GETTING FROM ‘A’ TO ‘B’

Vocabulary in context

Types of transport
Travel
Accommodation

<table>
<thead>
<tr>
<th>Types of transport</th>
<th>Travel</th>
<th>Accommodation</th>
</tr>
</thead>
<tbody>
<tr>
<td>cable car • coach • cruise ship • ferry • helicopter • hot-air balloon • jet-ski • lorry/truck • motorbike • plane • scooter • skateboard • spacecraft • train • underground/subway • van • yacht</td>
<td>bus • car • coach/train • service • taxi • ticket • lost property • waiting</td>
<td>bed and breakfast • campsite • caravan • holiday home/apartment • homestay • hostel • motel • tent</td>
</tr>
</tbody>
</table>

Land
Air
Water

3b Complete the text with these words.

- office
- park
- rank
- room
- station

Use a dictionary if necessary.

3b (a) Write these words in the correct columns.

3c Match a word from each box to make the

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

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

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

3d Read the text again. Decide if each sentence talks

- Travelling
- Accommodation

- Match a word from each box to make the

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

3e 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!

3f Travelling by train

When you go to the station to (a) ___________, you don’t already have a ticket and you 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’s important to keep looking at the (j) ___________ which tell you when and where to find a train. Of course, you show the (k) ___________ (the times that trains are coming into the station) and the (l) ___________ (the times that trains are leaving).

4a Use it ... don’t lose it!

4b Listen and check your answers.

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

4d 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!

4e Travelling by train

When you go to the station to (a) ___________, you don’t already have a ticket and you 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’s important to keep looking at the (j) ___________ which tell you when and where to find a train. Of course, you show the (k) ___________ (the times that trains are coming into the station) and the (l) ___________ (the times that trains are leaving).

4f Listen and check your answers.

Reading

1 Listen and check your answers.

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 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.

6 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.
Grammar in context 1

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.

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.

1a She sat down.
1b She was riding her bike.
1c She had travelled around the world.

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

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 getting 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?

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.

Use it ... don’t lose it!

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

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?

Reach higher page 136

Developing vocabulary

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) ________ the 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 it, 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!

Complete the text with these words.

back - down - in - into - off (a2) - on (x2) - out of

Reach higher page 136
Lesson aim: To think about how to improve transport in cities and towns

Video: ‘Flying’ above Mexico City

Social and emotional learning: Managing group dynamics

Great Thinkers

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

Great Learners

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. SPEAKING 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. SPEAKING 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

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.

GREAT THINKERS

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

GREAT LEARNERS

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?
1. Answer these questions.
   1. How often do you ride a bicycle?
   2. Do you enjoy cycling? Why/Why not?

2. You are going to listen to a podcast 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.
   1. Bicycles became popular because they were ______
      a. the only way to travel
      b. safer than travelling by horse or train
      c. cheaper than other types of transport
      2. Around 1890, bicycles were popular ______
         a. mainly with women
         b. mainly in Britain
         c. all over the world
      3. When people began driving, cyclists ______
         a. were not happy because of the condition of the roads
         b. had made the roads better for cars
         c. were very angry about the number of cars on the road
      4. The Wright Brothers ______
         a. used their knowledge of bicycles as inspiration for a new invention.
         b. invented a bicycle that was light and fast.
         c. never made much money from selling bikes.
      5. People ______
         a. usually say the Wright Brothers were the first to fly.
         b. use to/can/can’t say the Wright Brothers were the first to fly.
         c. use to/can/can’t say the Wright Brothers weren’t the first to fly. 

5. 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.

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

---

**Grammar in context 2**

**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.
   a. Train tickets used to be expensive in the past. ☑
   b. Train tickets would be expensive in the past. X
   c. People used to travel on horseback. ☑
   d. People would travel on horses. X
   e. People didn’t use to travel by car at that time. ☑
   f. People wouldn’t use to travel by car at that time. X
   g. People usually say the Wright Brothers were the first to fly. ☑

2. Complete the sentences with the correct form of used to, the past simple or the present simple.
   1. My friend ________ go to Brazil to see the World Cup in 2014.
   2. We ________ go to school by car when we were younger, but now we walk.
   3. She usually ________ cycle to school, but yesterday she caught the bus.
   4. In 1903, they ________ fly for the first time. ☑
   5. They ________ fly for the first time in 1903. X
   6. People ________ play football on Wednesdays, but now they play basketball.
   7. I ________ stay safe. ☑
   8. I ________ travel by underground. But in 1969 she ________ travel by underground to move to a new apartment. ☑

3. Complete the sentences with the correct form of used to, the past simple or the present simple.
   a. We can’t/can/can’t use to talk about habitual actions and situations in the past.
   b. We would/can/can’t use to talk about habitual actions in the past.
   c. We can/can’t use would/can/can’t to talk about habitual situations in the past.
   d. We can’t/can/can’t use the negative form of used to to talk about habits.
   e. We can/can’t use the negative form of would to talk about past habits.
   f. We can/can’t use to/can/can’t use would to talk about single actions in the past.
   g. We can/can’t/can’t use the present form of use to talk about present habits.

4. Read the text and choose the correct alternatives.

---

**A transport icon in the UK**

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

During the Second World War, around 177,000 people ________ usually sleep in Underground stations at night to protect themselves and stay safe.

Of course, the Queen doesn’t ________ use to travel by underground. But in 1969 she ________ become/became the first monarch to travel on the Tube.

The first trains ________ didn’t/didn’t use to/wouldn’t use electricity, they used steam. They ________ use to start/started using electricity in 1890. Today’s Tube trains ________ 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 ________ would/can/can’t catch trains there in the past, but now they are empty. Sometimes they use these stations as a film set.

---

**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.

---

**Collaborative project 1**
Developing speaking

Asking for information

1. 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.

<table>
<thead>
<tr>
<th>Student A: Train</th>
<th>Student B: Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time of departure?</td>
<td>(1) Train</td>
</tr>
<tr>
<td>Direct or change?</td>
<td>(2)</td>
</tr>
<tr>
<td>Single or return?</td>
<td>(3)</td>
</tr>
<tr>
<td>Length of journey?</td>
<td>(4)</td>
</tr>
<tr>
<td>Price?</td>
<td>(5)</td>
</tr>
<tr>
<td>Depart from?</td>
<td>(6) Platform</td>
</tr>
</tbody>
</table>

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

4. Make these requests for information more polite using the expressions in the Speaking bank.
   1. How much is a return?
      Could you tell me how much a return is?
   2. Is it possible to go direct?
   3. What is the cheapest fare?
   4. Where do I change trains?
   5. What time is it?
   6. What time does the train arrive?

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

Ticket officer: Customer:

Offer to help the customer.

Ask the time of the next train.

Tell the price.

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?

Ask if the customer wants a single or return.

Ask if the customer wants to go to Newcastle.

Ask if the customer wants to get a ticket.

Ask if the customer wants to change trains.

Reply and say goodbye.

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?

Developing writing

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?
   1. Where did you go?
   2. How did you get there?
   3. What type of accommodation did you stay in?
   4. What activities did you do there?
   5. Why did you like the trip? What was special about it?

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! (do not use capital letters)
- We can use do or did in affirmative sentences, e.g. I did so. I did it. I was _____.
- We can use so or such + adjective or such + (adjective) + noun, e.g. What a ______ sound! That was so _______

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.
   1. It’s an amazing place. (What)
   2. The trip was great. (such)
   3. We were tired when we arrived. (so)
   4. I love the sea. (do)
   5. We had a good time. (did)
   6. We were happy to get back. (so)

5b. 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.
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.
- say that one thing happened after another.
- respond to did you...? questions.

We use the past continuous to talk about actions in progress when another, shorter activity happened or interrupted it. We know the activity was in progress, but not if it was finished.

We use the past continuous to:
- talk about activities in progress at a moment in the past.
- describe scenes in a story or give a description.
- to say that one thing happened after another.
- describe finished actions or situations in the past.
- talk about past habits, things we did regularly in the past, but not now.

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

We use be used to to talk about things that are normal or + gerund (doing exams)/noun (exams) be used to

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 • campsites • 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

Vocabulary test

1 Write a simple explanation for each word.
- service station 3 delay 4 fare
- taxi rank 5 to miss (the bus) 6 a return ticket 7 lost property office

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: ______

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

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.

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.
- He finished using the computer. He switched it off.
- They went into the cinema. They bought their tickets.
- She did her homework. She went to bed immediately after.
- We ate our meal. We paid the bill.
- They (get) off.

Past simple and past perfect

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

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

Past continuous

We use the past continuous to:
- talk about activities 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 testing when the accident happened.
- We often use while and as with the past continuous.
- While/As I was riding my bike, I saw Lee.
- Some verbs are not usually used in the continuous (see page 16).
- I had a toy car. Not I was having a toy car.

Grammar test

1 Grammar reference
- was
- wasn’t
- were
- weren’t
- had
- hadn’t
- am
- wasn’t
- was
- did
- didn’t
- used to
- didn’t use to

2 Grammar test
- Put the verbs given in the past simple or continuous.
- Join the two sentences with a time expression. Put one of the verbs in the past perfect.
- Choose the correct alternatives.

3 Grammar test
- Write a simple explanation for each word.
- What are these types of accommodation?
- Phrasal verbs connected with travel

Test yourself Unit 2

Check it Unit 2

Total: / 40 points

Total: / 40 points
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.

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.

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.

CLASS PRESIDENT
Are you smart? Confident?
Apply today at the latest. Remember you need three names to support your application.

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.

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 with to school?

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?

Exam success Listening and Writing

A new friend.

Sam
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

Dan

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 video message
C a presentation
D an information leaflet.

A What type of transport is/was it?
B What was special about it?
C When it started (and possibly ended)
D Who and how many people use/d it
E What is/was its development over time?
F What is/was its appearance in films, books or popular culture?
G Any other interesting facts

Exam success Collaborative project 1

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/x/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?

Project time
Do the project. Then present it to the class.

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

Content Design Presentation Language
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.

Reading (page 19)
Write two sentences to answer each question. Use your own words.
1. Do you know/Are you knowing where it is?
2. Are you knowing where it is?
3. Look/am looking for my ball.
4. Why couldn’t he find his bike?
5. Why was everything white in the morning?
6. Why was Ben scared of flying?
7. Why was she borrowing your bike?

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

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/had 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.

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

Developmental 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.

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.

Grammar in context 1 (page 47)
Look at the 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 get home, I’ll make myself a snack.

Vocabulary in context (page 44)
Which word does not belong in the group? Write a sentence explaining why.
1. starter packed lunch 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?

Developmental 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 • by • eating • finished • had • have •
I • lunch • midday • not • reading • studied •
studying • will • working
LEARNER PROFILE

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 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 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 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 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 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