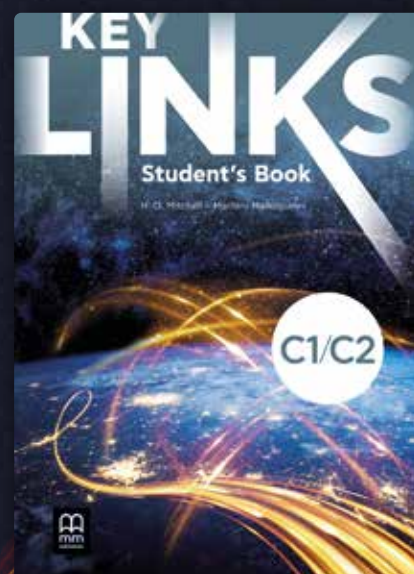
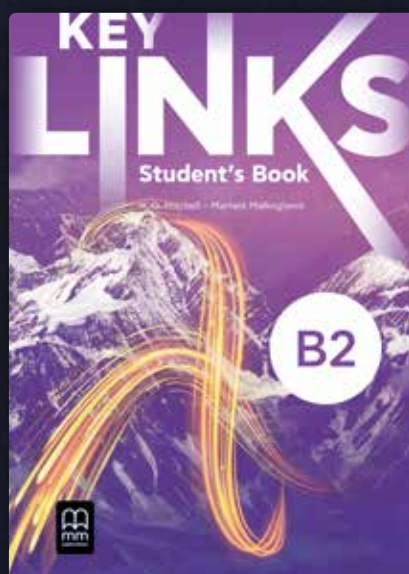
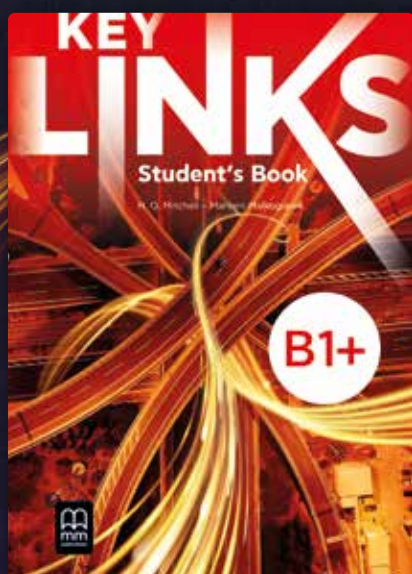


SAMPLE PAGES CATALOGUE



KEY LINKS

INSPIRING LEARN
CREATE AND



CATALOGUE CONTENTS

Key Links components for students and teachers	4
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KEY LINKS is a series for young adults and adults following the requirements of the Common European Framework of Reference and smoothly taking learners from A1 to C2 level. This course allows learners to communicate fluently and accurately in English and also gradually prepares them for all major international examinations.



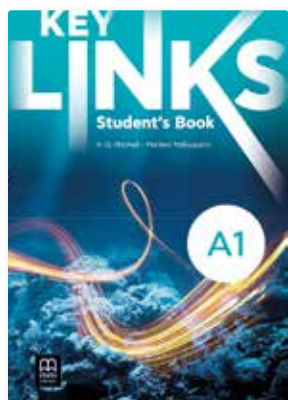
ERS TO CONNECT, COMMUNICATE

Course features

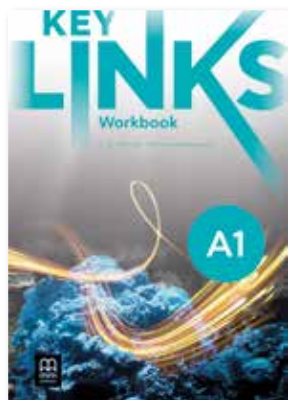
- ▶ Topic-based modules
- ▶ Motivating and contemporary topics related to learners' lives and interests
- ▶ An integrated approach to the development of the four skills
- ▶ Special emphasis on vocabulary building
- ▶ Grammar presented and practised in context
- ▶ Systematic development of reading and listening skills and subskills
- ▶ A variety of speaking tasks preparing learners for examinations and also for the real world
- ▶ A step-by-step approach to writing
- ▶ Activities encouraging critical thinking and personal response
- ▶ Practical tips helping students to cope with examination and real-life tasks
- ▶ A review section in each module
- ▶ An exam practice section featuring examination tasks
- ▶ Tasks developing students' critical thinking, problem-solving, organisation and collaboration skills
- ▶ Documentary-style videos providing a link to the real world
- ▶ A grammar reference section
- ▶ A digital vocabulary list

Components

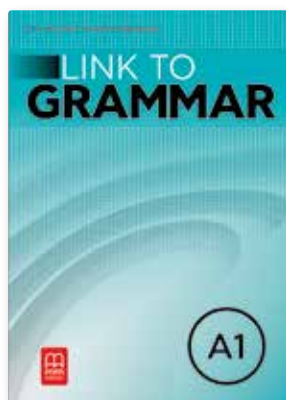
► FOR STUDENTS



Student's Book



Full-colour Workbook

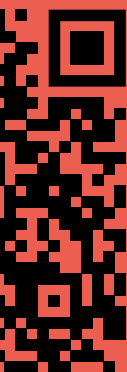


Grammar Book



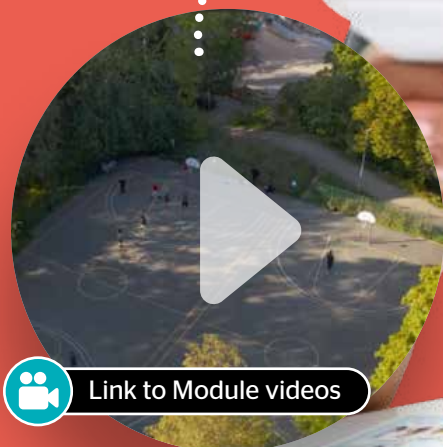
Student's Digital Material
including the reading and listening tasks, videos, games and a digital vocabulary list

An exciting multimedia environment that motivates students

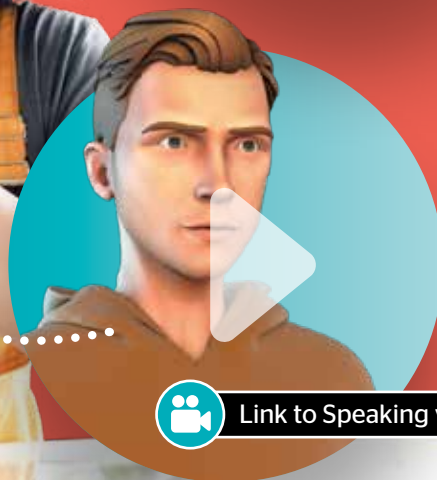


Unlock learning with a scan!

Students have multiple opportunities to engage with educational material through their smartphones and tablets!

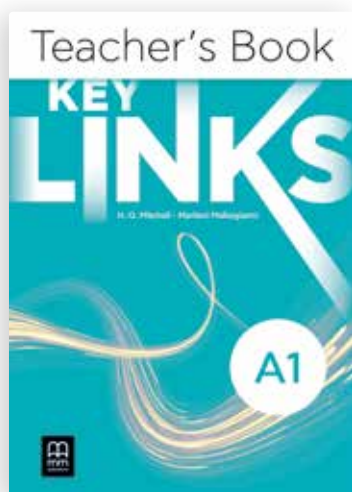


Link to Module videos



Link to Speaking videos

► FOR TEACHERS



◀ Teacher's Book

including justification of answers for reading and listening tasks, suggested answers for speaking and writing tasks



◀ Interactive Whiteboard Material

including videos, games, tests, suggested answers and justification of answers for reading and listening tasks, interactive activities and a digital vocabulary list



◀ Teacher's Digital Resources

including tests, supplementary material for extra practice (vocabulary, grammar, communication, reading and listening) and projects



◀ Class Audio Material

including all the recorded material for the Student's Book and Workbook

and supports teachers!

✓ INTERACTIVE WHITEBOARD MATERIAL



Easy access to educational material from any device!

Link to Real Life videos

interactive activities

► ONLINE PLACEMENT TEST

► ONLINE TESTS

educational games



ONLINE MATERIAL ON THE ELT PLATFORM

- Practice: interactive activities focusing on vocabulary, grammar, reading and listening
- Tests



Contents

KEY LINKS A1

Grammar	Topics
Welcome	
Regular plural nouns Imperative	Alphabet Classroom language
Module 1 That's me!	Writing A form
The verb <i>be</i> a/an Possessive adjectives Question words	Countries - Nationalities Numbers 0-100 Jobs Greetings
Module 2 My world	Writing A social media post
this/that, these/those Regular and irregular plural nouns The verb <i>have got</i> Possessive case	Family Personal belongings Colours Physical appearance
Module 3 The place to be	Writing An advertisement
there is / there are How many...? a/an vs the	Rooms and parts of a house Furniture and appliances Prepositions of place Places in a town/city
Module 4 Daily life	Writing A post
Present Simple Prepositions of time	Daily routines Time Days of the week Transport
Module 5 Leisure	Writing A blog entry
Adverbs of frequency When...? like, enjoy, love, can't stand + <i>-ing</i> form	Sports Types of films Free-time activities
Module 6 Keep learning	Writing A post
The verb <i>can</i> Personal pronouns Why...? / Because...	Talents and abilities Academic subjects Ordinal numbers Months Seasons
Module 7 Food & clothing	Writing A note
Countable and uncountable nouns a(n) - some some - any would like + noun	Food and drink Clothes Numbers over 100 Shopping Prices/Money
Module 8 Communication	Writing A text message
Present Progressive	Action verbs Ways of communicating Vocabulary related to technology TV programmes Telephone language Texting (SMS) language
Module 9 In the past	Writing An informal email
Past Simple of the verb <i>be</i> Past Simple of regular and irregular verbs	Adjectives Weather Holiday activities Years Life events Feelings
Module 10 Special days	Writing An email of invitation
Future <i>be going to</i> Would you like to...?, Do you want to...?	Wishes Geographical features Animals

KEY LINKS A2

Grammar	Topics
Welcome	
Plural nouns Imperative	Greetings Countries and Nationalities Numbers 0-100 The alphabet Days of the week Classroom language
Module 1 New beginnings	Writing A form
The verb <i>be</i> Possessive adjectives The verb <i>can</i> Present Simple (affirmative)	Family Jobs Months Seasons
Module 2 Day in, day out	Writing A profile
Present Simple Prepositions of time Adverbs of frequency How often...? like / love / enjoy / hate / can't stand + <i>-ing</i> form would like / want + to	Time Daily routines Free-time activities Technology
Module 3 My space, my place	Writing An informal email
Possessive case Possessive pronouns Whose...? this/that/these/those there is / there are a/an vs the	Colours Personal belongings Furniture and appliances Rooms and parts of a house Prepositions of place Buildings/Places in a town/city Numbers over 100 Prepositions of movement
Module 4 Time to eat!	Writing A post
Countable and uncountable nouns some / any / no How much...? / How many...? / much / many / a lot of / lots of / a few / a little Subject and object personal pronouns	Food and drink Quantity nouns Kitchen utensils Recipes
Module 5 Ups and downs	Writing A story An informal email
Past Simple Time expressions	Mishaps Feelings
Module 6 Let's have fun!	Writing A text message A post
Present Progressive Present Simple vs Present Progressive Stative verbs Relative pronouns: who, which, that Relative adverb: where	Weather Free-time activities Appearance
Module 7 Give it a try!	Writing A post
The verb <i>could</i> Adjectives Adverbs of manner Compounds of <i>some, any, no, every</i> must / mustn't / can't / have to / don't have to	Sports and fitness Equipment
Module 8 A material world	Writing An informal email
too - enough one - ones Comparative forms as + adjective + as Superlative forms	Clothes and accessories Shopping
Module 9 Moments in life	Writing A blog post
Future <i>be going to</i> Present Progressive with future meaning Full and bare infinitives <i>-ing</i> form	Life events Education Work
Module 10 Oh, no!	Writing A paragraph asking for advice
The verb <i>should</i> Past Progressive Past Simple - Past Progressive Time clauses (when, while)	Parts of the body Ailments and illnesses Accidents
Module 11 Travel experiences	Writing A hotel review
Present Perfect Simple Present Perfect Simple vs Past Simple have/has been vs have/has gone Present Perfect Simple with <i>for - since, already - yet</i>	Holiday activities Transport Types of holiday Hotel facilities and services
Module 12 Help out	Writing An informal email
Future <i>will</i> Shall I/we...? may/might Conditional Sentences Type 1 Passive Voice: Present Simple and Past Simple	Environment Animals Habitats Charity

KEY LINKS B1

Grammar	Topics
Module 1 My life	Writing An informal email
Present Simple vs Present Progressive Stative verbs Past Simple Used to	Everyday life Likes/dislikes Free-time activities Life changes
Module 2 Action!	Writing A story
Past Simple – Past Progressive Time clauses Reflexive pronouns Exclamatory sentences Clauses of result	Adventure Feelings Free-time activities Accidents and injuries
Module 3 People around me	Writing A reply to an email
Present Perfect Simple Present Perfect Simple vs Past Simple Present Perfect Simple – Present Perfect Progressive All – Both – Neither – None – Either	People and relationships Personality Childhood memories Communication
Module 4 All over the world	Writing An article
Defining relative clauses Non-defining relative clauses Adjectives – Adverbs Comparisons Articles	Holiday destinations Travel Geographical features Weather Accommodation
Module 5 A healthy lifestyle	Writing A formal email
Countable and uncountable nouns Quantifiers too – enough must – have to – need to – can't should – ought to	Health Fitness Food Well-being
Module 6 Making progress	Writing A formal email of application
Future <i>will</i> Future <i>going to</i> Time clauses may – might – could can – could – be able to	Education Work and careers Goals and ambitions
Module 7 Aspects of culture	Writing A film review
Past Perfect Simple Full and bare infinitives <i>-ing</i> form	Culture Events and experiences Festivals
Module 8 On the move	Writing An essay
Passive Voice Verbs with two objects question tags negative questions	Transport Road safety
Module 9 Shopping around	Writing An essay
Conditional Sentences (Types 0, 1, 2) Wishes	Shopping Advertising
Module 10 Make the world a better place	Writing A formal email
Reported speech (statements, questions, commands and requests) So – neither – too – either	Environment Social issues Volunteering

KEY LINKS B1+

Grammar	Topics
Module 1 Out of your comfort zone	Writing An article
Present Simple – Present Progressive Stative verbs Past Simple used to would Subject – Object questions	Travelling Culture Festivals Food
Module 2 Then and now	Writing An informal email
Past Simple – Past Progressive be/get used to Adjectives – Adverbs Comparisons	Past life Inventions Science and technology
Module 3 All work & no play?	Writing A formal email
Present Perfect Simple Present Perfect Progressive Question tags Nouns – Quantifiers	Education Hobbies Employment
Module 4 Can you believe it?	Writing A story
Past Perfect Simple – Past Perfect Progressive Defining relative clauses Non-defining relative clauses Clauses of reason and concession	Adventure Accidents Encountering new experiences
Module 5 Human nature	Writing An essay
Modal verbs Infinitives and the <i>-ing</i> form	Physical and mental health Personality Relationships
Module 6 Green issues	Writing A formal email
Future tenses Future Progressive Future perfect Time clauses was/were going to Articles	Environmental issues Nature Animals
Module 7 Success	Writing A book review
Passive Voice Double conjunctions	Dreams and ambitions Fame Media and communication
Module 8 At your service	Writing An essay
Prepositions of time, place and movement Clauses of purpose and result Causative Form	Services provided by the service sector Hospitality Money
Module 9 Trends	Writing A formal email
Conditional Sentences Type Zero, 1, 2 and 3 Conditionals without <i>if</i> Wishes and Unreal Past	Aspects of modern life Shopping Fashion
Module 10 The world of arts	Writing An essay
Reported Speech Special introductory verbs Modal verbs + have + past participle	The arts Entertainment

Contents

KEY LINKS B2

Grammar	Topics
Module 1 Identity	<i>Writing</i> An informal email
Present Simple – Present Progressive Stative verbs Present Perfect Simple Present Perfect Progressive	Interests Personality traits Free-time activities Communication habits Social relationships Family Friendship
Module 2 Out of the Blue!	<i>Writing</i> A story
Past Simple – Past Progressive Time clauses used to would be/get used to Past Perfect Simple – Past Perfect Progressive	Extreme sports Adventure Unexpected events Weather Natural disasters
Module 3 Make a difference	<i>Writing</i> A formal email
Defining relative clauses Non-defining relative clauses Comparisons	Environmental issues Volunteering Empathy
Module 4 Globetrotting	<i>Writing</i> An essay
Future tenses and forms Time clauses Expressions with future meaning was/were going to Infinitives and the -ing form	Types of holidays Travel experiences Aspects of culture
Module 5 It's your choice!	<i>Writing</i> A review
Modal verbs Alternative phrases to modal verbs Modal verbs + have + past participle	Minimalism Consumerism Shopping Fashion
Module 6 Think Big!	<i>Writing</i> An essay
Passive Voice Inversion	Education The brain Lifelong learning
Module 7 Healthy body, healthy mind!	<i>Writing</i> An article
Participles Nouns - Quantifiers - Determiners	Physical and mental health Nutrition
Module 8 Let's get down to business!	<i>Writing</i> An essay
Conditional sentences Clauses of reason, concession, purpose and result	Work Business Money
Module 9 Tech Talk	<i>Writing</i> A formal email
Unreal Past It's time - would rather - would prefer - as if	Technology Science Innovation
Module 10 Have a blast!	<i>Writing</i> A report
Reported Speech Causative Form	Entertainment Performing arts

KEY LINKS C1/C2

Grammar	Topics
Module 1 Live and learn	<i>Writing</i> A formal letter/email
Present Simple – Present Progressive – Present Perfect Simple – Present Perfect Progressive Stative verbs Future tenses and forms Expressions with future meaning	Education and learning
Module 2 Leaving a legacy	<i>Writing</i> A article
Past Simple – Past Progressive – Past Perfect Simple – Past Perfect Progressive <i>used to – would – was/were going to</i> Adjectives – Adverbs Gradability	Historical figures and accomplishments Inventions
Module 3 Striking a balance	<i>Writing</i> An essay
Clauses of reason, purpose, result and concession Comparisons	Physical, mental and social health
Module 4 Going the extra mile	<i>Writing</i> A proposal
Passive Voice Modal verbs Alternative phrases to modal verbs	Work Business
Module 5 Planet Earth	<i>Writing</i> A review
Articles – Nouns Determiners – Pronouns	Nature Natural phenomena Animals and plants
Module 6 Turning the tide	<i>Writing</i> An essay
Relative clauses Participle clauses	Environmental issues Sustainability
Module 7 Building bridges	<i>Writing</i> An article
Conditional sentences Inversion in conditionals Mixed conditionals Other phrases with <i>if</i> Alternatives to <i>if</i>	Aspects of culture Travel
Module 8 At the cutting edge	<i>Writing</i> An essay
Infinitives and the -ing form Emphatic forms Inversion	Technology Science Innovation
Module 9 A helping hand	<i>Writing</i> A report
Reported Speech Special introductory verbs Subjunctive Unreal Past	Social issues Social responsibility
Module 10 Money matters	<i>Writing</i> An essay
Nominalisation Causative form	Money Shopping Advertising

5 Leisure

- Goals**
- to talk about sports, films and free-time activities
 - to express frequency
 - to express likes and dislikes
 - to make and respond to suggestions



▶ Link to Module 5

A 🎧 Jake's got lots of hobbies. Guess where he does each one. Match the hobbies (1-5) with the places (a-e). Then watch or listen and check your answers.



1 ☐ play basketball



2 ☐ go running



3 ☐ hang out with friends



4 ☐ play video games



5 ☐ watch online videos

a ☐ in his neighbourhood

b ☐ at home

c ☐ at the park

d ☐ at his friend's house

e ☐ at a café

B Name some of your hobbies and say where you do them.

5a

- to talk about sports
- to say how often you do something



1 Vocabulary & Speaking

A Complete with the words in the box. Then listen and check your answers.

swimming basketball gymnastics table tennis

play



(1)



tennis



(2)

go



(3)



cycling



running

do



(4)



athletics



Learn whole phrases
(e.g. verb + noun),
not just individual words.

B Talk in pairs. Ask and answer questions about what sports you do.

Do you go cycling?
No, I don't, but I go running.
What about you?



2 Listening & Grammar

Adverbs of frequency

- A** 🎧 Listen to a man talking to his neighbour. What sports do Eric and his friend Jack do at the weekend?



- B** Look at the parts of the dialogue and complete the rules 1 and 2 with **main verb** or **the verb be**.

Mrs Smith: Hey, it's eight o'clock and it's a Saturday! Do you always get up so early on Saturdays?

Eric: Yes. I usually go running in the park every Saturday morning.

[...]

Mrs Smith: That's interesting. When do you play tennis?

Eric: At the weekend. You see, I'm usually busy on weekdays.



Use time expressions (e.g. *at the weekend, on Mondays*) to answer questions starting with **When**.

Adverbs of frequency

always	0%	100%
usually	0%	100%
often	0%	100%
sometimes	0%	100%
never	0%	100%

1. Use adverbs of frequency +

2. Use + adverbs of frequency.

- C** Rewrite the sentences using the adverbs of frequency in brackets.

1. We have classes on Saturday. (never)

.....

2. I don't go to bed late on weekdays. (usually)

.....

3. Our neighbours are very friendly. (always)

.....

4. Do you clean the house in the evening? (often)

.....

3 Intonation

- A** 🎧 Listen and repeat. What's the difference in intonation between questions a and b?

- a. Do you check your emails every day?
b. When do you check your emails?

- B** 🎧 Listen and repeat. Is the intonation rising ↗ or falling ↘?

1. Does Martha get up early?
2. What time do you start work?
3. Is this tablet new?
4. When do you do housework?
5. Do you play football every day?

4 Speaking

Talk in pairs. Choose two sports from the **Vocabulary & Speaking** section and say how often you do them or watch them.

Sport 1:

Sport 2:

I often... and I always watch... on TV.
What about you?

I never..., but I sometimes watch... on TV.

5b

- to talk about films
- to express likes and dislikes



1 Vocabulary & Speaking

A 🎧 Match the types of films with the pictures. Then listen and check your answers.

- | | | | |
|-------------|-----------------------|-------------------------------|-----------------------|
| comedy | <input type="radio"/> | adventure film | <input type="radio"/> |
| musical | <input type="radio"/> | animated film | <input type="radio"/> |
| horror film | <input type="radio"/> | science-fiction (sci-fi) film | <input type="radio"/> |



B Talk in pairs about the types of films you like and don't like.

Do you like musicals?
No, I don't, but I like comedies.
What about you?

2 Reading & Grammar

like / enjoy / love / can't stand

A 🎧 Read the title of Rose's blog entry. What do you think she mentions? Tick. Then read and check your answers.

- | | | | |
|--------------------------------|-----------------------|---------------------------|-----------------------|
| • what type of films she loves | <input type="radio"/> | • when she watches films | <input type="radio"/> |
| • who she watches films with | <input type="radio"/> | • where she watches films | <input type="radio"/> |

www.rosesblog.com

My film habits!

Lots of people like watching films at home. My friend Lisa watches comedies on her tablet. My cousin Tom enjoys watching adventure films. He's got a big TV in his living room.

What do I like doing?

I love going to the cinema. At the cinema, it's dark and the seats are nice and comfortable. I like getting popcorn and watching all the new trailers. Then the film begins... and I just love watching it on the big screen. I can't stand watching a film at home. It's boring! Also, my flatmates are always at home, and they're never quiet!

My favourite type of film? I love comedies!

Posted by **Rose** at 12.30

5 comments



B Read the text again and tick the correct boxes in the table below to indicate what Rose likes and doesn't like.

	like 😊	don't like ☹️
watch films at home		
get popcorn		
watch trailers		
watch films on tablet		
comedies		



- C** Look at paragraph 1 in Rose's blog and notice the verbs **like** and **enjoy** and the words that follow them. Then complete the rule below.

like / enjoy / love / can't stand

like / enjoy 😊	} noun + or verb +
love 😊 😊	
don't like / don't enjoy 😞	
can't stand 😞 😞	

- D** Look at the prompts and make sentences.

1. Peter / watch adventure films 😊

.....

2. Amy and I / horror films 😞 😞

.....

3. My brother / eat popcorn 😊 😊

.....

4. My friends / play sci-fi video games 😞

.....

3 Pronunciation

- A** 🎧 Listen and repeat. What's the difference in pronunciation?

listen listening

- B** 🎧 Listen and tick the sound you hear.

	listen /n/	listening /ɪ/
woman		
watching		
screen		
going		
young		
cousin		

4 Listening

- A** 🎧 Listen to a conversation between two friends. What types of films are they talking about?
- B** 🎧 Read the tip below and listen to the conversation again. Answer questions 1 and 2. Which phrases in the conversation helped you find the answers?



When you hear two people speaking, it's important to understand who says what. Sometimes the people have different opinions about the same topic. To understand what a speaker says, pay attention to his/her words, but also to what the other speaker has said before.

- Who enjoys watching science-fiction films?
- Who likes watching comedies?

- C** 🎧 Listen to another conversation and answer the following questions. Which phrases in the conversation helped you find the answers?

- Who likes going to the cinema at the weekend?
- Who likes going to the cinema on Wednesdays?

5 Speaking

Talk in small groups about the following:

- going to the cinema
- watching films at home
- your favourite film

Use **like**, **love**, **enjoy**, **can't stand**, and the words in the box.

fun quiet comfortable
interesting boring cool great

Do you like watching films at home?

No, I don't. It's boring. I love going to the cinema. What about you?

I like watching films at home. It's comfortable.

What's your favourite film?

All of the Star Wars films.
They're great sci-fi films.

I love Star Wars too.

5c

• to talk about free-time activities

1 Vocabulary & Speaking

A 🎧 Match the free-time activities with the pictures. Then listen and check your answers. What other free-time activities can you think of?

watch online videos ☐

read magazines ☐

play video games ☐

go shopping ☐

use social media ☐

go to the gym ☐

hang out with friends ☐



We use **go + -ing** with activities:
go shopping,
go swimming

We use **go to** with places:
go to the cinema,
go to the gym

B Talk in pairs. What do you usually do in your free time?

In my free time, I usually...
What about you?

In my free time, I usually...



2 Reading

A 🎧 Look at the picture. What do you think teenagers in the USA do in their free time? Read and check your answer.

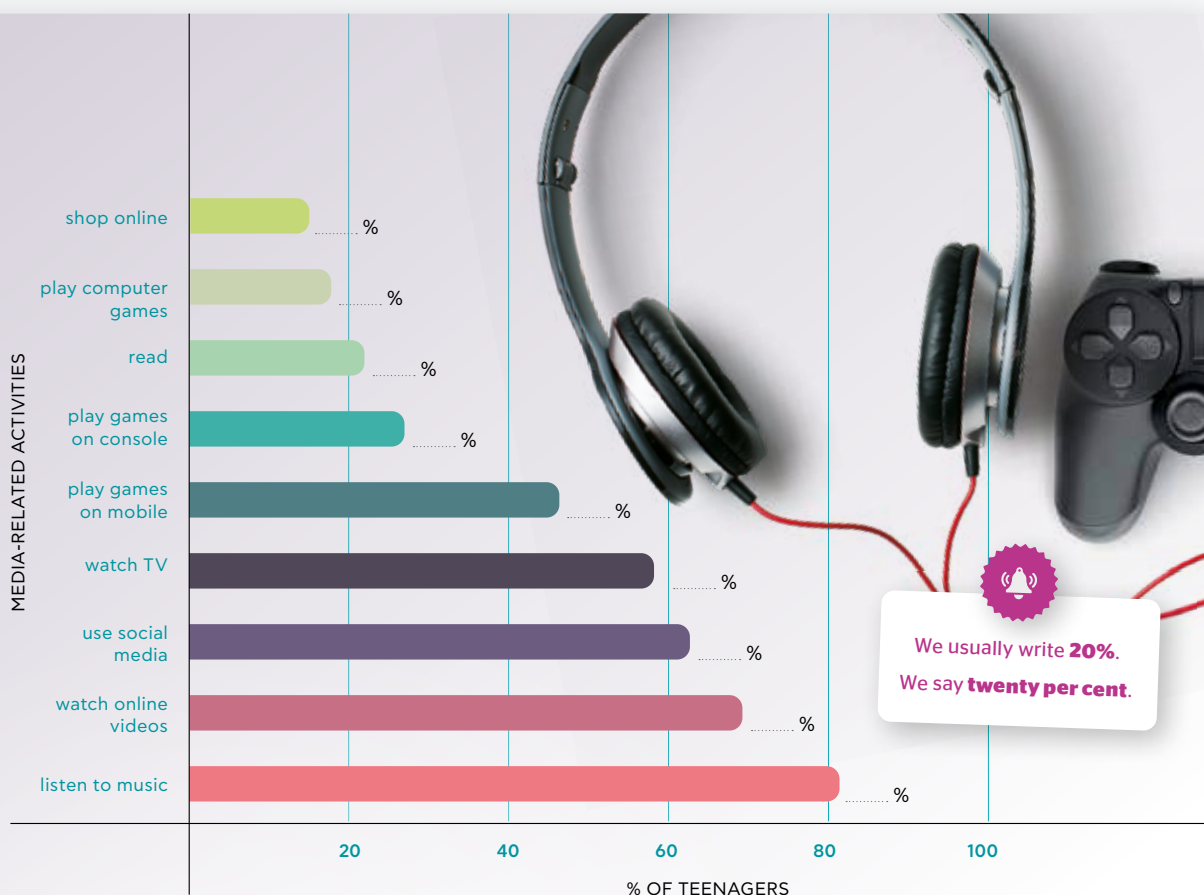
What media-related activities do teenagers in the USA do every day? *

An amazing 82% of American teens listen to music, 69% watch online videos, and 63% use social media. Over half of teenagers watch TV every day (57%) for about 1 hour and 45 minutes. They also enjoy playing different types of games: on a mobile phone (46%), on a console (27%), or on a computer (17%). They actually play games for one hour and a half every day. But what about reading books, magazines and online articles? Only 22% of teenagers read every day and only for about 30 minutes. Shopping online is not a very popular activity; only 15% of US teens do it every day.

* from a national survey published in 2019 in the USA.

B Read the text again and the tip below. Then complete the missing information (percentages) in the bar graph on the next page.

To understand a text including statistical information, pay attention to the numbers and percentages in it. Sometimes they appear before and sometimes after what they refer to.



3 Listening

👂 Listen to two friends talking about their free-time activities and choose **a** or **b**.



- What does the girl like doing to relax?
 - watching videos
 - reading magazines
- Does the boy like using social media?
 - Yes, he does.
 - No, he doesn't.
- What does the girl do every weekend?
 - She goes shopping.
 - She goes cycling.

4 Speaking

A Choose four free-time activities and write them in the table below. Then talk in pairs, as in the example. Complete the table with the activities your partner has chosen.

	Me	My partner
usually		
often		
sometimes		
never		

I usually... and I sometimes... I often..., but I never...

B Report the results to the class.

We... I..., but my partner...

5d

- to make and respond to suggestions
- to write a blog entry about free-time activities

1 Listening & Speaking

A 🎧 Listen to two conversations between friends. Tick the activities the people decide to do.

Dialogue 1

Dialogue 2

- | | | | |
|-------------------|-----------------------|-------------|-----------------------|
| play table tennis | <input type="radio"/> | have lunch | <input type="radio"/> |
| play video games | <input type="radio"/> | go shopping | <input type="radio"/> |

B 🎧 Listen again and complete the dialogues with the words in the box.

about what fun nice sorry

Dialogue 1

A: Alex, let's do something fun in the evening.

B: OK. Let's play table tennis.

A: Mmm, (1), I don't like table tennis. Let's do something else.

B: How (2) playing video games at my house?

A: (3) idea! I've got a new car racing game. It's amazing.

Dialogue 2

A: Cathy, do you like the new shopping centre on Hill Street?

B: Yes. Very much. It's got lots of amazing shops, restaurants and cafés.

A: (4) about going shopping there this afternoon?

B: I'm sorry, I'm not free this afternoon.

A: Let's go tomorrow, then.

B: OK. Sounds like (5)

C 🎧 Listen to the phrases in the tables and repeat them.

Making suggestions

- Let's go/do/play, etc.
- How/What about going/doing/playing, etc.?

Responding to suggestions

Positive responses

- Nice idea!
- That's a great idea.
- Yes, let's do that.
- That sounds nice.
- That sounds like fun.

Negative responses

- Sorry, I'm not free.
- No, let's do something else.
- I'm afraid I don't like going/doing/playing, etc.
- I'm not sure about that.

D Talk in pairs. Use the ideas below and/or your own ideas.

Student A: Make a suggestion.

Student B: Give a negative response and explain why not. Make another suggestion.

Student A: Give a positive response and explain why.

- watch TV / a film
- go shopping / swimming / cycling, etc.
- go to the park / shopping centre, etc.
- play football / volleyball / video games, etc.
- hang out with friends

How about playing football later?

No, I'm tired.
Let's do something else.
What about watching a film?

OK, let's do that. I like watching films.

2 Reading & Writing

- A 📢 Read the blog entry below and look at the pictures 1-6. Which of these activities does Winston do in his free time?

Winston's Blog

FRIDAY / 8 APRIL / 2022

On weekdays, I'm always busy and I haven't got lots of free time. I go running every morning and then I go to university. In the evenings, I like relaxing at home. I usually read the news online or just surf the internet. At the weekend, I enjoy going to the gym or playing football with my friends. There's a park near my flat and we usually play there. On Sundays, my friends sometimes come round to my house. We hang out or watch a film. I've got a TV with a big screen and we like watching films. Adventure films are our favourite.

POSTED BY: Winston share this post



- B Read the rules below and make sentences by putting the words in the correct order.

WORD ORDER

- In affirmative and negative sentences, the subject goes before the verb. The object always goes after the verb.
subject + verb + object
I (don't) play tennis.
- Adverbs of frequency go before the main verb, but after the verb *be*.
subject + adverb of frequency + main verb
I (don't) usually walk to school.
subject + be + adverb of frequency
I am sometimes late for class.

1. basketball / like / not / we / do

.....

2. often / am / I / tired

.....

3. never / I / animated films / watch

.....

4. friends / usually / tennis / my / don't / play

.....

- C Think of what you do in your free time, when you do it, and who with. Write some notes in the table below.

	Activities	When?	Who with?
on weekdays			
at the weekend			

- D Write a paragraph about what you do in your free time for a blog.



Before you start writing, think of what you are going to write about and make some notes. This will help you organise your writing.

5 Review

Vocabulary

A Match.

- | | | |
|-------------|-----------------------|-----------------|
| 1. use | <input type="radio"/> | a. with friends |
| 2. hang out | <input type="radio"/> | b. athletics |
| 3. play | <input type="radio"/> | c. social media |
| 4. do | <input type="radio"/> | d. swimming |
| 5. read | <input type="radio"/> | e. magazines |
| 6. go | <input type="radio"/> | f. table tennis |

Grammar

B Look at the prompts and make sentences.

- My sister / like / read / books in her free time.
.....
- Bob / love / watch / football with his friends.
.....
- What about / go / to the cinema on Saturday?
.....
- My flatmate / can't stand / get up / early.
.....
- How about / come round / for dinner in the evening?
.....

C Put the words in the correct order to make sentences.

- sister / My / housework / sometimes / the / does / .
.....
- never / work / am / late / I / for / .
.....
- study / usually / in / evening / We / the / .
.....
- visit / grandparents / often / you / Do / your / ?
.....
- in / Steve / morning / doesn't / the / breakfast / have / always / .
.....

Communication

D Complete the dialogues. Choose a or b. Then listen and check your answers.

- A: How about visiting the Art Museum on Friday?
B: No.
a. Let's do something else.
b. Let's do that.
- A: What about hanging out at the park in the evening?
B:
a. It's interesting.
b. Nice idea!
- A: When do you check your emails?
B:
a. Yes, but I don't like checking emails.
b. Every day.
- A: Do you like watching videos online?
B:
a. No. That's boring.
b. I'm not sure about that.



Link to Speaking

E Talk in pairs. Ask and answer questions about free-time activities. Find an activity both you and your partner like doing. Suggest doing that activity together at a specific time.

Do you like playing football in your free time?
No, I don't.
Do you like playing table tennis?
Yes, I do.
Great! Let's play table tennis on Monday.
Nice idea!

Now I can:

- talk about sports ☐
- say how often I do something ☐
- talk about films ☐
- express likes and dislikes ☐
- talk about free-time activities ☐
- make and respond to suggestions ☐
- write a blog entry about free-time activities ☐

5 Leisure

5a

A Complete the sentences with the words in the box.

running athletics cycling tennis
swimming table tennis gymnastics basketball



B Complete the sentences with play, go or do.

- A: Do you _____ tennis at the weekend?
B: No, I don't. I _____ cycling with my friend, Zoe.
- We get up at six o'clock and _____ swimming at seven o'clock.
- Kenny and I _____ athletics on Wednesdays and _____ table tennis on Fridays.
- Laura and her sisters don't _____ gymnastics, but they _____ running every day.
- Jim and Peter _____ basketball on Monday afternoon.

C Rewrite the sentences using the adverbs of frequency in brackets.

- The children watch TV on weekdays. (never)
- Sean doesn't go to the park. (usually)
- Tom Wilson's videos are funny. (always)
- Kate has dinner with her grandparents. (sometimes)
- We don't go to the market on foot. (often)
- I am busy in the morning. (never)

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D Read and make five true sentences.

I	always	play football
My brother(s)	usually	do the housework
My sister(s)	often	chat online
My mum	sometimes	take a taxi
My dad	never	get up early
My best friend		watch TV in the evening
My friends		

- _____
- _____
- _____
- _____
- _____

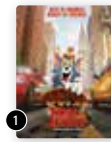
E Complete the dialogues with the sentences a-e. Then listen and check your answers.

- Well, I always go running in the morning.
- When do you get home?
- They sometimes play tennis at weekends.
- No, I often take the train.
- Do you usually have dinner here?

- A: (1) _____
B: Yes, it's my favourite restaurant.
A: Oh, look! That's Dan Franklin over there.
B: Dan Franklin?
A: Yes, he's my husband's friend.
(2) _____
B: Nice! Do you do sports too?
A: (3) _____
- A: Do you drive to the city centre every day?
B: (4) _____ I start work at 9.00 and finish at 5.00. Then I usually go running.
A: (5) _____
B: I'm usually there at 7.00.

5b

A What kind of films are these? Label the pictures.



_____ n _____ l _____

_____ v _____ f _____

_____ o _____

_____ s _____ l _____

_____ s _____ t _____ n _____ m _____

_____ r _____ l _____

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5 Review

A Complete the sentences with the words/phrases in the box.

teenager gym news
free time articles hang out use

- Ian and I don't go out on weekdays. We usually _____ with our friends at home.
- In her _____, Betty goes to the swimming pool.
- My parents watch the _____ at 8 o'clock every day.
- The _____ is next to the bank.
- I don't _____ social media, but I watch lots of online videos.
- Dr Smith often writes _____ for magazines.
- My son is a(n) _____. He's 13 years old.

B Choose the correct option.

- Mrs Harper is a great teacher. Her classes are very **popular** / **boring**.
- Maria goes **cycling** / **athletics** and swimming every day.
- This sofa is very **busy** / **comfortable**.
- We **do** / **go** gymnastics on Mondays and Fridays.
- I **do** / **play** table tennis at the weekend.
- Running is Roger's favourite **screen** / **activity**.

C Rewrite the sentences using the adverbs of frequency in brackets.

- Jane is late for work. (sometimes)
- Peter studies in the kitchen. (usually)
- I don't visit this neighbourhood. (often)
- Kyle watches adventure films. (never)
- Are they tired on Monday evenings? (always)

D Look at the box and make sentences.

like / enjoy
love
don't like / don't enjoy
can't stand

- Rita and I / table tennis.
- My brother / work / in a restaurant.
- You / get up / late / at the weekend?
- My grandma / mobile phones.

E Complete the dialogue with the sentences a-e. Then listen and check your answers.

- Do you like swimming?
- On Saturday evenings.
- I do lots of interesting activities.
- That sounds nice!
- Do you work at the weekend, Dean?

- (1) _____
B: Well, I work on Saturday, but not on Sunday.
A: And when do you relax?
B: (2) _____ I love spending time with my family at home.
A: What do you do on Sundays?
B: (3) _____ I usually play table tennis and I sometimes go swimming too.
(4) _____
A: Yes, I do.
B: What about going to the swimming pool next Sunday?
A: OK. (5) _____

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F Choose a or b. Then listen and check your answers.

- A: What about having breakfast at Ann's Café tomorrow?
B: Sorry, _____.
a. I'm not free.
b. That's a great idea.
- A: Let's take the underground and go to Green Park.
B: Nice idea! _____.
a. I'm not sure about that.
b. Let's do that.
- A: How about playing tennis?
B: OK, _____.
a. I'm afraid I don't like doing sports.
b. Sounds fun!
- A: Let's watch a comedy.
B: Fine! _____.
a. That sounds nice.
b. Let's do something else.

G Read the text and choose the best title for the graph.

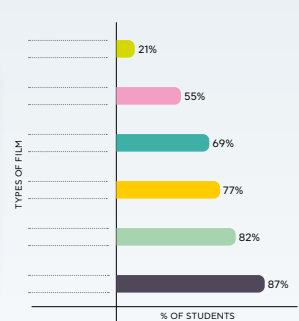
- Our students' favourite types of films
- Types of films our students watch on Saturdays

STUDENT VOICE
Reed University Student Magazine

GET YOUR POPCORN AND... READ!

We love adventure films and comedies here at Reed University. 87% of students like watching adventure films and 82% of students love watching comedies. That's amazing! However, we don't really like musicals—only 21% watch musicals. Our students also enjoy watching horror films (77%), sci-fi films (69%) and animated films (55%).

H Read the text again and complete the missing information (types of films) in the bar graph below.



I Listen and match what the people are talking about.

- Dialogue 1 a. films they like and don't like
- Dialogue 2 b. what they do in their free time
- Dialogue 3 c. sports they like and don't like

J Listen again and choose a or b.

- | | | |
|---|---|--|
| Dialogue 1
1. Jenny and Paul enjoy...
a. cycling.
b. running.
2. Jenny doesn't enjoy...
a. swimming.
b. cycling. | Dialogue 2
3. Sally doesn't like...
a. comedies.
b. horror films.
4. Sally and Tom like...
a. musicals.
b. comedies. | Dialogue 3
5. ... enjoys going to the gym.
a. The girl
b. The boy
6. The girl... playing video games
a. likes
b. doesn't like |
|---|---|--|

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5a

- to talk about sports
- to say how often you do something



1 Vocabulary & Speaking

A Complete with the words in the box. Then listen and check your answers.

swimming basketball gymnastics table tennis

play



(1)



tennis



(2)

go



(3)



cycling



running

do



(4)



athletics



Learn whole phrases
(e.g. verb + noun),
not just individual words.

B Talk in pairs. Ask and answer questions about what sports you do.

Do you go cycling?

No, I don't, but I go running.

What about you?



FUNCTIONS – TOPICS

Talking about sports
Saying how often you do something

STRUCTURES

Adverbs of frequency

VOCABULARY

busy hang out play (v.) sport video
video games

Sports

athletics basketball cycling gymnastics
running swimming table tennis tennis

Adverbs of frequency

always usually often sometimes never

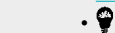
Phrase

When...?

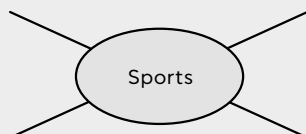
1 Vocabulary & Speaking

A

AIMS: • to present vocabulary about sports and leisure activities through visual prompts



- Draw the following on the board:



- Ask Ss to come up with any sports they know in English.
- Write Ss' answers on the board.
- Draw Ss' attention to the photos and help them deduce the meaning of any unknown words by relating them to the corresponding picture.
- Have Ss read through the words in the box and do the activity. Tell them to start with the ones they are already familiar with.
- Play the recording and have Ss check their answers.
- Check the answers with the class.

Key

1. basketball
2. table tennis
3. swimming
4. gymnastics

- Draw Ss' attention to the TIP and explain it. Ask Ss to read the phrases aloud (verb + noun).
- Play the recording again and have Ss repeat what they hear.

Background knowledge

Athletics is a sport comprising various competitive athletic contests based around running, jumping and throwing. The venue for the competition is usually a stadium which features an oval running track surrounding a grass field.

Optional activity

(Vocabulary Consolidation)

- Ask Ss to memorise the sports in their book. You can set a time limit. Then ask Ss to close their books.
- Divide Ss into pairs and have them work together to write down as many of the sports as they can remember. Have **higher-performing Ss** work with **lower-performing Ss**.
- Ask each pair to read out the sports they have written. Ask them to open their books and check their spelling.

B

AIMS: • to give Ss the opportunity to use the new vocabulary



For instructions, see Introduction – Speaking.

2 Listening & Grammar

A

AIMS: • to present vocabulary, structures and functions in context

• to raise Ss' awareness of the adverbs of frequency

• to give Ss practice in listening for gist



- Ask Ss to look at the picture and tell you what they think the man and the woman are talking about. Allow the use of L1 to encourage all Ss to express themselves.
- Draw Ss' attention to the activity and explain what they have to do.
- Play the recording and have Ss do the activity.
- Check the answer with the class.

Key

Eric and Jack go running and play tennis at the weekend.

B

AIMS: • to present the adverbs of frequency



- Draw Ss' attention to the parts of the dialogue. Choose two Ss to read out the dialogue.
- Draw Ss' attention to the adverbs of frequency in the table. Read them aloud, and explain why *always* equals 100% and *never* equals 0%.
- Explain to Ss that the words *always*, *usually*, *often*, *sometimes* and *never* are called *adverbs of frequency* because they show the frequency of an action.
- Help Ss deduce the meaning of each adverb of frequency by relating them to the respective bars.
- Explain to Ss that *never* is already negative, so we can't use it in a negative sentence. Write an example on the board.
- Ask Ss to read through the dialogue and underline all the examples of adverbs of frequency.

2c

- to talk about tech habits
- to express likes and dislikes
- to express wants and desires

1 Vocabulary & Speaking

A 🎧 Match. Then listen and check your answers.

- | | | |
|-----------------|-----------------------|--|
| 1. chat | <input type="radio"/> | a. a phone/video call |
| 2. make | <input type="radio"/> | b. videos/TV/films online |
| 3. watch | <input type="radio"/> | c. online |
| 4. listen to | <input type="radio"/> | d. music/videos/films |
| 5. stream | <input type="radio"/> | e. a podcast / an audio book |
| 6. send/receive | <input type="radio"/> | f. emails / text messages / voice messages |
| 7. post | <input type="radio"/> | g. files/apps/songs/videos |
| 8. download | <input type="radio"/> | h. a message/comment/photo/video on social media |

B Use the vocabulary in **Activity A** to talk in pairs about your tech habits.

I usually chat online for hours.
Me too. I also...



2 Reading

A 🎧 Read the posts on a forum and match the people with the means of communication they prefer. Write **L** for Lily515, **M** for Martin_02 or **S** for Stephanie11.



B Read the posts again. Write **L**, **M** or **S** next to the statements.

1. My friends and I don't live in the same country. ☐
2. I communicate with my friends daily. ☐
3. I communicate differently when I'm at work. ☐
4. My friends and I send each other different types of media. ☐
5. I call my friends when I want to meet them. ☐

www.communicationforum.com

HOW DO YOU LIKE COMMUNICATING WITH OTHER PEOPLE?

L Lily515	My friends and I have a group chat and we communicate there. I don't like talking on the phone very much, so I rarely call them, but we text each other every day. We share our news, make plans to meet or just send each other funny videos or music.	8 October, 9.30 a.m.
M Martin_02	At work, we usually communicate using instant messages and emails. However, in my personal life, things are different. When I want to go out with my friends, I just ring them up and we make plans. When we can't meet, I like talking on the phone with them. I hate texting!	8 October, 10.40 a.m.
S Stephanie11	I live in Tokyo, but my family and friends are in London. We often text or email each other, but it's not what I prefer. I love making video calls because we can also see each other. We can't talk very often, however, because we live in different time zones. I'd like to talk to my best friend right now, but it's 3 a.m. in London!	9 October, 3.00 a.m.



We use **when** to show that two actions are closely related in time.
*When I want to relax, I watch funny videos.
I watch funny videos when I want to relax.
(No comma.)*

3 Grammar

- like / love / enjoy / hate / can't stand + -ing form
- would like / want + to

A Read the sentences below from the forum posts. What's the difference in meaning?

... I like talking on the phone with them.
... I'd like to talk to my best friend right now...

B Use the word/phrases in the box to replace the words/phrase in bold.

like don't like would like

1. I **enjoy** watching sports.
2. I **want** to make a video call.
3. My friends and I **can't stand** board games.
4. My friend **wants** to buy a new laptop.
5. I **hate** watching the news.
6. We **love** streaming music on our phones.

C 🎧 Choose the correct option. Then listen and check your answers.

1. A: **Do you like** / **Would you like** to watch a film online?
B: Sorry, I want **to study** / **studying**.
2. A: I **like** / **'d like** to stream music on my phone, but I don't know how.
B: Download this app. It's great! I enjoy **to stream** / **streaming** music on it.
3. A: Would you like **to listen** / **listening** to a podcast with me?
B: Ugh! I can't stand **to listen** / **listening** to podcasts. I think they're boring. Do you want **to play** / **playing** a video game?
A: Sure!

4 Listening

🎧 Listen to someone answering questions for a survey and complete the survey form below.

SURVEY: Tech habits

☐ male ☐ female

Age:

☐ 18-29 ☐ 30-39 ☐ 40-49 ☐ 50-64 ☐ 65 or over

How do you feel about technology?

☐ I hate it! ☐ It's OK. ☐ I love using technology!

What do you use the internet for?

☐ to chat ☐ to watch videos/series/sport ☐ to shop
☐ to watch vlogs ☐ to read blogs / the news ☐ to send/receive emails
☐ to download files ☐ to post on social media Other:

How many hours a day do you spend online?

☐ about an hour ☐ 1-4 hours ☐ 5-9 hours ☐ over 9 hours

5 Speaking

Class Discussion

Discuss your tech habits. Use the questions in the survey above.



4a

Reading

A Discuss.

When you visit an area for the first time, what kinds of places do you usually want to visit? Why?



B 🐾 Read the text quickly. What is the writer's main purpose?

- to give readers information about the history of an area
- to describe her experiences in a place and encourage readers to visit it
- to explain the advantages of travelling abroad

C Read the question below without reading options a-d. Then read the first two paragraphs again and answer the question.

What was the main reason the writer wanted to visit the Vézère Valley?

- to visit the town of Montignac
- to study the history of the Middle Ages
- to see the cave paintings
- to spend a few days outside Paris

D Read the text again and answer the questions. Choose a, b, c or d.

- Who made the writer do something at the outdoor market?
 - a person selling books
 - a person selling cheese
 - a shopper
 - a person selling vegetables
- Hiring a canoe was a good idea because the writer
 - was tired of walking.
 - wanted to get some exercise.
 - could get to the caves near the river.
 - could see the sights of the town better.



HOME COUNTRY GUIDES CITY GUIDES

France

Discovering what it really has to offer

by Janice Simmons

France is a large country of wonderful variety and incredible natural beauty. Unfortunately, many visitors only go to the capital city, Paris, for its famous tourist attractions and never see what the rest of the country has to offer.

Last month, I visited the Vézère Valley in the south-west of France, where I found charming villages and spectacular castles. The area itself has a long and interesting history. The villages have been there since the Middle Ages, but actually, the region is better known for its ancient works of art—which is what I really came to see! Around 17,000 years ago, the people who lived here hunted wild animals. In the hills above the river Vézère, there are more than twenty caves which are full of paintings of those animals. I hired a car and set off for the town of Montignac with the idea of going straight to visit as many of the nearby caves as possible.

However, when I arrived, I was so amazed by the attractive town that I decided to explore it first! While I was walking around, I found an outdoor



market. The stalls, which mostly sold vegetables and other local products, were crowded with cheerful shoppers. One farmer didn't let me leave until I tried several of his cheeses! Then I noticed a man whose stall was full of old books. I bought a book in English about the nearby caves and walked towards the river where some people were canoeing. It looked enjoyable, so I decided to try it too. It ended up being the best way to see the magnificent buildings—and get some exercise.

After that, I had time to see only one cave. I didn't go to Lascaux, where visitors can see only a copy of the real cave. Instead, I went to the cave at Rouffignac, which continues for eight kilometres underground. A special train took me deep into the Cave of a Hundred Mammoths, where I had the experience of a lifetime! The ancient paintings were just spectacular—definitely a dream come true!

I hope this story will show you how much there is to explore in France... outside of Paris!

Now read the options, choose the correct answer (a, b, c or d) and answer the questions below.

- Which words/phrases justify your answer? Underline them.
- Are the exact same words used in the answer you chose and in the text?
- Why are the other options incorrect?

- Why did the writer **not** go to Lascaux?
 - Because she could not see the real cave there.
 - Because she preferred to stay in the town.
 - Because she did not have time to go there.
 - Because Rouffignac was nearer.
- How did the writer feel about her visit to the cave at Rouffignac?
 - She thought it took too long.
 - She found it strange but interesting.
 - She found it scary to go so far underground.
 - She thought it was incredible.



E Look at the highlighted words/phrases in the text and match them with the meanings a-e below.

1. attraction ☐
2. region ☐
3. set off ☐
4. straight ☐
5. stall ☐

- a. to start a journey or trip
- b. immediately
- c. a table in a market where someone shows what they are selling
- d. an area
- e. an interesting place you can visit

F Discuss.

Which of the places in the text would you like to visit? Why?

Grammar

Relative clauses

A Read the examples and answer the question.

- ▶ Around 17,000 years ago, the people **who** lived here hunted wild animals.
- ▶ The stalls, **which** mostly sold vegetables and other local products, were crowded with cheerful shoppers.
- ▶ I noticed a man **whose** stall was full of old books.
- ▶ I went to the Cave of a Hundred Mammoths, **where** I saw some amazing paintings.

Which of the words in **bold** refer to:

- people?
- things or ideas?
- a place?
- possession?

B Read the examples below, note the relative clauses in **bold** and answer the questions.

In the Vézère Valley, there are more than twenty caves.

- a. The cave **which I visited** is at Rouffignac.
- b. The Cave of a Hundred Mammoths, **which continues for eight kilometres underground**, is the cave I visited.

1. Which sentence does not have a clear meaning without its relative clause?
2. In which sentence does the relative clause give additional information?
3. What is the difference in punctuation in sentences a and b?

C Read the rules and decide which relative clause in Activity B is **defining** and which is **non-defining**.

Defining relative clauses:

- give necessary information without which the meaning of the sentence is incomplete.
- are not separated from the rest of the sentence by commas.

In defining relative clauses, we can use *that* instead of *who* or *which*.

Who, *which* and *that* can be omitted if they refer to the object of the sentence.

Non-defining relative clauses:

- give additional information about someone or something.
- are separated from the rest of the sentence by commas.

In non-defining relative clauses, we can't use *that* instead of *who* or *which*, and the relative pronouns are never omitted.

D Choose the correct option and add commas where necessary.

1. I want to buy the suitcase **which / whose** I showed you last week.
2. Sydney **where / which** my cousin was born is a beautiful city in Australia.
3. Mrs Miles **that / who** lives on the fourth floor has lost her cat.
4. This is the website **which / where** I found information about caves for my project.
5. Lee **who / whose** bike I borrowed yesterday is a classmate of mine.
6. I can't find the swimsuit **that / who** my mother bought me.
7. That's the cave **where / -** I visited.

10a

Reading

A Look at the two pictures of art installations in the blog. What do you know about installation art? Read the first paragraph and check your answer.

B 🎧 Read the blog again and answer the questions. Choose **a**, **b** or **c**.



MIKE BAXTER

Why everyone should experience installation art!

I'm a big, big fan of installation art. What do I love about it? Well, unlike with other forms of art, like sculpture, you don't always just stand back and admire an artist's creation. Very often, a viewer 'enters' a large piece of 3D art, experiences it from the inside and may even have to participate in some way. Many installations make use of more than just the viewer's sense of sight. In other words, you may use sight, hearing and smell all at once to experience an artist's work.

One of the best experiences of this I've ever had was also my first experience with installation art. My brother was eager to check out an installation called *Rain Room*, and he asked me to join him. *Rain Room* is a room where water constantly pours down from the ceiling like rain. Here's the really amazing bit: some very clever sensor tech recognises where you are in the room and pauses the rain above you while the rain all around you keeps pouring down. I couldn't wait to get there!

When we arrived, my brother asked a member of staff if we would get wet. The woman said that she couldn't promise that we wouldn't get a tiny bit of rain on us! Anyway, as we walked into the rain... it was out of this world! We could see, hear and even smell the rain around us, but we stayed completely dry. OK, it felt like I was in a scene from a science-fiction film, but the whole experience was surprisingly relaxing and peaceful. *Rain Room* was created because the artists were curious about how it would feel to stand in a rainstorm without getting wet. So how did it feel? In a word, brilliant—a little strange too, but in a good way!

Since then, I've seen a lot of installation art, both in art galleries but also out in the streets. I find it particularly interesting how some installations express an artist's concern about problems in the world and help to raise awareness of these problems. Probably the most powerful example I've seen is Lorenzo Quinn's *Support* in the city of Venice in Italy. This temporary installation consisted of two enormous hands rising from a canal and pressing against a building. It looked like they were trying to push the building into the water—or trying to save it from falling.

I had heard about this artist and his extraordinary work, so I decided to travel there and see the installation for myself. Everyone said it was a spectacular sight, and it certainly was—its message was also clear to me from the moment I saw it. Venice is being affected by floods caused by rising sea levels, which could be more than a metre higher by 2100. Our hands, the installation seemed to say, can be used either to destroy or to save—we just need to decide what we are going to do with them.

- What is the purpose of the first paragraph?
 - to explain what installation art is
 - to present examples of installation art
 - to show the similarities of installation art with other art forms
- What does '**this**' refer to in the first sentence of the second paragraph?
 - the writer's first experience with installation art
 - an artist's installation
 - an experience where more than one sense is used
- Which word could best replace **recognises** in the fourth sentence of the second paragraph?
 - believes
 - knows
 - appears
- What does the writer say about his experience of *Rain Room*?
 - He didn't enjoy everything about it.
 - He felt like he was in a real rainstorm.
 - It made him feel calm.
- What is **not** mentioned about *Support*?
 - the length of time it was there for
 - the name of the artist
 - the location of the installation
- When the writer saw *Support*,
 - he wanted to see more works of art by the same artist.
 - he thought it was the best installation he had ever seen.
 - he immediately understood what the artist was trying to communicate.

C Discuss.

- Would you like to experience *Rain Room*? Why? / Why not?
- Have you ever seen any installation art outdoors or in an art gallery? Can you describe it?

Grammar

Reported Speech (Statements, Questions, Commands, Requests) / Reporting Verbs

A Read the examples and answer the questions.

Direct Speech	Reported Speech
It's a spectacular sight!	Everyone said (that) it was a spectacular sight!
I booked the tickets for <i>Rain Room</i> yesterday.	My brother told me (that) he had booked the tickets for <i>Rain Room</i> the day before.
I'll pick you up at 5 p.m. tomorrow.	Jill told me (that) she would pick me up at 5 p.m. the following day.

- When do we use Reported Speech?
- Which words have changed in the examples of Reported Speech?
- What's the difference between say and tell?
- Can you rephrase the examples in Reported Speech above using the verbs below?
 - ▶ example 1: agree
 - ▶ example 2: inform
 - ▶ example 3: offer

B Read the examples and complete the questions in Direct Speech. Then answer the questions.

Direct Speech	Reported Speech
..... get wet?	My brother asked a member of staff if/whether we would get wet.
Excuse me, <i>Rain Room</i> ?	I asked the woman what time we could enter <i>Rain Room</i> .

- Which of the questions in Direct Speech can you answer with Yes or No?
- When we want to report a Yes/No question, which word(s) do we use after the reporting verb (e.g. *asked*) to introduce the question?
- When we want to report a question that begins with a question word (e.g. *where*, *how*), do we keep the question word or not?
- In reported questions, do we use question forms after the reporting verbs?

Apart from **say** and **tell**, there are a number of reporting verbs used in Reported Speech, e.g. He **refused** to tidy his room. Lisa **encouraged** me to take up a sport. Jake **apologised** for being late. My sister **complained** that our neighbours are always making too much noise.

C Read the examples and answer the question.

Direct Speech	Reported Speech
Please walk slowly through <i>Rain Room</i> .	A member of staff asked us to walk slowly through <i>Rain Room</i> .
Children, don't run in <i>Rain Room</i> .	A member of staff told the children not to run in <i>Rain Room</i> .

How do we report a command/request?

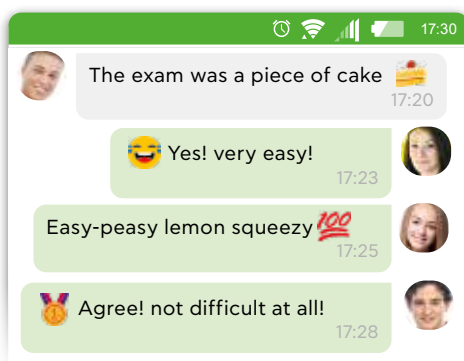
D Rewrite the sentences using Reported Speech.

- 'I've never visited this art gallery before,' Mandy said to me.
Mandy told me
- 'Where can I buy a camera like yours?' Greg asked me.
Greg wanted to know
- 'Please don't make a lot of noise!' the teacher told the students.
The teacher asked the students
- 'We're going to London next weekend,' Linda said.
Linda said
- 'Will it rain today?' Tina thought.
Tina wondered

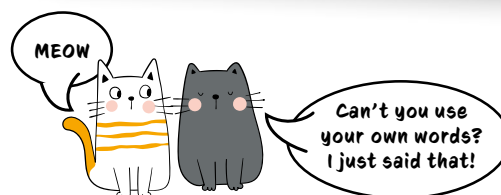
1a

Vocabulary & Reading

- A** Look at the messages from a group chat.
Do all of them say the same thing?



Paraphrasing means expressing the same idea in different ways, and it is very useful when developing reading, writing, speaking and listening skills. A sentence or a paragraph can be paraphrased with the use of synonyms and/or a variety of grammatical structures.



- B** Read the sentences and match the words/phrases in **bold** with the ones in the box that have a similar meaning.

effect creatively increases small budget growth challenging
become a member of important the majority

- Ninety-three per cent** of students who took part in Sports Week felt that it had a positive **impact** on their health, both physical and mental.
- The number of surfers who visit Sunshine Beach **goes up** every year.
- Because of its **limited funds**, the youth club can only offer free sporting activities to children under ten.
- Our professor encourages us to think **outside the box** and use our imagination to come up with ideas.
- I won't **join** that new gym on Green Street. It's too expensive!
- Our family and friends play a very **significant** role in our lives, and they influence our personal **development**.
- Activities such as hiking and mountain climbing can be very **demanding**, but that is one of the main reasons why people like them.



- C** Match the words/phrase 1-5 with their opposites in the box.

unimportant
minority
decrease
in favour of
a good use of

- majority ≠
- increase ≠
- significant ≠
- a waste of ≠
- against ≠

- D** Read sentences 1-5, which describe different situations. Then complete the gaps using the adjectives in the box to make a general comment on each situation.

impossible easy satisfied
wrong enjoyable

- Although he tried hard, he didn't manage to solve the maths puzzle.
It was for him to do it.
- I shouldn't have shouted at my brother.
I admit that what I did was
- They had a great trip to the Space Museum.
They found the trip
- I had no problem understanding the instructions in the manual.
It was for me.
- I didn't use to be good at maths, but I've been working hard, and I'm getting better and better.
I'm with the progress I've made.

E Read the paragraph and find evidence to prove that the statements 1-3 are true. Which words helped you?

I've been doing horse riding for about three months now. What can I say? I love it! I thought I would be nervous and afraid the first time I got on a horse, but that wasn't the case at all. In fact, I felt so at ease! What's more, it doesn't matter how busy my schedule is or how much exam pressure I'm under; whenever I'm riding a horse, I always forget about everything else happening in my life. I have to admit, though, that horse riding is pretty challenging because you have to learn how to control the horse. I still have a lot to learn, but I'm over the moon about how well it's all going. I've learnt a lot.

Molly, 17

1. Molly is satisfied with the progress she has made so far with horse riding.
2. Molly's first experience of horse riding was different from what she had imagined.
3. Horse riding takes Molly's mind off her daily routine.

F You are going to read an article about **two** teenagers who do creative writing in their free time. For questions 1-5, choose from the texts (A or B). The texts may be chosen more than once. Underline the parts in the texts where you find the answer for each question.

Which person...

feels that they have improved a lot? **1**

mentions a source of inspiration for their writing? **2**

suggests that being creative is more important to them than finishing something quickly? **3**

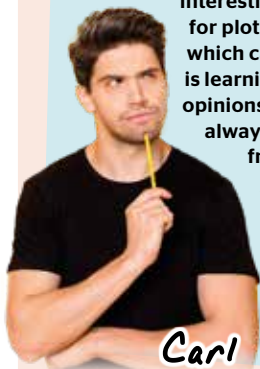
says that receiving comments from others is useful? **4**

finds it challenging to produce new material all the time? **5**

CREATIVE MINDS!

A

I've always enjoyed writing in my free time, and it's something people tell me that I'm pretty good at. Throughout the years, I've written maybe a hundred short stories and lots of poems, and I even wrote a comic once. I've finally reached a point where I feel satisfied with how I can make my ideas come to life on paper! Of course, coming up with interesting characters and good ideas for plots is demanding. Something else which can be challenging for writers is learning how to deal with negative opinions about your work. Personally, I've always believed that kind of feedback from either friends or family isn't just helpful—it's necessary. Why? Because it really helps you to think more carefully about how you can improve both your story and your skills.



Carl

B

My ideas for my short stories often come from my personal experiences. I've visited quite a lot of places with my parents and friends and experienced other cultures, and many of my characters are based on the people I've met during my travels. I'm lucky, because I always find that, as soon as I've finished one story, I already have the next one in my head. Right now, I'm writing my first comic. It's about an explorer, and I've been writing it for months. I admit that I'm writing rather slowly, but I don't mind because I'm trying to think outside the box and find interesting ideas. Whenever I feel disappointed with a part of the story, I take my time and rewrite it until I'm satisfied. After all, creative writing, especially when it's a hobby, should be a pleasant experience, not a stressful one.



Meg

G Match the functions 1-4 with the statements a-d.

1. **reject** someone else's opinion
2. **support** a point someone else has made
3. **warn** about potential danger
4. **recommend** something

- a. 'Attending drama classes is a great way for students to build self-confidence and improve their communication skills, so we should start offering them as soon as possible.'
- b. 'If you don't follow the safety rules, you can get seriously injured.'
- c. 'My brother says playing video games is a waste of time and it only has a negative effect on you, but I disagree.'
- d. 'This magazine article says that being around nature is beneficial for everyone's health, and I couldn't agree more.'

1a reading

A Discuss.

- Does memorising information help you with your studies? Why? / Why not?
- Do you think it is necessary to have a good memory these days? Why? / Why not?

B You are going to read an extract from a science-fiction story. First, read it quickly and choose the best title, a, b, c or d.

- THE END OF EDUCATION
- Teaching the Machine to Think
- Life Before the Machine
- LIFE AFTER THE MACHINE

C Read the first paragraph again, then match options a-d in Question 1 with sentences 1-4, which explain why the options are correct or incorrect.

✓ Read TIP 1.1 in the Reading Reference.

- How does the main character feel about learning from the machine?
 - She would rather be able to choose what she learns. ☐
 - She feels it makes learning too easy. ☐
 - She finds the process boring. ☐
 - She feels she is given too much information every day. ☐

- This seems quite logical, but isn't mentioned anywhere in the text, so it is a distractor.
- The phrases 'shifting **impatiently**' and 'the **long** five minutes' indicate how the character feels about learning from the machine, so this option is correct.
- This distorts a view held by the main character by exaggerating something she said, so it is a distractor.
- This option uses a phrase from the passage, but it is a distractor since she does not express any feelings on this issue.

D Now read the whole extract, and for questions 2-5, choose answer a, b, c or d.

- It is suggested that, when the machine was invented, people
 - thought it might be dangerous for schoolchildren.
 - made a lot of mistakes using it at first.
 - did not expect it to be successful so quickly.
 - thought it worked exactly like a computer.
- Why does the main character mention a language dictionary?
 - to show that memorising information is not enough
 - to explain why language learning is faster now
 - to describe how the technology helps teach languages
 - to suggest that it is now harder to practise languages
- It is implied that students in the time the story is set
 - do not need to learn how to read.
 - finish school at a younger age than students did in the past.
 - spend a lot more time at school.
 - only learn about things they enjoy.
- What is the main character's opinion about books printed on paper?
 - She's only interested in them when she knows what they're about.
 - She thinks it's fun to read them sometimes.
 - She thinks young people don't fully appreciate them.
 - She doesn't see the point of reading them.

E Match the highlighted words 1-6 from the extract with their meanings a-f.

✓ Read TIP 1.2 in the Reading Reference.

- | | |
|------------------------------------|-------------------------|
| 1. recall <input type="radio"/> | a. be noticed by sb |
| 2. apply <input type="radio"/> | b. put to use |
| 3. determine <input type="radio"/> | c. decide |
| 4. perceive <input type="radio"/> | d. remember |
| 5. integrate <input type="radio"/> | e. realise |
| 6. register <input type="radio"/> | f. combine into a whole |

F Discuss.

- Do you wish you could learn like this? Why? / Why not?
- What do you think are the disadvantages of learning information like this? What are the advantages?

Every morning, we queue up in a neat line in front of the machine. We don't choose what we learn. Our teacher sets up the headpieces every day, and then we put them on, press the button, and stand there shifting impatiently from one foot to the other while we wait the long five minutes it takes to upload the entire data pack into our brains. Sometimes, when I'm wearing the headpiece, I feel a warmth between my eyes, but otherwise I don't feel any different afterwards. It's only when I look over the activities for the day's lesson, or when our teacher asks me a question, that I realise just how much information is in my brain that wasn't there the day before.

There aren't many people left now who remember life before the machine. My grandfather **recalls** computers—bulky pieces of equipment that needed a table to stand on, then later little black screens you could hold in your hand... but you could store whatever information you wanted on them. Eventually, some bright young scientist found a way to **apply** the same technology to the human brain—and we've been learning from the machine ever since. They said it would transform people's lives. Since any information in the world could be uploaded into your brain in minutes, they said there would be no more need for tests or exams to check if someone had learnt something. With no more tests, they decided to close down all the schools: they said there was no point to them any more.

Of course, it wasn't as simple as that. The brain is still organic. It can't hold *all* the information in the world, so you have to **determine** what you want to keep and what you don't need and can delete. My grandfather says they should have realised that earlier, because computers worked exactly the same way. The organic brain also needs time to rest and recover; that's why we get a little bit of information every day and never too much all at once. They made that mistake in the beginning and the results were horrible. Even once they got the process working perfectly, they soon **perceived** that having information in your brain isn't the same as being able to use it. You still need to train your mind and practise using the skills. Schools opened again.

My grandfather is still trying to understand how it works. 'What is it you do in school all day?' he's always asking me. 'You get everything from that machine.' I've tried to explain it to him. 'Imagine you've memorised a language

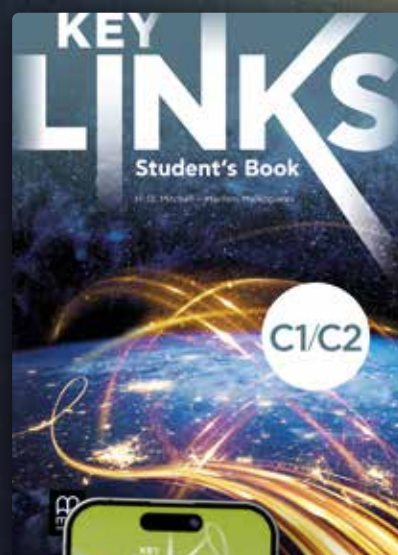
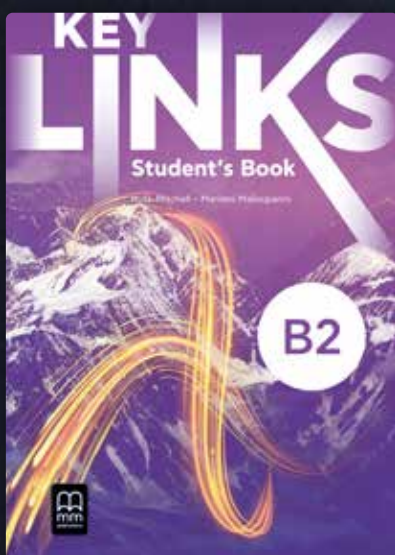
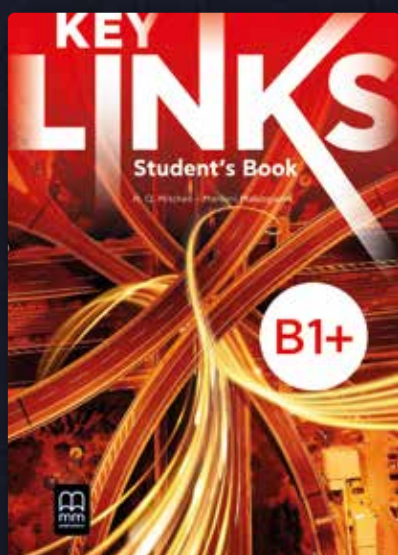
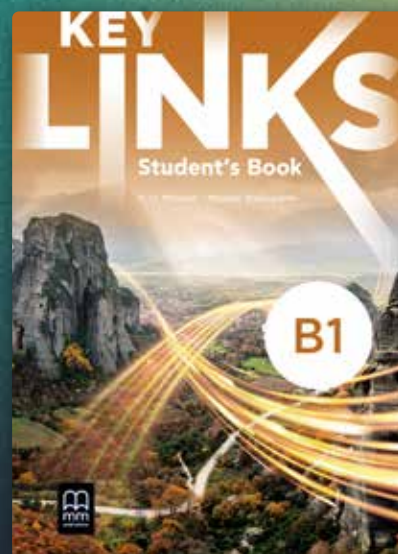
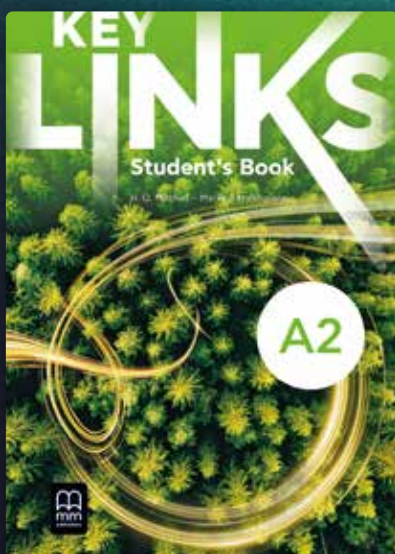
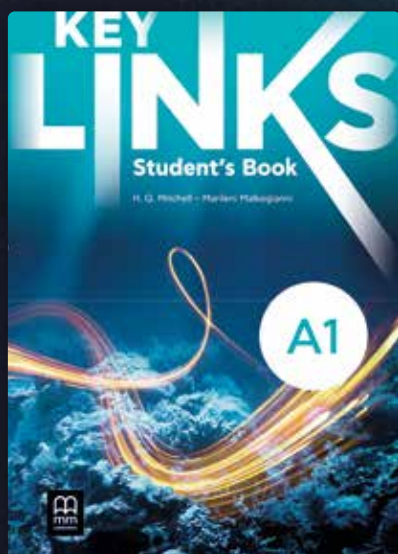
dictionary,' I tell him. 'It doesn't mean you can go out and speak the language instantly. You still have to practise communicating with others. You need to **integrate** the information you've just received with all the knowledge and memories you've already acquired.'

He can't really imagine it, of course. The same way I can't imagine what it was like for him. He spent years reading and studying. In his day, people finished school at 16—or even older. That seems inconceivable today. Even now, he reads a lot of books. Old-format books, I mean, made of paper. It's a huge waste of time, but he enjoys it.

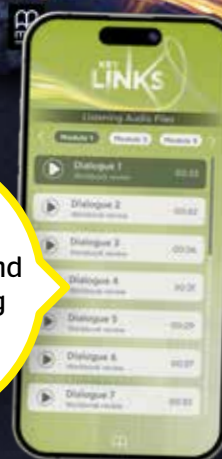
Recently, he's been trying to persuade me to read books too. 'Look,' I said, last time he brought me one, 'I've learnt information from 14,298 books already this year. Why do you want me to spend hours reading just one? What's it about, anyway? It looks ancient.' I lifted the cover and wrinkled my nose at the grimy yellow pages.

He just shook his head at me and wandered off, muttering something about young people not knowing how to have fun or appreciate good literature. I've tried to tell him that sort of thing isn't useful any more, but it just doesn't seem to **register**.





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