

1 Write the words and phrases in the puzzle.



1 _____

2 _____

3 r u n w a y

4 _____

5 _____

6 _____

7 _____

The mystery word is _____.

2 Read and complete the definitions.

- 1 arrivals : This is the area of an airport which receives passengers after a flight has landed.
- 2 _____ : This is the area of an airport which the passengers go through before a plane takes off.
- 3 _____ : This is the place where you go to collect your boarding pass.
- 4 _____ : This is a line of people who are waiting for something.
- 5 Hand luggage: _____
- 6 Trolley: _____

3 Read and remember the grammar in the lesson.

Which poster **would** you choose? I **would** choose the one about life at the airport.

4 **Thinking skills** Think of a poster you would like to make. Write the answers and the question.

- 1 What kind of poster would you make? _____
- 2 What materials would you use? _____
- 3 Who would you make the poster with? _____
- 4 What pictures would you include? _____
- 5 _____? I would put it on the classroom wall.

6 Which is the odd one out? Why? flight attendant / passenger / trolley / pilot

1 Read the sentences. Then underline the action which started first.

- 1 While we were walking around the airport, we saw a football player.
- 2 While they were entering the stadium, the match began.
- 3 Dad came home while we were having dinner.
- 4 I was playing football in the park when I saw the accident.
- 5 I heard a strange noise while I was cleaning the kitchen.
- 6 We were doing our homework when Greg called us.

Past simple & past continuous with while



2 Complete the sentences. Use the past simple or the past continuous.

- 1 My phone rang (ring) while I was pushing (push) the trolley.
- 2 The man said (say) hello while we waited (wait) for our luggage.
- 3 While I was looking for (look for) my boarding pass, I dropped (drop) my wallet.
- 4 My brother was sleeping (sleep) when the plane landed (land).
- 5 It rained (rain) when we arrived (arrive) at the airport.

3 Listen and circle A, B or C.



Visitors from Canada

1 Who did Carl meet at the airport?

- A** his brother **B** his cousins **C** his dad

2 Why did they arrive late at the airport?

- A** They got lost. **B** There was a lot of traffic. **C** They left home late.

3 How many of Carl's cousins are visiting?

- A** one **B** two **C** three

4 How many times has Carl been to Canada?

- A** never **B** once **C** twice

5 What's Carl going to do with them tomorrow?

- A** go hiking **B** play cricket **C** go skiing



4 Read and answer. Ask and answer.



- 1 Do you have family or friends who live in a different city? Have they visited you before? _____
- 2 Where did they come from? _____
- 3 How did they get to your house? _____

Which is the odd one out? Why? brother / uncle / aunt / father



After you read

1 Remember the article. Read and answer the questions.

- 1 What did Piccard promise in 1999? He _____
- 2 How long did it take to build the plane? It _____
- 3 What was Solar Impulse's first international journey? It _____
- 4 What was the weather like while it was landing? It _____
- 5 What did people do when the plane landed? They _____
- 6 Did the batteries have more or less energy when the plane landed? They _____

2 Listen and complete the notes. Write one, two or three words each time.



A PLANE THAT COULD FLY FOREVER



- 1 This article is about an explorer who is building planes that use energy _____.
- 2 Jess thinks it's a great story because Piccard is trying to fly _____ without any _____.
- 3 For Jess, the best part is when the pilot is trying to _____ in Belgium.
- 4 Callum would like to find out more about what the plane _____.
- 5 Jess thinks it's interesting that the plane had _____ energy when it landed than when it _____.
- 6 Jess would recommend this to Tom because he likes articles about science _____.

3 Thinking skills What do you think of the article?

I think _____. I give it _____ stars. ☆☆☆☆☆

4 Find out about Belgium with your family.



- 1 What are the three official languages in Belgium? _____
- 2 What countries have borders with Belgium? _____
- 3 Which dessert is Belgium famous for? _____
- 4 What did Adolphe Sax invent? _____
- 5 What are the three colours of the Belgian flag? _____



Verbs that are followed by the infinitive or the gerund

1 Read and circle the correct form.

- 1 Piccard decided *flying* / *to fly* a plane around the world. 4 Did you enjoy *helping* / *to help* at the café today?
- 2 Can you imagine *living* / *to live* in Australia? 5 I promised *doing* / *to do* my homework at the weekend.
- 3 John wants *reading* / *to read* that book. 6 Did Louie agree *looking* / *to look* after our dog?

2 Read and complete. Use the gerund or the infinitive form.

push watch buy play give

- 1 My mum enjoyed watching our school show.
- 2 I promised _____ a computer game for my brother's birthday.
- 3 The flight attendant started _____ food to the passengers.
- 4 John tried _____ the trolley but he couldn't.
- 5 We stopped _____ tennis at two o'clock.



3 Listen and write the words. Tick (✓) the correct box.



PRONUNCIATION

	/d/	/ɪd/	/t/
1 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 Work with a partner. Write sentences about your friends. Use the time expressions and the verbs.

At lunchtime Today This morning Yesterday

enjoy decide try start suggest



- 1 At lunchtime, Leo enjoyed playing football.
- 2 _____
- 3 _____
- 4 _____

➔ For more grammar practice go to page 102.

Which is the odd one out? Why? promise / agree / decide / enjoy



1 Read the sentences and complete the words.

- 1 Twenty g _ _ _ sts were staying in the hotel.
- 2 We went upstairs in the l _ _ ft.
- 3 The r _ _ c _ _ pt _ _ _ n _ _ st at the hotel was very helpful.
- 4 This hotel has very good offers for b _ _ ckp _ _ ck _ _ rs.
- 5 The g _ _ _ rd was helping the old lady on the pl _ _ tf _ _ rm.
- 6 'Let's ask for a map at the t _ _ _ r _ _ st information c _ _ ntr _ _ '.

2 Read and complete. Write one word each time.



A frozen hotel

ICEHOTEL is a hotel (1) in northern Sweden. The whole hotel is (2) _____ of snow and ice and uses solar power for energy. It is built (3) _____ November and December each year. Then, it opens for guests until the middle (4) _____ April. In April, the hotel starts (5) _____ melt and the water goes back into the river Torne. Inside the hotel, the walls, ceilings and furniture (6) _____ all made of snow or ice. There are rooms for more (7) _____ 100 guests. Usually, the guests sleep in the room for one night. They wear special clothes so they don't get cold and sleep in warm (8) _____ bags, too. For the rest of their holiday, they stay in a warm hotel near the ICEHOTEL. During the day, the guests (9) _____ walk around the hotel and see all of the rooms. Many of the rooms are designed (10) _____ famous artists and the hotel is open all year, even in the summer!



3 Read and learn.

Word building

We often use a preposition after a verb. This may change the meaning of the verb.

The plane *takes off* at 3.30.

4 Complete the sentences with a verb and a preposition.

check wash lie go try turn

off on in out up down

- 1 The first thing we need to do at the airport is to check in.
- 2 It was my brother's turn to _____.
- 3 Let's _____ the television and play outside.
- 4 I'm going to _____ these trousers in the changing room.
- 5 I don't feel well. I'm going to _____ in bed.
- 6 Are you going to _____ today or stay at home?

After you read

1 Read and order the events.

- | | | | |
|---|-------------------------------------|---------------------------------|--------------------------|
| He woke up and saw the icebergs. | <input type="checkbox"/> | He fell asleep in the lifeboat. | <input type="checkbox"/> |
| He climbed into the lifeboat. | <input type="checkbox"/> | He watched the ship sinking. | <input type="checkbox"/> |
| He and his aunt put on their lifejackets. | <input type="checkbox"/> | He said goodbye to his uncle. | <input type="checkbox"/> |
| He got on the ship at Southampton. | <input checked="" type="checkbox"/> | The ship hit an iceberg. | <input type="checkbox"/> |
| He met the ship's captain. | <input type="checkbox"/> | | |

2 Read the definitions and find the words in the text.

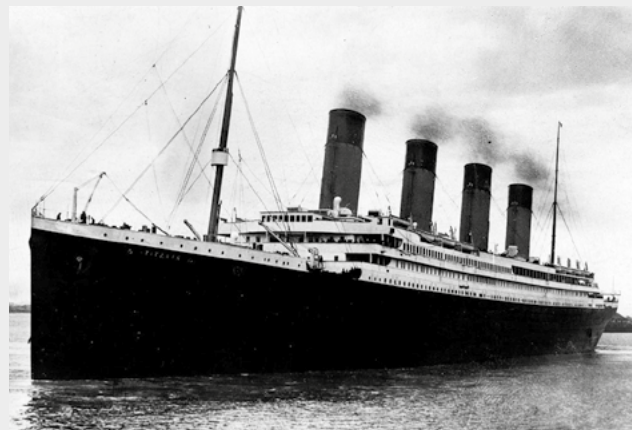
- | | |
|---|----------------|
| 1 This verb means to get on a ship, a plane or a train (in the past tense). | <u>boarded</u> |
| 2 This is the highest floor of a ship that is outside. | _____ |
| 3 This is a big room where people do exercise or play sport. | _____ |
| 4 This is a small boat that people use to escape a sinking ship. | _____ |
| 5 This is a group of musicians who play together. | _____ |

3 Listen and circle A, B or C.



The sinking of the Titanic

- The Titanic didn't stop in this country.
A France B USA C Ireland
- What happened 37 seconds after they saw the iceberg?
A The ship sank.
B They started to put people in the lifeboats.
C The ship hit the iceberg.
- How many people died?
A More than 1500 B About 2200 C About 700
- What has happened since the Titanic sank?
A All ships have space in their lifeboats for all the passengers.
B Dogs are not allowed on ships.
C Ships have space in their lifeboats for most of the passengers.



4 **Cooperative learning** Work with a partner. Imagine what it was like to be on the Titanic. Write three sentences.

Develop your writing skills

1 Write sentences in the past tense. Use these verbs and nouns.

smell taste feel look sound

music cupcakes perfume people buildings

- 1 *The music sounded beautiful.* _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____



Plan your writing

2 **Cooperative learning** Work with a partner. Plan your eyewitness account of a historical event. Make notes.

- 1 Name of historical event: _____
- 2 When did it happen? _____
- 3 Who was there? _____
- 4 What happened? _____
- 5 Who do you pretend to be for your eyewitness account? _____
- 6 What do you remember seeing? _____
- 7 What do you remember hearing or smelling? _____
- 8 How did you feel? _____
- 9 What's your reflection on the event? _____

3 Now write your eyewitness account in your notebook. Remember to use verbs of the senses to describe the event.

4 **Learning to learn** Read your eyewitness account to a new partner. Then check your work together. Put a tick (✓) or a cross (X).

- I've included the date.
- I've included an introduction.
- I've described the scene using the verbs of the senses.
- I've put the events in a clear order.
- I've used the past continuous tense correctly.
- I've finished the account with a reflection.

1 Complete the conversation. Use expressions to show excitement. Act out. 

What's the most interesting place you've visited?

I've been to Italy.

_____! When did you go?

I went last summer.

Where did you stay?

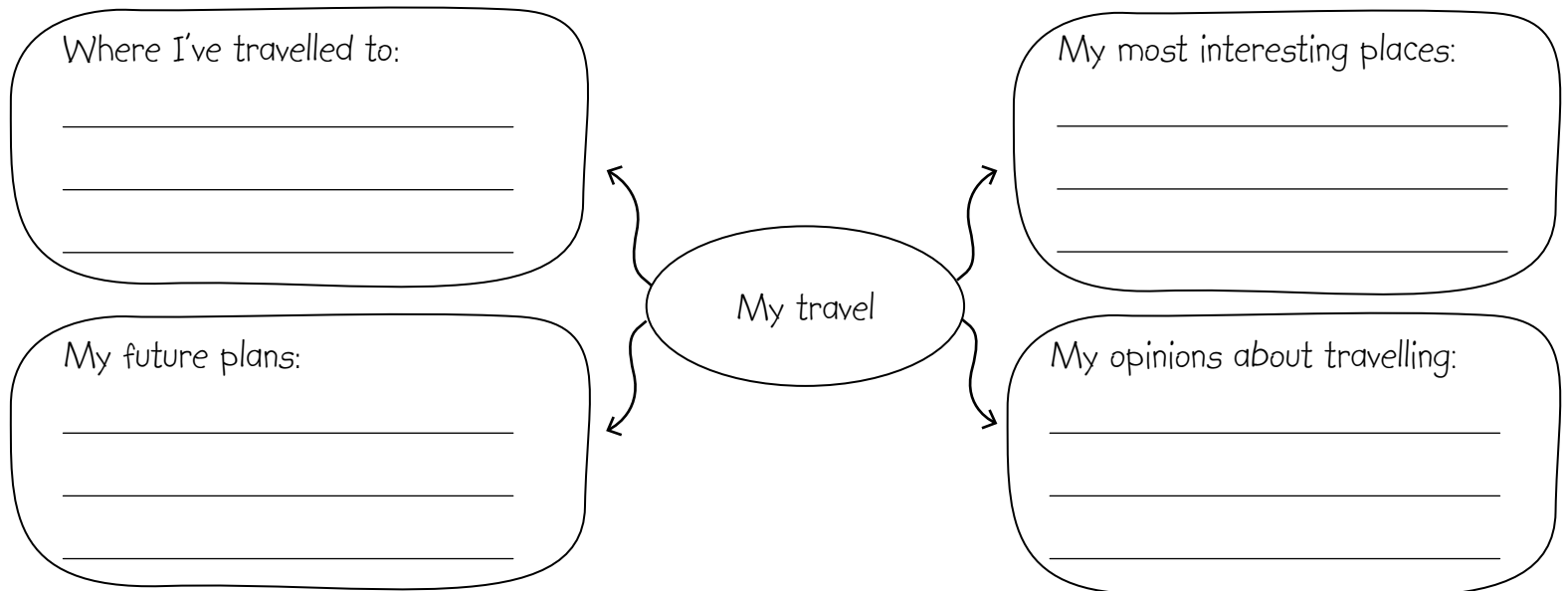
We stayed on a campsite.

_____! I love camping.

So, do I!

Prepare a conversation

2  Thinking skills Make notes about travel.

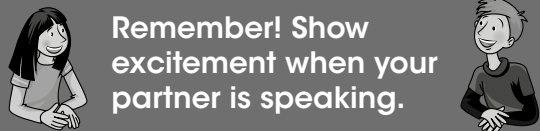


3 Write questions to ask a partner.

- 1 *What country would you like to visit?* _____ 4 _____
- 2 _____ 5 _____
- 3 _____

Have a conversation

4 Talk with your partner about travel.



Remember! Show excitement when your partner is speaking.

5  My progress **Reflect on the unit** Read and complete the sentences.

- In this unit I've learnt about _____
- In this unit I've learnt to _____
- I think that my work in Unit 1 is _____
- The ways I can improve are _____

Which is the odd one out? Why? tent / sleeping bag / camping stove / hotel

1 Review

Cooperative learning Work with a partner to do the quiz.

1 Write words that are related to these items.

1 airport: _____

2 train station: _____

3 ship: _____



2 Read and complete the definitions.

1 The _____ is the first place you go to when you enter a hotel.

2 The _____ information _____ is the place to go if you'd like a map of the town that you are in.

3 _____ travel between cities or countries carrying all their things on their backs.

3 Order and write the questions.

James: the new comic shop / Did you / while / see / walking home? / you were

Tom: Yes, I did. I was there last Friday.

James: there? / buy / Did / anything / you

Tom: Yes, I bought two comics.



4 Infinitive or gerund? Look at the verbs and tick (✓) the correct option.

	+ to play	+ playing		+ to play	+ playing
decide	<input checked="" type="checkbox"/>	<input type="checkbox"/>	enjoy	<input type="checkbox"/>	<input type="checkbox"/>
suggest	<input type="checkbox"/>	<input type="checkbox"/>	promise	<input type="checkbox"/>	<input type="checkbox"/>
imagine	<input type="checkbox"/>	<input type="checkbox"/>	agree	<input type="checkbox"/>	<input type="checkbox"/>

5 Read, remember and answer the questions.

1 What did the people in the orchestra do while the Titanic was sinking? _____

2 When did the boy feel scared? _____

6 Look and order the letters. What's the mystery word?



The mystery word is: _____

Definition: _____

Well done. Give me five!



Presenting balanced opinions and views

1 Listen to the conversations. Write the letters in the correct places.



CD1 18

- a It keeps you fit.
- b Tickets might be expensive.
- c It's not very good in bad weather.
- d It is easier to travel up the hill.
- e It is always on time.
- f Fewer people will use the roads.
- g It isn't always safe because of the cars.
- h It's good for the environment.
- i It is expensive to build.

Project 1: build a new cable car system.



Good things

d

Bad things

Project 2: people use more bicycles.



Good things

Bad things

2 **Cooperative learning** Work in pairs. Read the instructions. Discuss and complete.

Write a sentence to explain your transport project for your town. Then complete the chart with your balanced opinions.

Our transport project: _____

Good things

Bad things

Language bank

What do you think?

Why is it a good / bad thing?

But maybe ...

I think that ...

Really? Why?

I agree / disagree.

3 Explain your ideas to another group. Can they add more things to your chart?

4 **Thinking skills** Now decide if your project is a good idea or a bad idea.