

# gateway

to the world

B1+

Workbook  
with Digital Workbook





## 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 unicycled since he was 16, after discovering a bike in his friend's garage. He had read that no one had unicycled 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

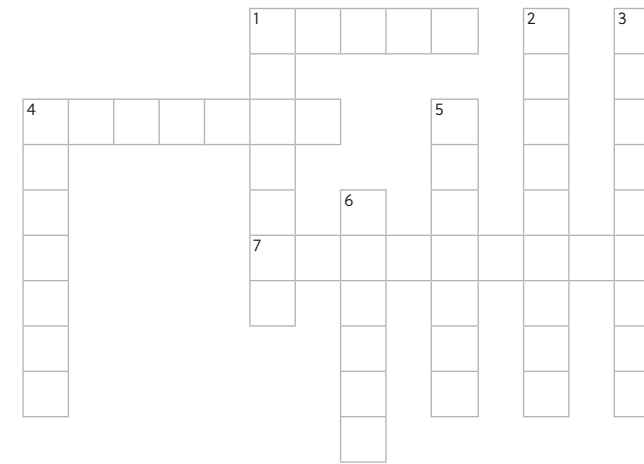
## Great students' tip

## 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 14<sup>th</sup> 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

- 1 ☆ 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.
- 1 When we were young, we would stay/used to stay/stayed at the same hotel every year.
- 2 Karl would often cycle/often used to cycle/often cycled to school.
- 3 Where would you live/did you use to live/did you live before you moved here?
- 4 I would never like/never used to like/never liked taking the bus to school.
- 5 Would you have/Did you use to have/Did you have curly hair when you were a child?
- 6 There didn't use to be/weren't/wouldn't be so many cyclists in the park before.

be used to

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

3 ☆☆ Correct the mistakes in the sentences.

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

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

- 1 When Rachel was a teenager, she played a lot of sport. (used)  
Rachel ..... a lot of sport when she was a teenager.
- 2 Ed spent hours riding a unicycle when he was a teenager. (would)  
Ed ..... riding a unicycle when he was a teenager
- 3 At 12, he was really shy, but now he is outgoing. (didn't)  
He ..... as outgoing as he is now.
- 4 He still feels strange going to work by motorbike. (used)  
He still ..... to work by motorbike.
- 5 It's less common for people to write letters nowadays. (writing)  
People ..... letters nowadays.
- 6 There wasn't a train station in my village before. (be)  
There ..... a train station in my village before.
- 7 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

- 1 ☆ 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 .....
- 2 ☆☆☆ 07 Listen to the two dialogues and complete the table.

	Traveller A: St Mawes Ferry	Traveller B: Dursey 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) .....

3 ☆☆☆ 07 Listen again and put the words in order to make sentences.

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

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

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



Pronunciation

5 ☆☆☆ 08 The words that carry the important meaning in a sentence are usually stressed. Which words are stressed in these questions? Listen and check.

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

6 ☆☆☆ 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?

7 ☆☆☆ 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.



Give your blog post an interesting title to catch the reader's eye.

Start by asking a question to get your readers' attention.

Use a variety of tenses when you write, such as the past perfect simple and past continuous, where appropriate.

Give details about why you enjoyed something and what you did.

Blog Latest posts More ▾

## Martha's Blog Spot

Get away to the New Forest! Posted April 12

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

Explain where you went and what you did.

Use a variety of adjectives.

Use so, such and emphatic do to give emphasis and make your writing more interesting.

Ask your readers to make a comment on what you have written.

- 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"/> | how to write a blog post | <input type="checkbox"/> |
| people you went with | <input type="checkbox"/> | places you visited       | <input type="checkbox"/> | food                     | <input type="checkbox"/> |
| accommodation        | <input type="checkbox"/> | weather                  | <input type="checkbox"/> | special moments          | <input type="checkbox"/> |
| who you met          | <input type="checkbox"/> | activities               | <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.  
\_\_\_\_\_

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

1 n...r v...s	6 ...p t...m...s t...c
2 m...d...m -	7 g...r g...s
h...g h t	8 s...n s...b l...
3 c h...r f...l	9 l...k...b l...
4 f...r	10 ...t t r...c t...v...
5 ...n...r g...t...c	
- 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\_\_\_\_\_.

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...n t	6 h...l...d...y
2 b...d...n d	h...m...
b r...k f...s t	7 h...s t...l
3 c...m p...s...t...	8 m...t...l
4 h...t...l	9 h...l...d...y
5 c...r...v...n	...p...r t m...n t
	10 h...m...s t...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](http://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.

