We can also use **since** + Past Simple in the Present Perfect to describe the point at which a situation started.

e.g. *I've had my own room since my older brother went to university.*

I've known Belinda since we were at primary school.

We use **How long** to ask about the duration of a situation.

e.g. *How long has your dad worked in this company?*

How long have you studied English?

been & gone: The verb **go** has two past participles: **been** and **gone**. We use **been** to say that a person has come back from the place. We usually use it to talk about places that we've visited.

e.g. *Have you ever been to Rome?*

I've been to Poland but I've never been to the Czech Republic.

Where have you been? I've been to the cinema with Elodie.

Been is also the past participle of **be**, but when we use it to talk about places we've visited, remember that it means **go** and we use it with **to**, not **in** / **at** etc.

We use **gone** to say that a person has left to go somewhere and hasn't come back.

e.g. *Nick has gone on holiday to France with his family.*

Where's Dad? He's gone shopping.

Present Simple Passive

We form the Present Simple Passive with the present simple of **be** and the past participle.

We can also use **can / can't** in the passive, simply by adding **be** and the past participle. We can form the passive of all modal verbs in this way.

e.g. *At higher altitudes, water **can be boiled** at lower temperatures.*

*Olives **can't be eaten** straight off the tree.*

*The bottle **must be closed** tightly or the drink loses its fizz.*

*The lab bench **should be cleaned** very carefully.*

We often use the Present Simple Passive to describe processes.

e.g. *The contents of the test tube **are poured** into a larger container and **heated**.*

*The wheat **is harvested** by machines and then carried to large storage facilities.*

Expressing Necessity and Probability

Necessity: We use **have to** to tell someone to do something, to talk about rules or when something is necessary.

e.g. *You **have to** practise a lot if you want to be good at inline skating.*

*Do I **have to** buy any special equipment?*

Like **have to**, we use **must** to tell someone to do something, to talk about rules or when something is necessary.

e.g. *You **must** think about safety.*

Probability: We use **may/might** instead of will when we are not sure what will happen in the future. In spoken English, **might** is more common.

e.g. *The weather forecast said it **may** rain tomorrow.*

*I **might** not watch the game tonight – I'm really tired.*

Past Simple Passive

We form the Past Simple Passive with **was / were** and the past participle. We often use the Past Simple Passive to talk about inventions, discoveries and cultural achievements.

e.g. *The radio **was invented** by Guglielmo Marconi.*

*Writing **was first developed** in Mesopotamia around 5,000 years ago.*

*The most famous pyramids **were built** by the Egyptians and the Mayans.*

*Blue Poles **was painted** by Jackson Pollock.*

We also use the Past Simple Passive to write reports of scientific experiments.

e.g. *The liquid **was put** into a test tube and **heated** to 30 degrees Celsius, and a change in colour **was observed**.*

Expressing Predictions and Promises

Predictions: We often use **will** with the adverbs *possibly*, *probably* and *definitively* to express degrees of certainty.

e.g. *I think the new season of that sitcom **will** be even better than the last.*

It will probably rain tomorrow.

Promises: We often use **will** and **shall** to make promises, although **shall** is more often used in formal speech and legal documents.

e.g. *I **will** come to your party.*

*You **shall** be the first to know.*

Defining relative clauses

We use relative clauses to give extra information in a sentence. We use defining relative clauses to say which person, thing or place we're talking about. In defining relative clauses, we use *which / that, who / that, where* or *whose* to link the extra information.

- A drama is a **film which / that deals with real-life** situations in a serious way.
(The relative clause tells us what kind of film we're talking about.)
- Robert Downey Jr is the actor **who / that played** Tony Stark in *Iron Man*.
(The relative clause tells which actor we're talking about.)

- The shop **where I bought my new jacket** has closed down.
(The relative clause tells us which shop we're talking about.)
- Is she the girl **whose party we went to last weekend?**
(The relative clause tells us which girl we're talking about.)

When *who, which* or *that* is the object in the relative clause, we can leave it out.

That's the actor (**who / that**) **you thought was really cool** – remember?

One place (**which / that**) **I'd really like to visit one day** is the Grand Canyon.

Non-defining relative clauses

We use non-defining clauses to give optional extra information, and we separate the extra information with commas. In non-defining relative clauses, we never leave out *who* or *which* and we don't use *that*.

e.g. *Alfred Hitchcock, who directed the thriller Psycho, is perhaps Britain's greatest ever director.*

The soundtrack for the film Jaws, which was composed by John Williams, consists mainly of just two notes.
(not that)

Scotland, whose population is around 5 million, has produced some very influential writers and thinkers.

Last year we went on holiday to Picos de Europa, where the views are spectacular.

We use non-defining relative clauses more often in writing than in speaking.

Question tags

We use question tags to check that the statement we make is true.

e.g. *You're new here, aren't you? (I think you're new, and I want you to tell me if I'm right.)*

Question tags reflect the grammar of the statement. Here are some rules for forming question tags and some examples.

- Positive statements have negative tags.
- Negative statements have positive tags.
- We use an auxiliary verb or *be* in the same tense as the statement.
- We always use a pronoun in the tag, not a name or noun.
- We reverse the order of subject and verb, like in normal questions.

e.g. *Greene wasn't there, was she?*

She doesn't know we're here, does she?

You won the game, didn't you?

He'll help us, won't she?

Harriet can play tennis, can't she?

There are also some irregular tag question forms.

I'm in trouble, aren't I?

Answer the door, will you?

Let's go now, shall we?

Noun: (n)

Verb: (v)

Adjective (adj)

Preposition (pp)

Adverb: (adv)

Above (pp): at a higher level than something or directly over it.

Arrangement (n): a way of organising things so that problems are solved or avoided.

Beforehand (adv): before a particular event: used especially for talking about something done in preparation for the event.

Brochure (n): a small magazine containing details and pictures of places, goods or services.

Burglary (n): the crime of entering a building illegally in order to steal things.

Calf (n): a young cow.

Customer (n): a person or company that buys goods or services.

Gear (n): the special clothes and equipment that you use for a particular activity.

Handle (n): the part of an object that you hold in your hand when you use it.

Hare (n): an animal similar to a rabbit, but with a bigger body and longer ears and legs, that can run very fast.

Harm (n): injury, damage, or problems caused by something that you do.

Hob (n): the top part of a cooker that you put pans on.

Hound (n): a dog used for hunting other animals or for racing.

Nap (v): to sleep for a short period of time, usually during the day.

Pan (n): a round metal container used for cooking, with a handle and a lid.

Pride (n): a feeling of pleasure and satisfaction that you get when you, or someone connected with you, have achieved something special.

Ram (n): a male sheep.

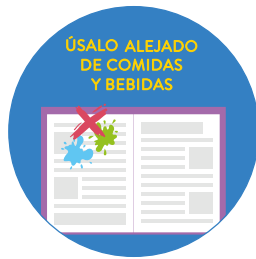
Rookie (n): someone who has just started doing an activity and does not have much experience.

Shift (n): a period of work time in a factory, hospital, or other place where some people work during the day and others at night.

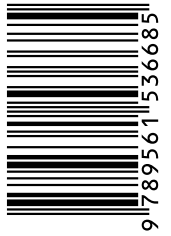
Sigh (v): to breathe out slowly making a long soft sound, especially because you are annoyed, or relaxed.

Skilful (adj): very good at doing something that involves special ability or training.

Vacant (adj): when something is available (job or place).



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