





	Vocabulary	Grammar	Reading	Listening	Speaking	Writing	GREAT LEARNERS GREAT THINKERS	Exam success Collaborative projects
	Personality profile p6 Physical appearance Personality Synonyms and partial synonyms	1 Present simple and present continuous Adverbs of frequency 2 State and action verbs Culture exchange: Onomatopoeia	The Colour Test / YouTube Cat Videos / Selfie Fans Articles	What your favourite font says about your personality Monologues	Asking for and giving personal information A conversation	Describing people An informal email 1	Confidence and Self-Esteem Video: Finding yourself through poetry SEL: Building confidence	Exam success 1-2 Reading: 3-option multiple choice p30 Speaking: Questions p30 Listening: Gap fill p144 Writing: An email p144
	Getting from 'A' to 'B' p18 Types of transport Travel Accommodation Phrasal verbs connected with travel	1 Past simple, past continuous and past perfect 2 used to/would, be used to Culture exchange: A transport icon in the UK	Intrepid travellers A magazine article	50 objects that improved the world A podcast	Asking for information A dialogue	Writing about a holiday A blog post	Better Public Transport Video: 'Flying' above Mexico City SEL: Managing group dynamics	Collaborative project 1 An icon of transport in your country p31 Virtual Classroom Exchange
	Cityscapes p32 Houses and homes Places in a city Adjectives describing cities Extreme adjectives Culture exchange: Homes in the UK	1 Present perfect simple and past simple ever, never, for, since, yet, already, just 2 Present perfect continuous	A different way to visit London An article	Smart cities A podcast	Describing photos 1 A description	Describing a place An informal email 2	Evolving Cities Video: How New York became New York SEL: Being curious	Exam success 3-4 Reading: Gapped text p56 Speaking: General conversation p56 Reading: Use of English: Multiple choice p145 Writing: An email p145
	Feeding the planet p44 Food and meals Describing food Prefixes Culture exchange: School food in Australia	1 will, be going to, present continuous and present simple for future 2 Future continuous and future perfect	Save the planet. Eat less meat? A scientific article	Food and the planet Monologues	Negotiating Organising a party	Replying to informal invitations Replying to an email	Sustainable food solutions Video: A different kind of school lunch SEL: Making decisions	Collaborative project 2 School food in your country p57 Virtual Classroom Exchange
	School rules p58 Study subjects Words connected with studying Noun suffixes	1 Modal verbs of obligation, prohibition, advice and permission 2 Zero, first and second conditionals, unless Culture exchange: Legal ages in Ireland	Should school start later for teenagers? An online article	Unusual schools Dialogues	A presentation Discussing aspects of schools	Applying for a scholarship A formal letter of application	Time management Video: Please take my phone, teacher! SEL: Managing limits	Exam success 5-6 Reading: Matching p82 Listening: 3-option multiple choice p146 Writing: An article p146 Speaking: Extended turn p146
	Cool gadgets p70 Everyday technology Describing technology Operating technology Prepositional phrases with adjectives	1 The passive 2 have something done, Gerunds and infinitives Culture exchange: A great British inventor	Future Tech An online article	Artificial Intelligence (AI) A podcast interview	Comparing and contrasting photos Virtual Reality	The dangers of technology A for-and-against essay	Evaluating new inventions Video: Long-distance art SEL: Understanding effective communication	Collaborative project 3 A famous scientist or inventor from your country p83 Virtual Classroom Exchange
	In it to win it! p84 Sports and sports equipment Things you can do with a ball/ Playing and scoring Sports venues Phrasal verbs connected with sport	1 Defining relative clauses 2 Non-defining relative clauses, Quantifiers	Football ... but not as you know it! A magazine article	Alex Honnold - free solo climber A podcast interview	A debate Competitive sport at school Culture exchange: Sport in US High Schools	You and your favourite free-time activity A magazine article	Healthy bodies and minds Video: Supporting new Olympic sports SEL: Managing mental stress and tiredness	Exam success 7-8 Reading: Open cloze p108 Speaking: Discussion (pictures) p108 Listening: 3-option multiple choice p147 Writing: A story p147
	But is it art?! p96 Artists The visual arts The performing arts Adjectives: -ing and -ed Culture exchange: The National Gallery, London	1 Reported speech - Statements 2 Reported speech - Questions, commands and suggestions	An appetite for art A magazine article	Get out there and do something! A teen podcast	Describing a past event A memorable school trip	School film club A film review	Hobbies and inspiration Video: Venice through the eyes of a young artist SEL: Having courage	Collaborative project 4 School sport in your country p109 Virtual Classroom Exchange
	National Treasures p110 Countries and nations Governments Adjective suffixes Culture exchange: An introduction to UK government	1 Modal verbs of speculation and deduction - Present Modal verbs of speculation and deduction - Past 2 Third conditional	Flying the flag An article	On this day in history - Pompeii A radio programme	Describing photos 2 Competitive events	Writing from a given first sentence A story	Debates and public speaking Video: A debate team SEL: Managing nerves	Exam success 9-10 Reading: 4-option multiple choice p134 Listening: 3-option multiple choice p148 Speaking: General conversation p148 Writing: An essay p148
	Shopping around p122 Shops Shopping in store and online Collocations with money Culture exchange: The UK high street	1 Indeterminate pronouns: some-, any-, no-, every-, so and such 2 I wish and If only	Buy it. Wear it. Then what? A blog post	Shopping Conversations	At a clothes shop A role-play dialogue	Following fashion An opinion essay	Ethical shopping Video: Buy it. Use it. Buy it again! SEL: Being considerate	Collaborative project 5 A basic introduction to institutions in your country p135 Virtual Classroom Exchange

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gateway **B1+**

to the world

Student's Book
with Digital Student's Book



2



GETTING FROM 'A' TO 'B'



Vocabulary in context

Types of transport

Travel

Accommodation

1 **SPEAKING** Write these words in the correct columns.

Types of transport

cable car • coach • cruise ship • ferry • helicopter • hot-air balloon • jet-ski • lorry/truck • motorbike • plane • scooter • skateboard • spacecraft • tram • underground/subway • van • yacht

Land	Air	Water

2 **SPEAKING** Match a word from each box to make the name of a place. Explain what each place is.

bus • car • coach/train • service • taxi • ticket • lost property • waiting

office (x2) • park • rank • room • station (x2) • stop

3a Complete the text with these words.

Travel

arrivals • cancel • catch • delay • departures • fare • information screens • luggage • miss • platform • return • single

Travelling by train

When you go to the station to (a) a train, if you don't already have a ticket you go and buy one at the ticket office. You can buy a (b) (if you're only going one way) or a (c) (if you're coming back). The (d) is more expensive when you travel first class because it's more comfortable and you have more space. There isn't an extra cost for (e) – you can take two or three big bags without a problem.

When you have your ticket, you need to find the (f) that your train is leaving from. If you arrive late, you may (g) your train. But sometimes there can be a (h) and your train doesn't arrive on time. And sometimes there's no train at all because they (i) it!

It's important to keep looking at the (j), which tell you when and where to find a train. Of course, they show the (k) (the times that trains are coming into the station) and the (l) (the times that trains are leaving).

3b **LISTENING** Listen and check your answers.

4a Complete the text with these words. Use a dictionary if necessary.

Accommodation

bed and breakfast • campsite • caravan • holiday home/apartment • homestay • hostel • motel • tent



DISCOVER New Zealand: Types of accommodation

(a): Perfect for you when you're driving around, you want comfort and maybe even luxury, but you don't want to stop for too long.

(b): Staying here is a great way to meet friendly people. Share a local family's home, eat with them, and really get to know New Zealand and New Zealanders!

(c): You're young and you want nice accommodation without spending too much? This is just right for you!

(d): An ideal option if you want to sleep in a friendly place for the night, eat and get your energy back in the morning, and then maybe move on.

(e): You prefer to cook your own meals and have a bit more space? This is the option for you! And you can come and go as you like.

(f): If you're driving around with a (g) or you're carrying your own

(h), there are lots of open areas where you can stop and make yourself at home!

4b **LISTENING** Listen and check your answers.

Use it ... don't lose it!

5 **SPEAKING** Ask and answer the questions.

- How do you prefer to travel short/long distances?
- Which accommodation from 4a do you prefer for holidays? Why?

Reach higher page 136

Reading

1 **SPEAKING** Look at the images of the two women above and describe what you can see. When do you think the photos were taken? Why do you think the people in the photos are famous?

2 Read the text and check your ideas in 1.

Intrepid travellers Annie Londonderry

On 27th June 1894, a woman called Annie Kopchovsky began an amazing journey. She was only 24 and managed to go around the world on a bicycle. When she began the journey, she had never ridden a bike before, apart from two quick lessons in the days just before starting. So, what made her begin such a difficult journey? Two rich men in Boston had a bet. One said that a woman was incapable of cycling around the world, the other disagreed. Annie accepted the challenge. She had just 15 months to complete the journey.

When she set off, she was wearing a very long, impractical skirt and her bike was incredibly heavy, but she soon changed both. A company called the Londonderry Lithia Spring Water Company paid her \$100 to put a Londonderry sign on her bike and to use Londonderry as her last name. In fact, to pay for the trip she advertised anything, from milk to perfume. She also sold photographs and autographs and gave talks about her adventures. In her talks, she said she had hunted tigers in India and fought a war and fallen in a frozen river in Japan. People loved her stories, whether true or not.

Londonderry returned to America on 23rd March 1895. By the time she arrived in Chicago, her journey had taken exactly 15 months. People wanted to hear her stories and she began writing about them in a New York newspaper. Her first article began: 'I am a journalist and a "new woman", if that term means that I believe I can do anything that any man can do.'

3 **LISTENING** Read the text again. Decide if each sentence talks about Annie (A), Lexie (L) or both (B).

- They were under 25 when they finished what they were trying to do.
- It took them under two years to do it.
- They did it to show that somebody else was wrong.
- They tried not to spend much when travelling.
- They said they were part of some dramatic and dangerous incidents.
- They wrote about their adventures.
- They changed their name to advertise a product.
- They changed their mind about some places after going there.

A/L/B

A/L/B

A/L/B

A/L/B

A/L/B

A/L/B

A/L/B

A/L/B

A/L/B

4 **SPEAKING** Can you find any other similarities or differences between Annie and Lexie?

Intrepid travellers Lexie Alford

In 2019, a 21-year-old woman from California called Lexie Alford became the youngest person to travel to every country in the world. The last of the world's 196 countries that Lexie visited was North Korea on 31st May 2019. The first was when she was just a child. Of course, the fact that Lexie's family are travel agents probably helped her. By the time she was only 18, she had already travelled to 72 countries!

Travelling around the world, often alone, wasn't easy. In fact, one of the hardest parts was getting visas. In some cases, she applied once and then she tried again and again until she finally got it. Visiting so many countries isn't cheap either. Lexie paid for her trips by selling photos, writing articles and advertising different products on social media. But apart from that she was also careful to budget her money. She looked for cheap accommodation such as hostels and didn't waste money on smartphones or wi-fi.

So why did Lexie try to break the record? She said that one of her goals was to inspire other people, particularly young women. Lexie's experiences show that the world is a welcoming and friendly place. In some cases, it isn't portrayed this way, so Lexie was happy to show a more positive side. She was surprised to find that some of the most incredible countries she visited were ones that she hadn't expected to be very interesting, including some countries that some people consider to be quite dangerous.

5 What do the underlined words in the text mean? Guess and then check in your dictionary.

Critical thinkers

In your opinion, whose journey, Annie's or Lexie's, was more difficult and whose is more inspirational for you?

What makes you say that?

Use ideas in the text and/or other facts, opinions and experiences to justify your opinion. Then share your ideas with a partner.

Reach higher page 136

Past simple, past continuous and past perfect

1a Look at these sentences. Which tenses are the verbs in?

- a When she **began** the journey, she **hadn't ridden** a bike before.
- b She **applied** once and then she **tried** again and again.
- c When she **set off**, she **was wearing** a very long and impractical skirt.

1b Complete the rules with *past simple, past continuous or past perfect*. Then match a–c to each rule.

- 1 We use the to describe finished actions or situations in the past, or to say that one thing happened after another.
- 2 We use the to talk about actions that happened before another action in the past.
- 3 We use the to talk about activities in progress at a moment in the past, to describe scenes in a story or description, or to talk about an activity in progress in the past that is interrupted by another action.

1c Rewrite these sentences, first in the negative form and then in the question form.

- 1 She sat down.
- 2 She was riding her bike.
- 3 She had travelled around the world.

Check it page 28

2a Complete the sentences using these verbs in the past simple or past continuous.

buy • catch • hear • pick up • rain • ride • shine • wait

- 1 We our bags and got off the train.
- 2 I couldn't call my friend while I my bike.
- 3 When I woke up, the sky was blue and the Sun
- 4 I took my umbrella this morning because it
- 5 My dad the train at exactly half past eight.
- 6 While I for the bus, I listened to music.
- 7 When we arrived at the station, we our tickets.
- 8 As Dan was getting on the coach, he somebody say hello to him.

2b Look at the words *while* and *as* in sentences 2, 6 and 8 in activity 2a. Do they usually go with the past simple or the past continuous?

3 Choose the best alternative.

- 1 While Jenny looked/was looking at her phone, she dropped her ticket.
- 2 I met/was meeting Jack while I was shopping for new shoes.
- 3 As we were talking, I realised that I met/had met her before.
- 4 My phone rang while we watched/were watching the video.
- 5 My mum and dad called me as I left/was leaving the house.
- 6 They heard/were hearing the news while they were waiting at the bus stop.
- 7 As we were going to school, I realised I was forgetting/had forgotten my homework.
- 8 They didn't speak while they were doing/had done the exam.

4 Correct the mistakes in these sentences.

- 1 When everybody got on the train, it had left the station.
- 2 I was having breakfast when my friend was calling me.
- 3 She was running in the park while she saw her friend.
- 4 When Harry received her message, he had read it.
- 5 When we were small, we were going everywhere by bus.
- 6 When Rachel was switching the light off, she left the room.
- 7 He was making a sandwich when he was cutting his finger.
- 8 When Jack was putting his pyjamas on, he got into bed.

5 Complete the questions with an appropriate word.

- 1 What you doing at 8 pm last Saturday?
- 2 you studied at a different school before you started studying here?
- 3 Where you go on your first ever holiday?
- 4 Were you at midnight last night?
- 5 When did you English for the first time?

Use it ... don't lose it!
 6 SPEAKING Take it in turns to ask and answer the questions in 5. Are any of your answers similar?

Reach higher page 136

Phrasal verbs connected with travel

1 Look at these sentences. Match the phrasal verbs in bold to the definitions below.

- 1 It was a long journey. She **set off** in 1894 and only **got back** in 1895.
- 2 We **got on** the first train that came, but we **got off** when we realised it was the wrong one.
- 3 When all passengers are in their seats, the plane can **take off**.
- 4 She **got into** the car and drove to the station. When she arrived, she **got out of** the car and locked it.
- 5 This bus is really old. I think it's going to **break down** any minute.
- 6 Excuse me. Can you tell me what time the ferry **gets in**? I'm meeting somebody who's on it.
- 7 They **checked in** their bags and went through passport control.
- 8 My parents are tired of working. They want to **get away** for a few weeks, maybe go to the beach.
- 9 I thought she was going to stop her trip there, but she decided to **go on**.

- a start a journey
- b enter/leave (a train, bus, boat, plane ...)
- c go somewhere different to have a rest or holiday
- d continue
- e arrive
- f show your ticket/give your bags to an official at an airport
- g stop working (for a motor or type of transport)
- h enter/leave (a car)
- i start flying
- j return

2a Look at these sentences. When are the words in bold verbs (V) and when are they nouns (N)?

- 1 We need to **check in** at 7 o'clock.
- 2 Here's the **check-in** desk.
- 3 What time does the plane **take off**?
- 4 What time is **take-off**?
- 5 The car didn't **break down**.
- 6 The car didn't have a **breakdown**.

2b PRONUNCIATION Listen to the sentences. Which part of the phrasal verb do we usually stress? Which part of the noun do we stress?

2c Listen to the sentences again and repeat them. Pay attention to the stress.

3 Complete the text with these words.

back • down • in • into • off (x2) • on (x2) • out of

Visiting half of Europe

in just 24 hours!



In 2014, three Norwegians broke an amazing world record. They visited 19 countries in just 24 hours. They set (a) from Greece at midnight. They began by getting (b) a rented car and driving to Bulgaria. To visit one of the countries, they simply got (c) the car, ran across the border for a minute and then ran back to the car. They didn't just drive, though. They also got (d) two different planes. Luckily, they didn't need to check (e) any luggage and both planes took (f) on time, with no delays. The three Norwegians had a problem with one of the rented cars because it was quite old and almost broke (g)! When they reached the final country, Liechtenstein, they had twenty extra minutes before the 24-hour period finished. They wanted to go (h) and visit Italy, but the weather wasn't good and they decided to stop. When they got (i) home after the trip, they were tired, but very happy!

4 Prepare notes about a journey that was special to you. Use some of these questions to help you. Include as many phrasal verbs from 1 as possible.

- 1 Where was the journey to?
- 2 How did you travel?
- 3 When was it?
- 4 Who went?
- 5 Who had chosen the destination?
- 6 How had you prepared for the journey?
- 7 What special thing(s) happened on the journey?
- 8 What were you doing when these things happened?
- 9 How did the journey end?
- 10 How did you feel about what had happened?

Use it ... don't lose it!
 5 SPEAKING Tell each other about your journey. When you listen, you can ask questions for more details.

Reach higher page 136



GREAT LEARNERS GREAT THINKERS

BETTER PUBLIC TRANSPORT

Lesson aim: To think about how to improve transport in cities and towns

Video: 'Flying' above Mexico City

SEL Social and emotional learning: Managing group dynamics

- 1** **SPEAKING** Work with a partner. Think about the advantages and disadvantages of travelling by cable car in a big city and make two lists with your ideas. Which list is longer?
- 2** **VIDEO** Watch a video about cable cars in Mexico City. Tick (✓) any of your ideas in 1 that they mention. Is the video generally very positive, quite positive or quite negative about cable cars in Mexico City?
- 3** **VIDEO** Watch the video again and decide if these statements are T (true) or F (false).

1 Twenty two million people need to get in and out of Mexico City each day.	T / F
2 Thirteen thousand people use the Mexicable cable car system each day.	T / F
3 The suburb of Ecatepec has good access to the city centre by road.	T / F
4 The cable cars use a special system of traffic lights.	T / F
5 They started building the cable car system in 2016.	T / F
6 Just one engine is enough to move cable cars across four stations.	T / F
7 The cable car system is only located in richer areas of Mexico City.	T / F
8 Operators can change the speed of the cable cars if necessary.	T / F
9 The video says life in Ecatepec will be better in Ecatepec thanks to the cable cars.	T / F

4a Here are some ideas for improving mobility in big cities. Individually, consider the positive and negative things about each idea for a few minutes.

IDEAS for improving mobility in cities

- 1** Have a bike-share or scooter-share system where people can use bikes or scooters to move around the city for free.
- 2** Make all public transport cheaper, cleaner, more comfortable and more frequent.
- 3** Make the city centre pedestrian-only and, in general, make it easier to walk in the city.
- 4** Limit the use of private cars so that people can only use their car on certain days.



4b Now choose the idea that you think is the best.

GREAT THINKERS



Claim-Support-Question

- 5** Justify your choice in 4b. To do this, follow the instructions.
 - 1** Make a **claim** or statement saying clearly what you think.
 - 2** **Support** your claim. Give some logical and coherent reasons for your claim.
 - 3** Think of **questions** or doubts that others may have against your claim and be ready to answer them.
- 6** **SPEAKING** Work in small groups. Take turns to share your ideas in 4b following the instructions in the Great Thinkers box. When you have all finished, vote to put the ideas in 4a in order of popularity. Then share your results with other groups. Are they similar?

GREAT LEARNERS **SEL**



Great learners participate actively and include others

In 6, did you participate actively in the discussion? Did you encourage others to speak and did you listen to them? Why is this so important in group discussions?

Learner profile page 142



- 1 SPEAKING** Answer these questions.
- How often do you ride a bicycle?
 - Do you enjoy cycling? Why/Why not?
- 2 SPEAKING** You are going to listen to a podcast series called '50 objects that improved the world'. Discuss why you think the bike was chosen as one of the 50.
- 3** Listen. Do they mention any of your ideas?
- 4** Listen again and choose the correct answers.
- Bicycles became popular because they were ...
 - the only way to travel.
 - safer than travelling by horse or train.
 - cheaper than other types of transport.
 - Around 1890, bicycles were popular ...
 - mainly with women.
 - mainly in Britain.
 - all over the world.
 - When people began driving, cyclists ...
 - were not happy because of the condition of the roads.
 - had made the roads better for cars.
 - were very angry about the number of cars on the road.
 - The Wright Brothers ...
 - used their knowledge of bicycles as inspiration for a new invention.
 - invented a bicycle that was light and fast.
 - never made much money from selling bikes.

5 SPEAKING The podcast mentions at least five ways that the bicycle changed the world in the past, and two or three ways that bikes continue to have a positive impact. What were they?

6 Listen again. Check your answers in 5 and complete your list if necessary.

7 Critical thinkers

In your opinion, should the car also be one of the 50 objects that improved the world?

What makes you say that?

Use ideas in the listening and/or other facts, opinions and experiences to justify your opinion. Then share your ideas with a partner.

Flipped classroom video
Watch the Grammar Presentation video



used to/would

- 1** Read the sentences and then choose the correct alternative in rules a–g below.
- Train tickets **used to** be expensive in the past. ✓
 - Train tickets **would** be expensive in the past. X
 - People **used to** travel on horses. ✓
 - People **would** travel on horses. ✓
 - People **didn't use to** travel by car at that time. ✓
 - People **wouldn't** travel by car at that time. X
 - They **flew** for the first time in 1903. ✓
 - They **used to fly** for the first time in 1903. X
 - People **usually say** the Wright Brothers were the first to fly. ✓
 - People **use to say** the Wright Brothers were the first to fly. X
- We can/can't use **used to** to talk about habitual actions and situations in the past.
 - We can/can't use **would** to talk about habitual actions in the past.
 - We can/can't use **would** to talk about habitual situations in the past.
 - We can/can't use the negative form of **used to** to talk about habits.
 - We can/can't use the negative form of **would** to talk about past habits.
 - We can/can't use **used to** and **would** to talk about single actions in the past.
 - We can/can't use the present form of **use to** to talk about present habits.

Check it page 28

2a Complete the sentences with the correct form of **used to**.

- Around 1890, some people cycle to work.
- People drive cars in the 18th century.
- people have mobile phones in the 19th century?
- They travel by train and ship before the invention of aircraft.
- Transport be much slower three hundred years ago.
- In the past, it be important to know how to ride a horse.
- All kinds of people ride bikes around 1890.

2b Replace **used to** with **would** in 2a when possible.

3 Complete the sentences with the correct form of **used to**, the past simple or the present simple.

- My friend (go) to Brazil to see the World Cup in 2014.
- We (go) to school by car when we were younger, but now we walk.
- She usually (cycle) to school, but yesterday she caught the bus.
- I (not/like) classical music when I was small, but now I love it.
- They (play) football on Wednesdays, but now they play basketball.
- I (not/go) to the cinema at the weekend because it was too expensive, but now I go every Saturday.

4 Read the text and choose the correct alternatives.

Culture exchange



A transport icon in the UK



On 10th January 1863, they (a) **used to open/ opened** the world's first underground railway in London. The first line (b) **used to/ would** have only six stations, but now the Tube (the common nickname of the London Underground) (c) **use to have/has** 11 lines and 270 stations.

During the Second World War, around 177,000 people (d) **would/usually** sleep in Underground stations at night to protect themselves and stay safe.

Of course, the Queen doesn't (e) **use to/usually** travel by underground. But in 1969 she (f) **used to become/became** the first monarch to travel on the Tube.

The first trains (g) **didn't use to/wouldn't** use electricity, they used steam. They (h) **used to start/started** using electricity in 1890. Today's Tube trains (i) **would/usually** travel over 76 million kilometres in a year, about half the distance between the Earth and the Sun!

There are 49 ghost stations on the Tube. People (j) **usually/would** catch trains there in the past, but now they are empty. Sometimes they use these stations as a film set.

Collaborative project 1 page 31

be used to

- 5** Look at sentences 1–4 and then choose the correct alternative in a–e.
- We're **used to** seeing bikes every day. It's very familiar to us.
 - Most people **aren't used to** riding horses any more. It's not common.
 - I'm **not used to** this bike yet. It's new.
 - Are you used to** living in your new apartment?
- We use the affirmative present form of *be used to* to talk about situations that are/are not normal or familiar to us now.
 - We use the negative present form of *be used to* to talk about situations that are/are not normal or familiar to us.
 - In the expression *be used to*, the word '*used*' sometimes/never changes.
 - After *be used to* we use the infinitive/gerund (-ing) form of the verb.
 - After *be used to* we can/can't use a noun instead of a verb.

Check it page 28

6 Write sentences with **be used to** to say if these things are normal/familiar to you or not.

- I/get up early on Saturday mornings.
I'm not used to getting up early on Saturday mornings.
- We/do exams at least once a week.
- We/use computers, tablets or smartphones in class.
- I/hot weather.
- My parents/work at the weekend.
- I/do physical exercise every day.
- I/walk to school every day.

7 Complete the sentences with true information about yourself.

- When I was five, I used to ...
- Sometimes when I was in Primary school I would ...
- I'm not used to ...
- I didn't use to ..., but now I do.
- In the past, in my country people would ...
- Nowadays I'm used to ...

Use it ... don't lose it!

8 SPEAKING Compare your sentences in 7 with a partner. Do any of your partner's answers surprise you? Why?

Reach higher page 136

Asking for information



1 **SPEAKING** Do you prefer travelling by coach or by train? Why?

2 Listen to the two conversations and complete the table with information about the tickets that the travellers decide to buy.

	Student A: Train	Student B: Coach
Time of departure?	(1)	(7)
Direct or change?	(2)	(8)
Single or return?	(3)	(9)
Length of journey?	(4)	(10)
Price?	(5)	(11)
Depart from?	(6) Platform	(12) Bay

3 Listen again. Which expressions in the Speaking bank do you hear in the dialogue?

Speaking bank

Useful phrases for asking for information

Making polite requests for information

- Can/Could you tell me (the times of trains to ...)?
- Can/Could you tell me (which platform it is)?
- Can/Could you tell me (how long it takes)?
- Can/Could you tell me (if the train leaves now)?

Asking for clarification

- Pardon?
- Could you repeat that, please?
- Sorry, I didn't catch that.
- Sorry, I missed that.
- Would you mind saying that again?

Offering to help somebody

- Can I help you?
- How can I help?

Asking for something politely

- Could I have/buy (a ticket)?
- I'd like (a ticket).

4 Make these requests for information more polite using the expressions in the Speaking bank.

- How much is a return?
Could you tell me how much a return is?
- Is it possible to go direct?
- What is the cheapest fare?
- Where do I change trains?
- What time is it?
- What time does the train arrive?

5 Prepare a dialogue at a train station using the guide below.

Ticket officer: Offer to help the customer.

- Ask for the times of trains to Newcastle.
- Give the time of the next train.
- Ask if the train is direct.
- Say yes.
- Ask for a ticket.
- Ask if the customer wants a single or return.
- Say you want a return and say when you want to come back.
- Give the price.
- Find out the platform number.
- Reply and say goodbye.

Practice makes perfect

6a Use expressions from the Speaking bank to do the following task.

Student A: You are in the UK and you want to buy a train ticket. Look at page 149 for information about the ticket you want to buy.

Student B: You work in the ticket office. Look at page 158 for information about different trains. Begin the conversation: *Good morning. Can I help you?*

6b Change roles and act out your dialogue for the class.

Exam tip

In this type of exam activity, how important is it to know what specific information you need to ask for and give? Why?

A blog post

1 Look at the photos of a holiday break. Would you like to do each of these activities? Why/Why not?



2 Read a blog post about a holiday break. What answer does the writer give to these questions?

- Where did you go?
- How did you get there?
- What type of accommodation did you stay in?
- What activities did you do there?
- Why did you like the trip? What was special about it?

HOME **BLOG** NEWS

A great break!

Two years ago, my family and I discovered a great place for a short summer break not too far from our home. Aberafon is such a small place that not many people know it exists. But I really recommend visiting it.

We set off early and drove for two hours to get to Aberafon, which is on the north coast of Wales. We had booked a place at a campsite and, luckily, we found it without any problems.

Once we had arrived, we set up our tent. The great thing about the campsite was that it was right next to the sea. All day and night we could hear the waves. What a beautiful sound! My dad had brought his kayak so we spent hours in the sea, too. It was such good fun!

We did do other things, too, apart from being in the sea. We went on a special train which took us through some amazing scenery. Another special moment was when we went go-karting. That was so exciting!

While we were staying at the campsite my brother and I made lots of friends. We swam in the sea with them in the afternoon and made fires on the beach in the evening. What a brilliant trip! I really do want to go back to Aberafon one day.

3 Look again at the blog post and complete the examples in the Writing bank.

Writing bank

Useful words and expressions to give emphasis

Here are some ways of giving emphasis to what we write, to make our writing more interesting.

- We can use *What + (adjective) + noun!*, e.g. *What a sound!*, *What a trip!*
- We can use *so + adjective* or *such + (adjective) + noun*, e.g. *It was such!*, *That was so!*
- We can use *do* and *did* in affirmative sentences, e.g. *I really to go back to Aberafon one day!*

Exam tip

Why are the expressions in the Writing bank particularly important when you write a blog post?

4 Make these sentences more emphatic by using the word given.

- It's an amazing place. (What)
- The trip was great. (such)
- We were tired when we arrived. (so)
- I love the sea. (do)
- We had a good time. (did)
- We were happy to get back. (so)
- It's a great holiday. (What)
- It's a fantastic place for relaxing. (such)

5a Individually, think about a great holiday break that you once had. Use the questions in 2 to help you to remember it and make notes.

5b Talk about your holiday break.

Practice makes perfect

6a Look at the task below. Use your notes and ideas from 5a and the expressions in the Writing bank to write your blog post.

BLOG POSTS WANTED!

Your best holiday break!

- Write a blog post about your best holiday break.
- It can be a weekend break, a week or even longer!
- Where did you go?
- Why was it so special?

Tell us all about it!

6b When you finish your blog post, use the Writing checklist on page 141 to check it.

Past simple

Affirmative	I walked to school yesterday.
Negative	You didn't (did not) run yesterday.
Question form	Did he run yesterday?
Short answers	Yes, he did ./No, he didn't .

Many common verbs are irregular. See the list of irregular verbs on page 159.

We use the past simple to:

- describe finished actions or situations in the past.
I flew to New York two years ago.
- to say that one thing happened after another.
When the bus arrived, we got on it.

Past continuous

Affirmative	He was going .
Negative	They weren't (were not) going .
Question form	Were you going ?
Short answers	Yes, I was ./No, I wasn't .

We use the past continuous to:

- talk about activities in progress at a moment in the past.
At 7 am yesterday I was sleeping.
- describe scenes in a story or give a description.
The boy was wearing a long black coat.
- talk about an activity in progress when another, shorter activity happened or interrupted it. We know the activity was in progress, but not if it was finished.
I was texting when the accident happened.
- We often use *while* and *as* with the past continuous.
While/As I was riding my bike, I saw Leo.
- Some verbs are not usually used in the continuous (see page 16).
I had a toy car. Not I was having a toy car.

Past perfect

Affirmative	She had left the station.
Negative	They hadn't travelled far.
Question form	Had you bought a ticket?
Short answers	Yes, I had ./No, they hadn't .

We use the past perfect to talk about actions that happened before another action in the past.

*When I had done my homework, I watched TV.
(= First I did my homework, then I watched TV.)*

We often use time expressions such as *when, after, by the time, as soon as* with the past perfect.

used to and would

Affirmative	I used to/would play a lot when I was small.
Negative	She didn't use to have so many exams.
Question form	What did you use to do?

We use *used to* and *would* to talk about past habits, things we did regularly in the past, but not now.

I used to/would ride my bike to school when I was small.

We cannot use *would* for past states or situations, only for past actions.

I would play with my toys. Not I would have a lot of toys.

To talk about past habits, we don't usually use *would* in the negative or question form.

be used to

Affirmative	I am used to walking to school.
Negative	He isn't used to getting up early at the weekend.
Question form	Are you used to this weather?

be used to + gerund (doing exams)/noun (exams)

We use *be used to* to talk about things that are normal or familiar to us.

I am used to cold weather because I was born in Iceland.

We are used to city life. We moved here ten years ago.

I wasn't used to driving my car. I only passed my test last year!

Vocabulary

1 Types of transport

cable car • coach • cruise ship • ferry • helicopter • hot-air balloon • jet-ski • lorry/truck • motorbike • plane • scooter • skateboard • spacecraft • tram • underground/subway • van • yacht

2 Travel

arrivals • bus stop • cancel • car park • catch • coach/train station • delay • departures • fare • information screens • lost property office • luggage • miss • platform • return • service station • single • taxi rank • ticket office • waiting room

3 Accommodation

bed and breakfast • campsite • caravan • holiday home/apartment • homestay • hostel • motel • tent

4 Phrasal verbs connected with travel

break down • check in • get away • get back • get in • get into/out of • get on/off • go on • set off • take off

Past simple and past continuous

1 Put the verbs given in the past simple or continuous.

- We were travelling fast when the train suddenly (stop).
- I met a friend when I (wait) for the bus.
- We (put) our coats on and left the house.
- When the bus stopped we (get) off.
- You looked sad yesterday because you (cry).
- Nobody noticed me because they (watch) TV.
- He (drop) it and it broke.

/ 7 points

Past simple and past perfect

2 Join the two sentences with a time expression. Put one of the verbs in the past perfect.

- She started driving. She got into the car. She
- He finished using the computer. He switched it off. When
- They went into the cinema. They bought their tickets. They
- She did her homework. She went to bed immediately after. As soon as
- We ate our meal. We paid the bill. When
- They went into the house. They unlocked the door. They

/ 6 points

used to, would, be used to

3 Choose the correct alternative.

- Did they *use/used* to go on holiday 100 years ago?
- We *didn't use to/wouldn't* have short hair.
- My friend and I *use to/usually* go to the cinema on Friday.
- I *used to/win/won* a competition once.
- It *used to/would* be very expensive to fly in the past.
- My best friend and I are used to *ride/riding* our bikes to school.
- I'm *used/didn't use* to team sports – I play football, basketball and volleyball.

/ 7 points

Vocabulary test

Types of transport/Travel

1 Write a simple explanation for each word.

- | | | | |
|-------------------|---------|-------------------|------------------------|
| 1 service station | 3 delay | 5 taxi rank | 7 to miss (the bus) |
| 2 platform | 4 fare | 6 a return ticket | 8 lost property office |

/ 8 points

Accommodation

2 What are these types of accommodation?

- A hotel near a big road, for travellers:
- A small hotel that offers a room and a meal the next morning:
- A house which is just used by the people staying there on holiday:
- A thing you use to sleep in the middle of the countryside:
- A house where somebody lets you stay with them:
- A cheap place where young people can stay:

/ 6 points

Phrasal verbs connected with travel

3 Choose the correct alternatives.

- We arrived at the airport and checked *in/off* our bags.
- It was a long journey so he set *on/off* early.
- What time does your train get *in/off*?
- She got *into/on* the car and started driving.
- The bus broke *up/down* so he walked.
- Let's get *away/around* from the city this weekend.

/ 6 points

Total: / 40 points



An icon of transport in your country

1 SPEAKING Starting point

What facts do you remember from the Culture exchange text about the London Underground on page 25? Check your ideas by looking back at the text. Do you know any other information about the London Underground that does not appear in it?

2 SPEAKING Project task

You want to inform students from other countries about transport in your country. Search the Internet for interesting information and facts about it. It can be any type of transport (land, air, sea, space), something that made just one or two important journeys, something that no longer exists, or something that people still use today. Prepare one of these:

- A a poster
- B a presentation
- C a video message
- D an information leaflet.

Research areas

- what type of transport it is/was
- what is/was special about it
- when it started (and possibly ended)
- who and how many people use(d) it
- its development over time
- its appearance in films, books or popular culture
- any other interesting facts



3 Think about ...

Digital skills

When you find information that you want to use in your project, search for at least one other source that confirms it. Keep a record of URL links so that you can find the information again quickly and easily when you need it.

Academic skills

The texts that you find on the Internet may be too long and complex to include everything. **Highlight** or **underline** the main information and use it for your own text. Don't be afraid to use easier/more direct structures when you write.

Collaboration

When you work in a team, decide the best way to divide the work equally and fairly. You could all search for different information, for example. Or some people could look for information while others are responsible for preparing artwork. Make sure everyone is happy with the distribution of work.

Useful language

Who wants to ...? Are you happy doing ...? Can I ...? I'd like to ... Can I volunteer for ...? Why don't I/you/we ...?

Intercultural awareness

Compare the information you find out about your icon of transport from websites from your country and from international (e.g. UK/US) websites. Is it the same? If not, how is it different and what could explain that difference?

4 SPEAKING Project time

Do the project. Then present it to the class.

5 Evaluation

Give each project a mark from 1 to 5 (5 = very good) for these categories.

- Content Design Presentation Language

Reading

Reading exam tip

In multiple-choice activities, remember ... Think about where you might see each text. Use this information to help you understand the purpose or main message of each text.

1 SPEAKING Read signs 1–5 quickly and answer the questions.

- 1 Where would you see each one?
- 2 What is the purpose of each text?

2 For each question, choose the correct answer.

1 CLASS PRESIDENT

Are you smart? Confident?

Apply today at the latest. Remember you need three names to support your application.

- A Only confident people can be class president.
- B Three people can apply to be class president.
- C Applications for class president are about to close.

2 FROM MONDAY

Buses 49 and 612 are no longer stopping at Green Lane. Please check the website before you travel.

- A Some buses stop in new places.
- B The website gives you up-to-date information.
- C There are now different buses in Green Lane.

3 New message

To: Lucia

Hi
How was your match? Mine was great. I met a new friend on the other team. She's really outgoing and she goes skateboarding! Tell me when you're free and we can go together.
Sam

- A Sam and her new friend do different sports.
- B Sam's new friend is at the same school.
- C Sam wants Lucia to meet her new friend.

4 Dan

Hey! We're here! We travelled by train and when we arrived, my dad wanted to go on a hot-air balloon! But it's quite scary so we went in a cable car. What a view!

11.24 am

- A Dan enjoyed travelling by train.
- B Dan was happy to go in the cable car.
- C Dan wanted to try the hot-air balloon.

5 TRAIN INFO

25 Sept

Your train time is 13.05. Please be on the platform at least five minutes before your train leaves and have your ticket ready. Trains depart on time and doors close 30 seconds before departure.

- A Passengers need to be in the right place by 1pm.
- B You need a ticket to stay on the platform.
- C The train doors stay open until the train leaves.

Speaking

Speaking exam tip

In speaking exams, when you are answering personal questions, remember ... Give more than one-word answers. Give reasons and examples to support your answers.

3 SPEAKING Look at these questions. Practise asking and answering the questions with a partner.

- 1 Who is your best friend?
- 2 What is he/she like?
- 3 How do you get to school?
- 4 Who do you travel to school with?

4 SPEAKING Tell your partner how well they did with these speaking points. Did they:

- use correct grammar and vocabulary?
- speak in a way that you could understand?
- give the correct information in answer to the questions?
- give enough information?

5 SPEAKING Work with a partner. What do you need to do in order to do well in this part of the speaking exam?

UNIT 1

Vocabulary in context (page 6)

Close your book and write an A to Z of adjectives of physical appearance and personality. Leave out any difficult letters.

A – arrogant, B – bald, C – clever

Reading (page 7)

Write two sentences to answer each question. Use your own words.

- 1 What did psychologists at the University of California discover about favourite colours? How did they do it?
- 2 What did Indiana University's Media School discover about people who frequently watch cat videos?
- 3 What did the University of Toronto discover about selfie fans? How did they do it?

Grammar in context 1 (page 9)

Write true sentences to talk about 1 to 6. Use the present simple or present continuous.

- 1 one of your routines or habits (use an adjective of frequency)
- 2 a scientific fact
- 3 something that is happening right now
- 4 something that happens very often and annoys you (use *always*)
- 5 a situation that is changing in your country or the world
- 6 something that is always or generally true about life at school

Developing vocabulary (page 9)

Write a synonym or partial synonym for words 1 to 6. If there is a difference between the words, write an explanation of what the difference is.

- | | |
|-------------|-------------|
| 1 immature | 4 energetic |
| 2 thin | 5 old |
| 3 difficult | 6 happy |

Grammar in context 2 (page 12)

Choose the correct alternative. Which verbs describe states?

- 1 I *look/am looking* for my ball. *Do you know/ Are you knowing* where it is?
- 2 Jack can't speak to you at the moment. He *has/is having* a shower.
- 3 *Do you know/ Are you knowing* the answer now?
- 4 I *don't understand/am not understanding* a word you're saying.
- 5 Okay, don't get angry. I *believe/am believing* you.
- 6 I *don't like/am not liking* this film. I *want/am wanting* to leave now.

UNIT 2

Vocabulary in context (page 18)

Write a sentence to explain the difference between these words.

- 1 ferry/cruise ship
- 2 coach station/service station
- 3 single/return
- 4 cancel/delay
- 5 hostel/motel
- 6 homestay/holiday home

Reading (page 19)

Why do these numbers appear in the texts on page 19? Write a sentence to explain each one.

Annie: (a) 24 (b) 15 (c) \$100

Lexie: (d) 21 (e) 196 (f) 72

Grammar in context 1 (page 20)

Write sentences in the past perfect using the words in bold to explain the situations.

- 1 Why couldn't he find his bike? (**somebody steal it**)
- 2 Why did she buy a new pen? (**lose her old one**)
- 3 Why was Ben scared of flying? (**never fly before**)
- 4 Why was everything white in the morning? (**snow the night before**)
- 5 Why didn't Alex have any money? (**spend it**)
- 6 Why did she miss the bus? (**not arrive at the bus stop on time**)

Developing vocabulary (page 21)

Complete the phrasal verbs. What other phrasal verbs with *get* can you think of that are connected with travel?

- 1 start a journey: set
- 2 continue: go
- 3 show your ticket to an official at an airport: check
- 4 stop working (e.g. for a car): break
- 5 start flying: take
- 6 return: get

Grammar in context 2 (page 24)

Write six true sentences about transport: two with *used to*, two with *would* and two with *be used to*.

Not many people would fly in the past.

UNIT 3

Vocabulary in context (page 32)

Look at the vocabulary for places in a city on page 32. Which do you think you can find in New York? Name them if possible. Now decide which adjectives on the page you can use to describe New York.

Reading (page 33)

Why do these places appear in the texts on page 33? Write a sentence to explain each one.

- 1 Tanzania
- 2 Jamaica
- 3 the National Gallery
- 4 Westminster Bridge

Grammar in context 1 (page 34)

Write one true sentence about yourself for words 1 to 6. Use the present perfect simple.

- | | |
|-----------|---------|
| 1 never | 4 for |
| 2 yet | 5 since |
| 3 already | 6 just |

Developing vocabulary (page 35)

Complete each sentence with an extreme adjective.

- 1 The view from our window wasn't just beautiful. It was absolutely
- 2 The city of Athens is It's existed for over 3000 years!
- 3 It was in the city yesterday – over 38°C!
- 4 At the weekend the shops in the city centre are totally with people.
- 5 The streets are here because nobody cleans them.
- 6 There wasn't a sound in the park. It was

Grammar in context 2 (page 39)

Write a possible explanation for each situation. Use the present perfect continuous.

- 1 Dan has lost his voice.
- 2 Liz's hair is wet.
- 3 Mike's feet are dirty.
- 4 Steve's stomach is full.
- 5 Helen can speak French perfectly.
- 6 Sue has become an expert guitar player.

UNIT 4

Vocabulary in context (page 44)

Which word does not belong in the group? Write a sentence explaining why.

- 1 starter packed lunch dessert main course
- 2 pea spinach plum carrot
- 3 prawn cod lamb tuna
- 4 oil butter semi-skimmed milk cream
- 5 greasy fattening processed tasty
- 6 baked boiled spicy roast

Reading (page 45)

Answer the questions with information from the text on page 45. Use your own words.

- 1 Why is eating meat bad for the planet?
- 2 How can people like Professor Mark J Post help to solve this problem?
- 3 What are the benefits of becoming flexitarian?
- 4 What different things has the UK government done to improve young children's eating habits?

Grammar in context 1 (page 47)

Look at these pairs of sentences. Choose the correct alternative.

- 1 *What do you do next weekend?/ What are you doing next weekend?*
- 2 *I think it'll rain tomorrow./ I think it's raining tomorrow.*
- 3 *Someone's calling. I'll see who it is./ Someone's calling. I'm seeing who it is.*
- 4 *When I get home, I'll make myself a snack./ When I will get home, I'll make myself a snack.*

Developing vocabulary (page 47)

Write a list of as many words as possible beginning with the prefixes *mis-*, *dis-* and *re-*.

Grammar in context 2 (page 51)

Use the words to write as many correct sentences or questions as possible in the future continuous or future perfect. Each sentence must include *at* or *by*.

at • be • by • eating • finished • had • have • I • lunch • midday • not • reading • studied • studying • will • working



Unit 1

Great learners... **think positively.**

“It’s easy to think positively when everything’s good. It’s when things are difficult or go wrong that we all need to make a special effort to think positively. We need to recognise the problem and then try to find solutions and take constructive steps to solve the problem. When you think negative thoughts, it stops you from moving forward.”

How much of a positive thinker are you? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 2

Great learners... **participate actively and include others.**

“For group discussions to be useful, one essential factor is that everybody can share their opinions freely and without fear. Your final decision from the discussion will only really be valid if everybody has had a chance to say what they think. Work together to create an atmosphere of trust and respect for this to happen.”

Do you participate actively and include others? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 6

Great learners... **communicate effectively.**

“Effective communication is essential when we work with others. We may have clear ideas in our own mind but we need to express them clearly so that we can share them with other people without confusion or ambiguity. Having a wide vocabulary is useful for effective communication. It’s also important to speak clearly and calmly, even when other people disagree with our opinions.”

How good are you at communicating effectively? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 7

Great learners... **have a good intellectual and physical balance.**

“You may find that when you have been sitting and studying hard for a long time, your mind gets tired and you find it difficult to think of new ideas, to remember things or to concentrate. Most experts agree that when you do sport or physical exercise, it can stimulate your mind and your thinking. Getting exercise is a great way to help keep your mind fresh.”

Have you got a good intellectual and physical balance? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 3

Great learners... **are curious.**

“Being curious is the starting point for learning. It shows the most important quality of any learner – the desire to discover new things and understand new concepts. Remember that great learners don’t just have lots of great answers. They have lots of great questions too!”

How curious are you? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 4

Great learners... **are active global citizens.**

“The world faces many global problems. For example, feeding the planet is a problem for some countries that don’t have enough food and for others that consume and waste too many of the world’s resources. We have to remember that our problems and challenges may seem very different but they are all interconnected. Our actions have consequences where we live, and in many other countries around the world too.”

How much of an active global citizen are you? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 8

Great learners... **take risks.**

“At school, university, work or in your free time, there can be times when you have to do something you’ve never done before. That can be scary but it’s also exciting. It’s an opportunity to experience something new. You may find that you’re great at it. Or just that you really enjoy it. Life is full of new opportunities. Nothing risked, nothing gained!”

How good are you at taking risks? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 9

Great learners... **are confident public speakers.**

“Nowadays public presentations are a common part of school and university life and teachers may often evaluate them. In the world of work, people also often have to stand up and give presentations. It’s not enough just to have good ideas, you often need to be able to communicate them clearly in public too. But don’t think you’re the only one to feel nervous about speaking in public. American writer Mark Twain said there are two types of public speakers, those who get nervous and those who are liars. Just remember that practice makes perfect!”

Are you a confident public speaker? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 5

Great learners... **manage their time efficiently.**

“Efficient study time helps you to hand in good-quality work on time and to be well prepared for exams and tests. Both things should help you to get better marks. But when you are efficient with your time, it also means you waste less time and have longer to relax, do sport or hang out with friends.”

Do you manage your time efficiently? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 10

Great learners... **show solidarity with others.**

“It’s easy to forget about people who are in a weaker position than us and let them try to fix their own problems. But just imagine you were in their position and needed help. Showing solidarity shows that we believe in fairness and justice.”

Do you show solidarity with others? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Vocabulary in context

Types of transport



1 ☆ Complete the sentences with the words in the box.

cable car • cruise ship • ferries • hot-air balloon • skateboards • trucks • underground • vans

- If you're frightened of heights, going up in a isn't for you. But if you're not, try it to get fantastic views flying above the Sahara desert.
- London has the oldest system in the world. It carries up to five million passengers a day. It's also known as the Tube.
- The Emirates Air Line is the first urban in the UK. It's an easy way to cross the River Thames in London and you get fantastic views of the city.
- Every year, the Staten Island in New York provide a service for 22 million people. Tourists also ride on these to see the harbour and sail past the Statue of Liberty.
- Lorries (or in American English) transport large amounts of cargo, but are used by smaller businesses to transport goods.
- People don't often think are a type of transport. However, in Los Angeles, riders use them 30,000 times a day to get to and from bus stops and train stations.
- Symphony of the Seas is an 18-deck It has 23 restaurants, 25 swimming pools and the world's tallest water slide at sea.

Travel

2 ☆☆ Choose the correct alternative.

- Look for a sign with your name on it in the arrivals/ departures area. The driver will take you to your hotel.
- Children aged 5–16 pay about half of the adult fare/ single and under-fives travel free.
- It's a good idea to buy travel insurance in case you miss/delay your flight.
- If you leave something on a train, ask for it at the lost property office/taxi rank.
- Keep looking at the information screens/platform to check when to board the plane.
- Our flight was cancelled/delayed for three hours because of mechanical problems.

Accommodation

3 ☆☆☆ Complete the article with the words in the box.

apartment • bed and breakfast • campsite • caravan • homestay • hostels • motel • tent

BLOG ABOUT NEW POSTS ARCHIVES

TOP TRAVEL TIPS

Today we're looking at tips that a professional travel blogger – Monica Stott from her blog *The Travel Hack* – gives on accommodation while travelling. Monica says that (a) are a great option because they can be very cheap – especially if you're sharing a room with up to 20 people. She says they can be more interesting than a low-price hotel or a basic room in a roadside (b) However, if you are travelling in a group and you have a bit more money to spend, Monica recommends renting a large (c) She says it's cheaper than a luxury hotel and you get the extra space, with a living room and the flexibility of a kitchen.

If you're travelling in Asia, she recommends guesthouses, which are small and budget-friendly. A morning meal is often included in the price so it's like staying at a (d) For the best local experience, however, Monica recommends in her blog that travellers stay at a (e) where you live in the house of a local family and get a real feel for the local culture.

Monica is based in Wales and she says her favourite holiday destination is Abersoch on the Llyn Peninsula in Wales. Her family has a (f) there, where they stay most weekends. The (g) is next to the beach and they go there to fish, swim or snorkel in the sea. In fact, Monica has such fun travelling, she sometimes puts up a (h) in her own garden and enjoys camping at home!

Vocabulary extension ☆☆☆

4 Complete the sentences with the words in the box.

boarding pass • excess • guidebook • passport control • timetable

- Make sure you have a so you know what to see and do in the city.
- His suitcase was heavier than he was allowed so he had to pay the
- We planned our journeys by train using a European train
- At the airport, you have to go through
- When travelling with most airlines, you can download an electronic to your phone.

Reading

✓ Great students' tip

Predicting content

Look at pictures and titles to help you think about the topic of the text and predict some of the ideas and vocabulary in it. This will help you understand more when you start reading.

1 Look at the photos and the titles of the articles. What do you think is the topic of the articles? Read the articles quickly to check.

- a Summer holiday fun
- b New ways to travel in Europe
- c Teenagers' unusual travel experiences

2 05 Read the articles. Decide if each sentence talks about Ed (E), Radu (R) or both (B).

- He cycled across Europe. E / R / B
- He camped most of the time. E / R / B
- He had a serious delay at one point in his trip. E / R / B
- It was the first time someone had done this kind of trip. E / R / B
- He slept one night in an unusual place. E / R / B
- He posted his adventures on social media. E / R / B
- He spent more than one year travelling. E / R / B
- His trip involved finding hidden items. E / R / B

ROUND THE WORLD ON ONE WHEEL!

When he was 19, Ed Pratt began his epic 33,000 km journey, setting off from the UK to ride across Europe, East Asia, Australia, New Zealand and the US – on only one wheel! When Ed left school, he knew that he didn't want to go to university. He had uncycled since he was 16, after discovering a bike in his friend's garage. He had read that no one had uncycled around the world before and he wanted to be the first to do that.



Ed's grandfather had designed two special panniers on the front and back of the unicycle and Ed carried his luggage in these – including a tent, a sleeping bag and a cooking stove. Along the way, Ed managed to raise £300,000 for the charity School in a Bag, which provides education equipment for poor and vulnerable children.

Ed had planned for a two-year trip, but, in the end, it took him three years and four months. Only eight months into his journey, Ed spent six months in Kazakhstan after he was almost hit by a car on icy roads. During his trip, he made an amazing vlog where he described the physical and mental challenges of riding a unicycle and told stories about his trip. He said he had pushed his unicycle 50 miles on foot on a desert road and had had a dangerous wild dog outside his tent in Australia. Maybe his next adventure will be on two wheels!

3 Match the underlined words in the articles with the definitions.

- started enjoying
- a blog that contains mainly video
- a pair of bags fitted to a bicycle and used for carrying things
- produced for an important event to help you remember it
- at risk, unprotected
- uncontrolled, violent

Critical thinkers

4 On a long trip by bike, are these factors an advantage (A), a disadvantage (D) or both (B)?

- | | |
|---------------------------------------|-----------|
| 1 Effect of weather | A / D / B |
| 2 Risk of accident/injury | A / D / B |
| 3 Freedom to go anywhere | A / D / B |
| 4 Effect on environment | A / D / B |
| 5 Cost | A / D / B |
| 6 Freedom to stay anywhere | A / D / B |
| 7 Risk of losing bike | A / D / B |
| 8 Transporting everything on the bike | A / D / B |

Geocaching – a different way to travel!

When Radu Clapa set off from Denmark on a 7,800 km bike tour, he was also going geocaching. Geocaching is an outdoor activity where people use an app and a GPS device to find boxes (called geocaches) in secret locations. He first got into geocaching in 2014 and he had always loved cycling, so he decided to connect both things and planned a tour across 16 European countries. He sold commemorative Geocoins for ten euros each and two companies helped to pay for his trip.

His journey was going as he had expected until his bike broke after 6,800 km. Luckily, he found a bike shop where a mechanic fixed the problem and gave him a place to sleep. He carried camping equipment on his bike, but he stayed with other geocachers on his journey whenever he could. He posted his fun experiences on Facebook® as he travelled, such as one night when he had to sleep at a bus stop! Five months later he completed his incredible tour.



Past simple, past continuous and past perfect

1 ☆ Match the halves to make sentences.

- 1 Matt was riding his unicycle ...
- 2 Josefina missed her stop ...
- 3 Had he spoken to friends ...
- 4 While Tony was looking for the tickets, ...
- 5 When I heard the phone ring ...
- 6 The sun was shining yesterday ...
- 7 They caught a plane home ...
- 8 Had you planned for months ...

- a as soon as they heard the news.
- b I answered it.
- c before you went on the trip?
- d when he had an accident.
- e because she had fallen asleep on the train.
- f I was looking for our passports.
- g so I went skateboarding in the park.
- h before he went on the tour?

2 ☆☆ Choose the correct alternative.

- 1 *Did you already learn/Had you already learnt* to ride a unicycle before you *left/were leaving* school?
- 2 The roads *were/had been* dangerous because it *had snowed/snowed* the night before.
- 3 She *never visited/had never visited* Australia before so she *was feeling/had felt* nervous.
- 4 They *stopped/were stopping* him from getting on the plane because he *had lost/lost* his boarding pass.
- 5 He *wasn't/hadn't been* tired because *he'd had/he was having* a good sleep the night before.
- 6 He *found/was finding* the geocache while he *climbed/was climbing* a tree.

3 ☆☆ Put the words in order to make sentences.

- 1 first / years / The / he / time / unicycling / he / old / 14 / tried / was / .
- 2 on / hadn't / He / tour / a / he / the / ridden / before / unicycle / went / .
- 3 book / I / train / for / While / waiting / the / I / read / my / was / .
- 4 switched / the / When / they / on / heard / the / they / news / TV / .
- 5 the / station / left / already / the / time / By / he / the / had / train / got / to / .
- 6 sleeping / was / As / tent / dog / a / his / he / outside / dangerous / was / .

4 ☆☆☆ Complete the sentences with the past simple, past continuous or past perfect form of the verbs given.

- 1 When he (begin) his journey, he (never be) outside Europe.
- 2 As she (get on) the train, she (see) her luggage on the platform.
- 3 While Ed (travel), he (post) videos on his vlog every day.
- 4 By the time they (land) in New York, they (watch) three films.
- 5 She (not have) a tent because she (lend) it to her best friend the week before.

Grammar challenge ☆☆☆

5 Complete the article with the words in the box.

as • been • can • decided • filmed • for • had • has • have • in • is • was



Social media – Instagram® in particular – (a) an increasingly important role (b) influencing where we go on holiday and what we see and do when we travel. This is good news for the travel industry, for sure, but it creates overtourism around the world. After Justin Bieber (c) a music video in a canyon in Iceland, the location received twice (d) many visitors as usual, so Iceland's Environmental Agency (e) to close it for months. Daffodil Hill, in Volcano, California, is famous for its fields of yellow and white daffodils and it makes a great profile picture. The Ryan family, who own it, (f) shared their beautiful flowers with the public for free (g) over 80 years. However, in early July 2019, they (h) to close it, when one day thousands of visitors queued for hours to park their cars. The volume of visitors had (i) too high and they needed space to safely accommodate everyone. So, what is the solution? Many experts say the real problem (j) the geotag feature on Instagram, which shows the site of the photo on a map. When a particular photo goes viral, it (k) result in thousands of people showing up exactly where it (l) taken, all wanting a selfie with the same view. So, next time you go on a trip, geotag a place that needs visitors!

Phrasal verbs connected with travel

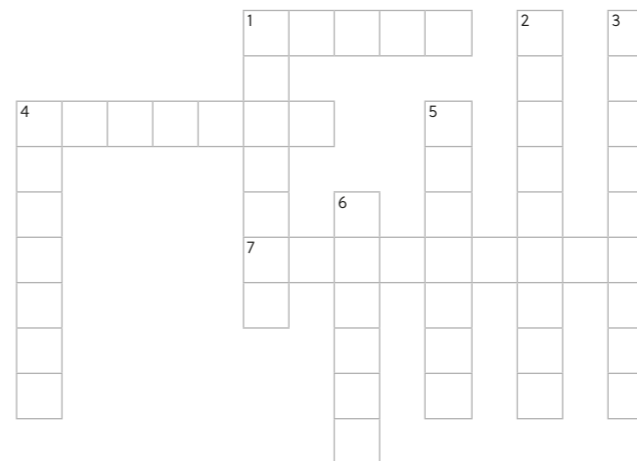
Great students' tip

Remembering phrasal verbs

Using phrasal verbs in informal texts and spoken language will make your English sound more natural and fluent. Learning them in topic groups (e.g. travel) can make them easier to remember.

1 ☆☆ Read the clues and complete the puzzle with the correct form of the phrasal verbs given.

break down • check in • get away • get back • get in • get into • get on • set off • take off



Across

- 1 It was lucky the flight **arrived** on time because the weather suddenly got worse.
- 4 We helped my elderly grandmother to **enter** the car.
- 7 Sue **showed her ticket to an official** and went through departures without a delay.

Down

- 1 She didn't know how she was going to **return** from New York.
- 2 The train **stopped working** in the middle of the station and we were delayed for hours.
- 3 Julie was **boarding** the train when she fell.
- 4 We packed and drove to France to **go somewhere different** for the weekend.
- 5 The passengers felt frightened as the plane **started to fly** in the storm.
- 6 Greta Thunberg **started her voyage** from Plymouth on 14th August.

2 ☆ 06 Listen to two people talking about their changing travel habits. Answer the questions.

- 1 How did they travel in the past?
Speaker 1:
Speaker 2:
- 2 How do they travel now?
Speaker 1:
Speaker 2:

3 ☆☆☆ 06 Listen again and choose the correct answer.

- 1 The woman ...
 - a didn't use to worry about how planes affected the planet.
 - b used to travel with her daughter.
 - c travelled first-class on holiday.
- 2 The woman decided to change because ...
 - a low-cost flights are less expensive.
 - b of the effect of travel on the environment.
 - c her daughter got very angry.
- 3 Low-cost airlines are better for the planet because ...
 - a they fly direct.
 - b more people travel on one plane.
 - c they use less energy.
- 4 According to the man, his holidays are ...
 - a not very exciting, but they are eco-friendly.
 - b now about enjoying the experience of travelling.
 - c better since he started driving around Europe.
- 5 He prefers ...
 - a longer holidays in one place.
 - b to get away as often as possible on weekend breaks.
 - c to spend three weeks in different cities.
- 6 The man ...
 - a posts his travel photos on social media.
 - b didn't feel relaxed after city breaks.
 - c doesn't take as many photos as he used to.

Critical thinkers

4 Research eco-friendly types of transport online. Order these forms of transport from most to least eco-friendly.

- flights with stopovers on low-cost airlines
- car
- train, bus and coach
- walking and cycling
- direct flights on low-cost airlines

Vocabulary extension ☆☆☆

5 Complete the sentences with the phrasal verbs in the box.

get across • get around • get around to • get down • get on with • get through to

- 1 It's easy to London on the Tube.
- 2 Use Tower Bridge to the river.
- 3 They didn't visiting the National Gallery, but they saw everything else.
- 4 I phoned the consulate, but I couldn't the right person.
- 5 My sister's great fun – we really each other.
- 6 The luggage rack was high and I couldn't my bags

used to / would

- ☆ Look at these sentences and decide if we can use the past simple, *used to* or *would*. Choose the correct alternative(s). For two sentences, all three options are correct.
 - When we were young, we would stay/used to stay/stayed at the same hotel every year.
 - Karl would often cycle/often used to cycle/often cycled to school.
 - Where would you live/did you use to live/did you live before you moved here?
 - I would never like/never used to like/never liked taking the bus to school.
 - Would you have/Did you use to have/Did you have curly hair when you were a child?
 - There didn't use to be/weren't/wouldn't be so many cyclists in the park before.

be used to

- ☆☆ Complete these sentences with *be used to* to say if things are familiar (✓) or not familiar (✗).
 - I 'm not used to changing trains so many times. (change) ✗
 - He travels a lot so he delays and waiting around. (have) ✓
 - at seven in the morning? It's not that bad! (you get up) ✗
 - She to school by cable car. (go) ✓
 - She's been here for a year, but she still (live) in France. ✗
 - They (book) flights so it doesn't take them long. ✓

☆☆ Correct the mistakes in the sentences.

- When we were younger, my brother and I used to getting on really well.
- As a young child, I would live in many different countries.
- Until the 1950s, people wouldn't own a car in America.
- At the age of 16, he used to win a prize for his travel documentary.
- I never would like having short hair when I was little.
- Did you used to get on the bus at the stop outside school?
- He's still getting used to edit his vlog on his new computer.

☆☆☆ Rewrite the sentences using the words given. Do not change the meaning.

- When Rachel was a teenager, she played a lot of sport. (used)
Rachel a lot of sport when she was a teenager.
- Ed spent hours riding a unicycle when he was a teenager. (would)
Ed riding a unicycle when he was a teenager
- At 12, he was really shy, but now he is outgoing. (didn't)
He as outgoing as he is now.
- He still feels strange going to work by motorbike. (used)
He still to work by motorbike.
- It's less common for people to write letters nowadays. (writing)
People letters nowadays.
- There wasn't a train station in my village before. (be)
There a train station in my village before.
- Flying is normal for her now. (used)
She now.

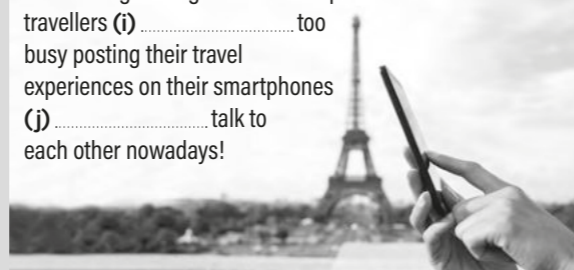
Grammar challenge ☆☆☆

5 Complete the text. Write one word in each gap.

Family Education Travel More

Travel unplugged!

In a recent post on her travel blog, *Travelgal Nicole*, American Nicole LaBarge writes about travelling twenty years ago and compares it to today. Two decades ago, she (a) to plan her trips through a travel agent. She (b) use to do much research on where she (c) going and she (d) buy a guidebook, either. She (e) used to using the Internet back then. When she arrived at a new city she (f) immediately look for a post office to buy stamps for her postcards. When she arrived for the first time in Paris, she (g) planned anything in detail. Of course, she (h) heard of the Eiffel Tower, but she enjoyed getting lost in the city and discovering new places. She met many friends in hostels because people would hang out together and swap stories. She thinks travellers (i) too busy posting their travel experiences on their smartphones (j) talk to each other nowadays!



Asking for information

- ☆ You are going to listen to two dialogues about short trips on a ferry and a cable car. Which words do you expect to hear?

student railcard	.....	single	.....	traffic lights	.....
take-off	.....	return	.....	fare	.....
travel agent	.....	check-in	.....	tickets	.....

☆☆ Listen to the two dialogues and complete the table.

	Traveller A: St Mawes Ferry	Traveller B: Durseley Island cable car
Time of departure?	(1)	(8)
Single or return?	(2)	(9)
Length of journey?	(3)	(10)
Ticket price?	(4) £	(11) €
Method of payment?	(5)	(12)
Extra question?	(6) take their	(13) take a
Waiting area?	(7) Bay	(14)

☆☆ Listen again and put the words in order to make sentences.

- like / for / I'd / tickets / St Mawes ferry / the / buy / to / .
.....
- journey / you / long / Could / how / tell / the / me / is / ?
.....
- you / the / Can / tell / how / are / me / much / tickets / ?
.....
- by / like / to / card / Would / you / pay / ?
.....
- of / train / the / you / tell / Could / the / next / time / me / ?
.....
- mind / again / Would / that / saying / you / ?
.....

☆☆ Look at the following requests. Use the word given to make them more polite.

- I want a single ticket to Dundee. (like)
- How much are the tickets? (could)
- When does the train leave? (can)
- Repeat that. (mind)



Pronunciation

☆☆ The words that carry the important meaning in a sentence are usually stressed. Which words are stressed in these questions? Listen and check.

- Could you write it down for me, please?
- Is it possible to pay by card?
- Could you print out the times for me?
- Can you tell me how much it costs?
- Which platform does it leave from, please?

☆☆ You are in London and you want to go on a bus tour. You need to find out information from the ticket office. Prepare what you're going to ask using the prompts.

- sights / see on the Red Tour?
.....
- how often / buses / leave?
.....
- how much / tickets / cost?
.....
- listen / audio commentary?
.....
- what time / leave / Hyde Park Corner?
.....
- how many / stops / be?
.....
- what / be / final destination?
.....
- how long / tour / last?
.....

☆☆ Practice asking the questions. If possible, record yourself.

Developing writing

A blog post

- 1 ☆ Look at this description of a youth hostel. Are the sentences True (T) or False (F)?
- 1 YHA New Forest is a three-star hotel. T / F
 - 2 It's in the middle of Burley, a village in Hampshire. T / F
 - 3 You can stay in a tent at the YHA New Forest. T / F
 - 4 There are lots of outdoor activities to do in the New Forest. T / F
- 2 ☆ Read the blog post. How long did Martha stay at YHA New Forest?

The New Forest

Great outdoor activities! Come and stay with us!

New Forest Youth Hostel (Hampshire, UK)

The YHA New Forest is just a short walk from the picturesque village of Burley in Hampshire. The hostel, which was completely redecorated in 2017, has 34 beds and also offers camping options. A wide range of family-friendly activities are available nearby, including walking, horse-riding and cycling.



Blog
Latest posts
More ▾

Martha's Blog Spot

Posted April 12

Get away to the New Forest!

Do you want to get away and do something different one weekend? I spent the weekend cycling in the New Forest National Park with a friend. We took a train and hired mountain bikes at a bike shop at the station. It was such a fantastic experience!

The bike shop owner was so friendly and helpful! He gave us a map. We had booked a night in a dormitory room at the New Forest Youth Hostel, so we cycled there and left our luggage. It's such a wonderful place! It's in a beautiful location and it's not at all expensive. I do recommend staying there if you ever visit the New Forest!

I made such a great lunch in the hostel kitchen. I do prefer my own sandwiches! Then we set off on a 20-mile cycle route. While we were cycling, Lola had a problem with her wheel. Luckily the bike shop man had also given us some tools and we could fix it!

We cycled past so many amazing trees and such beautiful wild horses. What an incredible day! When we got back to the hostel, it was getting dark! Well, what do you think about my getaway weekend?

Comments:

It sounds like you had a great weekend 😊. I'm thinking about going myself this weekend.

Hal, 14, Brighton 0 2 3

I went cycling there once and it was brilliant!

Sue, 13, Bournemouth 0 7 8

- 3 ☆☆ Read the blog post again and answer the questions.
 - 1 How did Martha and her friend get to the New Forest?
.....
 - 2 What did they hire?
.....
 - 3 What did they leave at the hostel?
.....
 - 4 What did Lola use to fix her bike?
.....
 - 5 What did they see in the New Forest?
.....
 - 6 Who is thinking about going to the New Forest?
.....
- 4 ☆☆ Make these sentences more emphatic by using the word given.
 - 1 It was an amazing experience! (such)
.....
 - 2 The hostel was warm and comfortable. (so)
.....
 - 3 I loved my weekend away! (did)
.....
 - 4 The New Forest is a beautiful place. (such)
.....
 - 5 It was a great experience. (What)
.....
 - 6 She makes great sandwiches. (does)
.....

Task

Write a blog post about a weekend away. Give details of where you went and what you did. Use around 170 words.



Prepare

- 5 Choose which two topics you wouldn't include in a blog post about a weekend away.
- | | | | |
|----------------------|--------------------------|--------------------------|--------------------------|
| types of transport | <input type="checkbox"/> | biographical information | <input type="checkbox"/> |
| people you went with | <input type="checkbox"/> | places you visited | <input type="checkbox"/> |
| accommodation | <input type="checkbox"/> | weather | <input type="checkbox"/> |
| who you met | <input type="checkbox"/> | activities | <input type="checkbox"/> |
| | | how to write a blog post | <input type="checkbox"/> |
| | | food | <input type="checkbox"/> |
| | | special moments | <input type="checkbox"/> |
| | | a funny experience | <input type="checkbox"/> |
- 6 Use this paragraph plan to help you organise your blog post.
- Title:** Give the blog post a title.
- Paragraph 1:** Describe the place you went to and say how you got there.
- Paragraph 2:** Talk about where you stayed.
- Paragraph 3:** Describe the activities you did. Explain something funny or unusual that happened during your weekend.
- Paragraph 4:** Describe a special moment. Explain your feelings about the weekend. Ask your readers to make a comment on your weekend.

Write

- 7 Write your blog post. Use your notes, the paragraph plan, the writing model on the opposite page and the Writing bank to help you.
-
-
-
-
-
-
-
-
-
-

Check

- 8 Read your blog post and complete the checklist.
- | | | | |
|--|--------------------------|--|--------------------------|
| 1 I gave my blog post a title. | <input type="checkbox"/> | 4 I used words and expressions to give emphasis. | <input type="checkbox"/> |
| 2 I wrote in a friendly, informal style. | <input type="checkbox"/> | 5 I included relevant and interesting vocabulary. | <input type="checkbox"/> |
| 3 I used a variety of past tenses. | <input type="checkbox"/> | 6 I used a range of adjectives to describe things. | <input type="checkbox"/> |

Writing bank

Useful words and expressions to give emphasis

Here are some ways of giving emphasis to what we write, to make our writing more interesting.

- We can use *What + (adjective) + noun!*, e.g. *What a beautiful sound!*, *What a brilliant trip!*
- We can use *so + adjective* or *such + (adjective) + noun*, e.g. *It was such good fun!* *That was so exciting!*
- We can use *do* and *did* in affirmative sentences, e.g. *I really do want to go back to Aberafon one day!*

Grammar

1 Choose the correct alternative.

- I listen/m listening to the news, but I can help you in five minutes.
- He hasn't succeeded yet, but he try/s trying.
- I usually drink/am drinking water, not orange juice.
- She wants to go running but it rains/s raining.
- We learn/re learning to play basketball at school. We started last week.
- The train always arrives/s arriving at 15 minutes past the hour.

2 Complete the dialogue with the present simple or present continuous form of the verbs given.

- Cecilia:** Hi Jack. I'm going to get a sandwich at the café. **(a)** (you want) to come?
- Jack:** OK. I **(b)** (work) on my geography project, but I **(c)** (need) a break.
- Cecilia:** I **(d)** (know) how you feel!
- Jack:** How **(e)** (your project go)?
- Cecilia:** I haven't finished it yet, but I **(f)** (get) close. My problem is that I **(g)** (usually leave) homework to the last minute!

3 Use the prompts to write sentences in the present simple or the present continuous.

- Richard / usually / wear / black socks, not those bright orange ones.
.....
- Diana / never / be / late for school.
.....
- Anna / always / forget / her homework.
.....
- Paul / have / shower / right now. Can you call again later?
.....
- We / often / not go / to the cinema – only about once a month.
.....

4 Rewrite the sentences that are incorrect.

- That dog is looking at me. It won't stop!
.....
- In my opinion, she isn't looking like her dad.
.....
- This pizza is tasting absolutely delicious!
.....
- They're just coming out now. Here they are!
.....
- I'm not thinking that the gym should change its regulations. They are fine.
.....

Vocabulary

1 Complete the adjectives of personality and appearance with the correct vowels (a, e, i, o, u).

- | | |
|------------------------------|-----------------------|
| 1 n...rv.....s | 6 ...pt...m...st...c |
| 2 m...d.....m -
h.....ght | 7 g...rg.....s |
| 3 ch.....rf...l | 8 s...ns...bl... |
| 4 f.....r | 9 l...k.....bl... |
| 5 ...n...rg...t...c | 10 ...ttr...ct...v... |

2 Complete the sentences with the words in the box.

bright • elderly • glad • hard • impatient • outgoing

- They're so that you've come to visit.
- We didn't find the maths homework too
- He's so – he talks to everyone!
- She's a really girl. She always does well in exams.
- My grandpa is very now so we all look after him.
- Don't be so You just need to wait a minute!

3 Complete the sentences with the correct words.

- Melissa's always leaving her bedroom in a mess. She's so u.....
- You can really count on her. She's incredibly r.....
- My father hasn't got much hair, but he's not completely b..... yet.
- Don't just think of yourself – that's so s.....!
- Harry thinks he's better than everyone else. He's very a.....
- My sister's really f..... – her stories always make us laugh.
- Have you noticed that b..... people are always telling other people what to do?
- He's not tall or short. He's m..... - h.....

Grammar

1 Complete the sentences with the past simple or past continuous form of the verbs given.

- The snow (fall) as they (get on) the coach.
- When we (arrive), a long queue of people (wait).
- While he (ride) his bike through China he (have) an accident.
- Somebody (take) her luggage when she (not look).
- The boy (try) to find a seat when he (notice) his friend.

2 Use the prompts to answer the questions in the past perfect.

- Why didn't you read the book? already / read it
Because I
- Why was your sister excited? never / fly / before
Because she
- Why did you buy a new mobile? old phone / stop working
Because my
- Why didn't he have any money? spend it / on his bike
Because he

3 Use the prompts to write sentences with *used to* or *would*. Use *would* if possible.

- When I worked in Bristol, I / always drive to work
.....
- Before she went to university, Harriet / hate flying
.....
- As a child, Jessica / not like camping
.....
- Gary / always wear school uniform / when he was young?
.....
- the twins / have long hair / when they were little?
.....

4 Choose the correct alternative.

- He wasn't used to getting/get up early after the summer holidays.
- She always seems/s always seeming happy and in a good mood.
- When I was young I used to live/would live in Glasgow.
- We stay/are staying at my aunt's at the moment, while builders decorate/are decorating our flat.
- I 'm thinking/think that Nina is really hard-working.
- It started/had started to rain while I cycled/ was cycling to school.

Vocabulary

1 Complete the sentences with the words in the box.

cancel • delay • fare • miss • single

- We didn't go because we couldn't afford the train
- If it's still foggy, the airline could the flight.
- The pilot apologised for the long
- Hurry up, Luke, or you'll the bus!
- If you're only going one way, buy a ticket.

2 Complete the types of accommodation with the correct vowels (a, e, i, o, u).

- | | |
|-------------------|-------------------|
| 1 t...nt | 6 h...l...d...y |
| 2 b...d...nd | h...m... |
| b r...k f...st | 7 h...st...l |
| 3 c...mp s...t... | 8 m...t...l |
| 4 h...t...l | 9 h...l...d...y |
| 5 c...r...v...n | ...p...rt m...nt |
| | 10 h...m...st...y |

3 Complete the sentences with the words in the box.

away • down • in • into • off

- Excuse me, what time does the next train get
- Why have they stopped? Has their car broken
- She always holds my hand as the plane takes
- My aunt hopes to get for a short holiday next week.
- Can you get the car and put your seatbelt on?

4 Complete the sentences with the correct words.

- How long is the j..... from London to Leeds?
- Paco is so t..... He was chatting to me for 40 minutes yesterday!
- Karen occasionally helps an e..... neighbour with her shopping.
- The flight was cancelled, so all the l..... was taken off the plane.



Reading

Exam summary

Paper 1: Reading

The Preliminary for Schools Reading exam has six parts with a total of 32 questions. Each question is worth one mark. You have 45 minutes to complete all parts of the exam.

In **Part 1**, there are five short notices, messages and other short texts that are based on things you might read in your everyday life (e.g. a text from a friend, a poster or notice at school, a note from a family member, etc.). Each question consists of three options (A, B or C).

In **Part 2**, there are five descriptions of young people (1–5) and eight short texts (A–H) related to a topic (e.g. summer camps, science websites, school clubs, etc.). You must match the descriptions in the profiles to five of the eight texts.

In **Part 3**, there are five four-option multiple choice questions (A, B, C or D) for a longer text. Note that the first four questions follow the order of the text but the last question tests global understanding.

In **Part 4**, there is a longer text with gaps from which five sentences have been removed. You have eight sentences (A–H) to choose to fill in the gaps.

In **Part 5**, there is a shorter text, which is usually of a factual nature (e.g. a famous person, location, celebration, etc.), with six gaps. There are six four-option multiple-choice questions. You must choose the correct word to complete each gap.

In **Part 6**, there is a shorter text with six gaps. You must read the text and write the correct word to complete each gap.

Part 1

This section tests your understanding of different kinds of short texts. You will read each short text for the main idea. For this task, you should:

- read the text to decide where you might find the information (e.g. Is it an email from school, a pinned public notice, a text from a friend or relative, etc.?)
- read the three options carefully (note: sometimes there is a question with three options and sometimes just three statements for you to choose from)
- find the option that exactly matches the main meaning in the text.

1 For each question, choose the correct answer.

1

Craft competition

Sunday in the school hall.
5 yrs–14 yrs.
All welcome.
Check online for entry form.
You can bring it on the day.
www.krftyU.com

You can only do the competition if ...

- A you go to the school on Sunday.
- B you send in your form before Sunday.
- C you are a student at the school.

2

YEAR 9 HISTORY

This week's history class will be in the hall in Building B, not Room 6.
Please allow extra time to get to class.

- A This class is longer than usual.
- B The class will now usually be in a new venue.
- C The classroom is further away than usual.

3

5G 12:00

Alex, I've left my laptop in the house. Are you likely to be back by 5 pm tonight so I can get in please?
Sarah

Sarah is asking Alex ...

- A to keep her laptop until 5 pm.
- B whether he will be at home at 5 pm.
- C if he could bring her the laptop at 5 pm.

Part 2

This section tests your understanding of factual information. You will read profiles of young people and match them to short texts about a topic. For this task you should:

- read and underline the key information in each profile
- read the short texts and underline any information that matches the descriptions in the profiles
- make sure a text has all of the requirements that are mentioned in the profile
- avoid simply matching up the same words that appear in the profile and in the texts. Instead, look for words or expressions that have similar meaning in the profiles and texts.

2 For each question, choose the correct answer.

The young people (1–3) all want to take part in an event at the School Competition Day. Decide which event (A–E) would be most suitable for each person.



- 1** Sven wants to compete in athletics with professionals. He would like to offer training to younger beginners but also to have some training for himself.



- 2** Cheri likes team sports, but she has only played at school. She wants to meet other teams and also to learn a new sport. She's the only one at her school who is interested at the moment.



- 3** Jared is a good runner and swimmer. He's keen to enter competitions with people from other areas. He also wants to find a company to help him pay for his sports kit.

NEXT MONTH'S SPORTS EVENTS

A SCHOOL COMPETITION DAY

Come and take part in our schools' competitions in all individual sports. Free training sessions with professionals before your race! We accept entries from all levels and we have a range of competitions for all ages. Winners will get money prizes to spend at our local sports shop.

B MULTI MIX EVENT

This is a great way for young people to develop by working with the best from team and individual sports – golf, football, athletics, tennis. And if you already have some experience, you can join in with our teaching circle. Come and compete, get tips to improve your performance and help bring the next generation into sport. Entry forms and rules online.

C PLAY TO IMPROVE

Join our annual competition for school sports stars! Sections for all ages for those who play team sports regularly. Special training sessions for teams aged under eight. Winning teams go on to national competitions where there are great prizes. Come and meet the professionals and try new equipment that will make your team even better!

D ALL AGES SPORTS

Our competitions in a variety of sports – individual and team – are open to everyone. There are shorter ones for juniors as well as our traditional cup for older students. Several sports shops will be with us and will be happy to support the winners with money and equipment for a year.

E STAR GAMES

Join our full day of training and competition featuring a wide range of sports. You can play football or baseball, do athletics or try swimming. Compete together or individually! If you haven't got a team, we'll match you up. It's a great way to meet new people and learn new skills.



Vocabulary in context p18

Using vocabulary to describe types of transport, travel and accommodation

Warmer

Ask students to look at the photo at the top of the page and describe the woman's appearance and make guesses about her personality. Remind them to use *She looks ...* and the personality adjectives from the last unit.

Ask: *Where do you think she's going? How do you think she's going to travel? What is she holding?*

1 SPEAKING 08

- Before students do the task in pairs, ask them for an example for each of the columns. Tell them to add other words they know to each column, e.g. *Land: car, bicycle/bike, bus, train; Air: glider, microlight; Water: boat, ship, rowing boat, motorboat, etc.*

Answers

Land: coach, lorry/truck, motorbike, scooter, skateboard, tram, underground/subway, van

Air: cable car, helicopter, hot-air balloon, plane, spacecraft

Water: cruise ship, ferry, jet-ski, yacht

+ Extra activity

Students work in pairs and find out what types of transport their partner usually uses and one type of transport he or she never uses. If necessary, give them the form of one or two simple questions, e.g. *What types of transport do you usually/often use? Do you ever travel by train/ride a bike?* etc. Revise the relevant prepositions if necessary: *by bus, by car, by bike, by train; on the bus, on a bike, on foot.*

2 SPEAKING

- If necessary, provide a sentence beginning for describing what each place is, e.g. *A bus stop is a place where ...*, or *You can ... in/at a ...*. See Language note for the correct prepositions to use with the places in this task.

Answers

bus stop, car park, coach/train station, service station, taxi rank, ticket office, lost property office, waiting room

Language note: prepositions

at – a bus stop, a coach/train/service (petrol) station, a taxi rank, a ticket/lost property office

in – a car park, a waiting room

3a 09 and 3b 10

- After students complete the text and listen to check their answers, ask some follow-up questions, e.g. *What kind of ticket do you buy if you just want to go one way? (a single) What kind of ticket do you buy if you want to go somewhere and then come back again? (a return) What happens if you don't get to the station on time? (You [might] miss your train.)*

Answers

a catch b single c return d fare e luggage f platform
g miss h delay i cancel j information screens k arrivals
l departures

4a 11

- Before students do the task, check their understanding of *accommodation* and elicit examples students already know, e.g. *house, hotel, flat*. Explain that the text is about different types of holiday accommodation.

4b 12

- When checking answers, ask students to give the words/phrases in the text that helped them decide on the correct words for each gap.

Answers

a motel – *for you when you're driving around* (Explain that the clue here is that motel is accommodation usually aimed at motorists and the word is a combination of the words *hotel* and *motor*; elicit another option that would also be possible here: *bed and breakfast*.)

b homestay – *share a local family's home, eat with them, and really get to know [them]*

c hostel – *You're young; without spending too much*

d bed and breakfast – *sleep ... for the night, eat ... in the morning*

e holiday home/apartment – *cook your own meals; more space; come and go as you like*

f campsite – *driving around with a caravan; carrying your own tent; open areas*

g caravan – *driving around; open areas where you can stop*

h tent – *carrying your own; open areas*

Use it ... don't lose it!

5 SPEAKING

- Before students do the task in pairs, elicit some of the advantages or disadvantages of different types of transport and different types of accommodation. Provide phrases for this if necessary, e.g. *It's cheaper/more expensive/slower/faster/greener/more environmentally friendly. Staying in ... is more comfortable/more interesting/quieter, etc.*
- Encourage students to use relevant phrases from the text in exercise 4a to explain their choices for question 2 as well as their own ideas, e.g. *I prefer to stay/staying in a holiday home because I like to have a bit more space.*
- Nominate students to tell the class some of their partner's preferences.

Reading p19

Reading for specific information

Warmer

Play *Snowman* with the words from exercise 1 on page 18 of the Student's Book.

Divide the class into two teams. Team A chooses a word from the previous lesson and a student from that team writes the correct number of spaces for the word on the board. Team B guesses the letters that are in the word, and Team A writes in every letter they guess correctly.

For every incorrect guess, Team A draws part of the snowman. If the drawing of the snowman is completed before the word is guessed, the guessing team loses.

1 SPEAKING

- After students discuss in pairs, elicit their ideas and discuss as a class, e.g. *Perhaps the woman in the first photo is famous because she cycled a long way/across a desert. The woman in the other photo looks like a traveller.*
 - Note students' ideas on the board so they can compare them with what they read in the text in exercise 2.
- 2 After students read the text, compare and discuss their ideas from exercise 1. Ask what each woman did and elicit anything students found surprising.

3

- Before students do the task, check understanding of the eight sentences. Elicit/Explain the meaning of *incident* (serious or dangerous event) in sentence 5 and *changed their mind about* (changed their opinion of) in sentence 8.
- When checking answers, ask students to explain their reasons and elicit the paragraphs where the answers can be found.

Answers

- 1 L – Lexie was 21 when she finished (paragraph 1), whereas Annie was 24 when she started (paragraph 1) and ... *her journey had taken exactly 15 months* (paragraph 3), so she would have been over 25.
- 2 A – ... *her journey had taken exactly 15 months* (paragraph 3) but Lexie began *when she was just a child* (paragraph 1) and finished when she was 21, *a 21-year-old woman ... world* (paragraph 1).
- 3 A – *One said ... accepted the challenge* (paragraph 1)
- 4 L – *she was careful ... didn't waste money* (paragraph 2)
- 5 A – *In her talks ... Japan* (paragraph 2)
- 6 B – *Annie began writing about them* (paragraph 3) and Lexie, *writing articles* (paragraph 2)
- 7 A – *to use Londonderry as her last name* (paragraph 2)
- 8 L – *She was surprised ... dangerous* (paragraph 3)

4 SPEAKING

- Give students time to look at the texts again if necessary, then ask volunteers for their ideas.

Possible answers

they both sold photos; they both advertised things, they both had to pay for their trips

- 5 After students do the task, elicit the infinitive of *fought* (*fight*), and ask which of the words can be both nouns and verbs (*bet*, *challenge* and *budget*).

Answers

bet – an amount of money that you risk by saying what you think will happen
challenge – something that needs skill, energy and determination to achieve
fought – used guns and weapons
term – a word or phrase for something
travel agents – someone whose job is to plan holidays and make travel arrangements
applied – made an official request for something
budget – the amount of money you have to spend on something
portrayed – showed someone or something in a particular way
incredible – something amazing and extremely good

6 Critical thinkers

- Before students do the task, remind them that the objective is to justify their opinion and give suitable examples.
- Elicit the meaning of *inspirational* (*giving you the enthusiasm to do something*) and ask students to name some inspirational famous people. Ask: *Has ... inspired you to do anything?*
- If students need more support, write these prompts on the board:

On the one hand ..., but on the other hand ...

In addition, ..., Also, ...

... was more difficult/dangerous

For me/In my opinion ... is more inspirational than ... because ...

... inspires me to ...

Possible answer

On the one hand, I think Annie's journey was more difficult because she travelled at a time when it was very hard for women to do anything on their own, especially something dangerous. On the other hand, I'm not sure all her stories were true! In addition, it's still hard for women to travel to some countries, so Lexie's journey is more inspirational for me. I think she's right that the media sometimes make the world sound more scary than it is.

2 GETTING FROM 'A' TO 'B'

Grammar in context 1 p20

Using the past simple, past continuous and past perfect

Warmer

Write these questions on the board and ask students to find the answers in the text on page 19 of the Student's Book:

True or false?

- 1 Annie had ridden a bike before she started her journey.
- 2 Annie was wearing a long skirt when she started her journey.
- 3 Lexie had visited 90 countries by the time she was 18.

Answers

1 F 2 T 3 F

1a Answers

- a past simple, past perfect
- b past simple, past simple
- c past simple, past continuous

- If you still have the sentences from the Warmer on the board, ask students to identify the tenses in these as well (1 past perfect, past simple 2 past continuous, past simple 3 past perfect, past simple).

1b Answers

1 past simple, b 2 past perfect, a 3 past continuous, c

- After students do the task, ask them to find four more examples of past perfect verbs in the text on page 19 of the Student's Book (*had hunted* – Annie, second paragraph; *had taken* – Annie, third paragraph; *had travelled* – Lexie, first paragraph; *hadn't expected* – Lexie, third paragraph).

Language notes

The past simple may be used for more than one verb describing a sequence of actions at *approximately* the same time in the past, even if one happened before another, e.g. exercise 1a *She **applied** once and then she **tried** again and again.*

The past perfect is normally used to describe an 'earlier' past time, when we are already talking about the past using the past simple, e.g. exercise 1a *When she **began** the journey, she **hadn't ridden** a bike before.*

(Some students may remember that the past perfect is also used for reported speech after past simple verbs like *said*, *told*, etc., e.g. *He said he **had** seen them.*)

1c Answers

- 1 She didn't sit down. / Did she sit down?
- 2 She wasn't riding her bike. / Was she riding her bike?
- 3 She hadn't travelled around the world. / Had she travelled around the world?

- 2a When checking answers, ask students which part of rule 1 or 3 in exercise 1b the verb matches (1 and 7 – rule 1, to say that one thing happened after another 2, 4 and 6 – rule 3, to talk about activities in progress at a moment in the past

3 – rule 3, to describe scenes in a story or description 5 – rule 1, to describe finished actions in the past 8 – rule 3, to talk about an activity in progress in the past that is interrupted by another action).

Answers

1 picked up 2 was riding 3 was shining 4 was raining
5 caught 6 was waiting 7 bought 8 heard

- Highlight and practise the correct spellings of *caught* and *bought* if necessary.

2b Answer

the past continuous

- 3 After checking answers, highlight the examples of the past perfect in sentences 3 and 7 and ask why the past perfect is the correct form. (*The sentences are already talking about the past, using past simple verbs, and both past perfect verbs refer to an earlier past time: I **realised** I **had met** her; I **realised** I **had forgotten**.*)

Answers

1 was looking 2 met 3 had met 4 were watching
5 was leaving 6 heard 7 had forgotten 8 were doing

- 4 Note that sentence 1 contains two mistakes (*got*, *had left*), but the other sentences each contain one mistake. All the mistakes are verbs except in sentence 3, which has an incorrect conjunction (*while*).

- When checking answers, project the exercise onto the board and nominate students to come up and make the corrections.

Answers

- 1 When everybody had got ~~got~~ on the train, it left ~~had left~~ the station.
- 2 I was having breakfast when my friend called ~~was calling~~ me.
- 3 She was running in the park when ~~while~~ she saw her friend.
- 4 When Harry received her message, he read ~~had read~~ it.
- 5 When we were small, we went ~~were going~~ everywhere by bus.
- 6 When Rachel had switched ~~was switching~~ the light off, she left the room.
- 7 He was making a sandwich when he cut ~~was cutting~~ his finger.
- 8 When Jack had put ~~was putting~~ his pyjamas on, he got into bed.

5 Answers

1 were 2 Had 3 did

Possible answers

4 reading 5 study

+ Extra activity

Ask students to write three questions to ask a partner, one using the past simple, one using the past perfect and one using the past continuous. Supply ideas if necessary.

Use it ... don't lose it!

6 SPEAKING

- Before they do the task, nominate a few students to ask you the questions they completed for exercise 5.

Developing vocabulary p21

Using phrasal verbs connected with travel

Warmer

Play *Memory Game*. Draw a grid of ten squares (two rows of five) on the board. Number each square 1–10. Draw the same grid on a sheet of paper (for your reference only) and write these words in the squares: *bus, room, ticket, car, waiting, taxi, office, rank, park, stop*.

Ask a student to say the numbers of two squares, then write the corresponding words in those squares on the board. Ask the student if the words go together – if they do, leave the words in the grid, if not, erase them and ask another student for two more numbers.

Continue until all the correct combinations have been found: *bus stop, waiting room, ticket office, car park, taxi rank*.

- 1 Before students do the task, revise the meaning of *phrasal verb* if necessary.

Language notes

Remind students that a phrasal verb is a two-word verb (or sometimes a three-word verb), made up of a verb plus an adverb or preposition. Point out that sometimes the meaning of a phrasal verb is different from the meaning of the verb on its own (e.g. *set* and *set off*, *take* and *take off* in this task).

- Explain that *get* is often used to mean *move* or *go* in the context of travel. Encourage students to think about the meanings of the different prepositions to help them do this task.

Answers

a set off b got on/got off c get away d go on
e gets in f checked in g break down h got into/got out of
i take off j got back

- 2a Encourage students to look at the words that precede each bold item as well as thinking about the meaning, e.g. *to*, a noun (*the plane*) and *didn't* before verbs and *the, is* and *a* before nouns.
- If necessary, highlight the fact that in the noun forms, the verb and preposition are either joined into one word or linked by a hyphen.

Answers

Verbs: 1, 3, 5
Nouns: 2, 4, 6

2b PRONUNCIATION 14

- If possible, project the sentences in exercise 2a onto the board, play the audio and nominate individuals to come to the front and underline the stressed part.

Answers

In phrasal verbs, we usually stress the second part (or the preposition); in nouns, we usually stress the first part (or the verb).

2c 14

- For extra practice, call out a sentence number from exercise 2a and nominate a student to read the sentence aloud, using the correct stress on the phrasal verb or noun.
- 3 Ask students to look at the title and the photo and say what they think the text is about.

Mixed ability

Allow students who are less confident to look at the sentences in exercise 1 to help them decide on the correct words.

Ask students who are more confident to try and do the exercise without looking at exercise 1.

Answers

a off b into c out of d on e in f off g down h on i back

- After students do the task, check understanding of *rented* (*used by someone who pays money to the owner*).
- Ask follow-up questions, e.g. *How many countries did the three men visit? (19) What was a problem with one of their rented cars? (It almost broke down.) Why didn't they go on to Italy? (because the weather wasn't good/was bad).*

Culture notes

Gunnar Garfors, Oyvind Djupvik and Tay-yong Pak made the trip in September 2014 and visited Greece, Bulgaria, Macedonia, Kosovo, Serbia, Croatia, Bosnia, Slovenia, Austria, Hungary, Slovakia, the Czech Republic, Germany, the Netherlands, Belgium, Luxembourg, France, Switzerland and Liechtenstein. One man, Djupvik, did all the driving.

- 4 Before students do the task, check understanding of *destination* (from question 5).
- Tell students that they can invent a journey if they prefer. Remind them to make short notes (not full sentences) as prompts to prepare for exercise 5.

Use it ... don't lose it!

5 SPEAKING

- Before students do the task, remind them to listen closely to what the members of their group say and to respond with relevant questions. If helpful for your class, revise past simple, past continuous and past perfect question forms.
- Provide some more example question beginnings on the board if necessary: *What did you do next/then? Had you brought ...? Were you waiting ...?*

2 GETTING FROM 'A' TO 'B'

GREAT LEARNERS GREAT THINKERS p22

Thinking about how to improve transport in cities and towns

Warmer

Ask students about their journeys to school this morning: *Which parts of the journey went slowly/badly/well? Were there any problems, e.g. traffic jams, roadworks, traffic lights? Was the bus/train/metro late or very crowded?*

1 SPEAKING

- Ask if any students have ever travelled on a cable car in a town or city. Encourage volunteers to tell the class about their experience.

2 VIDEO

- Make sure students understand that *quite positive* here means *fairly/moderately positive*.
- When checking the answer, elicit positive words or phrases students can remember from the video, e.g. *amazing and colourful views, success, cheap, convenient, better connection, simple, easy, fast, brighter, optimistic*.

Answer

The video is very positive.

3 VIDEO

- Remind students to read the statements before they watch again. Check understanding of *suburb* in 3 (*area of a large city away from its centre where there are many houses*) and *operator* in 8 (*someone whose job is to operate a machine*).

Answers


- 1 True – *Every day, 22 million people need to travel in and out of Mexico City.*
- 2 False – *the 30,000 people who use the Mexicable system every day*
- 3 False – *the roads from Ecatepec into the city centre are not very good*
- 4 False – *with cable cars there's no traffic, and no traffic lights*
- 5 False – *they completed the system in 2016*
- 6 True – *Just one big red engine moves all the cable cars across four different stations.*
- 7 False – *These stations help to connect a large number of people who live in some of the poorer parts of the city.*
- 8 True – *In these control rooms, they can make the cable cars go slower if they need to*
- 9 True – *Thanks to this new transport system, the future of this suburb of Mexico City is looking brighter and more optimistic!*

- 4a** Check understanding of *limit* (v.) (*to prevent a number from increasing past a particular point*).

- 4b** Tell students to think about the advantages or disadvantages of each idea and decide on which are stronger in each case.

GREAT THINKERS



- 5** This routine helps students to think carefully about why they hold an opinion by teaching them to evaluate, support and justify these opinions. Anticipating questions or doubts from other people will help them to think of counter-arguments and supporting reasons to make their views stronger. Remind them to think about the disadvantages/negative aspects of their choice of idea and then to think of ways of disagreeing with these negative aspects or ways of solving any potential problems.
- They should start by thinking of statements which express their opinion about the idea they chose.
 - If necessary, provide examples, e.g. *... is the best idea/ would be cheaper/more practical than ... because ...*, etc.
 - Remind them to think about the negative aspects of the other ideas in 4a as well to prepare for the group discussion.
- 6** SPEAKING 
- Explain that students should take turns to make and support their claims (steps 1 and 2 in the thinking routine in exercise 5), then answer and discuss questions and doubts (step 3) from the other members of the group.
 - Encourage students to read the SEL tip before they discuss.
 - Ask students if any members of their group have changed their minds as a result of their discussion. Then take a vote and compare with another group.

GREAT LEARNERS SEL



- Elicit reasons why students may not feel able to participate (e.g. *lack of confidence, feeling other people's opinions are stronger/better*, etc.) and any suggestions for tackling these.
- Elicit ways in which students were able to make sure everyone participated actively in the discussion for exercise 6. Ask: *How can you encourage others to speak? (Give everyone a turn, divide up the time fairly between all participants, ask one person to lead the discussion and invite everyone to speak, encourage others to pay attention to every speaker, listen with respect, etc.)*

LEARNER PROFILE



- Ask students to read the statement and the question in the Learner profile, then grade themselves from 1 to 5. Explain that here 1 means *not participating very actively*, and 5 means *participating very actively*.
- If appropriate, get students to share their grades with a partner or small group, and, if they wish, to give their reasons. Encourage partners to help each other with suggestions for increasing their own participation or other people's. Alternatively, ask students to think individually of ways to participate more actively or help others to do so.

Listening p24

Listening for gist and specific information

Warmer

Ask students to look at the photo. Ask questions such as:

- What sort of bicycles are these? (public bikes for people to rent/hire for a short time in a city)
- Have you ever used one? What did you think of it?

2 SPEAKING

- After students do the task, ask volunteers for their ideas and write these on the board for comparing in the next task. Ask students which key words they could listen out for and elicit any synonyms or alternative ways of saying the same thing.

3 15

- Pre-teach *horse*, *repair* (to fix, mend something that is broken) and *aircraft* (a vehicle that flies, e.g. plane, helicopter).
- When they have listened, compare the ideas on the board with what students remember from the recording. Ask: *What does the word coach mean in this recording?* (an old-fashioned vehicle pulled by horses)

4 15

- Before students do the task, remind them to use the strategies for listening that they have learned.
- When checking answers, elicit phrases and facts students remember to support their choices. Help students with question 2 where they may miss the fact that *Bicycle clubs started appearing globally* supports c as the answer.

Answers

- a** incorrect – There were horses, coaches and trains.
b incorrect – Early bicycles were dangerous.
c correct – ... prices went down, Almost anybody could buy one ...
- a** incorrect – ... men ... and women ... were cycling.
b incorrect – just in Britain refers to the number of cyclists in 1890.
c correct – globally
- a** incorrect – This happened before people started driving.
b correct – When the car started to become popular ... thanks to cyclists
c incorrect – This is not stated.
- a** correct – they would study them ... first plane
b incorrect – light, fast design for their first plane
c incorrect – ... used a lot of the money they made from selling bikes to build ...

6 15

Answers

Changed the world in the past: safe, cheap, bicycle clubs helped people to meet up more often, gave women more freedom and mobility, changed women's fashion (women started to wear trousers, which were more practical), improved road conditions, the Wright brothers used funds from their bicycle shop to build their first plane.
Continue to have a positive impact: good for health, good for the environment, reduces traffic

Grammar in context 2 p24

Using would/used to and be used to

Warmer

Write these sentences on the board and ask students to correct the mistakes in the phrasal verbs:

- 1 My car broke off yesterday.
- 2 I'm really tired of studying – I need to get in for a week.
- 3 They checked off their luggage at the airport.
- 4 His plane was delayed – it didn't go off until 11 pm.

Answers

1 broke down 2 get away 3 checked in 4 take off

- 1 You may have set the Flipped classroom video for homework, but if not, watch it in class before working through the activities.
- Point out that the sentences are based on sentences from the listening in the previous section. Make sure students realise that the paired sentences are almost the same except for different verbs or verb phrases.
- When checking answers, ask students to say which sentences 1a–5b each rule matches (rule a: 1a and 2a, rule b: 2b, rule c: 1b, rule d: 3a, rule e: 3b, rule f: 4b, rule g: 5b).

Answers

a can b can c can't d can e can't f can't g can't

- Make sure students understand the key point that these verbs talk about *habitual* actions or states in the past. Check also that they know that *used to* can go before *be* and other state verbs or action verbs, e.g. *He used to be a teacher/ She used to visit me every day*, while *would* can only be used with action verbs, e.g. *We would go to the park every day*.
- 2a** Before students do the task, if helpful for your class, demonstrate the formation of questions with *used to* on the board: Highlight the spelling of *use to* in questions and in the negative example 3a in exercise 1. Note that *would* isn't normally used in questions about habitual action in the past.
- When checking answers, elicit which rule from exercise 1 matches all these sentences (rule a) and ask students to say whether each sentence is about a habitual *action* in the past (1, 2, 4, 7) or a habitual *situation* (3, 5, 6). Note that *have* in sentence 3 is a state verb meaning possession.

Answers

1 used to 2 didn't use to 3 Did, use to 4 used to 5 used to
 6 used to 7 used to

2b Answers

Would is possible in 1, 4 and 7 because they are about habitual actions. Although sentence 2 is also about a habitual action, *would* is not possible because a negative verb is needed here (see rule e).

2 GETTING FROM 'A' TO 'B'

- 3 When checking answers, ask students to give the matching rule from exercise 1 on page 24 of the Student's Book (1 rule f 2 rule a 3 rule g 4 rule d 5 rule a 6 rule d).
- Make sure students understand that sentence 1 is about a single action in the past, not a habit, and that the first part of sentence 3 is about a present habit, not a past habit.

Answers

1 went 2 used to go 3 cycles 4 didn't use to like 5 used to play
6 didn't use to go

Culture exchange

- 4 Ask students to look at the photo and say what they can see (a London Underground station). Elicit the meaning of *icon* in the title (a very famous, important example). Find out if any students have used the London Underground and what they thought of it.
- When checking answers, elicit the rules from exercise 1 which helped students identify them (a rule f b rule a c a present simple state verb for present situation d rule b e rule g f rule f g rule e h rule f i rule g (like use to, would can't be used to talk about present habits) j rule b).

Answers

a opened b used to c has d would e usually f became
g didn't use to h started i usually j would

- Check understanding of *nickname* (an informal name), *steam* (hot water vapour) and the usual meaning of *ghost* (the spirit of a dead person) and ask some follow-up questions, e.g. *What is the common nickname for the London Underground? (the Tube) What happened in the Second World War? (Many people slept in Underground stations to stay safe.) What are ghost stations? (stations that are empty, aren't used any more).*

+ Extra activity

Ask students to close their books. Read out these dates and numbers one by one:

1863, 49, 11, 270, 1890, 177,000

Ask students to try to remember what fact from the text each date or number refers to and write these down. They open their books to check their answers.

Answers

1890: year electricity was first used
177,000: people who slept in the Underground during the war
49: number of ghost stations
270: number of Underground stations today
1863: year the Tube opened
11: number of lines today

Culture notes

The London Underground is nicknamed the Tube because many of the deep underground lines were built inside roughly circular tunnels, like tubes. Although it is called the Underground, about half of the lines and stations are not under the ground at all.

- 5 Before students do the task, elicit other words that mean the same thing as *common* (*frequent, ordinary*) and *familiar* (*well-known, normal*).

- When checking answers to rules d and e, ask students to find examples in the sentences of three gerund (-ing) forms (sentence 1 – *seeing*, sentence 2 – *riding*, sentence 4 – *living*; and one noun: sentence 3 – *this bike*).
- If appropriate for your class, explain that they may also frequently hear *get used to* (*become used to*), which follows the same pattern as *be used to*.

Answers

a are b are not c never d gerund (-ing) e can

- 6 When checking the answer to sentence 3, focus on the different pronunciation of the letter s in *used to* /'ju:st tu:z/ and *using* /ju:zɪŋ/.

Possible answers

- 2 We're used to/We aren't/We're not used to doing exams at least once a week.
- 3 We're used to/We aren't/We're not used to using computers, tablets or smartphones in class.
- 4 I'm used to/I'm not used to hot weather.
- 5 My parents are used to/aren't used to working at the weekend.
- 6 I'm used to/I'm not used to doing physical exercise every day.
- 7 I'm used to/I'm not used to walking to school every day.

- 7 Remind students to be careful about the different uses for *used to* and *would* here, as well as the structure *be used to* which they practised in exercise 6. (They can look at the rules on page 24 of the Student's Book again if necessary).
- If it will help your students, give some example sentences that are true for you, e.g. *When I was five, I used to help my grandfather feed his chickens. I didn't use to like spicy food, but now I eat it all the time. Nowadays I'm used to not eating meat or fish.*

Use it ... don't lose it!

8 SPEAKING

- Ask for volunteers to tell the class about any surprising answers.

Developing speaking p26

Asking for information

Warmer

Ask students to look at the photo and write down as many words associated with this place (not just the things they can see) as they can. Students swap lists with a partner. Each student awards one mark for each correct word and two for each correct word that no one else has.

Possible answers

bus, train, coach, ticket, luggage, ticket office, bus station, train station, waiting room, lost property office, arrivals, departures, cancel, catch, delay, fare, information screens, miss, platform, return, single

1 SPEAKING

- Give an example that is true for you, e.g. *I prefer travelling by train because I often feel ill on coaches. It's also easier to walk around on a train. Coaches get really hot and stuffy and there's only one toilet!*

2 16

- Check students understand the words in the table, in particular *direct* (the coach or train goes directly to your destination) or *change* (you need to change to a different train/coach to continue your journey to a destination) and *bay* (here = bus stop in a bus station).

Answers

1 16:05 2 direct 3 single 4 39 minutes 5 £8.80 6 8
7 ten past six 8 direct 9 single 10 (usually) 45 minutes
11 £10.40 12 6

Fast finishers

For students who complete the table after listening once, write these questions on the board for them to answer:

Which train is more expensive than the others? (the 16.28)

Does the girl use a student railcard? (No, she doesn't.)

What time does the previous coach to Brighton leave? (ten past four)

- Ask follow-up questions, e.g. *Where do both the students want to go? (Brighton) Who is going to arrive in Brighton first? (the girl).*

3 16

- After checking answers, drill and practise all the sentences.

Answers

Can/Could you tell me (the times of trains to ...)?

Can/Could you tell me (which platform it is)?

Can/Could you tell me (how long it takes)?

Pardon?

Sorry, I didn't catch that.

Can I help you?

How can I help?

Could I have/buy (a ticket)?

I'd like (a ticket).

- With less confident classes, allow students to write the correct versions of these sentences first.

- Focus on the example and ask students to notice the change in word order between the direct and the polite indirect question here. Point out that the verb (sometimes an auxiliary verb) comes before the noun in the direct question (*How much is a return?*) but the verb comes after the noun in the polite question (... *how much a return is?*), as it would in a statement.
- Ask students to look again at the examples in the Speaking bank and draw their attention to the polite question: *Can you tell me if the train leaves now?* Highlight the use of *if* to change Yes/No questions into polite (indirect) questions. Elicit the more direct version of this question: *Does the train leave now?*
- Point out that, with polite forms of *What is/are* questions, there is no need to repeat *What* and use the verb *to be* (although this is still correct). See the first example in the Speaking bank (*Can/Could you tell me the times of trains to ...*) and sentence 3 (*Can you tell me the cheapest fare/ what the cheapest fare is?*).

Possible answers

2 Can/Could you tell me if it is/it's possible to go direct?

3 Can/Could you tell me the cheapest fare? / Can/Could you tell me what the cheapest fare is?

4 Can/Could you tell me where I change trains? / Can/Could you tell me where to change trains?

5 Can/Could you tell me what time it is? / Can/Could you tell me the time?

6 Can/Could you tell me what time the train arrives?

5 SPEAKING

- After students do the task with a partner, ask for volunteers to perform their dialogue for the class.

Practice makes perfect

6a SPEAKING

- Students B have more information to look at and so may need more time here.

6b SPEAKING

- Remind students to use the polite question forms in the Speaking bank and, if they don't understand anything their partner says, the phrases asking for clarification.
- Exam tip** Ask students to think about the question in the Exam tip box in relation to the Practice makes perfect activity they have just done. Make sure they understand that the most important thing was asking for and giving clear and accurate information about the journey destination, the times and days of the journey and the type of ticket required. Students need to do this in order to earn marks in an exam.
- Remind students that listening carefully to what the other speaker says is essential to success in this kind of task.

2 GETTING FROM 'A' TO 'B'

Developing writing p27

Writing a blog post

Warmer

Books closed. Play *Holiday Activities Bingo*. Ask students to write down six outdoor holiday activities (these will be mostly words ending in *-ing*). Read out items randomly from the list below (and others if appropriate), crossing them off as you do so. Students listen and cross off an activity in their lists when they hear it. The first student to cross off all their activities shouts *Bingo!* Continue until you have a second and third winner.

Activities (adapt for your class): *camping, swimming, bungee-jumping, (horse-)riding, skiing, water-skiing, hiking/walking, mountain-climbing, sky-diving, cycling, skateboarding, kayaking, go-karting, playing tennis/football*

1 SPEAKING

- Elicit/Explain the meaning of *break* in the context of *holiday break* (a [usually] short period of time when you stop working or studying).
 - Before students do the task, check they know the words for the activities in the photos (**a** *having a fire on the beach* **b** *kayaking* **c** *go-karting*).
- 2 If you want students to practise scanning a text quickly to find key information, set a time limit and ask them to read the questions and find the relevant information as quickly as they can.

Answers

- 1 Aberafon
- 2 by car
- 3 a tent at a campsite
- 4 kayaking, going on a train/a trip on a train, go-karting, swimming in the sea, a fire on the beach
- 5 It was good fun and exciting. The train trip and go-karting were special.

Culture notes


Aberafon is located in North Wales on the northern coast of the Llyn peninsula, south of the island of Anglesey and not far from the mountains of Snowdonia. Many people in this part of Wales speak Welsh as their first language.

- 3 Check students understand the meaning of *emphasis* (extra importance or stress). Elicit words and expressions in their own language that are used in similar ways.

Answers

beautiful, brilliant; good fun, exciting; do want

- Point out that *so* goes before an adjective, e.g. *so exciting*, but *such* must be used before a noun, usually one with an adjective in front of it, e.g. *such a wonderful day*.
- Explain that using an auxiliary verb like *do* or *did* in an affirmative sentence makes the meaning much stronger: *I want*; *I really want* (stronger); *I really do want* (much stronger).

-  **Exam tip** To answer the question in the Exam tip box, ask students:
 - *How do the expressions in the Writing bank make the text sound?* (*enthusiastic, positive*)
 - *Why does a writer want to make a blog post like this sound positive?* (*to entertain blog followers, to tell friends and family about recent activities, to give followers ideas for great holidays, to inspire followers to travel more, to encourage people to book up similar holidays*)
- 4 Some of these sentences just require the addition of the word in the correct position (e.g. 3 and 4) but make students aware that some sentences will need to be reworded, especially 2 which also needs *It ...* as the subject. (Note that *It* as a subject has already been supplied in 8). Watch out also for any students who add *such* before *great*, e.g. *The trip was such great*.

Answers

- 1 What an amazing place!
- 2 It was such a great trip.
- 3 We were so tired when we arrived.
- 4 I do love the sea.
- 5 We did have a good time.
- 6 We were so happy to get back.
- 7 What a great holiday!
- 8 It's such a fantastic place for relaxing.

Fast finishers >>

Ask students to find examples of three past perfect verbs and one past continuous verb in the blog post and to think about the reasons these tenses are used.

Answers

Past perfect: *we had booked, we had arrived, my dad had brought* (all used to talk about a time that was further back in the past)

Past continuous: *we were staying* (used with *while* to talk about an activity that was in progress in the past when other past actions happened – *my brother and I made lots of friends*)

- 5a Remind students to write short notes only to answer these questions – they will expand them into a blog post in exercise 6a.

5b SPEAKING

- Encourage students to ask each other questions when they talk about their holiday breaks. Answering these will help them to add more detail to their account and to fill in any gaps in their notes.

Practice makes perfect

- 6a–b Remind students to use the expressions from the Writing bank to add emphasis and make their break and their blog posts sound really fun and exciting.

Test yourself p29

Grammar test

- 1** **Answers**
 1 stopped 2 was waiting 3 put 4 got 5 were crying
 6 were watching 7 dropped
- 2** **Answers**
 1 She started driving when she had got into the car.
 2 When he had finished using the computer, he switched it off.
 3 They went into the cinema when they had bought their tickets.
 4 As soon as she had done her homework, she went to bed.
 5 When we had eaten our meal, we paid the bill.
 6 They went into the house when they had unlocked the door
- 3** **Answers**
 1 use 2 didn't use to 3 usually 4 won 5 used to 6 riding
 7 'm used

Vocabulary test

- 1** **Possible answers**
 1 *service station* – a place that sells petrol or fuel and other things for vehicles
 2 *platform* – the area next to a railway line where passengers get on and off a train
 3 *delay* – when a train/bus/plane arrives or departs late
 4 *fare* – the money that you pay for a journey
 5 *taxi rank* – a place where taxis wait for customers
 6 *a return ticket* – a ticket you can use to travel to a place and return from it
 7 *to miss (the bus)* – to be too late (for a bus/train/etc.)
 8 *lost property office* – a room where possessions that people have accidentally left in a public place are kept until the owners come to get them
- 2** **Answers**
 1 motel 2 bed and breakfast 3 holiday home/apartment
 4 tent 5 homestay 6 hostel
- 3** **Answers**
 1 in 2 off 3 in 4 into 5 down 6 away

Reading

1 SPEAKING 

Possible answers

- 1 1 on a school noticeboard/website
- 2 at a bus stop, on a bus service/timetable website
- 3 in an email
- 4 in a message on a mobile phone
- 5 text message on a phone
- 2 1 To invite students to apply for a job/post/position as class president
- 2 To tell passengers about a change to the bus service
- 3 To tell a friend some news and invite them to do something
- 4 To tell a friend about a holiday
- 5 To give passengers travel information

2 Answers

- 1 **A** incorrect – The text asks if students are confident but it doesn't say they must be confident.
B incorrect – *you need three names to support your application*
C correct – You have to *apply today at the latest*.
- 2 **A** incorrect – This is not stated in the text.
B correct – *Please check the website before you travel*.
C incorrect – *Buses 49 and 612 are no longer stopping at Green Lane*; different buses are not mentioned in the text.
- 3 **A** incorrect – Sam's new friend was *on the other team* playing in a match against Sam.
B incorrect – This is not stated in the text.
C correct – Sam invites Lucia to go skateboarding with her new friend: *Tell me when you're free and we can go together*.
- 4 **A** incorrect – This is not stated in the text.
B correct – ... *we went in a cable car. What a view!*
C incorrect – Dan's *dad wanted to go on a hot-air balloon*, but Dan thought *it's quite scary*.
- 5 **A** correct – The train leaves at 13.05, and passengers need to *be on the platform at least five minutes before your train leaves*.
B incorrect – This is not stated in the text.
C incorrect – ... *doors close 30 seconds before departure*.

Speaking

5 SPEAKING 

Make sure that what you say is relevant to the question(s) that the examiner asks you.

If you don't understand the examiner's questions or instructions, ask them to repeat.

Make sure you speak. If you are too nervous or shy, the examiner won't be able to give you a good mark.

Speak loudly and clearly so that the examiner can hear you.

Listen carefully to what the examiner or your partner(s) are saying, and react to it.

Practise speaking as much as you can before the exam.

An icon of transport in your country

1 SPEAKING 

- Students work in groups of three to four.
- Next, ask the class if they can think of any very famous, iconic transport systems in their country.

2 SPEAKING 

- Elicit more general suggestions of different icons of transport in your country from the whole class, then write up a shortlist of the best six ideas. Organise the class into groups. You could allocate students to each group in order to include a range of abilities. Groups can discuss which topic they want to work on.
- Tell students that they will need to prepare or gather some visual items, e.g. maps, photos, videos, realia, digital slides, depending on the type of project they do.
- 3 Whole class: ask individuals to read aloud the tips and discuss them with the class.
- In the Collaboration section, make sure students understand that the Useful language contains phrases to help them work together and complete the task in English, not phrases that they should use in their finished project.

4 SPEAKING 

- Discuss a final deadline for presenting the project, as well as any interim dates when students should have completed particular stages. Suggest when they will have time to work on the project in the classroom and when they will need to work on it at home. Remind them this will affect how they plan tasks and assign roles.
- Point out that, when working on the project, as much discussion as possible should be in English, both in and out of class. Remind students to use the Useful language from the collaboration tip.
- Internet use: if necessary, provide a list of relevant and reliable websites for students to choose from for their research.
- When they present their projects, allow students who have chosen to do a presentation more time to speak and show any visuals they have prepared. Give students who have prepared a poster or leaflet just a minute or two to explain their projects, then display these in the classroom for other students to look at and evaluate.
- 5 If students mark the projects of their classmates, encourage them to share and justify their marks.
- Explain that *Presentation* here means the way a project has been created and done, e.g. the quality and general attractiveness of the layout and design of a poster or leaflet, or the clarity and coherence of a spoken presentation or video message.


Virtual Classroom Exchange

- Connect with teachers and students in other countries, and encourage students to present their projects to each other.

UNIT 1 p136

Answers

Developing vocabulary (page 9)

Possible answers

1 childish 2 slim (more positive than *thin*) 3 hard 4 lively
5 elderly (more positive than *old*) 6 glad (means 'happy about a specific situation')

Grammar in context 2 (page 12)

1 am looking, Do you know 2 is having 3 Do you know 4 don't understand 5 believe 6 don't like, want

UNIT 2 p136

Answers

Reading (page 19)

a Annie was 24 when she started her journey around the world on a bicycle. **b** She had only 15 months to finish the journey. **c** A company paid her \$100 to put their name on her bike and change her last name to Londonderry. **d** Lexie was 21 when she became the youngest person to travel to every country in the world. **e** There are 196 countries in the world. **f** Lexie had travelled to 72 countries by the time she was 18.

Grammar in context 1 (page 20)

1 Somebody had stolen it. 2 She had lost her old one. 3 He had never flown before. 4 It had snowed the night before. 5 He had spent it (all). 6 She hadn't arrived at the bus stop on time.

Developing vocabulary (page 21)

1 off 2 on 3 in 4 down 5 off 6 back

Other phrasal verbs with *get*: *get away, get on/off/in/out*

UNIT 3 p137

Answers

Reading (page 33)

1 Freddie Mercury lived in Tanzania until 1964. 2 Mary Seacole was a nurse from Jamaica. 3 Van Gogh visited the National Gallery in London to see paintings that probably inspired some of his own works. 4 Van Gogh was given a painting of Westminster Bridge.

Developing vocabulary (page 35)

1 stunning 2 ancient 3 boiling 4 packed 5 filthy 6 silent

UNIT 4 p137

Answers

Vocabulary in context (page 44)

1 packed lunch – All the others are courses in a meal. 2 plum – All the others are vegetables. 3 lamb – All the others live in the sea. 4 oil – All the others are dairy products. 5 tasty – All the others describe types of food. 6 spicy – All the others are ways of cooking food.

Reading (page 45)

1 Producing meat uses a lot of resources, some farmers cut down rainforests, and emissions from cows speed up global warming. 2 Professor Post is working on lab-grown beef to replace meat from animals. 3 You can still eat some meat, but it reduces negative consequences such as heart disease, animal cruelty and environmental destruction. 4 It has started to make school meals healthier and banned the sale of energy drinks to young children.

Grammar in context 1 (page 47)

1 What are you doing next weekend? 2 I think it'll rain tomorrow. 3 Someone's calling. I'll see who it is. 4 When I get home, I'll make myself a snack.