

English



Summer Homework

Summer 2026

3rd of ESO

Contents:

- Vocabulary review
- Grammar review
- Reading review
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VOCABULARY REFERENCE

Tasques domèstiques

clean the bathroom (v)	/,kli:n ðə 'bɑ:θru:m/	netejar la cambra de bany
clean the windows (v)	/,kli:n ðə 'wɪndəʊz/	netejar les finestres
do the ironing (v)	/,du: ði 'aɪənɪŋ/	planxar
do the laundry (v)	/,du: ðə 'lɔ:ndri/	fer la bugada
load / unload the dishwasher (v)	/,ləʊd, ,ʌn,ləʊd ðə 'dɪʃwɒʃə(r)/	posar / buidar el rentaplats
make my own breakfast / lunch (v)	/,meɪk maɪ ,əʊn 'brekfəst, 'lʌntʃ/	fer-se l'esmorzar / el dinar
make the bed (v)	/,meɪk ðə 'bed/	fer el llit
prepare food (v)	/prɪ,peə 'fu:d/	preparar el menjar
shop for food (v)	/,ʃɒp fə 'fu:d/	comprar menjar
take the rubbish out (v)	/,teɪk ðə 'rʌbɪʃ ,aʊt/	treure les escombraries
tidy my room (v)	/,taɪdi maɪ 'ru:m/	netejar la meua habitació
vacuum the floor (v)	/,vækju:m ðə 'flɔ:(r)/	passar l'aspiradora
wash up (v)	/wɒʃ 'ʌp/	rentar els plats

Activitats de lleure

athletics (n)	/æθ'letɪks/	atletisme
bowling (n)	/'bəʊlɪŋ/	joc de bitlles
chess (n)	/tʃes/	escacs
climbing (n)	/'klaɪmɪŋ/	escalada
fitness training (n)	/'fɪtnəs ,treɪnɪŋ/	entrenament físic
gymnastics (n)	/dʒɪm'næstɪks/	gimnàstica
handball (n)	/'hændbɔ:l/	handbol
hiking (n)	/'haɪkɪŋ/	senderisme
hockey (n)	/'hɒki/	hoquei
judo (n)	/'dʒu:dəʊ/	judo
karate (n)	/kə'rɑ:ti/	karate
surfing (n)	/'sɜ:fɪŋ/	fer surf

EXTRA Adjectius de personalitat

cheerful (adj)	/'tʃɪəfl/	alegre
confident (adj)	/'kɒnfɪdənt/	segur/a d'un/a mateix/a
funny (adj)	/'fʌni/	divertit/ida
generous (adj)	/'dʒenərəs/	generós/osa
helpful (adj)	/'helpfl/	servicial
honest (adj)	/'ɒnɪst/	sincer/a
interesting (adj)	/'ɪntrəstɪŋ/	interessant
kind (adj)	/kaɪnd/	amable
loyal (adj)	/'lɔɪəl/	lleial, fidel

KEY PHRASES

Preguntem informació personal
Can I have your (surname), please? Em pots dir el teu cognom, si us plau?
How do you (spell) that? Com es lletreja això?
And your (first) name? I el teu nom?
I (need) the first line of your address, please. Necessito el carrer i el número de la teua adreça.
(Could) I have your email address? Em pots donar la teua adreça electrònica?
And now, I just need your mobile (number), please. I, per últim, necessito el teu número de telèfon, si us plau.

Household tasks

1 Complete the dialogue with the verbs below. There are two verbs that you do not need to use.

do clean load make prepare shop take
tidy unload vacuum wash

- Mum** Danni, Grandma and Grandad are coming for lunch today so we need to ¹ tidy the house.
- Danni** OK, Mum, I can help. Do you want me to ² _____ my bed?
- Mum** Yes, please, and can you ³ _____ the bathroom because it's really dirty?
- Danni** Yes, sure, and I'll ⁴ _____ the laundry as there are a lot of clothes in the washing basket.
- Mum** Great, thanks! I can ⁵ _____ the kitchen floor, and ⁶ _____ the rubbish out so the kitchen is clean. Oh, and I'll ⁷ _____ the dishwasher.
- Danni** OK, Mum. Do you need me to ⁸ _____ for the food for lunch?
- Mum** No, don't worry, I have the food, but after the house is clean, we need to ⁹ _____ food for lunch.
- Danni** Is that the doorbell? I think they're here!
- Mum** Oh no!

2 Correct the household tasks in **bold**. Two sentences are correct.

- After dinner, please can you **unload** the dishwasher with the dirty dishes? load
- Look at the windows, they're really dirty. Please can you **tidy** them? _____
- These clothes are dry so can you do the **vacuuming** please? _____
- I'm out all day today, so you need to **take** your own lunch at lunchtime. _____
- There are some dirty dishes in the sink. Please can you wash **down**? _____
- The floor is really dirty. Please can you **vacuum** it for me? _____
- The bin is really full so I'll **get** the rubbish out. _____
- Please can you **wash** your bedroom and put your dirty clothes in the washing basket? _____
- I'm getting really hungry. I'll **prepare** dinner in a minute. _____

Free-time activities

3 Look at the photos. Complete the free-time activities.



1 s u r f i n g



2 h _____



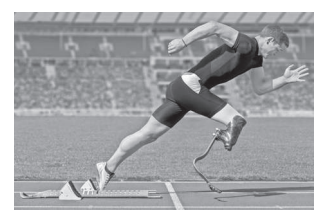
3 k _____



4 h _____



5 f _____
tr _____



6 _____
a _____

4 Complete the rules for using verbs with free-time activities.

- We use the verb go with activities ending in *-ing*; e.g., ... *climbing*.
- We use the verb _____ with competitive games, team sports and ball games; e.g., ... *chess*.
- We use the verb _____ with other sports and free-time activities; e.g., ... *judo*.

Extra: Personality adjectives

5 Match the two parts to make complete sentences.

- | | |
|---|----------------------|
| 1 <u>f</u> He helps people. He's | a confident. |
| 2 _____ She doesn't tell lies. She's | b funny. |
| 3 _____ They smile and are happy. They're | c honest. |
| 4 _____ She isn't boring. She's | d generous. |
| 5 _____ He never leaves me. He's | e kind. |
| 6 _____ She buys me things. She's | f helpful |
| 7 _____ He knows he'll pass his exams. He's | g interesting. |
| 8 _____ They make me laugh. They're | h cheerful. |
| 9 _____ She's nice and does good things for people. She's | i loyal. |

For me, these exercises were ... easy OK difficult

RESUM GRAMATICAL I ACTIVITATS

Permís, prohibició i obligació

can / can't (permís)

- S'empra *can* i *can't* per parlar de permís i prohibició.
You can take a dictionary into the exam.
You can't speak during the exam.
- S'empra *can* per demanar permís i donar-ne o no donar-ne.
'Can I have a friend over tomorrow?' 'Yes, you can.'
'Can we eat in here?' 'No, you can't.'

Afirmativa	Negativa
I can go out.	I can't go out.
Interrogativa	Respostes breus
Can I go out?	Yes, you can. / No, you can't.

be allowed to

- S'empra *be allowed to* en lloc de *can* per parlar de permís i prohibició. *Be allowed to* s'empra amb l'infinitiu sense *to*.
'Am I allowed to stay out until 10 p.m.?' 'No, you aren't.'

Afirmativa
I'm allowed to watch the film.
Negativa
I'm not allowed to watch the film.
Interrogativa
Am I allowed to watch the film?

have to / don't have to

- S'empra *have to* per parlar d'obligacions.
'Do I have to read this book?' 'Yes, you do.'
- S'empra *don't / doesn't have to* quan alguna cosa no és necessària.
I don't have to get up early tomorrow.

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

must / mustn't

- En llenguatge formal i normes escrites, s'empra *must* per parlar d'obligació i *must not* (o *mustn't*) per parlar de prohibició.

Your parents must sign this form before returning it.

Students must not leave the school during break time.

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

Habilitat i consell

can / can't (habilitat) i be able to

- S'empra *can / can't* per parlar d'habilitats en el present.
Can you ski? Yes, I can.
- S'empra *could* i *couldn't* per parlar d'habilitats en el passat.
My sister could run very fast, but she couldn't ride a bike.
- No s'empra *could* quan s'està parlant d'un moment específic del passat. S'empra *was / were able to*.
The dog escaped, but I was able to catch it. ✓
The dog escaped, but I could catch it. ✗
- S'empra *will / won't be able to* quan s'està parlant d'una habilitat en el futur. No hi ha una forma de futur per a *can*.

Passat	Present	Futur
Afirmativa		
I could sing.	I can sing.	I will be able to sing.
Negativa		
I couldn't sing.	I can't sing.	I won't be able to sing.
Interrogativa		
Could you sing?	Can you sing?	Will you be able to sing?

should / ought to

- S'empra *should* o *ought to* per donar consell.
You should buy your mother a birthday present.
You ought to buy your mother a birthday present.

Afirmativa
You should go. / You ought to go.
Negativa
We shouldn't go. / We ought not to go.
Interrogativa
What should I do?

Permission, prohibition and obligation

1 Choose the correct modal verbs to complete the table.

Permission	
Present tense ¹ <u>can</u> / could ² am allowed to / am not allowed to	Past tense ⁹ could / can ¹⁰ was allowed to / was not allowed to
Prohibition	
Present tense ³ can / can't ⁴ am not allowed to / was not allowed to ⁵ mustn't / must	Past tense ¹¹ couldn't / could ¹² was not allowed to / am not allowed to
Obligation	
Present tense ⁶ have to / had to ⁷ must / mustn't	Past tense ¹³ have to / had to
Lack of obligation	
Present tense ⁸ didn't have to / don't have to	Past tense ¹⁴ don't have to / didn't have to

2 Correct the mistakes in the dialogue.

Lucas Hey Milo! **Must** ¹ _____ **Can** _____ you come to my house later after school?

Milo No, sorry. I **had** ² _____ to finish my homework because I didn't do it last night.

Lucas Oh, **are you allowed** ³ _____ to go to the concert last night then?

Milo Yes! I **have** ⁴ _____ to help Mum prepare dinner first, but then I could go.

Lucas You're lucky! My dad said that I **didn't have to** ⁵ _____ go.

Milo Oh, poor you. I didn't even **had** ⁶ _____ to finish my homework first! But I must do it tonight.

Lucas **Can** ⁷ _____ you take photos in the concert hall? Can I see them?

Milo Yes! Look, they're really great. We **aren't allowed** ⁸ _____ to take any food or water into the concert though – it was really strict! We were lucky to be allowed our smartphones.

Lucas I'm glad you enjoyed it. **Could** ⁹ _____ you come to mine tomorrow then?

Milo Probably. Anyway, I **mustn't** ¹⁰ _____ go. I've got a maths lesson now. Bye!

Lucas I **had** ¹¹ _____ to go to a lesson, too. Bye! See you later!

Ability and advice

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

- | | |
|--------------------------------------|--|
| 1 <u>e</u> We should | a to come to the party? |
| 2 _____ I don't think we ought | b ride a bike when you were five? |
| 3 _____ Could you | c to go in there – it's too dark. |
| 4 _____ Did you know our teacher can | d to go climbing at the weekend. |
| 5 _____ They shouldn't | e prepare dinner for Mum tonight. |
| 6 _____ Will you be able | f do judo on Saturday? |
| 7 _____ They ought | g play the piano? |
| 8 _____ I'll be able | h to play for a team – they're really good. |
| | i go to the park – it's raining! |
| | j make my own lunch? |

4 Complete the sentences with the correct form of the modal verbs in brackets. Write between one and five words for each answer.

- I won't be able to come to the concert with you this weekend because we're going away. (be able to)
- We _____ shop for food because the supermarket was closed. (can)
- They _____ go hiking today because the weather is too windy. (should)
- Look at all these dirty dishes. You really _____ load the dishwasher. (ought to)
- My grandmother _____ speak four languages when she was a girl. (can)
- _____ visit the Taj Mahal when you're on holiday in India? (be able to)
- Do you think I _____ invite Gina to my birthday party? (should)
- I _____ do my homework last night because the internet wasn't working. (be able to)

For me, these exercises were ... easy OK difficult

Unit 1 READING

1 Read the article. Choose the best way to complete the description of each paragraph.

Coming of age

A

Coming of age is the transition from child to adult. Many cultures celebrate this moment in different ways.

B

In England, you can get a job when you are 14. You can get married at 16 with your parents' permission. You can get a driving licence and drive on your own when you are 17. You can vote when you are 18. At that age you can also get a credit card and get married without your parents' permission. However, people usually celebrate coming of age on their twenty-first birthday.

C

In other cultures, becoming an adult occasionally depends on experience, not age. In Ethiopia, before Hamar boys become men, they must run four times over the backs of a group of bulls. The young men of the Sateré-Mawé tribe in Brazil have to put on a special glove filled with bullet ants and keep it on their hand for ten minutes. A bullet ant's sting is thirty times more painful than a bee's sting.



D

In some parts of South America, girls become adults on their fifteenth birthday. Their relatives organize a big party called a quinceañera. During the party there's a tradition of changing shoes. The birthday girl takes off her flat shoes and puts on high heels to show that she has become a woman.



Sweet-sixteen parties, on teenagers' sixteenth birthdays, are a tradition in the USA and Canada. Some families celebrate with huge parties, although others treat it as a normal birthday.

When do people come of age in your country?

1 Paragraph A explains ...

- a) what coming of age is.
- b) what we remember from childhood.
- c) how different cultures celebrate birthdays.

2 Paragraph B mentions ...

- a) types of parties.
- b) celebrations in the UK.
- c) legal rights at different ages.

3 Paragraph C discusses ...

- a) tests of young people's physical abilities and strategies for dealing with pain.
- b) how other cultures prepare for a party.
- c) ways of collecting water by young boys.

4 Paragraph D talks about ...

- a) what to wear at American parties.
- b) special birthday parties.
- c) things to bring to a party.

2 ★★☆☆ Match the two parts to make complete sentences about some words and phrases from the article. There are two letters that you do not need to use.

- 1 f To celebrate means to
 - 2 Permission is when you
 - 3 Occasionally is the synonym of
 - 4 A tribe is
 - 5 To vote means to
 - 6 A relative is
 - 7 A sting is
 - 8 A bull is
 - 9 High heels are
- a a traditional community with the same customs.
 - b a type of shoe that raises the back of your feet.
 - c sometimes.
 - d a person in your family.
 - e behave in a certain way.
 - f ~~show that a day or an event is important by doing something special.~~
 - g a very small wound in the skin from an insect.
 - h the male of any animal in the cow family.
 - i allow somebody to do something.
 - j the process of changing.
 - k choose a candidate in an election.

3 ★★☆☆ Read the article again. Are the sentences True (T), False (F) or Not Given (NG)? Choose the correct answers.

- 1 This article is about how different cultures celebrate their children's birthdays. T F NG
- 2 Teenagers in England can get married at 16 if their parents allow them to. T F NG
- 3 In England, your 21st birthday is more important than your 16th birthday. T F NG
- 4 A teenager in England has to wait until they're 21 to get a credit card. T F NG
- 5 Teenagers in England can leave home when they are 18. T F NG
- 6 Hamar boys need to run very fast to jump over the cattle. T F NG
- 7 Hamar boys have to demonstrate their skills before they can become adults. T F NG

- 8 Young Sateré-Mawé men must deal with the pain of 30 bees to become men. T F NG
- 9 The quinceañera is common all over South America. T F NG
- 10 Girls wear expensive dresses at their quinceañera or sweet-sixteen birthday parties. T F NG

4 Read the article again and answer the questions. Write complete sentences.

- 1 Which countries are mentioned in the article?
The article talks about England, Ethiopia, Brazil, the USA and Canada.
- 2 What is coming of age?

- 3 Which paragraph in the article was the most interesting for you? Why?

- 4 How are you going to celebrate your next birthday?

- 5 When can you do the things mentioned in paragraph B in your country?

- 6 What are the coming of age celebrations in your country?

For me, these exercises were ... easy OK difficult

VOCABULARY REFERENCE

Atraccions turístiques

ancient site (n)	/'eɪnfənt saɪt/	lloc antic
aquarium (n)	/ə'kwɛəriəm/	aquàrium
art gallery (n)	/'ɑ:t ,gæləri/	galeria d'art
botanical gardens (n)	/bɒ,tænɪkl 'gɑ:dnz/	jardins botànics
castle (n)	/'kɑ:sl/	castell
cathedral (n)	/kə'thi:drəl/	catedral
celebration (n)	/,selɪ'breɪʃn/	celebració
festival (n)	/'festɪvl/	festival
market (n)	/'mɑ:kɪt/	mercat
monument (n)	/'mɒnjumənt/	monument
museum (n)	/'mju:ziəm/	museu
national park (n)	/,næʃnəl 'pɑ:k/	parc nacional
natural wonder (n)	/,nætʃrəl 'wʌndə(r)/	meravella de la naturalesa
palace (n)	/'pæləs/	palau
parade (n)	/'pə'reɪd/	zona de botigues
shopping district (n)	/'ʃɒpɪŋ ,dɪstrɪkt/	barri de botigues
temple (n)	/'tempəl/	temple
theme park (n)	/'θi:m pɑ:k/	parc temàtic
tower (n)	/'taʊə(r)/	torre
wildlife reserve (n)	/'waɪldlaɪf rɪ,zɜ:v/	reserva natural

Activitats de vacances

bungee-jumping (n)	/'bʌndʒɪ ,dʒʌmpɪŋ/	salt de pont
canyoning (n)	/'kænjənɪŋ/	barranquisme
horse-riding (n)	/'hɔ:s ,raɪdɪŋ/	hípica
kayaking (n)	/'kaɪækɪŋ/	caiaç
mountain biking (n)	/'maʊntən ,baɪkɪŋ/	ciclisme de muntanya
paddleboarding (n)	/'pædlbɔ:dɪŋ/	surf de rem
parascending (n)	/'pærəsɛndɪŋ/	esquí aquàtic amb paracaigudes
scuba diving (n)	/'sku:bə ,daɪvɪŋ/	submarinisme
sightseeing (n)	/'saɪtsi:ɪŋ/	visita a llocs d'interès turístic
trekking (n)	/'trekɪŋ/	trec
waterskiing (n)	/'wɔ:təski:ɪŋ/	esquí nàutic
white-water rafting (n)	/,waɪt ,wɔ:tə 'rɑ:ftɪŋ/	descens en bot per aigües braves
ziplining (n)	/'ziplɑ:ɪnɪŋ/	tirolina, pont tirolès

EXTRA Adjectius per descriure activitats

active (adj)	/'æktɪv/	actiu/iva
challenging (adj)	/'tʃælɪndʒɪŋ/	desafiador/a
dangerous (adj)	/'deɪndʒərəs/	perillós/osa
dull (adj)	/dʌl/	avorrit/ida
expensive (adj)	/'ɪk'spensɪv/	car/a
relaxing (adj)	/'rɪ'læksɪŋ/	relaxant
scary (adj)	/'skeəri/	que fa por
slow (adj)	/sləʊ/	lent/a
thrilling (adj)	/'θrɪlɪŋ/	emocionant, apassionant
tiring (adj)	/'taɪərɪŋ/	esgotador/a

KEY PHRASES

Demanam recomanacions
Where's the best (place) to (buy trainers / sneakers)? Quin és el millor (lloc) per (comprar vambes)?
Can you (recommend) a (phone repair shop)? Pots (recomanar) un (taller de reparació de mòbils)?
Are there any good (restaurants) around here? Hi ha bons (restaurants) per la zona?
Do you know any good (hotels)? Coneixes bons (hotels)?
Donem recomanacions
Your best (option) is probably ... La millor (opció) per a tu és probablement...
Personally, I (think) ... is really good. Personalment, jo (crec)... és molt bo.
I'd (definitely) recommend ... (Indubtablement), jo recomanaria...

Tourist attractions

1 Match the two parts to make complete sentences.

- | | |
|--------------------------------------|--|
| 1 <u>e</u> A monument celebrates | a a very old place of interest. |
| 2 ___ A theme park has | b see a lot of beautiful flowers and plants. |
| 3 ___ In a botanical garden, you can | c exciting rides for people to go on. |
| 4 ___ An ancient site is | d see a lot of fish and other sea animals. |
| 5 ___ A wildlife reserve is | e an important time or person in history. |
| 6 ___ In a parade, you can | f see people in amazing costumes walk through the streets. |
| 7 ___ A national park is | g a special area that the government protects. |
| 8 ___ In an aquarium, you can | h a safe home for wild animals. |

2 Complete the tourist attractions in the dialogue.

Manu Hi Lukas, we're coming to Germany in the summer and want to visit your city. What should we see and do there?

Lukas Wow, that's great. There's a beautiful ¹c a t h e d r a l that you should visit. It has beautiful, colourful windows.

Manu That sounds great. Are there any ²m _____ we can visit?

Lukas Yes! There's a science one and one about the city's history. They're both really interesting. There's also a ³c _____ and a ⁴p _____ so you can see where the kings and queens of the past lived.

Manu That sounds great! Oh and I love shopping. Is there a ⁵m _____ I can go to?

Lukas No, but there's a big ⁶s _____ d _____. You can buy a lot of things there.

Manu Great! I can't wait. See you in the summer!

Holiday activities

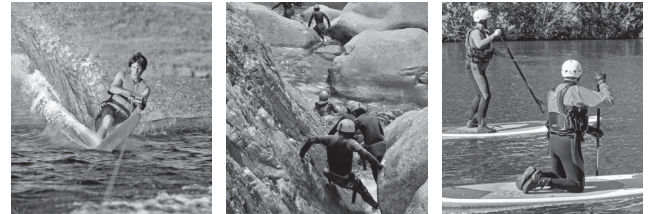
3 Label the holiday activities.



- 1 parascending 2 _____ 3 _____



- 4 _____ 5 _____ 6 _____



- 7 _____ 8 _____ 9 _____

4 Complete the sentences.

- We went on a **mountain-biking** _____ holiday to the Swiss Alps and took our bikes with us.
- We walked for five miles and saw a lot of birds when we went **t** _____ in the rainforest.
- We saw a lot of famous monuments and buildings when we were **s** _____ in Barcelona.
- Our boat almost hit the rocks when we went **w** _____ in the holidays.
- I could see people swimming in the sea when I was **p** _____ above them.
- I love going **s** _____ because I get to see a lot of different fish and other sea animals.

Extra: Adjectives to describe activities

5 Are the adjectives below positive or negative? Complete the table using your own ideas about them.

active challenging dangerous dull
expensive relaxing scary slow thrilling
tiring

Positive	Negative
active	dangerous

For me, these exercises were ... easy OK difficult

Unit 2

RESUM GRAMATICAL I ACTIVITATS

be going to

- S'empra *be going to* + infinitiu sense *to* per a plans, quan s'ha decidit alguna cosa abans de parlar.

I'm going to book my flight to Tokyo next week.

- També s'empra *be going to* per fer prediccions sobre què passarà en el futur quan veiem que alguna cosa és probable.

Look at that black cloud! It's going to rain.

Afirmativa	Negativa
I'm going to visit London.	I'm not going to visit London.
You're going to visit London.	You're not going to visit London.
He's / She's going to visit London.	He / She isn't going to visit London.
We're / They're going to visit London.	We / They aren't going to visit London.
Interrogativa	
Am I going to visit London? Are you / we / they going to visit London? Is he / she / it going to visit London?	

will

- S'empra *will* i *won't* per fer prediccions sobre el futur.

We won't see them again this year.

- S'empra *will* i *won't* per parlar sobre fets futurs.

The sun will rise at 6.36 tomorrow morning.

- També s'empra *will* per fer oferiments i promeses.

'We'll pick you up from the station.'

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

Present continuous

- S'empra el *present continuous* per parlar de plans futurs.

I'm meeting Mike in the library at 10 a.m.

Afirmativa	Negativa
We're going to the cinema tomorrow.	We're not going to the cinema tomorrow.
Interrogativa	
Are we going to the cinema tomorrow?	

RECORDEU! És preferible utilitzar el *present continuous* amb el verb *go*.

I'm going to the supermarket after breakfast. ✓

I'm going to go to the supermarket after breakfast. ✗

Present simple

- Es pot emprar el *present simple* per parlar de programacions i horaris.

'When do the school holidays start?' 'On 6th July.'

Afirmativa	Negativa
The train leaves from platform 2.	The train doesn't leave from platform 2.
Interrogativa	
Does the train leave from platform 2?	

Primera condicional

- S'empra la primera condicional per parlar del resultat d'una possible acció o situació en el futur.

- La clàusula *if* descriu la possible acció o situació, i la clàusula de resultat descriu la conseqüència o l'efecte.

If the weather is good on Saturday, we'll go to the beach.

Clàusula <i>if</i>		Clàusula de resultat		
	<i>Present simple</i>	<i>will</i>	Infinitiu sense <i>to</i>	
+	Harry visits us,	we'll	take him to London.	
-	I don't see Lucas later,	I won't	be able to tell him.	
?	she gets the job,	will	she work on Saturdays?	

- Es pot posar la clàusula *if* abans o després de la clàusula de resultat. S'empra una coma després de la clàusula *if* quan es troba abans de la clàusula de resultat.

If I see Cathy, I'll invite her for dinner.

I'll invite Cathy for dinner if I see her.

will, be going to, present continuous, present simple

1 Complete the email with the correct future form of the verbs below.

be go go meet need open share

←
< >

Hi Joe,

How are you? How's your summer holiday going?

Next week, I ¹ _____ 'm going _____ on an adventure holiday with my friends. There are a lot of cool activities for us to do. On the first day, we ² _____ white-water rafting. It looks amazing! On the second day, we're going to go horse-riding. The riding centre ³ _____ at seven o'clock in the morning, so I think we ⁴ _____ to get up early that day! I think the best day ⁵ _____ Wednesday because we are going paddle-boarding then, and it looks great. I ⁶ _____ a board with my best friend so it will be so much fun! On Friday, we ⁷ _____ a professional kayaker. She's won a lot of competitions so it will be really interesting to talk to her. I can't wait.

Write and tell me about your holiday plans!

Bye for now,

Logan

↩ Reply

2 Choose the correct answer to complete the sentences about the future.

- 1 It's a really good film. I'm sure ...
 - a you're liking it
 - b you like it
 - c you'll like it**
- 2 In the future, robots ...
 - a are going to do a lot of jobs in society
 - b will do a lot of jobs in society
 - c are doing a lot of jobs in society
- 3 Don't go too far because ...
 - a it's getting dark at 9.30 p.m.
 - b it's going to get dark at 9.30 p.m.
 - c it gets dark at 9.30 p.m.

- 4 I promise ...
 - a I'm going white-water rafting with you
 - b I'll go white-water rafting with you
 - c I go white-water rafting with you
- 5 Look, they're turning the lights off. The aquarium ...
 - a closes in a minute
 - b will close in a minute
 - c 's going to close in a minute
- 6 After school today, ...
 - a I'll go swimming
 - b I'm going swimming with my friends
 - c I go swimming

First conditional

3 Match the two parts to make complete first conditional sentences. There are two letters that you do not need to use.

- 1 f If we arrive at the hotel early,
 - 2 _____ The air will be cleaner
 - 3 _____ We'll go white-water rafting
 - 4 _____ If the tickets are too expensive,
 - 5 _____ If I pass my exams,
 - 6 _____ My brother will be very happy
 - 7 _____ They'll go to New York on holiday
- a she'll catch a bus to the airport.
 - b if we go on holiday in the summer.
 - c if people stop driving cars.
 - d we'll pay for it online.
 - e I'll go to university.
 - f ~~we'll go for a swim.~~
 - g we'll watch the concert on TV.
 - h if I get him a laptop for his birthday.
 - i if the tickets aren't too expensive.

4 Put the words in the correct order to make first conditional sentences.

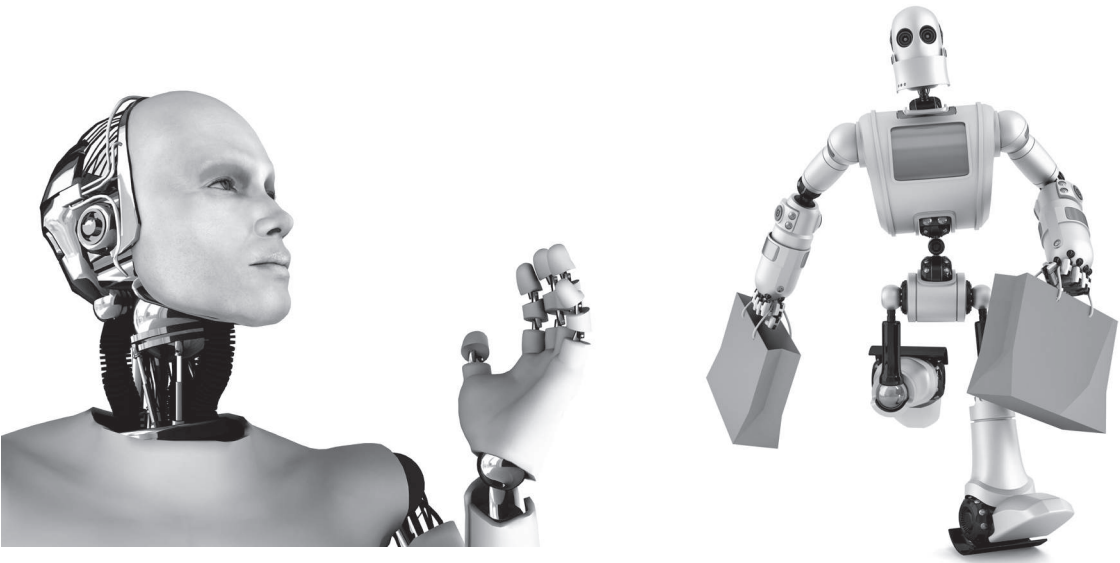
- 1 If we / we won't / leave / be late / now,
If we leave now, we won't be late _____.
- 2 visit / Red Square / if we / Moscow / go to / We'll
 _____.
- 3 she works hard, / she'll / If / her exams / pass
 _____.
- 4 to Nepal / I'll / if / go trekking / we go
 _____.
- 5 get a job, / If / you'll / have / you / some money
 _____.
- 6 kayaking, / If we / we'll / to wear / go / need / a helmet
 _____.

For me, these exercises were ... easy OK difficult

Unit 2 READING

1 Read the article. Choose the best title – a, b or c.

XHOME ABOUT ARTICLES ARCHIVE



When Henn na Hotel opened in 2015 in Nagasaki, Japan, it immediately hit the headlines. This wasn't a hotel like any other because most of the staff were robots.

Back then, as soon as you arrived, you were welcomed by a robot receptionist. After check-in, a robot porter took your luggage to your room. And you didn't need a key because the door to your room recognized your face and opened automatically. Another robot was responsible for room service, although it wasn't able to change the sheets. And the robot concierge gave you information about meals and events, but it wasn't able to book theatre tickets or order a taxi. The hotel still needed people for its security and the cameras were watched by human security guards who made sure that everyone was safe.

At first, guests loved the idea. It was a great advantage for customers that the hotel used robots because it was cheaper than hotels with human workers. At the beginning of 2019, there were 243 robots working in Henn na Hotel but the management decided to lay off half of them. It turns out that some of the robots created problems instead of solving them. For example, the robot assistant that was in each hotel room couldn't answer many of the guests' questions. And sometimes at night, it heard guests snoring and thought they were saying something so responded and woke the guests up. The robots that were responsible for check-in weren't able to scan guests' passports, so the guests had to do it themselves. The porters could only reach 24 of the 100 rooms and had terrible problems when it snowed or rained.

Henn na Hotel chose to employ more human staff but there are more and more new hotels around the world where robots work alongside people: for example, Alibaba Future Hotel in China and Hotel Sky in South Africa.

- a Hotels in trouble
- b The future of tourism
- c Is this the future of hotels?

2 ★★☆☆ Complete the definitions. Then check your answers using the underlined words and phrases in the article.

- 1 stop giving someone a job: lay off
- 2 the bags and suitcases that people use when they travel: _____
- 3 the people who work somewhere:

- 4 someone who carries people's bags in a hotel:

- 5 someone in a hotel who helps guests by giving them information: _____
- 6 be an important item of news in the media:

- 7 the process of arriving at a hotel at the start of your stay: _____
- 8 the people who run and control a business:

- 9 people whose job is to guard a building:

3 ★★☆☆ Read the article again. Choose the correct answers to complete the sentences.

- 1 Henn na Hotel ...
 - a was a popular hotel in 2015.
 - b** opened in 2015.
 - c was a hotel where only robots worked.
- 2 People were interested in Henn na Hotel because ...
 - a it was a new hotel in Nagasaki.
 - b** the staff were very friendly.
 - c a lot of robots worked there.
- 3 The robot concierge ...
 - a told you when breakfast was served.
 - b** helped you with check-in.
 - c booked theatre tickets for you.
- 4 When the hotel opened, ...
 - a hotel management welcomed every guest.
 - b** there were fewer robots than people.
 - c people worked mostly as security guards.
- 5 Henn na Hotel wasn't ...
 - a as expensive as the hotels where only people worked.
 - b** cheaper than other hotels where robots worked.
 - c as cheap as other hotels where only people worked.
- 6 The management laid off a lot of robots because ...
 - a they were making mistakes.
 - b** they were too expensive to keep.
 - c they were too big.

- 7 Some robots in guests' rooms kept waking them up at night because the guests ...
 - a were walking while sleeping.
 - b** were talking while sleeping.
 - c were making noises while sleeping.
- 8 The porter robots couldn't work when ...
 - a guests lost their passports.
 - b** the weather wasn't good.
 - c there were too many guests in one room.
- 9 Alibaba Future Hotel in China and Hotel Sky in South Africa are hotels which ...
 - a have decided to employ only robots.
 - b** want to employ more robots in the future.
 - c employ both human workers and robots.

4 Read the article again and answer the questions. Write complete sentences.

- 1 Why did the newspapers write about Henn na Hotel?
The newspapers wrote about Henn na Hotel because most of the staff were robots.
- 2 What happened when guests walked into the hotel for the first time?

- 3 What happened when you stood outside the door to your room?

- 4 What couldn't a robot responsible for room service do?

- 5 Would you like to stay in a hotel run by robots? Why / Why not?

- 6 What, in your opinion, are the advantages or disadvantages of hotels run by robots?

For me, these exercises were ... easy OK difficult

VOCABULARY REFERENCE

El medi ambient (noms compostos)

carbon footprint (n)	/,kɑːbən 'fʊtprɪnt/	petjada de carboni
climate change (n)	/'klaɪmət tʃeɪndʒ/	canvi climàtic
electric cars (n)	/ɪˌlektɪk 'kɑːz/	cotxes elèctrics
endangered animals (n)	/ɪnˌdeɪndʒəd 'ænɪmlz/	animals en perill d'extinció
fossil fuels (n)	/'fɒsl ˌfjuːəlz/	combustibles fòssils
greenhouse gases (n)	/ˌɡriːnhaʊs 'ɡæsɪz/	gasos amb efecte d'hivernacle
household rubbish (n)	/ˌhaʊshəʊld 'rʌbɪʃ/	residus domèstics
plastic packaging (n)	/ˌplæstɪk 'pækɪdʒɪŋ/	envasos de plàstic
recycling bins (n)	/ˌriː'saɪklɪŋ bɪnz/	paperera de reciclatge
solar energy (n)	/ˌsəʊləɪ 'enədʒi/	energia solar

Professions

accountant (n)	/ə'kaʊntənt/	comptable
architect (n)	/'ɑːkɪtekt/	arquitecte/a
builder (n)	/'bɪldə(r)/	constructor/a
carpenter (n)	/'kɑːpəntə(r)/	fuster/a
chef (n)	/tʃef/	xef, cuiner/a en cap
childminder (n)	/'tʃaɪldmaɪndə(r)/	mainader/a
dentist (n)	/'dentɪst/	dentista
journalist (n)	/'dʒɜːnəlɪst/	periodista
lawyer (n)	/'lɔːə(r)/	advocat/ada
optician (n)	/ɒp'tɪʃn/	òptic/a
pharmacist (n)	/'fɑːməsɪst/	farmacèutic/a
pilot (n)	/'paɪlət/	pilot
plumber (n)	/'plʌmə(r)/	fontaner/a
surgeon (n)	/'sɜːdʒən/	cirurgia/ana
vet (n)	/vet/	veterinari/ària

EXTRA Assumptes globals

animal rights (n)	/,ænɪml 'raɪts/	drets dels animals
climate change (n)	/'klaɪmət tʃeɪndʒ/	canvi climàtic
gender equality (n)	/,dʒendəɪ i'kwɒləti/	igualtat de gènere
homelessness (n)	/'həʊmləsənəs/	sensellarisme
pandemic (n)	/pæn'demɪk/	pandèmia
pollution (n)	/pə'ljuːʃn/	contaminació
poverty (n)	/'pɒvəti/	pobresa
racism (n)	/'reɪsɪzəm/	racisme

KEY PHRASES

Expressem acord
I know what you mean. Sé què vols dir.
Sure, no problem. Clar que sí, sense cap problema.
Yes, of course. Sí, per descomptat.
I think you're right. Crec que tens raó.
Yes, me too. Sí, jo també.
I guess that's OK. Suposo que està bé.

The environment (compound nouns)

1 Write the compound nouns.

- | | |
|---------------------------|--------------------|
| 1 greenhouse <u>gases</u> | 6 climate _____ |
| 2 household _____ | 7 recycling _____ |
| 3 electric _____ | 8 carbon _____ |
| 4 solar _____ | 9 endangered _____ |
| 5 plastic _____ | 10 fossil _____ |

2 Complete the sentences.

- We have three recycling bins in our house: one for plastic, one for paper and card, and one for glass.
- I buy fruit and vegetables from the market so that I don't use so much _____.
- My _____ is quite low because I don't drive and I have never flown to a different country.
- When people burn _____, it puts a lot of greenhouse gases into the air.
- There are a lot of _____ in the world today – tigers are one of them.
- The light and heat from the sun gives us _____.

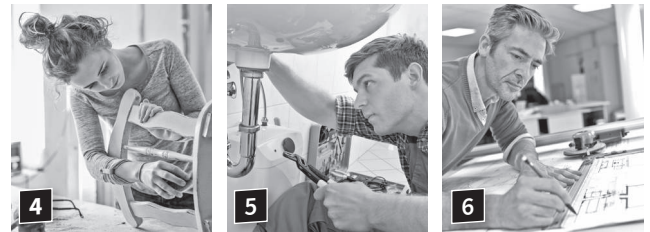
Extra: Global issues

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

- Poverty is when people do not have enough money. T F
- Pollution is when the air or the environment is dirty. T F
- If a lot of people in one country get a virus, it's a pandemic. T F
- Homelessness is when people live on the streets and not in a house. T F
- If men and women do the same job but get different pay, there is gender equality. T F
- Racism is when we treat people of different races the same. T F
- Animal rights are when we care for animals and give them a good life without pain. T F

Occupations

4 Look at the photos. Complete the occupations.



- The c h i l d m i n d e r is playing a game with Sara.
- The _____ had to make a very difficult landing.
- The _____ are building a new house for our family.
- A _____ is making a chair for my bedroom.
- The _____ is fixing our sink.
- An _____ is designing a new gym for our school.

5 Complete the email with the occupations below.

chef dentist journalist lawyer optician
pilot surgeon vet

⏪
⏩

Hi Pablo,

We had a careers day at school yesterday and I'm trying to decide what job I'd like to do in the future so I'm emailing for some help. I'd quite like to be a ¹ lawyer because they earn a lot of money, but I think it would be a boring job. A ² _____ would be an exciting job because you get to fly all over the world, and a ³ _____ would be exciting too, because you get to interview famous people. But I'd also like to be a ⁴ _____ because I love cooking!

What do you think? I remember that you wanted to be a ⁵ _____ to help animals. That would be a good job, or an ⁶ _____ to help people with their eyes or a ⁷ _____ to help them with their teeth. And to really help people and to save lives, a ⁸ _____ would be a really good job – and they earn a lot of money.

Write soon and tell me your ideas!

Mika

↩ Reply

For me, these exercises were ... easy OK difficult

Unit 3

RESUM GRAMATICAL I ACTIVITATS

Segona condicional

- S'empra la segona condicional per parlar dels possibles resultats de situacions irrealis o imaginàries.

If people talked to each other more, it would make a big difference.

Clàusula <i>if</i>		Clàusula de resultat	
	Past simple	<i>would/wouldn't</i>	Infinitiu sense <i>to</i>
+	you joined a sports club,	you'd	make new friends.
-	the app wasn't free,	people wouldn't	use it
?	we used electric cars,	would	we save money?

- Normalment s'empra la forma breu de *would* en l'anglès oral.

I would → I'd you would → you'd he would → he'd, etc.

- Es pot posar la clàusula *if* abans o després de la clàusula de resultat. Quan la clàusula *if* es troba en primer lloc, va seguida d'una coma. Quan la clàusula de resultat es troba en primer lloc, no es posa coma.

If I were you, I'd be more careful.

I'd be more careful if I were you.

- Es pot emprar *were* en lloc de *was* en expressions com *If I were you* per donar consell.

If I were you, I'd watch that film.

Pronoms indefinits

- S'empra *somebody / someone, something o somewhere* en oracions afirmatives per parlar sobre una persona, cosa o lloc quan no ens referim a una de particular.
Something isn't right. The car won't start.
- S'empra *everybody / everyone, everything i everywhere* en oracions afirmatives i interrogatives per parlar sobre tota la gent, totes les coses i tots els llocs.
Sam goes everywhere on his skateboard!
- S'empra *nobody / no one, nothing i nowhere* amb un verb afirmatiu singular per fer referència a cap persona, cap cosa i cap lloc.
Nobody in my family cycles to work.

- S'empra *anybody / anyone, anything i anywhere* en oracions negatives i interrogatives.

I don't know anything about it.

Has anyone phoned?

RECORDEU! Es pot emprar *any-* en oracions afirmatives quan té el significat de 'no importa qui / que / on'.
Anyone can write a blog. ✓

	Persones	Coses	Llocs
un / una	somebody / someone	something	somewhere
tots / totes	everybody / everyone	everything	everywhere
ningú	nobody / no one	nothing	nowhere
ningú (negatives / interrogatives)	anybody / anyone	anything	anywhere

wish / would rather

- S'empra *wish* per dir que volem que les coses siguin diferents de com són o eren. Per parlar del present, s'empra *wish* + passat.

I wish it wasn't snowing.

<i>wish</i>	Passat
I wish	they recycled more.

- També podem emprar *would rather* per parlar de desitjos i preferències. Quan el subjecte i l'objecte del desig és el mateix, s'empra *would rather* + infinitiu sense *to*.

I'd rather go to the doctor now.

She'd rather not have to buy a new bike.

<i>would rather</i>	Infinitiu sense <i>to</i>
I'd rather	go to the cinema.

- Quan el subjecte i l'objecte del desig és diferent, s'empra *would rather* + passat.

I'd rather he spoke to me in English.

I'd rather you started revising now.

<i>would rather</i>	passat
I'd rather	you went by train.

Second conditional

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

- 1 h If I was a journalist,
 - 2 The air would be cleaner
 - 3 What would you do
 - 4 If we stopped burning fossil fuels,
 - 5 I wouldn't be very happy
 - 6 Would you cycle to work
- a if you had a bike?
 - b if you won a lot of money?
 - c if people used more electric cars.
 - d we'd get tickets for the concert.
 - e if my brother went to a different school.
 - f if there were fewer endangered animals.
 - g we'd reduce climate change.
 - h I'd interview a lot of famous people.

2 Choose the correct answer to complete the sentences.

- 1 If I were you, ...
 - a I talk to my manager about it.
 - b I'll talk to my manager about it.
 - c** I'd talk to my manager about it.
- 2 I'd learn to speak Chinese ...
 - a if I live in China.
 - b if I lived in China.
 - c if I'd lived in China.
- 3 If I had the money for solar panels, ...
 - a I used solar energy in our home.
 - b I'll use solar energy in our home.
 - c I'd use solar energy in our home.
- 4 If you could live in any city, ...
 - a where will you live?
 - b where would you live?
 - c where are you living?
- 5 My sister wouldn't be happy ...
 - a if I take her phone without asking.
 - b if I've taken her phone without asking.
 - c if I took her phone without asking.
- 6 If people didn't use their cars so much, ...
 - a there won't be so much pollution.
 - b there wouldn't be so much pollution.
 - c there isn't so much pollution.
- 7 If there was gender equality in society, ...
 - a more women will have powerful jobs.
 - b more women would have powerful jobs.
 - c more women had powerful jobs.

Indefinite pronouns

3 Correct the mistakes in the dialogue.

- Miguel** Hey Saul, would you like to go **nowhere**
¹ somewhere nice for lunch?
- Saul** Yes, that would be great! Do you know
everywhere ² _____ near here?
- Miguel** There's a Chinese but **nothing** ³ _____
 is working there today.
- Saul** Look. I can see **anybody** ⁴ _____ in
 that Spanish restaurant. Let's go there.
- Miguel** OK, great. Did you do **anywhere**
⁵ _____ nice at the weekend?
- Saul** No, my weekend was really boring. I didn't see
nobody ⁶ _____. What about you?
- Miguel** I went to see **somewhere** ⁷ _____ at
 the theatre with my mum. I can't remember
 the name, but it was great, and the theatre was
 empty. There was **nothing** ⁸ _____
 there!
- Saul** Oh, that's great! Next weekend, let's do
somebody ⁹ _____ together.
- Miguel** That sounds great! I'm happy to go **anything**
¹⁰ _____ so you can decide – and
 hopefully you'll have a better time than last
 weekend!
- Saul** Yes! I hope so!
- Miguel** OK, I need to go now. Call me later and tell me
 what you'd like to do.

4 Complete the indefinite pronouns in the sentences.

- 1 Has **anybody** _____ seen my calculator?
- 2 Shall we have **some** _____ spicy for lunch?
- 3 I can't find my mobile phone **any** _____!
- 4 In my opinion, **no** _____ seems to care about
 homelessness. There are still a lot of people living on
 the streets.
- 5 Can we go **some** _____ tropical on holiday this
 year? I want to see some interesting animals.
- 6 The shop was empty. There was **no** _____ left.
- 7 Look at all this rubbish. There's plastic packaging
every _____.
- 8 It's very noisy in here. I wish **every** _____ would
 stop talking so loudly.

For me, these exercises were ... easy OK difficult

Unit 3 READING

1 Read the email. Correct the sentences (1–4) about the email.



⬅

Hi Abby,

How are you?

I've got a great idea for the next charity day at school.

My cousin Katie told me about Jeans for Genes Day, a fundraising event they hold at their school every year. It's organized by Jeans for Genes, a national charity that raises money for children with genetic disorders. The money that people raise helps to improve the lives of sick children by buying special equipment or paying for nurses. But that's not all! The charity also brings together people who live with genetic disorders to celebrate what they've achieved. It sounds so positive! The event takes place every year, usually in the third week of September. The idea is that you make a small donation in order to wear jeans to school or to work. Wouldn't it be amazing to have it at our school?

After talking to Katie, I checked their website. Jeans for Genes Day started in 1992 and since then it has raised more than £40 million. Its website is full of ideas on how to organize the event in schools. For example, you can have a bake sale and sell blueberry muffins or blue lemonade. You can set up a sports day where students play sports wearing denim! My favourite idea is to have a denim upcycle workshop where students bring their old pairs of jeans. Then, they decorate them with patches and some other stuff. In the end, the school can even sell those upcycled jeans online and give the money to the charity.

I think a lot of students at our school would love to take part, not to mention the fact that we wouldn't have to wear uniforms that day! 😊

Let me know what you think.

Take care,

Ethan

↩ Reply

- 1 Ethan has written an email to Katie.
Abby
- 2 Jeans for Genes organizes its event three times a year.

- 3 People pay money to buy jeans at school.

- 4 Ethan found many ideas for the event on Katie's school website.

2 ★★☆☆ Complete the words in the sentences. Then check your answers using the underlined words in the email.

- 1 Can you take all your stuff off my desk, please?
- 2 Our school wants to r some money for a new sports hall.
- 3 I love wearing jeans and a d jacket together.
- 4 My younger sister often u her socks into hair bands.
- 5 Our neighbours always make large d to local charities.
- 6 G conditions such as Down's syndrome are caused by changes to a person's DNA.
- 7 Jake loves to b cakes. His chocolate cake is so delicious!
- 8 Many young people suffer from eating d, which can make them very ill.
- 9 My little brother loves wearing trousers that have p on the knees.

3 ★★☆☆ Read the email again. Are the sentences true (T) or false (F)?

- 1 Ethan has heard about Jeans for Genes from his sister. T F
- 2 Jeans for Genes is an organization that holds events all over the world. T F
- 3 Jeans for Genes helps sick children's parents to pay for people who give medical help. T F
- 4 The charity wants to help people with genetic disorders to meet and share their experiences. T F
- 5 Jeans for Genes Day raised £40 million in 1992. T F
- 6 A denim upcycle workshop is a sports event where students ride bikes wearing jeans. T F
- 7 Schools can help students organize the sale of the jeans they decorate. T F
- 8 The money raised by selling the upcycled jeans goes to the school. T F
- 9 Ethan thinks students want to wear jeans instead of their uniforms. T F

4 Answer the questions. Write complete sentences.

- 1 Have you heard about Jeans for Genes Day or similar charity events before?
I haven't heard about Jeans for Genes Day before but every year my school organizes a charity event where we collect books for children in hospital.
- 2 Do you like the idea of Jeans for Genes Day? Why / Why not?

- 3 How would you organize a Jeans for Genes Day at your school? What events would you hold?

- 4 Have you ever raised money for charity? What did you do? What charity was it for?

For me, these exercises were ... easy OK difficult

VOCABULARY REFERENCE

Parlem de pel·lícules

Academy award (n) TM	/ə,kædəmi ə'wɔ:d/	Premis de l'Acadèmia
audience (n)	/'ɔ:diəns/	públic
(to be) based on (v)	/(tə bi) 'beɪst ɒn/	(estar) basat en
character (n)	/'kærəktə(r)/	personatge
critic (n)	/'krɪtɪk/	crític/a
performance (n)	/pə'fɔ:məns/	actuació
play the part (v)	/'pleɪ ðə ,pɑ:t/	interpretar el paper
plot (n)	/plɒt/	argument
series (n)	/'sɪəri:z/	sèrie
(to be) set in (v)	/(tə bi) 'set ɪn/	(estar) ambientat a
special effects (n)	/,speʃl ɪ'fektz/	efectes especials
star (v)	/stɑ:(r)/	protagonitzar

Adjectius extrems

angry / furious (adj)	/'æŋɡri, 'fjʊəriəs/	enfadat/ada / furios/osa
big / huge (adj)	/bɪɡ, hju:ʤ/	gran / enorme
cold / freezing (adj)	/kəʊld, 'fri:zɪŋ/	fred/a / congelat/ada
frightened / terrified (adj)	/'fraɪntnd, 'terɪfaɪd/	espantat/ada / esfereït/ida
funny / hilarious (adj)	/'fʌni, hɪ'leəriəs/	graciós/osa / divertidíssim/a
hungry / starving (adj)	/'hʌŋɡri, 'stɑ:vɪŋ/	amb gana / famèlic/a
interesting / fascinating (adj)	/'ɪntərəstɪŋ, 'fæsɪneɪtɪŋ/	interessant / fascinant
old / ancient (adj)	/əʊld, 'eɪnfənt/	vell/a / antic/ga
scary / terrifying (adj)	/'skeəri, 'terɪfaɪŋ/	que fa por / terrorífic/a
small / tiny (adj)	/smɔ:l, 'taɪni/	petit/a / minúscul/a
tired / exhausted (adj)	/'taɪəd, ɪɡ'zɔ:stɪd/	cansat/ada / esgotat/ada

EXTRA Gèneres cinematogràfics

action film (n)	/'ækʃn fɪlm/	cinema d'acció
animation (n)	/,æni'meɪʃn/	cinema d'animació
comedy (n)	/'kɒmədi/	comèdia
fantasy film (n)	/'fæntəsi fɪlm/	cinema fantàstic
historical drama (n)	/hɪ'stɔ:rɪkl 'drɑ:mə/	cinema històric
horror film (n)	/'hɒrə fɪlm/	pel·lícula de por
musical (n)	/'mju:zɪkl/	musical
romance (n)	/rəʊ'mæns/	pel·lícula romàntica
science fiction film (n)	/,saɪəns 'fɪkʃn fɪlm/	pel·lícula de ciència ficció
thriller (n)	/'θrɪlə(r)/	thriller, pel·lícula d'intriga
war film (n)	/'wɔ: fɪlm/	pel·lícula de guerra
western (n)	/'westən/	cinema western

KEY PHRASES

Reg preguntes
A What was the food like? Com estava el menjar?
B Did you buy anything? Vas comprar alguna cosa?
C What was the score? Quina era la qualificació?
D Who did you meet? A qui et vas trobar?
E Are you feeling better now? Et trobes millor ara?
F Did you manage to finish it? Vas aconseguir acabar-ho?

Talking about films

1 Complete the email with the words and phrases below.

Academy Award based on critics
performance played the part ~~set in~~
special effects

Hi Tia,

How are you?

I saw a really good film on TV last night. It was ¹ set in the Second World War and was ² _____ the story of some English soldiers in Dunkirk. They couldn't get out of the town because they couldn't get past the German army. Fionn Whitehead ³ _____ of the main character and his ⁴ _____ was amazing. I think it was good enough for an ⁵ _____ but I don't know what the ⁶ _____ thought about it as I didn't read any reviews before I watched it.

The ⁷ _____ were also really good and it felt like we were back in 1940.

Have you seen any good films recently? Write and tell me.

Mina

Reply

2 Complete the words in the sentences.

- Andra Day gives a great **performance** _____ as the main character, Billie Holiday.
- The *Maze Runner* **s** _____ of films are really good. There are three and they're based on books.
- Frances McDormand **s** _____ in the 2020 movie *Nomadland*. She was great.
- Last time I went to the cinema, the **a** _____ was really small. Only about 20 people were watching.
- I don't like it when the **p** _____ of a film is too complicated. I like to understand everything that is happening.
- The main **c** _____ is a woman called Ma Rainey and she's played by Viola Davis.

Extra: Film genres

3 Choose the correct genres to complete the sentences.

- A film that is not based on the real world is ...
a a western. b a war film. **c** a fantasy film.

- A film that has an exciting and sometimes scary plot is ...
a a romance. b a thriller.
c a historical drama.
- A film that is funny and makes you laugh is ...
a a horror film. b a comedy.
c a science fiction film.
- A film that artists draw, usually using a computer, is ...
a a western. b a musical. c an animation.
- A film that is set in the past is ...
a a historical drama.
b a science fiction film.
c a thriller.
- A film that is scary is ...
a a fantasy film. b a horror film.
c an action film.
- A film that is full of songs and singing is ...
a a musical. b a war film. c a comedy.

Extreme adjectives

4 Correct the spelling mistakes in the bold extreme adjectives. One adjective is correct.

- I saw a **hilarious** comedy on TV last night. hilarious
- That bird is **tiney**. _____
- We went to a **facsinating** museum last week.

- Is it lunchtime yet? I'm **starving**. _____
- After playing tennis, I felt **exausted**. _____
- I saw a great film last week that was set in **anceint** Rome. _____

5 Complete the sentences with the extreme equivalent.

- We watched a terrifying film last night. (scary)
- Fabi told me a joke that was _____. (funny)
- Your family live in a _____ house. (big)
- I haven't eaten all day. I'm _____. (hungry)
- Did you visit any _____ temples when you were in Greece? (old)
- There were hundreds of _____ ants all over the grass. (small)
- I watched a _____ TV programme last night about the police. (interesting)
- Did you feel _____ after running a marathon? (tired)
- It's _____ in here. Can you put the heating on? (cold)
- I used my sister's phone without asking and she was _____. (angry)

For me, these exercises were ... easy OK difficult

RESUM GRAMATICAL I ACTIVITATS

Past simple

- S'empra el *past simple* per parlar sobre accions finalitzades en el passat.

She waited for him for half an hour.

I got home, sat down and turned on the TV.

Afirmativa	I / You / He / She / It / We / You / They watch a film last night.
Negativa	I / You / He / She / It / We / You / They didn't watch a film last night.
Interrogativa	Did I / you / he / she / it / we / you / they watch a film last night?
Respostes breus	Yes, I / you / he / she / it / we / they did. No, I / you / he / she / it / we / they didn't.

RECORDEU! S'empra el *past simple* per descriure estats del passat.

I hated carrots when I was a child. ✓

I was hating carrots when I was a child. ✗

Past continuous

- S'empra el *past continuous* per parlar d'una acció en procés en un moment específic del passat

At 3 p.m., she was doing her homework.

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

- Les preguntes *sí/no* es poden respondre amb respostes breus.

'Were they wearing warm clothes?' 'Yes, they were.'

'Was he using his phone?' 'No, he wasn't.'

Past simple i past continuous

- Sovint s'empren el *past simple* i el *past continuous* junts per a accions que van passar al mateix moment. S'empra el *past continuous* per a l'acció més llarga i el *past simple* per a l'acció més curta.

It was raining so I called a taxi.

While I was sitting on the train, I made a phone call.

- Sovint s'empren el *past simple* i el *past continuous* junts quan una acció curta interromp una acció més llarga. S'empra el *past continuous* per a l'acció més llarga i el *past simple* per a l'acció més curta.

While I was preparing dinner, my sister arrived home.

while i when

- Es pot emprar *when* o *while* per connectar dos successos que tenen lloc al mateix temps.

- Sovint s'empra *when* i *while* amb el *past continuous* per parlar de successos que tenen lloc al mateix temps.

While I was doing my homework, Ben was watching TV.

When dad was shopping, I was helping mum with the dinner.

- Es pot emprar *when* per parlar d'una activitat finalitzada que va tenir lloc durant l'activitat més llarga. No s'empra *while*.

He was walking his dog when he saw his favourite singer.

(NO: ~~He was walking his dog while he saw his favourite singer.~~)

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

- S'empra *too* + adjectiu per indicar si volem o necessitem més o menys.

This food is too hot – I can't eat it.

My brother can't drive a car – he's too young.

- S'empra *too much* o *too many* + nom per dir que tenim més del que volem o necessitem.

I've got too many books.

She drinks too much coffee.

- S'empra *too many* abans dels noms comptables i *too much* abans dels noms in comptables.

There are too many shops here – we can't go to them all.

I did too much shopping yesterday – I haven't got any money now.

- S'empra *enough* + nom per dir que tenim la quantitat que necessitem.

Have you got enough chairs?

There is enough cake for everyone.

Unit 4

- S'empra *not enough* + nom per dir que tenim menys del que volem o necessitem.
There aren't enough chairs for everyone.
We haven't got enough money.
- S'empra adjectiu + *enough* per referir-se a "la quantitat que es necessita".
We can all travel in my mum's car. It's big enough.
- S'empra *not* + adjectiu + *enough* per referir-se a "menys del que es vol o es necessita".
You can't hire a jet ski. You aren't old enough.

RECORDEU! Posem *enough* abans d'un nom, però després d'un adjectiu.

Have we got enough tickets?

Are you tall enough to be a basketball player?

Past continuous and past simple

1 Complete the sentences with the correct form of the verbs below.

~~dance~~ forget perform see swim talk
tidy wait

- We were dancing in a disco when my friend fell over.
- The actor _____ his words when he was playing the part of Hamlet.
- When I got to school, Tara was already _____ for me.
- While I was _____ my bedroom, I found my old school books.
- The class was visiting a museum when they _____ some ancient costumes from South America.
- While they were _____ in the concert, all the lights went off.
- We were _____ in the sea when we saw a shark.
- While we were waiting for the bus, we _____ about the new *Star Wars* film.

2 Choose the correct phrases to complete the sentences.

- When I woke up this morning, ...
 - the sun is shining
 - the sun shone
 - the sun was shining
- What were you doing ... ?
 - when you were seeing Luca for the first time
 - when you saw Luca for the first time
 - when you've seen Luca for the first time
- I broke my wrist ...
 - while I'm playing basketball
 - while I played basketball
 - while I was playing basketball
- Did you fall asleep ... ?
 - when you did your homework
 - when you were doing your homework
 - when you've done your homework
- She was waiting for her friend ...
 - if she found a mobile phone
 - while she found a mobile phone
 - when she found a mobile phone
- Where were you living ... ?
 - when you were buying your first flat
 - when you bought your first flat
 - while you bought your first flat

- They had a big argument ...
 - they were working together
 - when they were working together
 - when they are working together
- Petra was listening to the radio ...
 - when her phone started ringing
 - while her phone started ringing
 - her phone started ringing

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

3 Complete the sentences with *too*, *too much*, *too many* or *(not) enough*.

- There was not enough time to get there so we arrived late.
- We produce _____ greenhouse gases and it's causing climate change.
- Have we got _____ food for the party or do we need to buy more?
- I don't want to go to Egypt on holiday because it's _____ hot.
- There was _____ violence in that movie. I didn't enjoy it at all.
- Do you think ten miles is _____ far to run or can you run that far?
- There are _____ recycling bins in my town. We need a lot more.

4 Complete the advert with the words and phrases below.

~~enough~~ enough not enough too too
too many too many too much too much

Calling all young actors!

Do you think your acting skills are good ¹ enough to become a professional actor? Right now there are ² _____ older people winning Academy Awards and ³ _____ young people in the business. It has become ⁴ _____ difficult for young people to get into acting and we want that to change. If you've got ⁵ _____ time to rehearse twice a week and not ⁶ _____ school work, then come and join us and we will help you get your career started.

Our rehearsal studios aren't ⁷ _____ far from your school so it won't take ⁸ _____ time for you to get here if you walk. Don't let this chance pass you by – ⁹ _____ people don't take the opportunity when they get it. Don't let that be you!

For me, these exercises were ... easy OK difficult


Unit 4 READING

1 Read the reviews. Choose the correct studio for sentences 1–5.

XHOMEADD REVIEWARCHIVESEARCH

The best film studio tours

Warner Bros. Studio, UK




I couldn't believe it when my parents said that they had bought me tickets for the Harry Potter tour for my birthday!

When we arrived, we met our guide. She told us that someone had once spent thirteen hours doing the tour! We did the tour in five hours. There's so much to see, and you can get really close to the film sets.

The best bit for me was learning about the technical side of the films and the special effects. On the way back, my parents asked why I looked sad. I explained that I wasn't sad. It was just that I had wanted to stay for longer.

Posted by Alfie, Bristol, England

Fort Bravo, Almería, Spain



My parents told me that we were going to spend a day here on holiday. They said that they had bought tickets to go behind the scenes of their favourite westerns. They wanted to watch a live performance by stunt actors on horses. I wasn't looking forward to it. I hate westerns, and it was a really hot day.

However, we had a great tour guide and he made it fun, especially in the wardrobe department. He said that we could choose any outfit, put it on and take a selfie. It was my turn to be in the spotlight. What a great day out!

Posted by Suzanna, Zamora, Spain

- 1 This studio is in the UK.
Warner Bros. Studio
- 2 You can spend many hours looking at all the things.

- 3 You can wear clothes from films.

- 4 You can learn about special effects and technical information.

- 5 You can watch a live performance by actors on horses.

2 ★★☆☆ Complete the sentences with words and phrases from the reviews.

- 1 We visited the castle with a **guide** _____. She told us a lot of wonderful stories about the history of the castle and the people who lived there.
- 2 The **s** _____ **a** _____ in the last film I watched did a lot of amazing things. For example, in one scene they jumped off the top of a building!
- 3 I loved the **s** _____ **e** _____ in this film, especially the city on the moon.
- 4 This top and jeans is my favourite **o** _____. I often wear it to parties.
- 5 There was a lot of **t** _____ information about the computer systems, and it was quite hard to understand.
- 6 It's fascinating to go **b** _____ **t** _____ **s** _____ in a film studio and see how they do things.
- 7 There are some amazing clothes in the **w** _____ **d** _____ at the film studio.
- 8 All the actors have to be on the **f** _____ **s** _____ at six o'clock in the morning because the light is perfect at this time of the day.

3 ★★☆☆ Read the reviews again. Match the two parts to make complete sentences. There are two letters that you do not need to use.

- 1 **f** Alfie was
 - 2 _____ Suzanna didn't want to go on this tour at first because she
 - 3 _____ Alfie's parents told him they
 - 4 _____ When Suzanna went on the studio tour,
 - 5 _____ Suzanna loved
 - 6 _____ It took Alfie
 - 7 _____ Alfie loved the fact that he
 - 8 _____ Alfie's parents asked him why he
 - 9 _____ Suzanna's parents wanted to
- a doesn't like westerns.
 - b could find out new information about how the special effects were created.
 - c the weather was very hot.
 - d had bought the tickets as a birthday present.
 - e five hours to do the tour.
 - f ~~very excited to go on the film studio tour.~~
 - g looked sad on the way home.
 - h thirteen hours to visit the studio.
 - i see actors doing a live show on their tour.
 - j not being in the spotlight.
 - k putting on the actors' clothes and taking photos.

4 Read the reviews again and answer the questions. Write complete sentences.

- 1 Who took Suzanna on the tour?
Suzanna's parents took her on the tour.
- 2 Which part of the tour did Alfie enjoy the most?

- 3 Which part of the tour did Suzanna enjoy the most? Why?

- 4 Which of these tours would you like to go on? Why?

- 5 Have you ever been on a studio tour? If yes, where was it and what was it like? If not, do you know any other film studios that organize tours? Would you like to go on one of those?

For me, these exercises were ... easy OK difficult

VOCABULARY REFERENCE

Utilitzem mòbils

add someone to a group chat (v)	/,æd ,sʌmʍʌn tu ə ,gru:p 'tʃæt/	afegir algú a un grup de xat
add someone to your contacts (v)	/,æd ,sʌmʍʌn tə jɔ: 'kɒntæktz/	afegir algú als teus contactes
get directions (v)	/get də'rekʃnz/	obtenir indicacions
get notifications (v)	/get ,nəʊtɪfɪ'keɪʃnz/	obtenir notificacions
go on social media (v)	/,gəʊ ɒn ,səʊʃl 'mi:diə/	utilitzar les xarxes socials
go online (v)	/gəʊ ,ɒn'laɪn/	connectar-se a internet
make a call / a video call (v)	/,meɪk ə 'kɔ:l, ə 'vɪdɪəʊ kɔ:l/	trucar / fer una videotrucada
make a payment (v)	/,meɪk ə 'peɪmənt/	fer un pagament
stream a video (v)	/,stri:m ə 'vɪdɪəʊ/	reproduir un vídeo
stream music (v)	/stri:m 'mju:zɪk/	reproduir música
track your fitness (v)	/,træk jɔ: 'fɪtnəs/	mesurar la capacitat física
track your location (v)	/,træk jɔ: ləʊ'keɪʃn/	rastrear la ubicació

Negocis

commercial success (n)	/kə,mɜ:ʃl sək'ses/	èxit comercial
develop (v)	/dɪ'veləp/	desenvolupar
grow (v)	/grəʊ/	créixer
invest (v)	/ɪn'vest/	invertir
marketing (n)	/'mɑ:kɪtɪŋ/	publicitat
product (n)	/'prɒdʌkt/	producte
promote (v)	/'prə'məʊt/	promocionar
range (n)	/'reɪndʒ/	gamma
sales (n)	/'seɪlz/	vendes
set up (v)	/'set ʌp/	establir

EXTRA Tipus d'aplicacions

educational (adj)	/,edʒu'keɪʃnəl/	educatiu
fitness (adj)	/'fɪtnəs/	condicionament físic
gaming (adj)	/'geɪmɪŋ/	joc
messaging (adj)	/'mesɪdʒɪŋ/	missatgeria
music streaming (adj)	/'mju:zɪk ,stri:mɪŋ/	reproducció de música
navigation (adj)	/'nævɪ'geɪʃn/	navegació
photo sharing (adj)	/'fəʊtəʊ ,ʃeərɪŋ/	ús compartit de fotografies
reminder (adj)	/'rɪ'maɪndə(r)/	recordatori
shopping (adj)	/'ʃɒpɪŋ/	compres
video streaming (adj)	/'vɪdɪəʊ ,stri:mɪŋ/	reproducció de vídeos

KEY PHRASES

Utilitzem aplicacions	
It's a great way to ... És una molt bona manera de...	
I use it to ... + infinitive without to Jo l'utilitzo per...	
It helps me (to) ... Això m'ajuda (a)...	
It's ideal / perfect for ... És ideal / perfecte per...	
It's an app for ... + -ing form És una aplicació per...	
I often use it for ... Sovint l'utilitzo per...	
Anem a comprar	
Dependent/a	Client/a
How (can) I help you? En què et (puc) ajudar?	I've got a (problem) with my (smartphone). Tinc un (problema) amb el meu (mòbil).
What model is it exactly? Quin (model) és exactament?	How much will the (repair) cost? Quant costarà la (reparació)?
Can I have a (look), please? Puc (fer-li un cop d'ull), si us plau?	How (long) will the repair take? Quant (de temps) trigarà la reparació?
A new screen will (cost) (£85). Una pantalla nova (costarà) (£85)?	Can I (pay) when I pick it up? Puc (pagar) quan vingui a recollir-lo?

Using smartphones

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

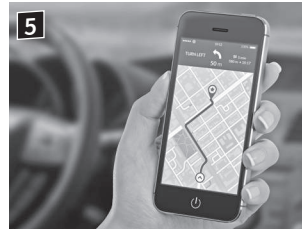
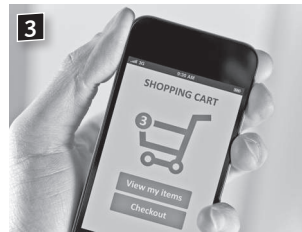
- 1 f You should use your smartphone to stream
 - 2 After school, I need to go
 - 3 We don't know where the cinema is, but we can get
 - 4 Shall I add you to a group
 - 5 I haven't got any cash so I'll make
 - 6 I use my phone to track my
- a a payment on my phone.
 - b location when she's walking home.
 - c online to buy a new pair of trainers.
 - d directions on my phone so don't worry.
 - e fitness so I know how healthy I'm being.
 - f ~~music and listen to your favourite bands.~~
 - g chat so that we can all talk together?
 - h a call to his parents after the concert.

2 Complete the sentences.

- 1 You can use a smartphone to stream videos so that you can watch things wherever you are.
- 2 Many apps can track your location and tell you where you are and where you need to go.
- 3 You can get news from your favourite apps to keep you up-to-date on new content on the app.
- 4 A lot of people go on social media every day to keep in touch with their family and friends.
- 5 Sometimes instead of sending messages, it's nice to make a video call and actually hear someone's voice and see their face.
- 6 Just add someone's phone number to your contacts and your smartphone will remember their number for you.
- 7 Don't worry about getting lost again because you can get directions on your smartphone.

Extra: Types of apps

3 Look at the pictures. Complete the sentences with the types of apps.



- 1 Alexi uses a f i t n e s s app to help him stay active.
- 2 You can check out all my selfies on this p h o t o app.
- 3 My dad buys all his groceries using a s h o p p i n g app.
- 4 Jodie listens to her favourite bands on this m u s i c app.
- 5 You won't get lost with this n a v i g a t i o n app.
- 6 If Katya used a r e m e m b e r app, she wouldn't forget her friends' birthdays.

Business

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

- 1 When a business grows, it gets bigger. T F
- 2 When a company sells a range of products, it sells more than one thing. T F
- 3 If you study marketing, you learn how to promote products well. T F
- 4 If a company is a commercial success, it doesn't make any money. T F
- 5 When people invest in a business, they give that business money to grow. T F
- 6 If a company brings out a new product, it stops selling it. T F
- 7 Online sales are when companies sell their products on the internet. T F

5 Complete the sentences with the prepositions *in, of, up* or *out*.

- 1 After university, they set up their own company.
- 2 When did they last bring out a new product?
- 3 We need someone to invest in our company as we need more money.
- 4 Have you got a new range of electronic products?
- 5 I'd like to do a course in online marketing.

For me, these exercises were ... easy OK difficult

Unit 5

RESUM GRAMATICAL I ACTIVITATS

used to

- S'empra *used to* + infinitiu sense *to* per parlar d'accions que es van fer en el passat, però que ja no es fan ara.

RECORDEU! No s'empra *used to* quan l'acció només ha tingut lloc un cop.

Kate used to play the piano. ✓

She played in a concert in the town hall once. ✓

She used to play in a concert in the town hall once. ✗

- També s'empra *used to* per parlar de situacions que eren veritat en el passat, però que ara ja no ho són.

People used to be good at finding their way around.

- No s'empra *used to* per parlar d'una acció que ha tingut lloc durant un període de temps o del nombre de vegades que s'ha fet alguna cosa.

Lisa presented the news for two years. (NO: ~~*Lisa used to present the news for two years.*~~)

I was on television five times. (NO: ~~*I used to be on television five times.*~~)

Afirmativa			
I / You / He / She / It / We / You / They	<i>used to</i>	sing	in a band.

Negativa			
I / You / He / She / It / We / You / They	<i>didn't</i>	<i>use to</i>	shop online.

Interrogativa			
Did	I / you / he / she / it / we / you / they	<i>use to</i>	play sports at school?

- Una pregunta es pot respondre amb una resposta breu o una oració completa.

Did you use to play sports at school? Yes, I did.

Did people use to play computer games? No, they didn't. / No, they didn't use to have computers.

Present perfect

- S'empra el *present perfect* per parlar d'una acció o succés que ha tingut lloc durant un període de temps que encara continua.

I've worked very hard this week.

He's seen that film five times.

- També s'empra el *present perfect* per a les accions o successos finalitzats que tenen un conseqüència en el present.

I can't play football because I've injured my knee.

Good news! I've found my passport.

- S'empra el *present perfect* amb *for* o *since* per parlar d'una acció o succés que va començar en el passat i que encara està en progrés. S'empra *for* amb un període de temps (*for a week, a year, etc.*) i *since* amb un punt del passat (*since Monday, last summer, 2019, etc.*).

I've lived in Berlin for three years. (I still live there.)

She's been ill since the weekend. (She's still ill.)

Afirmativa			
Subjecte	<i>have / has</i>	participi passat	
I / You	have	played	in a band.
He / She / It	has	had	dance lessons.
We / You / They	have	eaten	lunch.

Negativa			
Subjecte	<i>haven't / hasn't</i>	participi passat	
I / You	haven't	played	basketball.
He / She / It	hasn't	had	swimming lessons.
We / You / They	haven't	finished	work.

Interrogativa			
<i>Have / Has</i>	subjecte	participi passat	
Have	I / you	played	in a band?
Has	he / she / it	had	guitar lessons?
Have	we / you / they	visited	London?

- El participi passat dels verbs regulars és el mateix que la forma del *past simple*, amb la terminació *-ed*.

Regular		
Infinitiu	<i>Past</i>	Participi passat
visit	visited	visited
arrive	arrived	arrived

- Amb els verbs irregulars, alguns participis tenen la mateixa forma que el *past simple*, però alguns són diferents. Mireu el llistat de verbs irregulars.

Irregular		
Infinitiu	<i>Past</i>	Participi passat
do	did	done
have	had	had
lose	lost	lost
eat	ate	eaten

used to

1 Complete the sentences about Fabio using the correct form of *used to* and the information in the table.

Fabio's things	Past	Present
pet cat	✓	✗
fitness tracker	✗	✓
guitar	✓	✗
games console	✓	✗
laptop	✗	✓
mountain bike	✓	✗

- Fabio used to have a pet cat, but he doesn't have one now.
- Fabio _____ have a fitness tracker, but he _____ one now.
- Fabio _____ have a guitar, but he _____ one now.
- Fabio _____ have a games console, but he _____ one now.
- Fabio _____ have a laptop, but he _____ one now.
- Fabio _____ have a mountain bike, but he _____ one now.

2 Tick (✓) the correct questions. Correct the wrong ones.

- Did you ~~used~~ to have a pet when you were young?
use
- Did your grandparents use to live by the sea?

- Did Manuel use to working in a hotel before he became an accountant?

- How you use to go online before you had a smartphone?

- How many teachers did you use to have at primary school?

- Did your parents use to walked to school when they were children?

- How often do you use to speak to your friends on the phone?

- Did your mum use to play a musical instrument when she was younger?

Present perfect with *for* / *since*

3 Complete the table with the past participle of the verbs below.

bring out	build	buy	create	develop	grow
invest	make	promote	set up	use	work

Regular past participles	Irregular past participles
created,	bought,

4 Complete the dialogue with the correct form of the verbs below.

borrow	bring	buy	have	not have
see	work			

- Nina** Hey Will! Have you ¹ seen Sara? I can't find her anywhere.
- Will** No, I ² _____. Why?
- Nina** She's ³ _____ my laptop, but I need it to do my homework.
- Will** I've ⁴ _____ my laptop with me. Do you want to use that?
- Nina** That would be great! Your laptop's really smart. How long have you ⁵ _____ it for?
- Will** Not long, it's quite new. I've ⁶ _____ really hard recently so my parents bought it for me as a reward.
- Nina** Wow, you're lucky. My parents haven't ⁷ _____ anything for me for months!
- Will** Perhaps you need to work harder!
- Nina** Haha, perhaps! Thanks, Will.

5 Complete the sentences with *for* or *since*.

- I've studied at this school since I was five years old.
- The company hasn't brought out a new range of wireless headphones _____ 18 months.
- How long has she lived in New York _____?
- Yu Jin has known her best friend _____ she was at primary school.
- I've worked for an online marketing company _____ 2020.
- How many smartphones have you sold _____ August?
- Sorry I'm late! Have you been here _____ long?

For me, these exercises were ... easy OK difficult

Unit 5 READING

1 Read the text. Choose the best heading (a–e) for each paragraph.
There is one heading that you do not need to use.

A fascinating way to communicate

A ¹ What is Gomeran whistle?

Gomeran whistle, or Silbo Gomero, is a language from the island of La Gomera in the Canary Islands. It uses whistles instead of words and has six sounds – two vowels and four consonants.

B ² _____

Nobody knows exactly when the language started, but we know that it is ancient. There is a theory that it was brought to the island by settlers from Africa. There are steep mountains and deep valleys in La Gomera so it is not easy to get from place to place quickly. People, especially shepherds and farmers, used the language to communicate over long distances. The sound of the whistles can travel for several kilometres, so whistling was the quickest way to send a message.

C ³ _____

Today, not many people use the language for everyday communication. However, it is a very important part of the culture of the island and it is protected by UNESCO. Gomeran whistle has been a compulsory subject at school since the 1990s and some people also learn it from their parents.

D ⁴ _____

There are other whistling languages around the world, usually in remote areas with a lot of mountains. In Europe, there are whistling languages in Greece, Turkey and the French Pyrenees. However, the Gomeran language has the biggest community of speakers.



- a Who speaks the language now?
- b What do people think about Gomeran whistle?
- c What is Gomeran whistle?
- d How did Gomeran whistle begin?
- e Are there any similar languages?

- 2 ★★☆☆** Complete the definitions. Then check your answers using the underlined words in the text.
- 1 To protect means to make sure something or someone is safe.
 - 2 When a place is _____, it is far away from other places.
 - 3 When something is _____, you must do it because it is the law or in the rules.
 - 4 A _____ is a person who goes to live in a new country.
 - 5 When a hill or a mountain is _____, it rises and falls quickly.
 - 6 A _____ is a person who takes care of sheep.
 - 7 When you _____, you make a sound by blowing through your lips or your teeth.
 - 8 When something is _____, it's very old.
- 3 ★★☆☆** Read the text again and complete the summary. Write one noun in each gap.

Gomeran whistle is a language which is spoken on one of the Canary ¹ Islands. There are only six ² _____ in Gomeran whistle. It is possible that people from ³ _____ brought it to La Gomera. In the past, people used it to communicate over long distances because there are a lot of valleys and ⁴ _____ on La Gomera. Whistling was a quick way to send a message because the sound can travel for a few ⁵ _____. Today, ⁶ _____ wants to protect Gomeran whistle. ⁷ _____ must study it at school. Greece, ⁸ _____ and France also have whistling languages but Gomeran whistle has the most ⁹ _____.

- 4** Read the text again and answer the questions. Write complete sentences.
- 1 Where is Gomeran whistle spoken?
It's spoken on La Gomera, one of the Canary Islands.
 - 2 How many vowels does Gomeran whistle have?

 - 3 Who used Gomeran whistle in the past?

 - 4 When did it become compulsory to learn Gomeran whistle at school?

 - 5 Are there any local languages in your country? What are they and who speaks them?

For me, these exercises were ... easy OK difficult

VOCABULARY REFERENCE

**Col·locacions: verb + nom
(i els antònims)**

find / lose some money (v)	/,faɪnd, ˌluːz səm 'mʌni/	trobar / perdre diners
mend / break your phone (v)	/,mend, ˌbreɪk jɔː 'fəʊn/	reparar / trencar el telèfon
pass / fail an exam (v)	/,pɑːs, ˌfeɪl ən ɪg'zæm/	aprovar / suspendre un examen
prevent / cause an argument (v)	/prɪ'vent, ˌkɔːz ən 'ɑːgjumənt/	evitar / provocar una discussió
remember / forget a friend's birthday (v)	/rɪ'membər, fə'get ə ˌfrendz 'bɜːθdeɪ/	recordar / oblidar l'aniversari d'un amic
score / miss a penalty (v)	/,skɔːr, ˌmɪs ə 'penəlti/	marcar / fallar un penal

Esdeveniments de la vida

change career (v)	/tʃeɪndʒ kə'riə(r)/	canvi de carrera professional
get a job (v)	/,get ə 'dʒɒb/	aconseguir una feina
get a promotion (v)	/,get ə prə'məʊʃn/	ascendir
get divorced (v)	/get dɪ'vɔːst/	divorciar-se
get married (v)	/get 'mærid/	casar-se
get your big break (v)	/,get jɔː ˌbɪg 'breɪk/	tenir molta sort
go to university (v)	/,gəʊ tə ˌjuːnɪ'vɜːsəti/	anar a la universitat
graduate (from university) (v)	/,grædʒueɪt (frəm ˌjuːnɪ'vɜːsəti)/	graduar-se (a la universitat)
have a serious accident / illness (v)	/,hæv ə ˌsɪəriəs 'æksɪdɪnt, 'ɪlnəs/	tenir un accident / una malatia greu
make your debut (on stage / in a film / with a sports team) (v)	/,meɪk jɔː ˌdeɪbjʊː (ɒn 'steɪdʒ, ɪn ə 'fɪlm, wɪð ə 'spɔːts tiːm)/	debutar (a l'escenari / en una pel·lícula / amb un equip esportiu)
meet your partner (v)	/,miːt jɔː 'pɑːtnə(r)/	conèixer la teva parella
move (house / to another country / city) (v)	/,muːv 'haʊs, tu ənəðə 'kʌntri, 'sɪti/	mudar-se (de casa / a un altre país / ciutat)
retire (v)	/rɪ'taɪə(r)/	jubil·lar-se
start a family (v)	/,stɑːt ə 'fæməli/	formar una família

EXTRA Qualitats personals

creativity (n)	/,kriːeɪ'tɪvəti/	creativitat
experience (n)	/ɪk'spɪəriəns/	experiència
fitness (n)	/'fɪtnəs/	condicionament físic
intelligence (n)	/ɪn'telɪdʒəns/	intel·ligència
motivation (n)	/,məʊtɪ'veɪʃn/	motivació
patience (n)	/'peɪʃns/	paciència
speed (n)	/spiːd/	velocitat
strength (n)	/streŋkθ/	força
talent (n)	/'tælənt/	talent

KEY PHRASES

Fem suggeriments
Why don't we ...? Per què no...?
How about ...? (-ing form) Què et sembla si...?
(Shall) we play it? Juguem?
Rebutgem
I'm not really up for it. No en tinc gaires ganes.
I don't fancy it. No em ve de gust.
I don't really (feel) like it. No m'abelleix això.
Persuadim
Come on! It'll be fun. Vinga, va! Serà divertit.
I think you'd really enjoy it. Crec que t'ho passaries molt bé.
Oh (go) on! Vinga, va!
Acceptem
All right then. I'll give it a go. D'acord, doncs. Ho intentaré.
I suppose we could (try) it. Suposo que ho podríem (intentar).
Tornem a rebutjar
No, I'm not keen on the idea. No, no m'entusiasma la idea.
No, I'm sorry. I'm just not in the (mood). No, ho sento. No estic d'humor.

KEY PHRASES continued

Inicis d'oracions		
Expressions de temps	Frases adjectivals	Frases adverbials
Within a few months, ... D'aquí a pocs mesos, ...	Determined not to give up, ... Decidit/da a no rendir-se, ...	Thanks to her teachers / family, ... Gràcies al seu professorat / família, ...
After years of hard work, ... Després d'anys de molta feina, ...	Worried about her future, ... Preocupat/ada pel seu futur, ...	Luckily / Unluckily for her, ... Afortunadament / Malauradament per a ella, ...
So far in her life, ... Fins a dia d'avui, ...	Happy with her progress, ... Feliç del seu progrés, ...	Without a second thought, ... Sense pensar-s'ho dos cops, ...

Collocations: verb + noun (and their opposites)

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

- 1 d My sister's really unhappy because she failed
- 2 We won the match because Vincent scored
- 3 Mum's really upset because I forgot
- 4 Was it Mariella that caused
- 5 I was running for the bus and I broke
- 6 I had good luck yesterday because I found
 - a my phone because it fell out of my pocket.
 - b her birthday and gave her a lovely present.
 - c a penalty in the last five minutes.
 - d ~~her exams and now she can't go to university.~~
 - e her birthday and didn't give her a card.
 - f some money and now I can't buy a new laptop.
 - g an argument with Omar? He's really upset.
 - h some money under my chair.

2 Rewrite the sentences using the opposite negative forms of the verbs in bold.

- 1 Sara **prevented** an argument between her two friends.
Sara caused an argument between her two friends.
- 2 My rugby team **scored** a penalty.

- 3 Carl **found** some money this morning.

- 4 Did you **mend** your phone?

- 5 I **passed** my exam!

- 6 Did you **remember** Jan's birthday?

Extra: Personal qualities

3 Choose the correct nouns to complete the sentences.

- 1 You need a lot of ... to win the 100-metre race at the Olympic Games.
 - a intelligence
 - b speed**
 - c experience
- 2 Designing new games takes ... and imagination.
 - a creativity
 - b strength**
 - c motivation
- 3 Learning a new language takes a long time so you need to have ...
 - a patience
 - b talent**
 - c intelligence

- 4 Rugby is a tough sport so you need to have ... and a good level of fitness to play it well.
 - a experience
 - b strength**
 - c patience
- 5 If you want to go to university, you need to have ... and work hard.
 - a creativity
 - b fitness**
 - c intelligence
- 6 Some of the people in singing competitions on TV don't have any ... at all.
 - a speed
 - b motivation**
 - c talent

Life events

4 Correct the spelling mistakes in the life events. Three life events are correct.

- 1 start a **familly** family
- 2 go to **university** _____
- 3 meet your **partner** _____
- 4 get a **promosion** _____
- 5 get **marreid** _____
- 6 **gradate** from university _____
- 7 get a **job** _____

5 Complete the life events with the correct verbs.

- 1 After I graduate from university, I want to set up my own company.
- 2 My mum and dad got _____ last year. Now my brother and I spend some weeks living with Mum and some with Dad.
- 3 Would you like to _____ to another country when you're older or do you want to stay here?
- 4 Tara is _____ her debut with a football team next week. She's really excited.
- 5 Would you like to _____ a promotion or are you happy doing the same job?
- 6 When I am older and I _____, I want to live on the coast and spend my days swimming in the sea.
- 7 My parents _____ their family when they were in their twenties.
- 8 Do you know anyone who has _____ a serious accident?
- 9 I think I'll _____ career a few times because I get bored doing the same thing.

For me, these exercises were ... easy OK difficult

RESUM GRAMATICAL I ACTIVITATS

Present perfect amb ever i never

- S'empra el *present perfect* per parlar d'experiències viscudes.
I've tried water-skiing but I haven't tried bungee-jumping.
- S'empra el *present perfect* amb *ever* per preguntar sobre experiències viscudes. *Ever* vol dir "en qualsevol moment del passat".
Have you ever won a prize? Yes, I have. / No, I haven't.
Has she ever worked in a restaurant? Yes, she has. / No, she hasn't.
- Es pot emprar *never* per parlar de coses que no s'han experimentat. *Never* vol dir "en cap moment del passat". S'empra en un verb afirmatiu.
I've never won a competition.
He's never been to China.

RECORDEU! No s'empra *never* amb un verb negatiu.

- I've never watched a horror film.* ✓
- I haven't never watched a horror film.* ✗

- Normalment s'empra *been* com al participi passat de *go* quan s'està parlant d'experiències.
I've been to this restaurant before.

<i>ever / never</i>
Have you ever been to London?
I've never played the drums.

Mireu la Unitat 5, pàgina 114 per a la forma del *present perfect*.

Present perfect i past simple

- S'empra el *present perfect* per parlar d'una experiència o d'un assoliment que va tenir lloc en algun moment de la vida d'una persona (no es diu exactament on va tenir lloc).
She's recorded three best-selling albums.
He's never won an Olympic medal.
- S'empra el *present perfect* per a una acció o succés recent quan s'especifica un període de temps que encara està en progrés. S'hi inclou una expressió de temps com *today*, *this week*, *this year*, etc.
I haven't done very much today.
They've argued a lot this week.
- S'empra el *present perfect* per parlar d'una acció o succés recent del passat quan hi ha una connexió amb el present: per exemple, quan es donen notícies o s'explica una situació.
'I've just passed my driving test!' 'That's great news!'
I can't do my homework because I've broken my laptop.

- S'empra el *present perfect* amb *for* o *since* per parlar d'una acció o succés que va començar en el passat i encara està en progrés.
They've lived in Tokyo since 2020. They love it there!
- S'empra el *past simple* per parlar d'una acció o succés que va tenir lloc en un moment específic del passat. S'hi inclou una expressió de temps com *yesterday*, *last night*, *last week*, *at six o'clock*, etc.
She won the World Championship in 2021.
I woke up at midday.
- S'empra el *past simple* per a una seqüència d'accions o successos finalitzats en el passat.
He went upstairs, had a shower and then got into bed.
- S'empra el *past simple* per parlar d'una experiència o assoliment quan la persona ja no viu.
Beethoven wrote nine symphonies.
- S'empra el *past simple* per parlar d'una acció o succés que va durar un període de temps específic en el passat.
She worked for Microsoft for three years.
When I was a child, I hated cheese.

Present perfect		
Afirmativa	Negativa	Interrogativa
I've / You've been to Sydney.	I / You haven't been to Sydney.	Have I / you met him?
He / She / It has finished.	He / She / It hasn't finished.	Has he / she / it finished?
We / They have booked the flight.	We / They haven't booked the flight.	Have we / they booked the flight?
Expressions de temps		
<i>for, since, today, this week, today, etc.</i>		

Past simple		
Afirmativa	Negativa	Interrogativa
I / You / He / She / It / We / They saw it.	I / You / He / She / It / We / They didn't see it.	Did I / you / he / she / it / we / they see it?
Expressions de temps		
<i>yesterday, last night / week / year / month, at six o'clock, in the winter, two weeks ago, etc.</i>		

Present perfect with *ever* and *never*

- 1 Complete the sentences with *ever* or *never*.**
- I've never tried Mongolian food, but I'd like to one day.
 - Have you _____ scored a penalty? I haven't.
 - My mum's _____ changed career. She's always been a vet.
 - Has Takatoshi _____ had a serious accident?
 - Have your parents _____ seen the New Year celebrations in China?
 - They've _____ seen a *Harry Potter* film. Can you believe it?
 - I've _____ failed an exam at school. Have you ever failed an exam?
 - Have you _____ entered a talent show? I'd really like to enter a singing competition.
- 2 Complete the dialogues with the present perfect form of the verbs in brackets and *ever* or *never*.**
- 'Have you ever been (go) to Peru?'
'Yes, I have, but I _____ (go) to Argentina or Chile.'
 - 'I _____ (eat) in a Thai restaurant. Have you?'
'Yes, I have, but only in Berlin.'
I _____ (visit) Thailand.'
 - 'I _____ (score) a penalty in a football match. Have you?'
'No, I haven't, but I've missed one. _____ you _____ (miss) a penalty?'
 - '_____ your dad _____ (get) a promotion?'
'Yes, he has. He's got a lot because he _____ (work) for a different company!'
 - '_____ you _____ (forget) your best friend's birthday?'
'Yes, I have, but it doesn't matter because she _____ (remember) mine!'
 - 'I _____ (go) to South Korea. Have you?'
'Yes, I have, it was great. _____ you _____ (try) Korean barbecue?'
It's delicious!'

Present perfect and past simple

- 3 Choose the correct verb forms to complete the sentences.**
- They ... on holiday to South Africa last year and saw some lions and giraffes.
a were going b have been **c went**
 - We ... the *Star Wars* films a lot because my little brother loves them.
a watched b have watched c are watching
 - Jin Yan ... the violin since she was ten and she's really good at it now.
a has played b will play c played
 - My mum ... accounting at university and got her first job when she was 20.
a has studied b studied c studies
 - ... an argument between two of your best friends?
a Did you prevent
b Did you ever prevent
c Have you ever prevented
 - We ... to the cinema because there were no films that we wanted to watch.
a can't go b didn't go c haven't been
 - ... to Alaska last year or was it the year before?
a Did you go b Have you been c Are you going
- 4 Put the words in the correct order to make sentences and questions.**
- parents / been / Have / New Zealand? / your / ever / to
Have your parents ever been to New Zealand?
 - Indian restaurant / never / an / Laurie / to / been / has
_____.
 - never / Spanish / studied / My / have / classmates
_____.
 - been / a music festival / there / Has / in / ever / your city
_____?
 - anyone / met / Japan / you / from / Have / ever
_____?
 - never / in / I / my town / met / a celebrity / have
_____.

For me, these exercises were ... easy OK difficult

Unit 6 READING

1 Read the article. Choose the best description of the article – a, b or c.

Would you like dinner with a vampire?

Abigail Gibbs is a young novelist from Devon in the UK. She began her first novel, *Dinner with a Vampire*, when she was fifteen.

When she started writing the story, she wasn't expecting to publish it. She enjoyed writing, but it was just a hobby. Then, one day, she found a special website for writers and decided to upload her first chapter online. She was mainly hoping to get readers' feedback on her writing, but Abigail's story turned out to be very popular, so she started uploading more chapters. After only four months she had one million readers! People also made comments about the story while she was working on new chapters, and this helped her to improve her writing style.

At about the same time, the writers' website organized a competition for its writers. Abigail decided to enter the competition and won first prize! This attracted a lot of attention and several book publishers contacted her. They loved *Dinner with a Vampire* and wanted to publish it. But there was a problem – it wasn't finished and Abigail was studying for exams, so she didn't have much time for writing. She finally published her first novel at the age of eighteen.

Two years later, the second book in the series appeared in bookshops and readers loved it. They can't wait for Abigail's next novel.



- a A website for young writers
- b Advice for young writers
- c The story of a teenage writer

2 ★★☆☆ Complete the sentences with words from the article.

- 1 My friend is a great cook so she's going to enter a cookery **competition**.
- 2 My brother's going to spend the summer in London to **i** _____ his English.
- 3 How can I **u** _____ my photos to this website?
- 4 I won £100 in **p** _____ money.
- 5 My sister would like to be a famous **n** _____ and earn money writing books.
- 6 He's just **p** _____ a new book. You can order it online.
- 7 The first **c** _____ of this book is quite boring but the others are so interesting that you don't want to stop reading.
- 8 My physics teacher gave me really good **f** _____ on my last project. I didn't need to change anything.
- 9 The test **t** _____ **o** _____ to be more difficult than I was expecting.

3 ★★☆☆ Read the article again. Put the events in the correct order.

- a _____ A lot of people read her first chapter, so Abigail uploaded more chapters.
- b _____ Abigail studied for her exams.
- c _____ Abigail became 18 years old.
- d _____ Abigail's first book was published.
- e 1 Abigail became 15 years old.
- f _____ Book publishers contacted Abigail about *Dinner with a Vampire*.
- g _____ Abigail won a competition for writers organized by the writer's website.
- h _____ Abigail uploaded the first chapter of her novel online to get readers' opinions on her writing.
- i _____ Abigail wrote the beginning of her novel *Dinner with a Vampire*.
- j _____ One million people read Abigail's chapters online.

4 Read the article again and answer the questions. Write complete sentences.

- 1 Where does Abigail Gibbs come from?
She comes from Devon in the UK.
- 2 Why wasn't Abigail expecting to publish her novel?

- 3 How was Abigail able to improve her style?

- 4 What happened when Abigail won the writing competition?

- 5 Do you like novels about vampires? What books do you enjoy reading? Which ones don't you like?

- 6 Can you think of someone else who became famous because of what they were doing online? Who was it? What were they doing?

For me, these exercises were ... easy OK difficult

VOCABULARY REFERENCE

Formació de paraules: verbs i noms

attach (v)	/ə'tæf/	adjuntar
attachment (n)	/ə'tæfmənt/	document adjunt
attract (v)	/ə'trækt/	atreure
attraction (n)	/ə'trækʃn/	atracció
combine (v)	/kəm'baɪn/	combinar
combination (n)	/,kɒmbɪ'neɪʃn/	combinació
contain (v)	/kən'teɪn/	contenir
container (n)	/kən'teɪnə(r)/	contenedor
create (v)	/kri'eɪt/	crear
creation (n)	/kri'eɪʃn/	creació
design (v)	/dɪ'zaɪn/	dissenyar
design (n)	/dɪ'zaɪn/	disseny
develop (v)	/dɪ'veləp/	desenvolupar
development (n)	/dɪ'veləpmənt/	desenvolupament
inspire (v)	/ɪn'spaɪə(r)/	inspirar
inspiration (n)	/,ɪnspə'reɪʃn/	inspiració
intend (v)	/ɪn'tend/	tenir la intenció
intention (n)	/ɪn'tenʃn/	intenció
invent (v)	/ɪn'vent/	inventar
invention (n)	/ɪn'venʃn/	invent
power (v)	/'paʊə(r)/	impulsar
power (n)	/'paʊə(r)/	energia
proof (n)	/'pru:f/	prova
prove (v)	/'pru:v/	provar

Parlem de música

chorus (n)	/'kɔ:rəs/	cor, tornada
duet (n)	/dju'et/	duet
lyrics (n)	/'lɪrɪks/	lletra
melody (n)	/'melədi/	melodia
rhythm (n)	/'rɪðəm/	ritme
single (n)	/'sɪŋgl/	senzill
songwriter (n)	/'sɒŋraɪtə(r)/	compositor/a
vocalist (n)	/'vəʊkəlɪst/	vocalista

KEY PHRASES

Donem raons
It's saved a lot of lives. Ha salvat moltes vides.
It's a very original idea. És una idea molt original.
It's made a huge difference to everyday life. Ha marcat una gran diferència en la vida diària.
It's an essential part of the modern world. És una part imprescindible del món modern.
You can't imagine the world without it. No et pots imaginar el món sense això.
It completely changed the world. Va canviar el món radicalment.
It made lots of other things possible. Va fer possible moltes altres coses.
Descrivim invents
It's made of ... (fabric / wood / plastic / metal, etc.) Està fet de... (tela / fusta / plàstic / metal, etc.)
It's used for ... (+ -ing form) S'utilitza per...
It's a type of ... (+ noun) És un tipus de...
Expressem avantatges i desavantatges
This one is ... But on the other hand, it ... Aquest és... però, en canvi,...
I really like this one. But at the same time, ... M'agrada molt aquest. Però al mateix temps,...
I'm not very keen on it. Having said that, ... No m'entusiasma gaire. Dit això,...
Escollim
I think the best option is ... Crec que la millor opció és...
Personally, I'd go for this one. Personalment, escolliria aquest.
For me, it's a choice between these two. Per a mi, s'ha d'escollir un entre aquest dos.
Rebutgem altres opcions
Personally, I wouldn't choose that one, because ... Personalment, no escolliria aquest perquè...
I don't think the other one is a good choice, because ... No crec que l'altre sigui una bona opció perquè...

KEY PHRASES continued

Expliquem descobriments
The most important (discovery) in history was ... El (descobriment) més important en la història va ser...
... have saved millions of (lives) ... ha salvat milions de (vides)
... have had a dramatic (effect) on health ... ha tingut un gran (efecte) en la salut
... can prevent (problems) ... pot prevenir (problemes)
... have had a very positive (impact) on the world ... ha tingut un (impacte) molt positiu en el món
... future generations can enjoy their (benefits) ... les generacions del futur poden gaudir-ne els (beneficis)

Wordbuilding: verbs and nouns

1 Write the noun form of the verbs below.

~~attach~~ attract combine contain create
design develop inspire intend invent
power

attachment _____

2 Complete the sentences with the correct verb forms of some of the verbs in exercise 1.

- Did you remember to attach the document to your email because I can't see it?
- We need to _____ new customers by marketing our products online.
- My sister has _____ a really nice jacket. It's brightly coloured with a logo on the back.
- The company has _____ a new app that can track your health and fitness.
- It's easy to _____ two different courses at university and study them both.
- Do these biscuits _____ any nuts because I'm allergic to them?
- Fabi _____ to come to your party but then he was unwell so he couldn't.
- My grandma _____ my dad to become a nurse because she was a nurse in the war.

3 Complete the verbs and nouns in the advert.

Sell your art online!

Are you a young artist with a lot of ¹d e s i g n s and ²c _____ that you would like people to see, but you don't know how?

Well, look no further because we have

³d _____ a new website that has

⁴a _____ a lot of attention from people and from design companies.

Our website has the ⁵p _____ to make you rich and famous by showing your work to a big audience who will pay a lot of money for great designs, as well as for new ideas and ⁶i _____.

So, if this advert has ⁷i _____ you to get in touch, do it now. Send us an email and

⁸a _____ an example of your work for us to see. Don't wait – do it now!

Talking about music

4 Correct the six spelling mistakes with music words in the text.

My favourite band is called *Twenty-one Pilots*. They're an American band and I absolutely love their music. There are two members of the band – a ~~vocilist~~ and a drummer. The drummer has great ~~rythm~~, but he can also sing. Sometimes he and the lead singer, who is also the ~~songriter~~, perform ~~deuts~~ that sound great. Their last ~~singel~~ was called *Choker* and it had a lovely ~~meledy~~ and great ~~lirics~~. I couldn't stop singing it because the ~~corus~~ was so catchy. I'm planning to go to a music festival this summer and I hope they'll be there.

- | | |
|-------------------|---------|
| 1 <u>vocalist</u> | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ | 8 _____ |

5 Correct the mistakes with music words in the sentences. One sentence is correct.

- A ~~vocalist~~ is a person whose job is to write songs.
songwriter
- The ~~melodies~~ are the words of a song. _____
- When two people sing a song together, it is called a ~~songwriter~~. _____
- People who play musical instruments need to have good ~~rhythm~~. _____
- The ~~single~~ is the part of a song that the singer repeats a number of times. _____
- The person who sings in a pop group is called the ~~lyrics~~. _____
- These days, bands release ~~rhythms~~ online, and their fans download them. _____

6 Complete the text using the correct form (singular or plural) of words you wrote in exercise 1.

A wop bop a loo bop a lop bam boom

Do you think that great pop songs need to make sense? While some ¹ songwriters spend ages trying to write meaningful ² _____ that tell a story, you don't need to do this to make a hit. Take Little Richard's first hit ³ _____, *Tutti Frutti*. The song has a great ⁴ _____ which you can sing along to and a ⁵ _____ that everyone loves to dance to. But what about the words? The song starts with the line 'A wop bop a loo bop a lop bam boom' and features the ⁶ _____ 'Tutti frutti, oh rooty' repeated five times. What does it mean? Who cares! It is one of the most famous songs of all time and was one of the records that invented rock 'n' roll.

For me, these exercises were ... easy OK difficult

2 ★★☆☆ Complete the words in the sentences. Then check your answers using the underlined words in the blog.

- 1 In art class, we made sculptures from small pieces of wood.
- 2 The last theatre performance at our school was a s success. Everybody really loved it and gave it great reviews.
- 3 Adam is really interested in fashion. He always wears t clothes.
- 4 We asked everyone at the party to p for a group photo.
- 5 I don't like books that were written in the 18th or 19th century. I prefer c fiction.
- 6 It's clear that the artist's works r to his life experiences. You can see in his paintings his childhood house and the places where he spent his summer holidays as a teenager.
- 7 I really like how our new physics teacher explains everything. She's really different from our other teachers. It's a r change.
- 8 There is an Andy Warhol e in our art gallery. You can see around 30 of his works of art there.

3 ★★☆☆ Read the blog again. Complete the sentences with one or two words from the blog.

- 1 Carla sometimes goes to art galleries with her parents.
- 2 Carla says that she has always found art galleries quite _____.
- 3 *Hipsters in Stone* is an exhibition which shows Léo Caillard's _____.
- 4 Léo Caillard used classic _____ from the Louvre as models.
- 5 The sculptures in Léo's photos were wearing clothes and _____ that are modern and sporty.
- 6 Carla thinks that these photos look just like the pictures that you can find on _____.
- 7 The artist needed the help of his _____ to prepare the photos.
- 8 _____ took photos of the sculptures and of people wearing modern clothes posing in the same way as the sculptures.
- 9 _____ changed the photos digitally by blending them together.
- 10 Anyone who is interested can see Léo Caillard's photos on _____.

4 Read the blog again and answer the questions. Write complete sentences.

- 1 Who is Léo Caillard?
He's a French photographer who created the exhibition Hipsters in Stone.
- 2 What accessories were the models wearing or holding in the photos?

- 3 What is Carla's opinion of the photos?

- 4 What does Carla think about when she looks at the photos?

- 5 Would you like to see this exhibition? Why / Why not?

- 6 What museums or exhibitions have you been to? Would you recommend them? Why / Why not?

For me, these exercises were ... easy OK difficult

Passive (present simple)

1 Write the past participles of the verbs.

- | | | | |
|-----------|-----------|-------|------|
| 1 go | went | _____ | gone |
| 2 create | created | _____ | |
| 3 do | did | _____ | |
| 4 sell | sold | _____ | |
| 5 fly | flew | _____ | |
| 6 write | wrote | _____ | |
| 7 develop | developed | _____ | |
| 8 give | gave | _____ | |

2 Correct the grammatical error in each sentence.

- A lot of olive oil ~~are~~ made in Italy.
_____ is
- The song ~~aren't~~ performed by the lead vocalist.

- Tomatoes ~~are often~~ grew in a greenhouse.

- The paella ~~is making~~ by professional chefs.

- The melody ~~isn't~~ writes by a computer.

- Solar power ~~is produce~~ using energy from the sun.

- The smartphones ~~isn't~~ connected to the internet.

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

- | | |
|-------------------------------------|---|
| 1 <u>e</u> The animals are | a grown in Italy, but in Spain. |
| 2 _____ Our house isn't | b taken to the tip by big lorries. |
| 3 _____ The rubbish is | c powered by fossil fuels, but by solar energy. |
| 4 _____ All the cafés and shops are | d intended for sale online and in supermarkets. |
| 5 _____ These paintings are | e protected in a wildlife reserve. |
| 6 _____ This temple is | f played by a young actor from Mexico. |
| 7 _____ These olives aren't | g cleaned at eight o'clock every morning. |
| | h visited by hundreds of people every day. |
| | i all inspired by the city of Barcelona. |

Passive (past simple)

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

- The sculpture was created by a young Swedish artist. (create)
- Vaccinations _____ to everyone over the age of 60. (give)
- The event _____ by millions of people online. (watch)
- The house _____ using fire-proof materials. (not build)
- The car accident _____ on camera. (not catch)
- The chemicals _____ to make the new plant food. (combine)
- The case _____ to court so the criminals were released. (not take)
- The band's vocalist _____ leaving the concert after the performance. (see)

5 Choose the correct verb forms to complete the article.

The first flight

For thousands of years people dreamed of flying. The first wings for flying ¹ _____ many years ago and people tried to jump from mountains to fly, but sadly many ² _____ while trying. The first successful flying machine ³ _____ by the Muslim scientist Abbas Ibn Firnas in 875. He developed a pair of wings that ⁴ _____ from wood and silk and they ⁵ _____ to a wooden frame that Abbas wore. Wearing this frame and wings, Abbas jumped from a hill and ⁶ _____ through the air by his flying machine for ten minutes. His machine was successful!

- | | | |
|------------------|------------------------|-----------------|
| 1 a designed | b were designed | c are designed |
| 2 a have killed | b are killing | c were killed |
| 3 a was built | b did build | c built |
| 4 a were made | b have made | c are making |
| 5 a was attached | b are attached | c were attached |
| 6 a are carried | b were carried | c was carried |

For me, these exercises were ... easy OK difficult

Unit 7 READING

1 Read the blog. Complete the blog with the sentences below (a to f).

There is one sentence that you do not need to use.

HOME BLOG ABOUT LOG IN

Carla's blog

Not what I was expecting!

How often do you visit art galleries? ¹ Do you enjoy it? Or is it something that you feel you have to do?


Whenever I travel with my parents, we stop at different museums and art galleries. ² _____ I used to enjoy science museums where there was a lot to do, but art galleries always seemed a bit boring to me. OK, the paintings and sculptures were really impressive, but they didn't relate to my life.

Well, I changed my mind about art galleries when I saw a photo exhibition called *Hipsters in Stone* by a French photographer, Léo Caillard.

³ _____ – and truly refreshing! Caillard digitally dressed classic sculptures from the Louvre, the famous art gallery in Paris. He dressed them in modern, sporty clothes and added some cool accessories like caps and sunglasses.

⁴ _____ As a result, the models looked so similar to us. The photos were like the contemporary photos of young people that we see on social media today. They had great outfits, posed naturally and simply looked amazing.

It's also really interesting how Caillard did it. Obviously, the sculptures are too fragile to dress, so Caillard could only take photos and work from those. He asked his friends to stand in the same way as the sculptures, wearing trendy outfits. ⁵ _____ Finally, Caillard asked a French digital artist called Alexis Persani to help him put these photos together. The effect is spectacular! The final photographs show sculptures that look like real people. This makes me wonder who they were and how they felt back then. You really should see it! To check out his work, go to Léo Caillard's website and let me know what you think.



REPLY COMMENT SHARE

- a It was fascinating!
- b ~~Do you enjoy it?~~
- c It wasn't an easy task to do.
- d Some models were even holding mobile phones in their hands.
- e It's been our family tradition since I was a kid.
- f Then he took another series of photos.

Unit 7

RESUM GRAMATICAL I ACTIVITATS

Activa i passiva

- Una oració activa té un subjecte i un verb. El subjecte és la persona o cosa que fa l'acció del verb.

Dolphins swim.
subjecte verb

- Algunes oracions actives tenen un subjecte, un verb i un objecte. L'objecte és la persona o cosa que rep l'acció.

Dolphins eat fish.
subjecte verb objecte

- Una oració passiva és diferent: el subjecte del verb és la persona o la cosa que rep l'acció. El subjecte de la passiva té el mateix significat que l'objecte d'un verb és veu activa.

Fish are eaten by dolphins.
subjecte verb en passiva objecte

- Sovint s'empra la passiva quan no sabem qui o que fa l'acció del verb.

Thousands of phones are stolen every day. (No sabem qui els roba.)
The dish is traditionally served with rice. (No sabem qui el serveix.)

- També s'empra la passiva quan la persona o la cosa que fa l'acció no és el focus de l'oració.

Zoology and ecology are studied in the first year. (S'està donant informació sobre zoologia i ecologia, no sobre els estudiants.)

La veu passiva: present simple

- S'empra la forma passiva del *present simple* per parlar de coses que tenen lloc regularment o que són sempre veritat.
The football World Cup is held every four years.
The tables are cleaned every morning.
Oranges are grown in Spain.
- També es pot emprar la forma passiva del *present simple* per descriure un procés.
The cans are washed. They are sorted into different metals and then they are sent to the recycling centre.
- Si es vol dir qui o què fa l'acció en passiva, s'empra *by*.
All the recycling at the school is organized by the students.
Thousands of animals are killed by hunters.
- La forma passiva del *present simple* es forma amb el present simple de *be* + participi passat.

Afirmativa	Negativa
The best pasta is produced in Italy. These cars are made by robots.	Philosophy isn't taught in most schools. Pineapples aren't grown in England.
Interrogativa	
Where is the best chocolate produced? Are the awards presented every year?	

- Es pot respondre una pregunta de si/no amb una resposta breu.

Are the awards presented every year?
Yes, they are. / No, they aren't.

La veu passiva: past simple

- S'empra la forma passiva del *past simple* per parlar de successos del passat.
The first modern Olympics were held in Athens in 1896.
My bike was stolen last night.
- També s'empra la passiva del *past simple* per parlar de situacions i processos del passat.
In the 19th century, Latin was taught in every school.
- Si es vol dir qui o què fa l'acció en passiva, s'empra *by*.
X-rays were discovered by Wilhelm Roentgen.
- La forma passiva del *past simple* es forma amb el past simple de *be* + participi passat.

Afirmativa	Negativa
The cave was discovered by teenagers. These houses were designed by a famous architect.	Our hotel room wasn't cleaned before we arrived. Three men were arrested by police last night.
Interrogativa	
When was Wi-Fi invented? Were all the songs written by the band?	

- Es pot respondre una pregunta de si/no amb una resposta breu.

Were all the songs written by the band?
Yes, they were. / No, they weren't.

VOCABULARY REFERENCE

Parlem de misteris

analyse (v)	/ˈænəlaɪz/	analitzar
belief (n)	/bɪˈli:f/	creença
claim (v)	/kleɪm/	afirmar
clues (n)	/klu:z/	pistes
confirm (v)	/kənˈfɜ:m/	confirmar
creature (n)	/ˈkri:tʃə(r)/	monstre, animal
encounter (n / v)	/ɪnˈkaʊntə(r)/	trobada / topar amb
evidence (n)	/ˈeɪdɪns/	prova
explanation (n)	/ˌekspləˈneɪʃn/	explicació
footprints (n)	/ˈfʊtprɪnts/	petjades
investigate (v)	/ɪnˈvestɪgeɪt/	investigar
prove (v)	/pru:v/	demonstrar
theory (n)	/ˈθɪəri/	teoria
trick (n)	/trɪk/	engany
witnesses (n)	/ˈwɪtnəsɪz/	testimonis

Adjectius útils

active (adj)	/ˈæktɪv/	actiu/iva
complex (adj)	/ˈkɒmpleks/	complicat/ada
experienced (adj)	/ɪkˈspɪəriənst/	experimentat/ada
fascinating (adj)	/ˈfæsɪneɪtɪŋ/	fascinant
financial (adj)	/faɪˈnænʃl/	financer/a
illegal (adj)	/ɪˈli:gl/	il·legal
official (adj)	/əˈfɪʃl/	oficial
private (adj)	/ˈpraɪvət/	privat/ada
reliable (adj)	/rɪˈlaɪəbl/	de confiança, fiable
remote (adj)	/rɪˈməʊt/	llunyà/ana
suitable (adj)	/ˈsu:təbl/	apropiat/ada
valuable (adj)	/ˈvæljuəbl/	valuós/osa
various (adj)	/ˈveəriəs/	divers/a
worldwide (adj)	/ˌwɜ:ldˈwaɪd/	mundial

EXTRA Phrasal Verbs

call off (v)	/ˈkɔ:l ɒf/	cancel·lar
carry out (v)	/ˈkæri aʊt/	dur a terme
give away (v)	/ˈgɪv əˌweɪ/	revelar
give up (v)	/gɪv ˈʌp/	rendir-se
make up (v)	/ˈmeɪk ʌp/	inventar
set up (v)	/ˈset ʌp/	establir, instal·lar
take up (v)	/ˈteɪk ʌp/	començar

KEY PHRASES

Descrivim fotografies
This photo shows ... Aquesta foto mostra...
This is a photo of ... És una foto de...
In this picture, you can see ... En aquesta foto, es pot veure...
In the foreground, ... En primer pla,...
In the background, ... Al fons,...
On the left / right, ... A l'esquerra / dreta,...
There's some sort of (noun). Hi ha una mena de...
There's a (noun) of some kind. Hi ha un... d'algun tipus.
There's what looks like a (noun). Hi ha el que sembla un...
There's something that could / might be a (noun). Hi ha quelcom que podria ser un...
Especulem
I might ... És possible que jo...
I expect I'll ... Espero que jo...
I don't expect I'll ... No espero que jo...
I'll probably ... Probablement jo...
I'm pretty sure I'll ... Estic molt segur/a que jo...
I may ... És possible que jo...
It's unlikely I'll ... És improbable que jo...
I don't reckon I'll ... No crec que jo...
The chances are I'll ... Les probabilitats són que jo...
I doubt I'll ... Dubto que jo...

KEY PHRASES continued

Com es desenvolupen les històries
The first rumours (appeared) more than ... Els primers rumors (van apareixer) més de...
There (were) also reports of ... També es va informar que...
People (claimed) that they had seen ... La gent deia que havia vist...
Newspapers (printed) stories about ... Els diaris van publicar històries sobre...
Nobody (has found) proof that ... Ningú ha trobat proves que...
Some of the witnesses (have given) accounts that ... Alguns dels testimonis van explicar que...

Talking about mysteries

1 Complete the table with the words below.

analyse belief claim clues confirm
 creature encounter evidence explanation
 footprints investigate prove theory trick
 witnesses

Verbs	Nouns
analyse	belief

2 Complete the dialogues with the correct words.

- 'How do you think they got into the museum without anyone seeing them? Was it a trick?'
 'Well, my t h e o r y is that they dressed as museum guards and got in that way.'
- 'Can you c _____ the last time that anyone saw your friend?'
 'Yes, her neighbour saw her at eight o'clock this morning.'
- 'Look at that c _____ over there! What do you think it is?'
 'It looks like a cat, but it's really big and black. Is it a panther?'
- 'We need to a _____ the evidence from the crime scene.'
 'Yes, then hopefully we'll be able to confirm who committed this crime.'
- 'Look at these f _____ in the mud!'
 'It looks like there were five of them. We really don't want an encounter with them!'
- 'When they got to the river, they found a small boat.'
 'Were there any c _____ in the boat to show who it belonged to?'
- 'Do you know who stole your laptop?'
 'Yes, I do, but I can't p _____ it because there weren't any witnesses.'
- 'I don't understand how the jewellery disappeared.'
 'I don't either. There is no e _____ for where it is or who took it!'

Useful adjectives

3 Correct the mistakes in the definitions of the bold adjectives. One adjective is correct.

- Private** means that something is against the law.
Illegal
- Active** means that something is worth a lot of money.

- Remote** means that something can be found all over the world. _____
- Experienced** means that something is difficult to understand. _____
- Various** means that something is related to money.

- Official** means that something cannot be visited or seen by everyone. _____
- Fascinating** means that something is very interesting.

- Valuable** means that something or someone can be trusted. _____

4 Complete the sentences with six of the adjectives from exercise 3.

- I saw a fascinating documentary on television last week.
- We saw a lot of things at the city centre museum. They are really _____.
- My fitness tracker has stopped working. It isn't very _____.
- I can't understand this maths problem. It's too _____ for me.
- Is the product available _____ or just in the USA?
- I'm sorry but you can't come in here. This is a _____ art gallery.

Extra: Phrasal verbs

5 Match the two parts to make complete sentences.

- | | |
|--|--|
| 1 <u>d</u> It's raining, but I really don't want to call | a up skateboarding. |
| 2 _____ After he got | b up eating sugar so I feel healthier. |
| 3 _____ I really need to give | c over the illness, he went back to work. |
| 4 _____ Can you set | d off the barbecue we have planned. |
| 5 _____ I'm going to take | e give away our wedding date to anyone. |
| 6 _____ Did you make | f up a meeting for me? |
| 7 _____ Please don't | g up the story about seeing a robbery? |

For me, these exercises were ... easy OK difficult

RESUM GRAMATICAL I ACTIVITATS

Verbs modals: deducció i especulació

- S'empren els verbs modals *may / might / could, can't* i *must* per especular o fer deduccions sobre situacions del present.

Afirmativa		
I / You / He / She / It / We / You / They may	may / might / could be at home.	(= és probablement cert)
	must be at home.	(= és indubtablement cert)
Negativa		
I / You / He / She / It / We / You / They	may not / might not be at home.	(= és probablement fals)
	can't be at home.	(= és indubtablement fals)
Interrogativa		
Could she be at home? Might they be at home?		

- S'empren *may, might* o *could* per especular sobre possibilitats.
Maya isn't at school yet. She may be at home or she could be on the bus.
- Per expressar possibilitats negatives, es pot emprar *may not* o *might not*. No s'empra *couldn't*.
Don't eat that chicken. It might not be fresh.
Let's go to the supermarket later. It may not be open yet.
- Per preguntar sobre possibilitats, s'empra *might* o *could*. No s'empra *may*.
Could this be your writing?
Might they be late?
- S'empra *must* quan deduïm que alguna cosa és indubtablement certa.
This must be her bag – it's got her name on it.
You must live quite close to school, if you walk here.
- S'empra *can't* quan deduïm que alguna cosa és indubtablement falsa.
She can't be at work – she never works at weekends.
This can't be my dad's phone – he's got a Samsung.

Past perfect

- S'empra el *past perfect simple* per parlar d'accions que van acabar abans d'una altra acció o situació en el passat.

Anna had left when we arrived.

Had the meeting started by the time you got there?

We'd known each other for about five years before we became friends.

Afirmativa	
I / You had gone.	I / You'd gone.
He / She / It had gone.	He / She'd gone.
We / They had gone.	We / They'd gone.
Negativa	
I / You had not gone.	I / You hadn't gone.
He / She / It had not gone.	He / She / It hadn't gone.
We / They had not gone.	We / They hadn't gone.

Interrogativa	
Had I / you gone?	Where had I / you gone?
Had he / she / it gone?	Where had he / she / it gone?
Had we / they gone?	Where had we / they gone?

Respostes breus	
Yes, I / you had.	No, I / you hadn't.
Yes, he / she / it had.	No, he / she / it hadn't.
Yes, we / they had.	No, we / they hadn't.

- S'empra el *past simple* per fer referència a l'acció més recent.
By the time we arrived at the station, the train had already left.
- Sovint s'empra *already* amb el *past perfect* per emfasitzar que l'acció va tenir lloc més aviat. Sovint també s'empra *just* per mostrar que l'acció va tenir lloc molt poc temps abans.
She had already seen the film.
Sam had just left when we arrived.

Modal verbs: deducing and speculating

1 Match the two parts to make rules about deducing and speculating.

- | | |
|--|--|
| 1 <u>c</u> We use modal verbs | a when we speculate about something that is possibly true. |
| 2 <u> </u> We use <i>must be</i> | b when we deduce that something is definitely not true. |
| 3 <u> </u> We use <i>can't be</i> | c to discuss if something is true or not true. |
| 4 <u> </u> We use <i>could be, may be, or might be</i> | d when we deduce that something is definitely true. |

2 Choose the correct modal verbs to complete the dialogues.

- 'The streets are really busy with people shopping.'
'Yes, there ... some witnesses to the robbery.'
a could be b can't be **c must be**
- 'I'm not sure if we're allowed to park here.'
'I'm not sure either. It ... illegal.'
a must be b could be c can't be
- 'There's a sign for the museum over there.'
'Oh yes, it ... this way then.'
a can't be b must be c might be
- 'I think I just saw Matt in that café over there.'
'No, Matt's at home so it ... him.'
a can't be b must be c may be
- 'Do you think this vase is valuable?'
'I'm not sure, but it's really beautiful so it ... ?'
a must be b can't be c might be
- 'I wonder if Marc's arrived in Paris yet.'
'He only left ten minutes ago, so he ... there yet.'
a must be b can't be c might be
- 'Do you think Bigfoot is real?'
'Well, a lot of people believe it so it ... real, but I don't really know.'
a must be b can't be c may be

Past perfect

3 Put the words in the correct order to make sentences and questions.

- hadn't / before / She / seen / yesterday / the man
She hadn't seen the man before yesterday.
- gone / When / to / the bus stop, / my bus / had / I / got
_____.

- you / in / before / moved / Had / lived / Spain / you / to Italy
_____?
- told / they / me / the story / before / got home / She / had
_____.
- to / found / any / the mystery / hadn't / The detective / clues
_____.
- been / arrived / the theatre / Where / they / had / before / at / they
_____?

4 Complete the email with the correct past perfect or past simple form of the verbs in brackets.

←
⏪ ⏩

Hi Will,

Did you see the news on TV last night? It ¹ showed (show) an interview with a group of climbers. The day before, they ² _____ (find) some strange footprints up in the mountains. They were in some trees sitting on a rock because they ³ _____ (decide) to take a rest when they heard a shout. One of the group ⁴ _____ (walk) to a stream to fill up her water bottle when she ⁵ _____ (see) the footprints and shouted. The footprints looked a bit like the prints of a human, but they ⁶ _____ (be) really large and without shoes. The climbers realized that the creature ⁷ _____ (visit) the stream a few hours before to have a drink of water and that's when it ⁸ _____ (make) the footprints. They were all really scared because they ⁹ _____ (not see) the creature so didn't know what or where it was. The whole group ¹⁰ _____ (climb) back down the mountain very quickly!

I think we should go and take a look. What do you think? It could be Bigfoot!

See you soon,

Miguel

↩ Reply

For me, these exercises were ... easy OK difficult

Unit 8 READING

1 Read the article. Choose the correct words to complete the sentences (1-3) about the article.

Mysterious rocks that move by themselves

For over one hundred years, scientists tried to solve the mystery of big rocks that moved across the desert in Death Valley, California, USA. There were no witnesses to the movement of 'sailing stones', as they are called, but they left 100-metre-long tracks on the sand. How could these rocks that weighed up to 300 kg change their position without anyone's help? Was it caused by strong winds? By a magnetic field? Or maybe by a UFO?

It wasn't easy for researchers to investigate the mystery because it was difficult to predict when the rocks would move. Some of them would sit in the same place for ten years. In 2011, a team of researchers led by Richard D Norris and his cousin James M Norris set up an experiment. They installed time-lapse cameras and a weather station to check the wind and temperature, and they left 15 stones with GPS tracking devices in the area. They were very patient and, in 2013, their cameras recorded the movement of the rocks. Richard D Norris and James M Norris were the first people to ever see the sailing stones change their position.

This experiment finally confirmed that the rocks could move only in very specific weather conditions. Although Death Valley is extremely hot in the summer, in winter, rain sometimes forms a shallow lake. When the temperature drops at night, the lake turns into a very thin layer of ice. In the morning, the sun starts to shine and causes the ice to melt and break. If there's some wind it pushes the pieces of ice, and this ice pushes the rocks. Such conditions are rare, and the stones move only once every two or three years, but the tracks they leave behind can stay for many years.



- 1 For more than one hundred years, ... tried to explain how rocks moved across the desert in Death Valley, USA.
 a scientists b witnesses c people from Death Valley
- 2 Richard D Norris and his cousin James M Norris solved the mystery because they used special ... and were patient.
 a team of researchers b equipment c positions
- 3 The rocks can only move when it's cold ... and sunny in the morning.
 a at night b during the day c in the afternoon

2 ★★☆☆ Label the pictures using words from the article.



1 desert _____



2 t _____



3 m _____



4 s _____



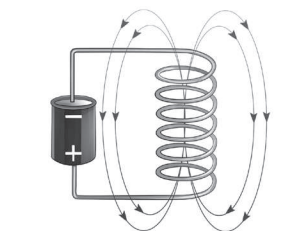
5 l _____



6 w _____



7 i _____



8 m _____
f _____

3 ★★☆☆ Read the article again. Complete the sentences with one word or number from the article.

- The article talks about the mysterious event of moving rocks that takes place in the USA.
- The marks left by the rocks can measure _____ metres long.
- The main problem for researchers was that they didn't know _____ the rocks would move.
- There are stones that remain in the same place for _____ years.
- There were _____ special stones that helped researchers find out how and why they moved.
- Richard D Norris and James M Norris discovered how the rocks moved because their _____ recorded the movement and the weather station showed the conditions.

- The mysterious event doesn't take place all year round. It only happens in _____.
- In that area, rain can create a _____ that isn't very deep. In winter, this lake can sometimes turn to ice.
- The rocks move after a cold night, when the morning sun shines and there's some _____.
- The rocks move when the ice breaks and wind pushes the pieces of ice, which then push the _____.

4 Read the article again and answer the questions. Write complete sentences.

- Where in California can you see sailing stones?
You can see sailing stones in Death Valley.
- How did people know that the rocks moved?

- How did people try to explain the mystery at first?

- What equipment did Richard D Norris and James M Norris use in their experiment?

- What are some other examples of mysteries, either man-made or caused by nature, which people either are still trying to solve or have solved?

For me, these exercises were ... easy OK difficult

1 LITERATURE *I Wandered Lonely as a Cloud* – William Wordsworth

BEFORE YOU READ

- 1 Answer the questions.
 - 1 Read the Author info. What was unusual about William Wordsworth's poetry at the time?
 - 2 Read the Culture notes. Why is *Lyrical Ballads* an important work?
 - 3 Read the Background on page 2. Was Wordsworth alone when he saw the daffodils? How do we know?

Author info

William Wordsworth

Lived: 1770–1850

Wrote: *Lyrical Ballads* (1798), *Poems in Two Volumes* (1807), *The Prelude* (1850)

- British poet William Wordsworth spent most of his life in England's beautiful Lake District.
- Wordsworth graduated from Cambridge University in 1791.
- In 1795, he met the poet Samuel Taylor Coleridge. In 1798, Wordsworth and Coleridge published a book of poems called *Lyrical Ballads*.
- Wordsworth's poems were different to other poetry at the time. It was written in everyday English and it was about nature, ordinary people and everyday things.
- After his death, his wife, Mary, published his last work, *The Prelude*.

Culture notes

Wordsworth and Coleridge's work *Lyrical Ballads* began the English Romantic movement. Romantic poetry shows a love of nature. In his poems, Wordsworth describes how we experience nature and also how we later remember its sights and sounds. Wordsworth believed that a poet can use their imagination and words to make people 'see' things in their minds.

WHILE YOU READ

- 2 Read the poem on page 2. What is the main subject of the poem?
- 3 Read the poem again and match the words with the correct definitions A–B.


1 vales	A mountains	B valleys
2 host	A a lot of	B a few
3 margin	A centre	B side
4 tossing	A holding	B moving and throwing
5 jocund	A happy	B sad
6 gazed	A quickly saw	B looked for a long time
7 bliss	A worry	B happiness

AFTER YOU READ

- 4 Read the **literary feature**. Then look at the poem again and answer the question.

LITERARY FEATURE Similes

A simile is when we talk about two things usually using the words *as* or *like*. The two things are not very similar or alike, which makes the simile surprising, clever and interesting. Similes give a clearer idea of the scene, or object, that the writer is describing and they create strong feelings in the reader.

- 1 What similes are used to describe
 - a being alone? (verse 1)
 - b the large number of daffodils? (verse 2)
- 5 Find a poem in your language about nature. Does it use similes? What are the similarities and differences with *I Wandered Lonely as a Cloud*?
- 6  **THINK & SHARE** Read the poem again and answer the questions.
 - 1 How does the poet's mood change when he sees the daffodils?
 - 2 What words in the poem help to show us his mood?
 - 3 Where were the daffodils in the poem?
 - 4 Why does Wordsworth use the word *show* in verse 3?
 - 5 What is the poet doing in the last verse?
- 7 **GRAMMAR & VOCABULARY** Which preposition is not in the poem?

1 on	4 under
2 beside	5 along
3 beneath	
- 8 Which two prepositions in Activity 7 mean the same?
- 9 **REAL ENGLISH** Look at line 17 of the poem. Why does the poet repeat 'gazed'?
- 10 Rewrite another line of the poem using repetition. How does it change the meaning?
- 11 **MEDIATION** Imagine that you are Wordsworth. Write a paragraph about the beautiful nature in the poem. Write about:
 - what you saw.
 - how it made you feel.
 - how often you remember it now, and when.Then read your paragraph to another student.

Background

This poem is a famous English Romantic poem and also Wordsworth's most loved work. In the poem, Wordsworth talks about how he experiences the beauty of nature and also how he remembers it later. Wordsworth seems to be alone in the poem, but the idea for this poem came from a walk with his younger sister Dorothy two years earlier – a walk that she wrote about in her diary. Wordsworth first wrote the poem in 1804 and published it in 1807 in *Poems in Two Volumes*. He wrote the poem again in 1815, changing some of the words. This is the 1815 poem.



I Wandered Lonely as a Cloud

I **wandered** lonely as a Cloud
That floats on high o'er vales and Hills,
When all at once I saw a crowd,
A host, of golden Daffodils;
5 Beside the Lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
10 Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in **sprightly** dance.

The waves beside them danced; but they
Out-did the sparkling waves in **glee**:-
15 A Poet could not but be **gay**
In such a jocund company:
I gazed—and gazed—but little thought
What **wealth** the show to me had brought:

For oft when on my couch I lie
20 In **vacant** or in **pensive** mood,
They flash upon that inward eye
Which is the bliss of solitude,
And then my heart with pleasure fills,
And dances with the Daffodils.



wandered to walk in a slow and relaxed way
fluttering to fly quickly and lightly
sprightly lots of energy
glee happiness

gay happy
wealth to have a lot of something
vacant empty
pensive sad or serious

2 LITERATURE *Frankenstein* – Mary Shelley

BEFORE YOU READ

- 1 Answer the questions.
 - 1 Read the Author info. Where and how did the idea for *Frankenstein* first come to Mary Shelley?
 - 2 Read the Culture notes. How did people at the time feel about the Industrial Revolution?
 - 3 Read the Background on page 2. How does the narrator first learn Frankenstein's story?

Author info

Mary Shelley

Lived: 1797–1851

Wrote: *Frankenstein* (1817) *Valperga* (1823), *The Last Man* (1826), *Lodore* (1835) and *Falkner* (1837)

- When Mary Shelley was a child, famous authors and poets often came to her family's house.
- At sixteen, Mary ran away with the poet Percy Shelley.
- The idea for *Frankenstein* came to Mary in a dream when she was staying with the poet Lord Byron by Lake Geneva in June 1816.
- After Percy died in Italy in 1822, Mary went back to England to work as an author.

Culture notes

Mary Shelley wrote *Frankenstein* during the Romantic period. This was also the time of the Industrial Revolution, and people were both excited about new technology and frightened by it. People loved reading horror stories at the time, but Mary Shelley wrote something much more interesting – a story that questions science and power.

WHILE YOU READ

- 2 Read the extract on page 2. What kind of man did Victor Frankenstein want to make?
- 3 Read the extract again and number a–f in the correct order.
 - a Victor is afraid when the monster comes alive. ___
 - b Victor puts body parts together in his laboratory. ___
 - c He sleeps, then wakes and sees the monster. ___
 - d He runs out of the laboratory. ___
 - e Victor waits for a storm. ___
 - f Electricity travels to his machine. ___


AFTER YOU READ

- 4 Read the **literary feature**. Then look at the extract again and answer questions 1–3.

LITERARY FEATURE The tragic hero

A tragic hero is a literary character who ...

- does something that is very bad for them
- is not perfect (e.g. is proud, selfish or ambitious)
- is in a lot of pain
- makes the reader feel sorry for them.

- 1 Why is Victor a tragic hero?
- 2 The monster is also a tragic hero. Why?
- 3 Do you feel sorry for Victor?
- 5 Think of tragic heroes in literature and films in your language. Why do you think they are tragic heroes?
- 6  **THINK & SHARE** Look at the extract again and answer the questions.
 - 1 Why do you think Victor doesn't tell people about his plan to create life?
 - 2 Before he gives the creature life, he almost decides to destroy it. Why doesn't he?
 - 3 How does Mary Shelley increase suspense before the monster comes alive?
 - 4 What does the extract tell you about Victor's character?
 - 5 Should we feel any sympathy for the monster? Why / Why not?
- 7 **GRAMMAR & VOCABULARY** Number a–b in the correct order. What tense has Shelley used in sentence b? Why?
 - a I bought or stole all the pieces of human body.
 - b I had wanted to make a beautiful man.
- 8 Find another example of this tense in the extract. What is happening in the sentence? What happens after this event?
- 9 **REAL ENGLISH** Circle the two subject pronouns in this sentence from the extract. Are they the same or different? What conjunction is used to connect the phrases?

I saw dark clouds in the sky, and I knew that a storm was coming.
- 10 Find these sentences in the text. What is missing? Does this change the meaning? Now rewrite the sentence in Activity 9.

I watched and waited.
I ran out of the laboratory, and locked the door.
I lay down on my bed, and fell asleep.
I jumped off the bed and ran downstairs.
- 11 **MEDIATION** Imagine that you are Victor. Write instructions for scientists to explain how to make a monster.
Then read your instructions to another student.

Background

The story is told by Robert Walton who is travelling in the Arctic. He meets Victor Frankenstein, who is hunting the monster that he made. Victor tells Walton his story. He says how he had a happy life in Geneva, but left home to study at the university in Ingolstadt. He wanted to find the secret of life. He did not tell anyone about what he was doing – taking bodyparts from dead people to build a new man.



FRANKENSTEIN



In my **laboratory** I made a body. I bought or stole all the pieces of human body that I needed, and slowly and carefully, I put them together.

I did not let anybody enter my laboratory or my flat while I was doing this awful work. I was afraid to tell anybody my terrible secret.

I had wanted to make a beautiful man, but the face of the **creature** was **horrible**. Its skin was thin and yellow, and its eyes were as yellow as its skin. Its long black hair and white teeth were almost beautiful, but the rest of the face was very ugly.

Its legs and arms were the right shape, but they were **huge**. I had to use big pieces because it was too difficult to join small pieces together. My creature was two and a half metres tall.

For a year I had worked to make this creature, but now it looked terrible and frightening. I almost decided to destroy it. But I could not. I had to know if I could put life into it.

I joined the body to the **wires** from my machine. More wires joined the machine to the **mast**. I was sure that my machine could use **electricity** from **lightning** to give life to the body. I watched and waited. Two days later I saw dark clouds in the sky, and I knew that a storm was coming. At about one o'clock in the morning the lightning came. My mast began to do its work immediately, and the electricity from the lightning travelled down the mast to my machine. Would the machine work?

At first nothing happened. But after a few minutes I saw the creature's body begin to move. Slowly, terribly, the body came alive. Its arms and legs began to move, and slowly it sat up.

The dead body had been an ugly thing, but alive, it was much more horrible. Suddenly I wanted to escape from it. I ran out of the laboratory, and locked the door. I was filled with fear at what I had done.

For hours I walked up and down in my flat. At last I lay down on my bed, and fell asleep. But my sleep was full of terrible dreams, and I woke up suddenly. The horrible thing that I had **created** was standing by my bed. Its yellow eyes were looking at me; its mouth opened and it made strange sounds at me. On its yellow face there was an awful smile. One of its huge hands reached towards me ...

Before it could touch me, I jumped off the bed and ran downstairs into the garden.

From Oxford Bookworms Library, Level 3: *Frankenstein* by Mary Shelley, retold by Patrick Nobes, 9780194791168

laboratory a building where scientists work and study
creature a living animal or person
horrible terrible; make you very afraid
huge very, very big
wire a long thin piece of metal; electricity travels through wires

mast a very tall wooden or metal post
electricity the power that travels through wires and can make heat and light and drive machines
lightning a sudden, very bright light in the sky during a storm
create to make something new

BEFORE YOU READ

1 Answer the questions.

- 1 Read the Author info. Why does R.J. Palacio think her books are popular?
- 2 Read the Culture notes. How old are children at middle school in the USA?
- 3 Read the Background on page 2. How does Auggie feel on his first day at school? Why?

Author info

R. J. Palacio

Lived: 1963–

Wrote: *Ride, Baby, Ride!* (1998), *Wonder* (2012), *Pony* (2021)

- R.J. Palacio was born in New York City, USA. Her full name is Raquel Jaramillo Palacio. Her parents were both from Colombia.
- Before she was an author, she was an artist and designed book covers.
- Palacio believes her books are a huge success because they are about being kind to other people and respecting them.
- *Wonder* won many awards and it is published in 44 languages. *Wonder* has sold over 16 million copies and it was made into a movie in 2017.

Culture notes

At the start of *Wonder*, the main character, Auggie, is going to his first day at an American middle school. In the USA, children usually go to middle school between the ages of 10 and 14. Each school year is called a grade. Fifth or sixth grade is usually the first year of middle school. When children leave middle school, they go to high school. The head teacher in a middle school is called the principal. In many middle schools, they have a loudspeaker in every classroom. The principal and other teachers use the loudspeaker to talk to the students.

WHILE YOU READ

2 Read the extract on page 2. Why do Auggie's parents think it is a good time for him to start school?

3 Read the extract again. Choose the correct answer.

- Auggie and his parents *are at home / in the car*.
- On the school tour, Auggie's mom saw a *biology / chemistry* class.
- Auggie felt *happier / unhappier* when he was a baby.
- Auggie's dad pretends to speak like *Auggie's future teacher / the school secretary*.

AFTER YOU READ

4 Read the literary feature. Then answer the question.

LITERARY FEATURE Humour

Three common types of humour are sarcasm, puns and wit. Sarcasm is when we say the opposite of what we mean. If you do this a lot, people say that you are *sarcastic*. A pun is a joke about a word that can have two meanings. Wit is when people say very clever things to be funny. If you do this a lot, people say that you are *witty*. What kind of humour does Auggie's dad use?

5 What kind of humour is popular in your language? Do you think it is similar to English humour? Why/Why not?

6 **THINK & SHARE** Look at the extract again and answer the questions.

- 1 Does Auggie want to go to school? When?
- 2 Who has already visited the school? How do you know?
- 3 Who will decide if Auggie continues going to school? How do you know?
- 4 Do you think people usually like Auggie's dad? Why?
- 5 How have Auggie's feelings changed by the end of the extract?

7 **GRAMMAR & VOCABULARY** Look at these sentences from the extract. Are the verbs in bold followed by the gerund or the infinitive?

- 1 I don't **want** to go to school
- 2 I **miss** being a baby, not knowing stuff.
- 3 I mean, who on earth would ever **agree** to have a name like Mr. Tushman?
- 4 I **started** laughing.

8 Complete the sentences with the correct form of the verb.

- 1 I enjoy *learning / to learn* languages.
- 2 I've agreed *going / to go* shopping with my friends on Saturday.
- 3 I practise *speaking / to speak* English with my parents at home.
- 4 I'd recommend *visiting / to visit* a school before the new school year.
- 5 I've decided *doing / to do* more exercise.
- 6 I promise *to help / helping* you with your homework tonight.

9 **REAL ENGLISH** Look at line 36 in the extract. Auggie's dad says 'on earth':

- to show anger or irritation.
- because there is no obvious answer to the question.
- to show surprise that something has happened.

10 Look at the questions 1-3 and match them to the uses of 'on earth' a-c in Ex 9. Then write one new sentence for each use of 'on earth'.

- 1 How on earth did I pass that exam?
- 2 Why on earth did you take my sunglasses?
- 3 Why on earth was I born here?

11 **MEDIATION** Write an email to a friend. Explain the decision that Auggie must make regarding the new school year. Explain:

- why he has to make the decision now.
- what options he has.
- what his parents think about the decision.
- what Auggie can do next.

Background

Wonder is about Auggie, a ten-year-old boy. Like other children, he loves *Star Wars* and computer games. Auggie was born with Treacher Collins Syndrome and, because of this, Auggie’s face looks different to other people’s faces. In the story, many people are scared when they see him. Auggie’s parents have not sent him to school because they want to protect him from these reactions. They teach him at home instead. When Auggie is ten, he finally starts school for the first time. He’s nervous about his first day.

Note that the name of the school principal is Mr Tushman. ‘Tush’ is a slang word in American English for the bottom. ‘Behind’, ‘rear’ and ‘bum’ are also slang words for the bottom.



Wonder

‘I don’t want to go to school,’ I answered, folding my arms.

‘It would be good for you, Auggie,’ said Mom.

5 ‘Maybe I’ll go next year,’ I answered, looking out the window.

‘This year would be better, Auggie,’ said Mom.

10 ‘You know why? Because you’ll be going into fifth grade, and that’s the first year of middle school—for everyone. You won’t be the only new kid.’

‘I’ll be the only kid who looks like me,’ I said.

15 ‘I’m not going to say it won’t be a big challenge for you, because you know better than that,’ she answered. ‘But it’ll be good for you, Auggie. You’ll make lots of friends. And you’ll learn things you’d never learn with me.’ She turned in her seat again and looked at me. ‘When we took the tour, you know what they had in their science lab? A little baby **chick** that was just **hatching** out of its egg. It was so cute! Auggie, it actually kind of reminded me of you when you were a little baby ... with those big brown eyes of yours ...’

25 I usually love when they talk about when I was a baby. Sometimes I want to curl up into a little tiny ball and let them hug me and kiss me

all over. I miss being a baby, not knowing stuff. But I wasn’t in the mood for that now.

‘I don’t want to go,’ I said.

30 ‘How about this? Can you at least meet Mr. Tushman before making up your mind?’ Mom asked.

‘Mr. Tushman?’ I said.

‘He’s the principal,’ answered Mom.

35 ‘Mr. *Tushman*?’ I repeated.

‘I know, right?’ Dad answered, smiling and looking at me in the **rearview mirror**. ‘Can you believe that name, Auggie? I mean, who on earth would ever agree to have a name like Mr. Tushman?’

40 I smiled even though I didn’t want to let them see me smile. Dad was the one person in the world who could make me laugh no matter how much I didn’t want to laugh. Dad always made everyone laugh.

45 ‘Auggie, you know, you should go to that school just so you can hear his name said over the **loudspeaker**!’ Dad said excitedly. ‘Can you imagine how funny that would be? Hello, hello? **Paging** Mr. Tushman!’ He was using a fake high, old-lady voice. ‘Hi, Mr. Tushman! I see you’re running a little *behind* today! Did your car get **rear-ended** again? What a **bum rap**!’

55 I started laughing, not even because I thought he was being that funny but because I wasn’t in the mood to stay mad anymore.



From *Wonder* by R J Palacio, Random House UK

chick a baby bird, especially a chicken

hatching coming out of an egg

rearview mirror a mirror in a car; the driver uses it to see behind the vehicle

loudspeaker an electronic device that is used in public places to announce things

paging calling someone on a loudspeaker to find them and give them a message

rear-ended hit in the back of your car by another vehicle

bum rap a false or unfair result of something

4 LITERATURE *A Midsummer Night's Dream* – William Shakespeare

BEFORE YOU READ

- 1 Answer the questions.
 - 1 Read the Author info. How did William Shakespeare change the English language?
 - 2 Read the Culture notes. What was different about theatres in Shakespeare's time?
 - 3 Read the Background page 2. What problems do Hermia and Helena have?

Author info

William Shakespeare

Lived: 1564–1616

Wrote: *Romeo and Juliet*, *A Midsummer Night's Dream*, *Twelfth Night*, *Hamlet*, *Macbeth*

- William Shakespeare was born into a large family in Stratford-upon-Avon, England.
- He married Anne Hathaway in 1582 and later he moved to London.
- Shakespeare wrote plays and sonnets (poems).
- Shakespeare's plays were performed for the royal family and he became a rich man.
- Shakespeare's work introduced about two thousand new words and phrases into English.

Culture notes

Shakespeare lived during the English Renaissance – music, poetry and drama were becoming more important to people. At the time, actors performed in inns (pubs) and private homes. Then, the first theatre opened in 1576. Shakespeare's theatre company built the Globe Theatre on the River Thames in 1599. In Shakespeare's time, theatres had no scenery, but the actors wore wonderful costumes. There were no women actors, so boys played female roles.

WHILE YOU READ


- 2 Read the extract on page 2. What does Oberon do with the purple flower? What will the flower juice do?
- 3 Read the extract again and complete the gaps with sentences A–G.
 - A And here's the sweet lady who he's so cruel to.
 - B She lay down on her side, made herself comfortable and closed her eyes.
 - C Puck turned and hurried quickly away through the trees.
 - D We can't sleep next to each other.
 - E Titania, the Fairy Queen, is resting here.
 - F He had gone all through the forest looking for a man in Athenian clothes, but found nobody.
 - G When the music ended, they went away, and he came closer.

AFTER YOU READ

- 4 Read the **literary feature**. Then look at the extract again and answer questions 1–2.

LITERARY FEATURE Setting

The setting is the story's place and time. This can be a real time and place or an imaginary one. Shakespeare uses a forest at night as a setting here because people in his day thought a forest was a magical place.

- 1 Find examples for how the setting looks, feels, smells and sounds in the extract.
- 2 Choose a new setting for the extract. Where and when is your new setting? Why?
- 5 Choose a famous play in your language. What is its setting? Find examples for how the setting looks, feels, smells and sounds in the play.
- 6  **THINK & SHARE** Look at the extract again and answer the questions.
 - 1 How does the setting affect the mood in the extract?
 - 2 How does Shakespeare use magic in the extract, and how do we know that the magic is working?
 - 3 Why doesn't Puck know that it is Lysander and Hermia?
 - 4 Why are the rhyming verses important in the extract?
 - 5 What do you think will happen to Helena and Lysander next?
- 7 **GRAMMAR & VOCABULARY** Circle the modal verbs in these sentences from the extract.
 - 1 This must be the man from Athens.
 - 2 When you wake, your eyes will change.
 - 3 We can both sleep here.
- 8 Now match the modal verbs with their function.
 - a to say that something is going to happen (certainty)
 - b to say that you are able to do something (ability)
 - c to say that you think something is true (deduction)
- 9 **REAL ENGLISH** Find this sentence in extract. What does Lysander say to Hermia at the end of the sentence? How does it change the meaning?

I only want to sleep here beside you ...
- 10 What of these phrases does not mean the same as the phrase in Activity 9?
 - 1 trust me
 - 2 believe me
 - 3 I assure you
 - 4 are you sure
 - 5 you have my word
- 11 **MEDIATION** Write a summary about what happens in the clearing in the extract. Who goes to the clearing? What do they do there?

Then read your summary with another student.

Background

The Fairy King Oberon and Fairy Queen Titania have come to the forest near Athens. They are arguing, so Oberon decides to put a spell on Titania. He wants to put the juice of a magic flower in Titania's eyes when she's asleep. When she wakes, she will fall in love with the first living thing that she sees. Meanwhile, an Athenian lord is angry that his daughter Hermia will not marry Demetrius, the husband he has chosen for her, because she is in love with Lysander. Hermia's friend Helena loves Demetrius, and she knows that Hermia and Lysander plan to run away to the forest. So Helena tells Demetrius, thinking he might now love her instead of Hermia. Oberon watches Helena chasing Demetrius and he feels sorry for her. So he tells Puck, his servant, to put some magic juice in 'an Athenian man's eyes', meaning Demetrius. Then, Demetrius will love Helena.



A Midsummer Night's Dream

In a grassy **clearing** in another part of the forest, white lights dance in the trees, and music plays. Wild flowers wave gently in the soft wind, and the air is sweet. ¹[] Her **fairy servants** watch over
 5 her, and sing their queen to sleep ...
 Moon above us, shine so bright,
 Let us sing a sweet goodnight.
 Oberon, on the edge of the clearing, watched as the fairies
 10 sang Titania to sleep. ²[] One fairy servant had stayed to watch over the Queen, but when she looked up, he blew in her eyes and at once she fell asleep. Oberon
 15 went silently up to Titania and touched her face. Then he **pressed** the purple flower in his hand, so that drops of **juice** fell onto her eyes. Small silver lights danced across the Fairy Queen's head, and Oberon sang softly:
 20 When you wake, your eyes will change.
 You'll fall in love with something strange.
 Oberon was gone as quickly as he had come, and a moment later Lysander and Hermia walked into the clearing. Lysander looked around, worried.
 25 'Hermia, you're tired, and I'm not sure where we are any more. Let's lie down for a bit and wait for morning.'
 'I'll sleep here,' said Hermia. 'There's some nice soft grass, just here.' ³[]
 30 Lysander lay down next to her. 'We can both sleep here,' he said, but she pushed him away.



'No, Lysander. Go and lie over there, not near me.'
 'Oh, sweetest,' he said, putting his hand on her arm. 'I only want to sleep here beside you, I promise.'
 Hermia laughed, moving his hand away.
 'Lysander, we're not married. ⁴[]'
 He smiled and **sighed**. Then he moved away from Hermia and lay down.
 40 'I'll sleep over here then. Good night, Hermia.'
 'Sleep well,' said Hermia, her eyes already closing.
 The lovers slept, and a little while
 45 later Puck arrived in the clearing.
⁵[] Now, stepping quietly across the grassy clearing, he saw two people sleeping on the ground.
 'This must be the man from Athens that Oberon was talking about,' Puck said. ⁶[] Poor thing, lying on the dirty ground afraid to go near him!' Puck took out the purple flower, and held it over Lysander, letting its juice fall into his eyes. As silver lights moved across Lysander's face, Puck
 55 whispered:
 You will wake with love that's deep,
 Love that keeps you from your sleep.
⁷[] But only a moment later, there were voices in that part of the forest once more, and Demetrius
 60 arrived in the clearing, followed by Helena.

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clearing an open place in a forest where there are no trees
fairy a small person in stories who can do magic
servants a person who works in another person's house

pressed to push something hard with your hand
juice the liquid from fruit, vegetables or a flower
sighed to let out a deep breath because you are sad, tired, etc.