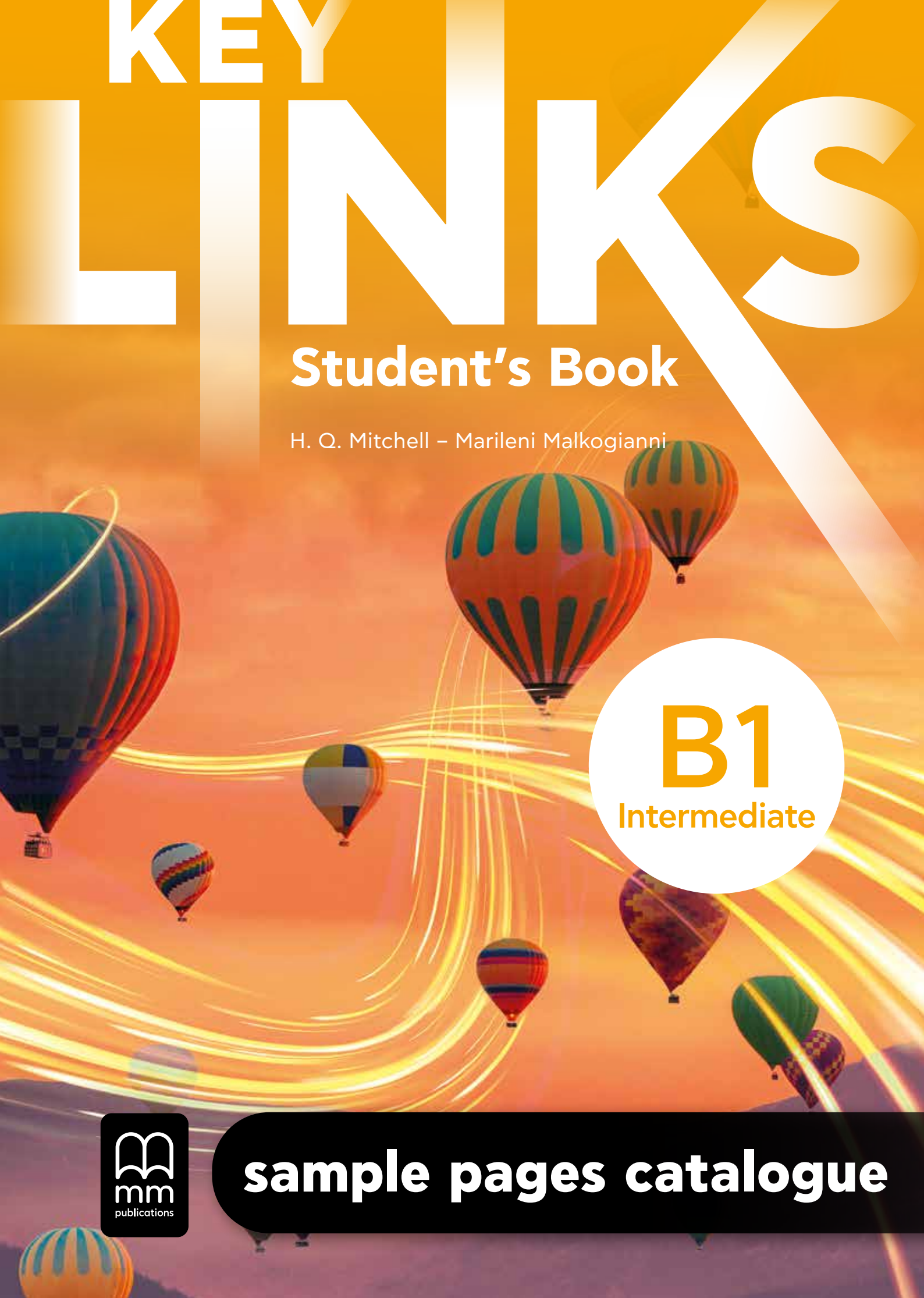
KEY LINKS

Student's Book

H. Q. Mitchell – Marileni Malkogianni



B1
Intermediate

mm publications

sample pages catalogue

Contents

Modules	Grammar	Topics	Writing
1 **My life**	·Present Simple – Present Progressive ·Stative verbs ·Past Simple ·Used to ·Would	·Routines ·Habits ·Hobbies ·Interests ·School life	An informal email introducing oneself
2 **Action!**	·Past Simple – Past Progressive ·Time clauses ·Exclamations and clauses of result	·Extreme sports ·Adventure ·Misfortunes ·Accidents	A story
3 **People around me**	·Present Perfect Simple vs Past Simple ·Present Perfect Progressive	·Family ·Friends ·Relationships	An informal email making and/or responding to requests
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6 **Aspects of culture**	·Past Perfect Simple – Past Perfect Progressive ·All / Both / Neither / None / Either ·Both... and / Either... or / Neither... nor	·History ·Art ·Festivals	A formal email making suggestions

Modules	Grammar	Topics	Writing
7 Making progress	·Future *will* ·Future *be going to* ·Future Perfect Simple ·Future Progressive ·Time clauses ·may / might / could / must / can't	·Education ·Communication ·Language ·Careers	An essay discussing advantages and disadvantages
8 Generation Tech	·Passive Voice	·Technology ·Gadgets ·Smart clothing	An article describing an electronic device you bought / you want to buy
9 Shopping around	·Conditional Sentences (Types 0, 1, 2, 3)	·Money ·Shopping ·Advertising	An opinion essay
10 On the move	·Full/Bare infinitive ·-*ing* form ·Modal verbs + have + past participle	·Means of transport ·Travel arrangements ·Road safety	A formal letter discussing a problem and offering solutions
11 Make the world a better place	·Clauses of reason, concession and purpose ·Wishes ·Would rather	·Social issues ·The environment ·Fundraising	An opinion essay
12 Art is all around	·Reported Speech (statements, questions, commands and requests) ·Causative Form	·Films ·Music ·Art	A film review

Speaking Activities section | Grammar Reference | Exam Practice | Project Skills
Writing Reference | Irregular Verbs | Tasks | Wordlist

KEY LINKS

B1 Intermediate



Key Links B1 Intermediate is a brand-new course following the latest requirements of the Common European Framework of Reference and smoothly taking learners to B1 level. The course, which is organised into twelve topic-based modules, allows learners to communicate fluently and accurately in English and also gradually prepares them for all major international examinations at B1 and B2 level.

Course features

- Motivating and contemporary topics related to learners' lives and interests
- An integrated approach to the development of the four skills
- Special emphasis on vocabulary building
- Grammar presented and practised in context
- Systematic development of reading and listening skills and subskills
- A variety of speaking tasks preparing learners for examinations and also for the real world
- A variety of mediation activities and strategies
- A step-by-step approach to writing
- Activities encouraging critical thinking and personal response
- Practical tips helping students to cope with examination and real-life tasks
- A review section in each module
- An exam practice section featuring examination tasks
- Tasks developing students' critical thinking, problem-solving, organisation and collaboration skills
- Documentary-style videos providing a link to the real world
- A grammar reference section
- A digital vocabulary list
- Full-colour Workbook including additional reading, listening and Use of English tasks
- Companion including exercises for additional practice in vocabulary
- Grammar Book following the syllabus of the course
- Teacher's Book including justification of answers for reading and listening tasks, suggested answers for speaking and writing tasks, optional activities, listening transcripts for both the Student's Book and the Workbook and a key for all the activities in the Workbook
- Interactive Whiteboard Material including videos, games, suggested answers and justification of answers for reading and listening tasks
- Teacher's Digital Resources including supplementary material for extra practice and tests

1 My life

Goals
- to introduce yourself and present aspects of your life (studies, hobbies, interests, free-time activities, etc.)
- to distinguish between permanent and temporary situations
- to refer to past habits and events
- to express like and dislike
- to ask for and give opinion
- to express agreement and disagreement
- to write an informal email introducing yourself

Link to Module 1



Discuss.

- What activities do you like doing in your free time? What do you like about them?
- How is your life different from what it was like five years ago?
- What are you planning to do this weekend?

1a

Reading

A ***Discuss.***

Do you follow any influencers online? Who? Why?

B ***Quickly read the texts written by three influencers. Who probably said the following? There is one extra statement which you do not need to use.***

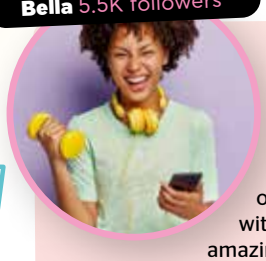
1. It's great to be able to make an activity less boring for people.
2. I give my followers useful information about products they can buy.
3. Anyone can use my tips to help them write better stories.
4. I enjoy helping people to use their imagination.

Amber 70K followers



I've always been keen on fashion, and I began designing and making clothes for friends when I was twelve. I didn't start posting videos about how to make anything, though, till I was sixteen. I had very few followers at first and wanted to give up, but friends encouraged me to keep going, and I'm so glad they did. In fact, it was my videos that helped me get onto a fashion degree. The person who interviewed me there said she actually followed my channel and loved my work—I was over the moon! Now, when I'm not focusing on my studies, I hold online events where I show people how to create fantastic original designs and I reply to questions live. I know other influencers think that having to answer questions is annoying, but I love to talk to my followers and to see them being creative and discovering talents they didn't know they had!

Bella 5.5K followers



I'm totally enthusiastic about fitness, and I love sharing videos of my workouts with all my amazing followers! People get tired of seeing the same things again and again, so I try to inspire them with something fun and new every day. I'm training to be a healthcare assistant and have to be there by nine, so I don't get to read or post comments until I get home. It's great to receive messages from people who decided to start exercising and keeping fit because of my channel, and I even get a small sum from the adverts that play during my videos. However, I normally have to spend an hour or so a day answering comments. When I began, I wasn't aware of how much time and energy you need to be an influencer, and I've made the decision to stop once my healthcare training finishes next month.

Carlos 19K followers



I started making videos for gamers two years ago because I'm really into playing video games. Already, top game development companies send me new products to review, so I have free access to the latest games. Of course, it's not easy to focus on every detail of a game, but I like challenges! I usually upload two reviews a month, and I do my best to reply to everyone's questions. Communicating with people that you have lots in common with is extremely interesting, and my English is improving too! This year, I have a busy school schedule and don't have time to post so many replies, but I still make and upload videos. I hope to study computer programming, and I'm thinking of becoming a professional game reviewer one day. Don't they always say you should turn your hobby into your career?

C ***Read the texts again. For questions 1-7, write A for Amber, B for Bella or C for Carlos.***

- When matching questions with short texts, scan each text and look for the specific information mentioned in each question.
- Find the part of the text which correctly answers the question.
- Be careful! Don't choose a text just because the vocabulary or phrasing in the text is similar to that of the question.

Who mentions...

1. that they get something without having to pay for it? ( )
2. that they help people find out things about themselves? ( )
3. that they make some money from being an influencer? ( )
4. that they post less these days? ( )
5. why they didn't stop posting videos? ( )
6. that they have met one of their followers? ( )
7. that being an influencer is more difficult than they thought? ( )

D *Find the highlighted phrases in the texts that mean the same thing as the underlined words in the sentences below.*

1. The hikers decided to continue until they got to the top of the mountain. .....
2. My sister and I share many of the same interests, but we never talk for very long on the phone. .....
3. The students were paying attention to their writing activity, and they didn't see the headteacher enter the classroom. .....
4. When I was younger, I didn't know about all the amazing places in the world you can visit. .....
5. Our history teacher is always excited about and interested in teaching us, and we all enjoy her lessons. .....

E *Discuss.*

- Which of the three influencers do you think you have the most in common with? Why?
- If you wanted to make and post videos in English that would influence and inspire people, what would they be about?

Grammar — Present Simple – Present Progressive / Stative verbs

A *Read the examples. Which tense is used in each? Why?*

- *I **usually upload** two reviews a month...*
- *I'**m uploading** a video game review at the moment.*

B *Read about the uses of the **Present Simple** and the **Present Progressive** and make up one more example for each use.*

The Present Simple is used for:

1. permanent states, e.g. *Bella **lives** in a town in Southern England.*
2. repeated habitual actions, e.g. *I **get up** really early on weekdays to go jogging before work.*
3. general truths, e.g. *The Earth **goes** round the Sun.*
4. future actions related to programmes and timetables, e.g. *My training **finishes** next month.*

The Present Progressive is used for:

1. actions happening now, e.g. *Amber **is posting** a video right now.*
2. temporary situations, e.g. *I'**m training** to be a healthcare assistant...*
3. future arrangements, e.g. *Carlos **is meeting** some of his followers next weekend.*
4. annoying habits with *always*, *forever*, etc., e.g. *These boys **are always making** noise!*

C *Read the examples and pay attention to the verbs in bold. Which tense is used? Why?*

*I **know** other influencers **think** that having to answer questions is annoying, but I **love** to talk to my followers and to see them being creative...*

D *Read the rule and make up a few examples using stative verbs.*

Stative verbs refer to:

a state rather than an action or an event and are not commonly used in progressive tenses. Some of these verbs are: ***see***, ***hear***, ***seem***, ***like***, ***hate***, ***want***, ***need***, ***know***, ***remember***, ***understand*** and ***cost***.

E *Complete the dialogues with the **Present Simple** or the **Present Progressive** of the verbs in brackets.*

1. A: What (**1**) ..... you ..... (do) over there, Dennis?
   B: I (**2**) ..... (write) a book review.
   A: What? I (**3**) ..... (not remember) getting any homework.
   B: No, it's not for class. (**4**) ..... you ..... (know) about my website?
   A: Oh, right! You (**5**) ..... (post) those really funny reviews every week.
   B: Thanks, I'm glad you (**6**) ..... (find) them funny!
2. A: What time (**7**) ..... the last bus to the beach ..... (leave)?
   B: In an hour. (**8**) ..... you still ..... (get) ready?
   A: I'm ready! I (**9**) ..... (just / look for) my sunglasses. I can't find them.
   B: Again? You (**10**) ..... (always / lose) things! How's that possible?

1a



Vocabulary

A *Read the dialogues. Which of the phrases in bold have a **positive** meaning and which have a **negative** meaning?*

1. **A:** Hi, Theo. How is your new painting class going?
   B: I **was enthusiastic about** it in the beginning, but now I**'m getting fed up with** it. I want to stop.
   A: Why? You **were** so **keen on** it last time we spoke. You said you really liked it. How can you **be tired of** it already?
   B: Well, I**'m interested in** art, but in a different way. I**'m** still **fond of** visiting art galleries, but making my own art is not for me.
2. **A:** This programme is so boring! I**'m sick of** it, aren't you?
   B: Of course not! You know I**'m a big fan of** sitcoms! And this one is really good!
   A: Sorry, but I **can't stand** it. It's on every day. It was good in the beginning, but now I**'m bored with** it!
   B: You know, my sister **is crazy about** this show—she never misses it.
   A: I'm sure. Your sister **is really into** watching sitcoms as well.

B *Decide which of the verbs, **make** or **do**, is used with the words/phrases in the boxes. Then complete the sentences with the correct form of **make** or **do** and some of the words/phrases in the boxes.*

Verbs	Words/Phrases
	business / well / my best / a favour / homework / research / a project
	money / noise / a decision / an excuse / a mistake / an effort / a good impression

1. We ..... about what to do next without having all the information we needed, and it was the wrong one.
2. **A:** Hi Sally! Could you ..... me ..... ? Can I borrow your laptop?
   B: I'm sorry, but I need it.
3. **A:** Amanda, you didn't ..... in the exam.
   B: I know. I don't want to ....., but I was ill all last week.
4. **A:** At the moment, I'm ..... some ..... into the history of our town.
   B: Really? Is it for a school project?
5. Children, be quiet please! You're ..... a lot of ..... right now.
6. Billy played really loud music all weekend, which didn't ..... on his new neighbour.

C *Complete the table with nouns that refer to people. Use the words in the box, the suffixes **-er**, **-or** and **-ist**, and make any necessary changes. Then use some of the words from the table to complete the sentences.*

~~follow~~ ~~visit~~ ~~journal~~ style design create reception interview collect instruct train science

-er	-or	-ist
follower	visitor	journalist

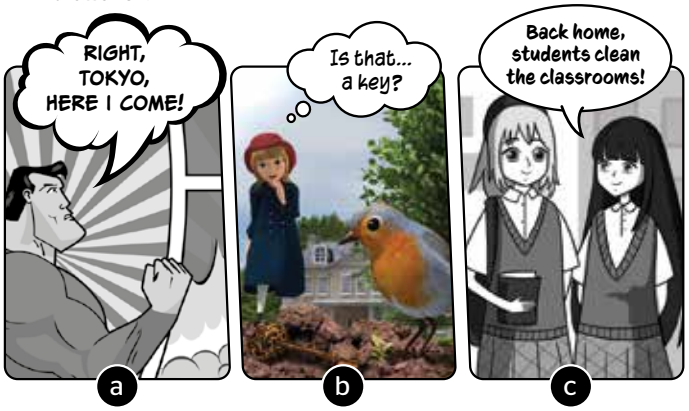
1. I've already met my driving ....., and I'm starting lessons tomorrow.
2. Mary looks great! Her hair ..... did a wonderful job!
3. Lisa wants to interview a famous fashion ..... for the school magazine.
4. My grandfather is a(n) ..... of comics. He bought his first one over fifty years ago.
5. The hotel ..... gave us the keys to our room.
6. I have only a few ..... on my social media account, and they are all people I know.

Listening

A *Discuss.*

Why do you think so many young people enjoy reading comics?

B *Listen to an interview with Lara Collier, an award-winning comic artist. Which drawing, **a**, **b** or **c**, is from the comic she draws for?*



C *Read the statements below. Then listen to the interview again and write **T** for True or **F** for False.*

1. Lara started drawing for comics when she was ten. ◯
2. *New Links* began with a story about a girl who goes to live abroad. ◯
3. A penciller is the person who writes the story of a comic. ◯
4. Everyone who takes part in the creation of the comic is a student. ◯
5. The pictures in *New Links* go from the right side of each page to the left. ◯

D *Discuss.*

Which part of making a comic would you be best at? Why?

Speaking

Look at the pictures and discuss the questions. Use some of the words/phrases in the boxes.


reading comics


playing video games


cycling


doing robotics

- Why do you think the people in the pictures choose to do these activities?
- Which of these activities do you like? Why?
- Do you prefer hobbies you do on your own or ones you can do with friends?
- Are there any activities you would like to take up? Which ones and why?

Expressing opinion

- Personally, I believe/feel/think (that)...
- In my opinion, ...
- I don't think...

Expressing reason

- ... because...
- The reason why I/this/it...
- One/Another reason why...

Expressing like/dislike

- I (don't) like...
- I'm (not) keen on / (not) fond of...
- I'm (not) really into...
- I'm (not) interested in...
- I can't stand...

Useful vocabulary

- relaxing
- active/passive
- convenient
- funny
- interesting
- challenging
- indoor/outdoor
- individual/team

- escape from (my) busy schedule
- read interesting stories
- develop (my) imagination
- keep fit
- healthy lifestyle
- socialise
- develop useful skills
- encourage teamwork

1b



> **Everyone's dream can come true if you just stick to it and work hard.**
>
> **- SERENA WILLIAMS**
> (tennis player)

SERENA WILLIAMS

Life of a Legend

Serena Williams, the greatest Grand Slam tennis player of all time, turned professional at fifteen and kept winning top competitions for more than twenty years. You might think that with such a busy schedule of training, travelling to events and competing, she didn't have time for anything else. However, nothing could be further from the truth.

Serena's first coach was her father, Richard. In order to train his daughters Venus and Serena to become top players, he would watch videos and read books about tennis for hours—before they were even born! Serena entered her first competition aged just four and, of course, won. The family moved to Florida in 1991 so the sisters could attend a tennis academy. They used to practise for six hours a day, six days a week, and would spend four hours a day on schoolwork. In 1993, Richard started homeschooling them so they could have more time to study. Serena started learning French, hoping to win the French Open one day and to be able to give the winner's speech in fluent French.

Although Serena had a full-time tennis career, between 2001 and 2003 she did a degree in Fashion Design. She spent less time on tennis to concentrate on her studies, but still managed to win several competitions, including the French Open in 2002. She even set up her own clothing and jewellery brands.

Over a long career, Serena has won many competitions, including two more French Opens, and in 2013 was finally able to give her winner's speech in perfect French. What's more, to communicate in the world of international tennis, she has also learnt some German and Mandarin, and speaks Italian well.

Serena became a mother in 2017. Just weeks before giving birth, she said 'I used to think I'd want to retire when I have kids, but no. I'm definitely coming back.' And true to her word, she was back the following year, reaching the finals of Wimbledon and the US Open.

Reading

A *Discuss.*

Can someone be a top athlete and do well in full-time education at the same time? Why? / Why not?

B *Look at the article about Serena Williams. Which of the following topics do you think are mentioned in the text? Tick (✔). Then read and check your answers.*

- family ◯
- studies ◯
- hobbies ◯
- sports achievements ◯
- languages ◯

C *Read the text again and answer the questions.*

1. When did Serena's father start preparing to train his daughters?
2. How many hours of tennis did the sisters have each week at the academy?
3. Why did Serena start learning French?
4. What has Serena done that is linked to her college studies?
5. How many times has Serena won the French Open?
6. What did Serena do the year after she became a mother?

D *Discuss.*

- What do you find interesting about Serena Williams' life?
- Do you think young people should decide for themselves what they will do with their lives, or do you think parents or other adults should help them decide? Why?
- Do you have any hobbies or interests now that you would like to turn into a career one day? What are they?

Grammar — Past Simple / used to / would

A *Read the examples and answer the questions that follow.*

- *Serena Williams, the greatest Grand Slam tennis player of all time,* ***turned*** *professional at fifteen and* ***kept*** *winning top competitions for more than twenty years.*
- *... she* ***didn't have*** *time for anything else.*
- *They* ***used to practise*** *for six hours a day...*
- *... he* ***would watch*** *videos and read books about tennis for hours...*

1. How do we form the Past Simple of regular and irregular verbs?
2. How do we form the negative form of the Past Simple?
3. What kind of actions does the Past Simple describe?
4. Which verbs indicate past habits?

B *Read about the uses of the* ***Past Simple, used to*** *and* ***would*** *and make up one more example for each use.*

The Past Simple is used for:

1. completed actions in the past (the time is mentioned or implied), e.g. *Serena Williams* ***turned*** *professional at fifteen.*
2. completed actions that happened one after the other in the past, e.g. *She* ***opened*** *the door,* ***went*** *in quietly and* ***turned*** *on the lights.*
3. habitual or repeated actions in the past, e.g. *Serena often* ***played*** *tennis with her sister when they were young.*

The verb *used to* + base form is used to describe:

1. permanent past states or situations, e.g. *There* ***used to be*** *a car park opposite my house.*
2. past habits or repeated actions in the past that no longer happen, e.g. *They* ***used to practise*** *for six hours a day.*

The verb *would* + base form is used to describe:

1. past habits, e.g. *They* ***would spend*** *four hours a day on schoolwork.*
2. typical behaviour in the past, e.g. *Every night, Kate* ***would turn on*** *the TV,* ***sit down*** *on the sofa and* ***watch*** *her favourite series.*

C *Choose the correct option.*

1. **A:** Guess what! I started Italian lessons.
   B: Really? I used to **do / doing** Italian at school, you know.
   A: I never knew that.
   B: Yep. Actually, I **would / used to** be good at it. However, I can't remember much now.
2. **A:** Nice smartwatch!
   B: Oh, thanks. I only **bought / used to buy** it last week and now I can't live without it!
   A: I **used / use** to have one too, but I lost it!
   B: How awful!
3. **A:** Did I **tell / told** you that I have a new biology teacher? His name's Mr Walker.
   B: No, I don't think so. What's he like?
   A: He's brilliant. You know, I didn't **use / used** to like the subject, but he makes the lessons so interesting.
4. **A:** So, what did you do yesterday evening?
   B: Nothing very exciting. I **finished / would finish** my history assignment and then **cook / cooked** dinner.



Vocabulary

Complete the sentences with the correct form of the words in the boxes.

career – job – work

1. Maria always starts ..... at 7 a.m.
2. I'm thinking of finding a part-time ..... when I finish school.
3. Jimmy had a very successful ..... in IT before he decided to go back to university and study literature.

achieve – manage – succeed

4. Sally and I were both busy yesterday, so we didn't ..... to meet up for lunch.
5. If I ..... in getting into university, I will study history.
6. It's not always easy to ..... your goals, but giving up is not an option!

train – instruct – teach

7. Jane used to ..... English at an international school in Japan.
8. The university football team always ..... on Mondays and Wednesdays.
9. Mr Roberts ..... all students to turn off their mobile phones during the exam.

join – attend – enter

10. Guess what! I ..... a creative writing competition at college and won!
11. I was ill all week, so I didn't ..... any classes.
12. I really don't know why you ..... the gym. You never go!

1b

Speaking

Read Mandy Cartwright's profile and the information about three school projects. Then, in pairs, discuss the projects and decide which is the most suitable for her and which is the least suitable. Give reasons for your choices using the words/phrases in the boxes.

Mandy Cartwright
Age: 15

Likes:
new tech, animals, nature, local history

Dislikes:
competing with others, writing, drawing

Qualities:
good at making things, friendly and cooperative



Project 1

Technology
- Build your own robot dog from a kit.
- Take part in an end-of-project competition.

Project 2

History
- Choose an interesting historical person and write about them.
- Add photos or draw pictures to include in your presentation.

Project 3

Science
- Explore the forest with a guide, take photographs and learn how to identify wild plants.
- Take part in the 'best photo' competition.

(not) find sth challenging, educational, useful, etc.
be familiar/unfamiliar with sth
feel comfortable/uncomfortable doing sth

Asking for opinion
- What do you think (of...)?
- What's your opinion (of...)?
- Don't you agree/think that...?

Agreeing/Disagreeing
- I (completely/totally) agree/disagree.
- I think so too. / I don't think so.
- You're right/wrong about that.
- That's what I was thinking too.
- I think the opposite is true.
- You have a point.
- I'm not so sure about that.
- Very true, but... / That's so true.
- I kind/sort of agree, but...

What do you think of the... project?
Well, Mandy's good at making things, so she'd probably like to..., but she doesn't like...
Yes, but don't you think that...?
Um, you have a point, but she will probably enjoy... more because...

- Express your opinion, giving reasons. Don't worry if you disagree. There is no right or wrong answer, as long as it is justified.
- Listen carefully to your partner, respond to what they say, and try to speak for an equal length of time. If they get stuck, help them, for instance by asking a question.

Writing

An informal email (I)

A ***Discuss.***

Some schools around the world take part in online projects together. This provides students with the opportunity to work with students in different countries. Have you ever taken part in something like this? If yes, how did you like it? If not, would you like to take part in a project like this? Why? / Why not?

B ***Marco's class is going to take part in an online project called 'A 3D Green City' with a class from a school in England. Read the email Marco wrote to the students of the class in England to introduce himself and answer the questions below.***

1. In which paragraph does Marco say why he is writing?
2. In which paragraphs does Marco give information about himself?
3. In which paragraphs does Marco express feelings?
4. In which paragraph does Marco ask a question?
5. Which set phrases does Marco use to begin and end the email? Underline them in the text.
6. What makes this email informal? Underline the words/phrases that show this.



C ***Imagine your class is going to take part in an online project with a class from a school in England, and your teacher has asked you to write an email to the students you are going to work with to introduce yourself. Answer the questions in the writing plan below.***

From: Marco
Subject: A 3D Green City project

Hello everyone!

I'm writing to introduce myself because our classes are going to work together on the 3D Green City project. My name is Marco, but all my friends call me Marky!

I'm fourteen and a half years old and I'm in year 9. My favourite subject is art, but I also love IT and English. I started learning English when I was very young—age five! I think it's going to be fun that we will all communicate in English while working together! In my free time, I enjoy taking photos and hanging out with my friends, of course!

I'm so excited to be involved in this project! You see, we're learning about energy saving and climate change at the moment, so designing a 3D green city is really cool! My parents bought me a new drone last month, so I can definitely take some amazing pictures, or I can draw some! Actually, I've got lots of ideas about things we can do, and I can't wait to hear yours!



Anyway, how do you feel about this project? I'm looking forward to seeing you on our first online session!

All the best,
Marco

Plan

An informal email
(introducing yourself and giving information)

Before you write:
- Who are you writing to?
- Why are you writing this email?
- Is it a formal or an informal email?

OPENING PARAGRAPH
- Opening remarks (say why you're writing)
  - *Let me introduce myself.*
  - *I'm writing to introduce myself. My name is...*
  - *I'm writing to tell you about...*

MAIN PART (2 paragraphs)
2nd paragraph: Presenting yourself
- Which of the topics below are you going to mention about yourself?
  - *age* • *family* • *country/city*
  - *school* • *free time / interests*
  - *personality* • *your own idea*

3rd paragraph: The project
- Think of an interesting topic for your project.
- How do you feel about it?
- How can you contribute to the project?

CLOSING PARAGRAPH
- Closing remarks (ask any questions you want or make a final comment)
  - *Well, I'd better finish off here.*
  - *I must go now.*
  - *Keep in touch.*
  - *I can't wait to see you / hear from you!*
  - *I'm looking forward to seeing you / hearing from you!*

D ***Write your email. Follow the plan in Activity C and use your answers to the questions. Read the TIP below and refer to Module 1 in the Writing Reference.***

When you are writing an informal email presenting yourself and giving information:

- use appropriate tenses (the Present Simple for routines, the Present Progressive for temporary situations and future arrangements and the Past Simple for past events).
- use informal language and expressions (e.g. *well, of course, anyway, you know, you see, actually, by the way*).
- use short forms (e.g. *I'm, didn't*).
- use exclamations (e.g. *I can't wait!*).
- use direct questions (e.g. *What do you like doing in your free time?*).
- use appropriate expressions/phrases to express your feelings.
- use standard grammar and spelling conventions. Avoid forms such as *gonna* or *cul8r*.

1 Review

Vocabulary

A *Choose **a**, **b** or **c**.*

1. She is famous for many things, ... her videos about climate change.
   a. involving **b.** introducing **c.** including
2. I'm not that close with my cousin, Liz, but of course I am ..... of her.
   a. fed up **b.** fond **c.** keen
3. We should all ..... an effort to save energy at home.
   a. take **b.** do **c.** make
4. Reading stories can help you ..... your imagination.
   a. develop **b.** reach **c.** communicate
5. The exam was difficult, but my sister ..... to get a good mark.
   a. achieved **b.** managed **c.** succeeded
6. Hundreds of people ..... yesterday's tennis match and the stadium was crowded.
   a. attended **b.** joined **c.** entered
7. I don't like being in the same team as Sally because she's not ..... at all!
   a. annoying **b.** passive **c.** cooperative
8. I'm thinking of ..... a more creative hobby, like photography.
   a. taking up **b.** setting up **c.** hanging out
9. I can't give you ..... to that part of the building because I don't have a key.
   a. schedule **b.** influence **c.** access
10. Fiona found it hard to focus ..... her homework because she was tired.
    a. in **b.** on **c.** of

B *Complete the sentences with the correct form of the words in capitals.*

1. Amy wants to be a ..... when she grows up. **JOURNAL**
2. I'm not interested in how many ..... I have on social media. **FOLLOW**
3. Visiting museums is ..... and helps us discover new interests. **EDUCATE**
4. My brother has a ..... career as an engineer. **SUCCEED**
5. Building a robot dog can be ..... **CHALLENGE**

Grammar

C *Complete with the **Present Simple**, the **Past Simple** or the **Present Progressive** of the verbs in brackets.*

1. **A:** I ..... (think) of entering the drawing competition at school, but I ..... (not think) I can win.
   B: Come on, Judy! ..... you ..... (remember) my cousin, Carl? He didn't believe in himself either, but he ..... (take part) in a robotics competition last year, and he ..... (win)!
2. **A:** My brother is so messy! He ..... (always / leave) his clothes on the floor! We share a room and I ..... (not know) what to do!
   B: I know what you mean! When my sister was younger, she ..... (not help) me at all. Try to make tidying up fun! It works!

D *Choose **a**, **b** or **c**.*

1. We ..... our grandparents every summer when we were younger.
   a. visit **b.** would visit **c.** are visiting
2. Sinead can't come and help you right now because she .....
   a. cooks **b.** cook **c.** is cooking
3. I ..... painting, but now I find it boring.
   a. would enjoy **b.** used to enjoy **c.** am enjoying
4. Ashley ..... watching the TV series before reading the books.
   a. finished **b.** would finish **c.** finish
5. How often ..... Carlos ..... videos? I'm waiting for his next one!
   a. does... upload **b.** is... uploading **c.** did... upload
6. I usually drive my daughter to school, but today she ..... the bus.
   a. takes **b.** is taking **c.** would take

Communication

E *Choose the correct response. There are **two extra** responses which you do not need to use. Then listen and check your answers.*

1. Personally, I think this class is very expensive. ◯
2. In two days, we're flying to Italy! ◯
3. I'm watching that new TV series about a science teacher. ◯
4. Do you think we should add one more paragraph to our project? ◯
5. I used to be a big fan of horror films. ◯

a. Yes! I can't wait to see Rita and Vicky!
b. I'm not familiar with that one. Is it any good?
c. You have a point. Maybe we should find another one.
d. Here you go. Let's keep in touch!
e. I'm not so sure about that. We can add some more photos instead.
f. Actually, I used to be crazy about it.
g. Me too. Now I can't stand them.

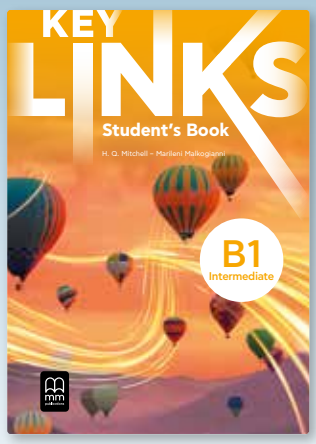
Now I can:

- introduce myself and present aspects of my life (studies, hobbies, interests, free-time activities, etc.) ◯
- distinguish between permanent and temporary situations ◯
- refer to past habits and events ◯
- express like and dislike ◯
- ask for and give opinion ◯
- express agreement and disagreement ◯
- write an informal email introducing myself ◯

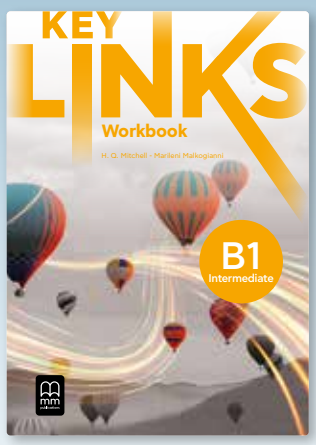
Link to Real Life 1

Components

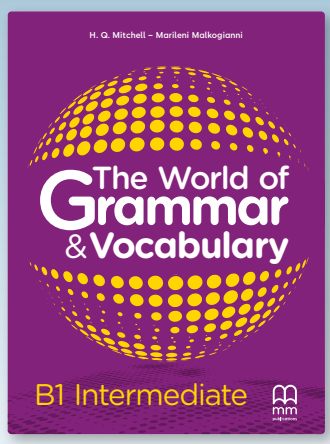
FOR STUDENTS



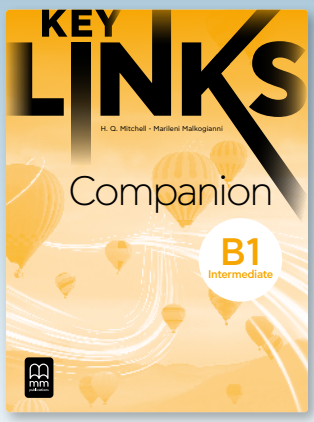
Student's Book



Full-colour Workbook



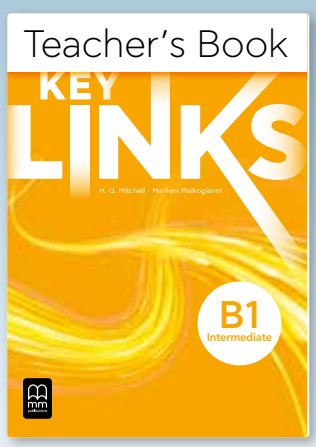
Grammar Book



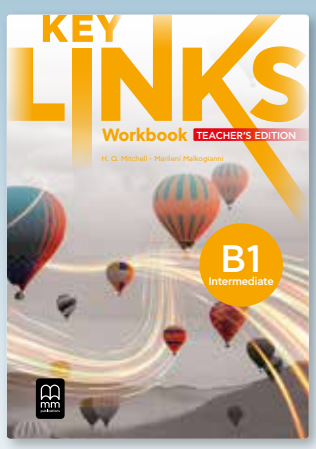
Companion

- Student's Digital Material
- Test Booklet
- Online Tests

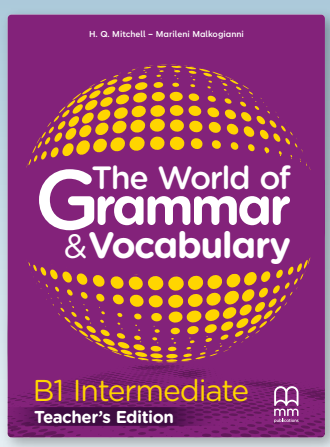
FOR TEACHERS



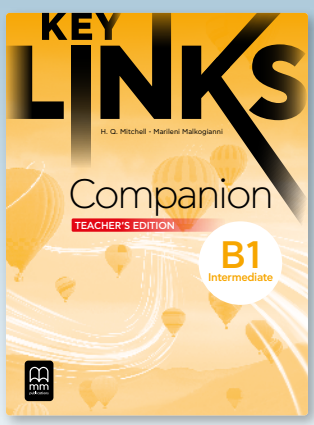
Interleaved
Teacher's Book



Workbook
Teacher's Edition



Grammar Book
Teacher's Edition



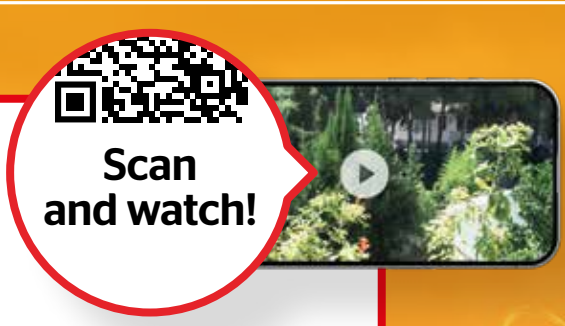
Companion
Teacher's Edition

- Class Audio Material
- Teacher's Digital Resources
- Interactive Whiteboard Material

KEY LINKS

is a course that combines innovative strategies with captivating content to ensure an enjoyable immersive experience for all students.

- builds 21st century competencies
- develops mediation strategies



For students:

- Student's Book
- Full-colour Workbook
- Companion
- Grammar Book
- Student's Digital Material
- Test Booklet

For teachers:

- Teacher's Book
- Workbook Teacher's Edition
- Companion Teacher's Edition
- Grammar Book Teacher's Edition
- Class Audio Material
- Teacher's Digital Resources
- Interactive Whiteboard Material

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