



GETTING FROM 'A' TO 'B'



Vocabulary in context

Types of transport

Travel

Accommodation

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

Types of transport

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

Land	Air	Water

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

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

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

3a Complete the text with these words.

Travel

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

Travelling by train

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

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

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

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

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

Accommodation

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



DISCOVER New Zealand: Types of accommodation

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

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

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

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

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

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

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

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

Use it ... don't lose it!

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

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

Reach higher page 136

Reading

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

2 Read the text and check your ideas in 1.

Intrepid travellers Annie Londonderry

On 27th June 1894, a woman called Annie Kopchovsky began an amazing journey. She was only 24 and managed to go around the world on a bicycle. When she began the journey, she had never ridden a bike before, apart from two quick lessons in the days just before starting. So, what made her begin such a difficult journey? Two rich men in Boston had a bet. One said that a woman was incapable of cycling around the world, the other disagreed. Annie accepted the challenge. She had just 15 months to complete the journey. When she set off, she was wearing a very long, impractical skirt and her bike was incredibly heavy, but she soon changed both. A company called the Londonderry Lithia Spring Water Company paid her \$100 to put a Londonderry sign on her bike and to use Londonderry as her last name. In fact, to pay for the trip she advertised anything, from milk to perfume. She also sold photographs and autographs and gave talks about her adventures. In her talks, she said she had hunted tigers in India and fought a war and fallen in a frozen river in Japan. People loved her stories, whether true or not. Londonderry returned to America on 23rd March 1895. By the time she arrived in Chicago, her journey had taken exactly 15 months. People wanted to hear her stories and she began writing about them in a New York newspaper. Her first article began: 'I am a journalist and a "new woman", if that term means that I believe I can do anything that any man can do.'

Intrepid travellers Lexie Alford

In 2019, a 21-year-old woman from California called Lexie Alford became the youngest person to travel to every country in the world. The last of the world's 196 countries that Lexie visited was North Korea on 31st May 2019. The first was when she was just a child. Of course, the fact that Lexie's family are travel agents probably helped her. By the time she was only 18, she had already travelled to 72 countries! Travelling around the world, often alone, wasn't easy. In fact, one of the hardest parts was getting visas. In some cases, she applied once and then she tried again and again until she finally got it. Visiting so many countries isn't cheap either. Lexie paid for her trips by selling photos, writing articles and advertising different products on social media. But apart from that she was also careful to budget her money. She looked for cheap accommodation such as hostels and didn't waste money on smartphones or wi-fi. So why did Lexie try to break the record? She said that one of her goals was to inspire other people, particularly young women. Lexie's experiences show that the world is a welcoming and friendly place. In some cases, it isn't portrayed this way, so Lexie was happy to show a more positive side. She was surprised to find that some of the most incredible countries she visited were ones that she hadn't expected to be very interesting, including some countries that some people consider to be quite dangerous.

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

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

A/L/B

A/L/B

A/L/B

A/L/B

A/L/B

A/L/B

A/L/B

A/L/B

A/L/B

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

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

Critical thinkers

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

What makes you say that?

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

Reach higher page 136

Past simple, past continuous and past perfect

- 1a Look at these sentences. Which tenses are the verbs in?
- a When she **began** the journey, she **hadn't ridden** a bike before.
 - b She **applied** once and then she **tried** again and again.
 - c When she **set off**, she **was wearing** a very long and impractical skirt.
- 1b Complete the rules with *past simple*, *past continuous* or *past perfect*. Then match a–c to each rule.
- 1 We use the to describe finished actions or situations in the past, or to say that one thing happened after another.
 - 2 We use the to talk about actions that happened before another action in the past.
 - 3 We use the to talk about activities in progress at a moment in the past, to describe scenes in a story or description, or to talk about an activity in progress in the past that is interrupted by another action.
- 1c Rewrite these sentences, first in the negative form and then in the question form.
- 1 She sat down.
 - 2 She was riding her bike.
 - 3 She had travelled around the world.

Check it page 28

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

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

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

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

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

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

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

Use it ... don't lose it!

- 6 **SPEAKING** Take it in turns to ask and answer the questions in 5. Are any of your answers similar?

Reach higher page 136

Phrasal verbs connected with travel

- 1 Look at these sentences. Match the phrasal verbs in bold to the definitions below.
- 1 It was a long journey. She **set off** in 1894 and only **got back** in 1895.
 - 2 We **got on** the first train that came, but we **got off** when we realised it was the wrong one.
 - 3 When all passengers are in their seats, the plane can **take off**.
 - 4 She **got into** the car and drove to the station. When she arrived, she **got out of** the car and locked it.
 - 5 This bus is really old. I think it's going to **break down** any minute.
 - 6 Excuse me. Can you tell me what time the ferry **gets in**? I'm meeting somebody who's on it.
 - 7 They **checked in** their bags and went through passport control.
 - 8 My parents are tired of working. They want to **get away** for a few weeks, maybe go to the beach.
 - 9 I thought she was going to stop her trip there, but she decided to **go on**.
- a start a journey
 - b enter/leave (a train, bus, boat, plane ...)
 - c go somewhere different to have a rest or holiday
 - d continue
 - e arrive
 - f show your ticket/give your bags to an official at an airport
 - g stop working (for a motor or type of transport)
 - h enter/leave (a car)
 - i start flying
 - j return

- 2a Look at these sentences. When are the words in bold verbs (V) and when are they nouns (N)?
- 1 We need to **check in** at 7 o'clock.
 - 2 Here's the **check-in** desk.
 - 3 What time does the plane **take off**?
 - 4 What time is **take-off**?
 - 5 The car didn't **break down**.
 - 6 The car didn't have a **breakdown**.


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

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

- 3 Complete the text with these words.
- back • down • in • into • off (x2) • on (x2) • out of

Visiting half of Europe

in just 24 hours!



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

- 4 Prepare notes about a journey that was special to you. Use some of these questions to help you. Include as many phrasal verbs from 1 as possible.
- 1 Where was the journey to?
 - 2 How did you travel?
 - 3 When was it?
 - 4 Who went?
 - 5 Who had chosen the destination?
 - 6 How had you prepared for the journey?
 - 7 What special thing(s) happened on the journey?
 - 8 What were you doing when these things happened?
 - 9 How did the journey end?
 - 10 How did you feel about what had happened?

Use it ... don't lose it!

- 5 **SPEAKING** Tell each other about your journey. When you listen, you can ask questions for more details.

Reach higher page 136



GREAT LEARNERS GREAT THINKERS

BETTER PUBLIC TRANSPORT

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

Video: 'Flying' above Mexico City

SEL Social and emotional learning: Managing group dynamics

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

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

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

IDEAS for improving mobility in cities

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



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

GREAT THINKERS



Claim-Support-Question

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

GREAT LEARNERS

SEL



Great learners participate actively and include others

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

Learner profile

page 142



1 SPEAKING Answer these questions.

- How often do you ride a bicycle?
- Do you enjoy cycling? Why/Why not?

2 SPEAKING You are going to listen to a podcast series called '50 objects that improved the world'. Discuss why you think the bike was chosen as one of the 50.

3 Listen. Do they mention any of your ideas?

4 Listen again and choose the correct answers.

- Bicycles became popular because they were ...
 - the only way to travel.
 - safer than travelling by horse or train.
 - cheaper than other types of transport.
- Around 1890, bicycles were popular ...
 - mainly with women.
 - mainly in Britain.
 - all over the world.
- When people began driving, cyclists ...
 - were not happy because of the condition of the roads.
 - had made the roads better for cars.
 - were very angry about the number of cars on the road.
- The Wright Brothers ...
 - used their knowledge of bicycles as inspiration for a new invention.
 - invented a bicycle that was light and fast.
 - never made much money from selling bikes.

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

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

7 Critical thinkers

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

What makes you say that?

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

Flipped classroom video

Watch the Grammar Presentation video



used to/would

1 Read the sentences and then choose the correct alternative in rules a–g below.

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

Check it page 28

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

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

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

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

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

4 Read the text and choose the correct alternatives.

Culture exchange



A transport icon in the UK



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

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

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

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

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

Collaborative project 1 page 31

be used to

5 Look at sentences 1–4 and then choose the correct alternative in a–e.

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

Check it page 28

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

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

7 Complete the sentences with true information about yourself.

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

Use it ... don't lose it!

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

Reach higher page 136

Asking for information



- 1 **SPEAKING** Do you prefer travelling by coach or by train? Why?
- 2 **16** Listen to the two conversations and complete the table with information about the tickets that the travellers decide to buy.

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

- 3 **16** Listen again. Which expressions in the Speaking bank do you hear in the dialogue?

Speaking bank
Useful phrases for asking for information

Making polite requests for information

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

Asking for clarification

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

Offering to help somebody

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

Asking for something politely

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

- 4 Make these requests for information more polite using the expressions in the Speaking bank.
- 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 **SPEAKING** Prepare a dialogue at a train station using the guide below.

Ticket officer: Offer to help the customer.

Customer: Ask for the times of trains to Newcastle.

Give the time of the next train.

Ask if the train is direct.

Say yes.

Ask for a ticket.

Ask if the customer wants a single or return.

Say you want a return and say when you want to come back.

Give the price.

Find out the platform number.

Reply and say goodbye.

Practice makes perfect

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

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

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

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

Exam tip

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

A blog post

- 1 **SPEAKING** 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?

HOME **BLOG** NEWS

A great break!

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

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

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

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

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

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

Writing bank
Useful words and expressions to give emphasis

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

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

Exam tip

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

- 4 Make these sentences more emphatic by using the word given.
- 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)
- 7 It's a great holiday. (What)
- 8 It's a fantastic place for relaxing. (such)
- 5a Individually, think about a great holiday break that you once had. Use the questions in 2 to help you to remember it and make notes.

5b **SPEAKING** 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.

Grammar reference

Grammar test

Past simple

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

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

We use the past simple to:

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

Past continuous

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

We use the past continuous to:

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

Past perfect

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

We use the past perfect to talk about actions that happened before another action in the past.
When I had done my homework, I watched TV.
(= *First I did my homework, then I watched TV.*)

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

used to and would

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

We use *used to* and *would* to talk about past habits, things we did regularly in the past, but not now.
I used to/would ride my bike to school when I was small.

We cannot use *would* for past states or situations, only for past actions.
I would play with my toys. Not ~~I would~~ have a lot of toys.

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

be used to

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

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

We use *be used to* to talk about things that are normal or familiar to us.
I am used to cold weather because I was born in Iceland.
We are used to city life. We moved here ten years ago.
I wasn't used to driving my car. I only passed my test last year!

Vocabulary

1 Types of transport

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

2 Travel

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

3 Accommodation

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

4 Phrasal verbs connected with travel

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

Past simple and past continuous

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

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

/ 7 points

Past simple and past perfect

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

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

/ 6 points

used to, would, be used to

3 Choose the correct alternative.

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

/ 7 points

Vocabulary test

Types of transport/Travel

1 Write a simple explanation for each word.

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

/ 8 points

Accommodation

2 What are these types of accommodation?

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

/ 6 points

Phrasal verbs connected with travel

3 Choose the correct alternatives.

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

/ 6 points

Total: / 40 points

Reading

Reading exam tip

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

- 1 **SPEAKING** Read signs 1-5 quickly and answer the questions.
- 1 Where would you see each one?
- 2 What is the purpose of each text?
- 2 For each question, choose the correct answer.

1

CLASS PRESIDENT
Are you smart? Confident?

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

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

2

FROM MONDAY

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

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

3

New message

To: Lucia

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

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

4 Dan

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

11.24 am

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

5

TRAIN INFO
25 Sept

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

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

Speaking

Speaking exam tip

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

- 3 **SPEAKING** Look at these questions. Practise asking and answering the questions with a partner.
- 1 Who is your best friend?
- 2 What is he/she like?
- 3 How do you get to school?
- 4 Who do you travel to school with?
- 4 **SPEAKING** Tell your partner how well they did with these speaking points. Did they:
- use correct grammar and vocabulary?
- speak in a way that you could understand?
- give the correct information in answer to the questions?
- give enough information?
- 5 **SPEAKING** Work with a partner. What do you need to do in order to do well in this part of the speaking exam?



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

Research areas

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

3 Think about ...

Digital skills

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

Academic skills

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

Collaboration

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

Useful language

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

Intercultural awareness

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

4 **SPEAKING** Project time

Do the project. Then present it to the class.

5 Evaluation

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

- Content ☐
- Design ☐
- Presentation ☐
- Language ☐



UNIT 1

Vocabulary in context (page 6)

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

A – arrogant, B – bald, C – clever

Reading (page 7)

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

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

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

Developing vocabulary (page 9)

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

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

Grammar in context 2 (page 12)

Choose the correct alternative. Which verbs describe states?

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

UNIT 2

Vocabulary in context (page 18)

Write a sentence to explain the difference between these words.

- ferry/cruise ship
- coach station/service station
- single/return
- cancel/delay
- hostel/motel
- homestay/holiday home

Reading (page 19)

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

Annie: (a) 24 (b) 15 (c) \$100
Lexie: (d) 21 (e) 196 (f) 72

Grammar in context 1 (page 20)

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

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

Developing vocabulary (page 21)

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

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

Grammar in context 2 (page 24)

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

Not many people would fly in the past.

UNIT 3

Vocabulary in context (page 32)

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

Reading (page 33)

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

- Tanzania
- Jamaica
- the National Gallery
- Westminster Bridge

Grammar in context 1 (page 34)

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

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

Developing vocabulary (page 35)

Complete each sentence with an extreme adjective.

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

Grammar in context 2 (page 39)

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

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

UNIT 4

Vocabulary in context (page 44)

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

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

Reading (page 45)

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

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

Grammar in context 1 (page 47)

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

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

Developing vocabulary (page 47)

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

Grammar in context 2 (page 51)

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

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



Unit 1

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

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

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

1	2	3	4	5
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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
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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
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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
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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 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
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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
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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
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