

gateway **A2** to the world

Student's Book
with Digital Student's Book



 macmillan
education

David Spencer
with Andrea Langton

Also
includes 

2

WELCOME HOME



Vocabulary in context

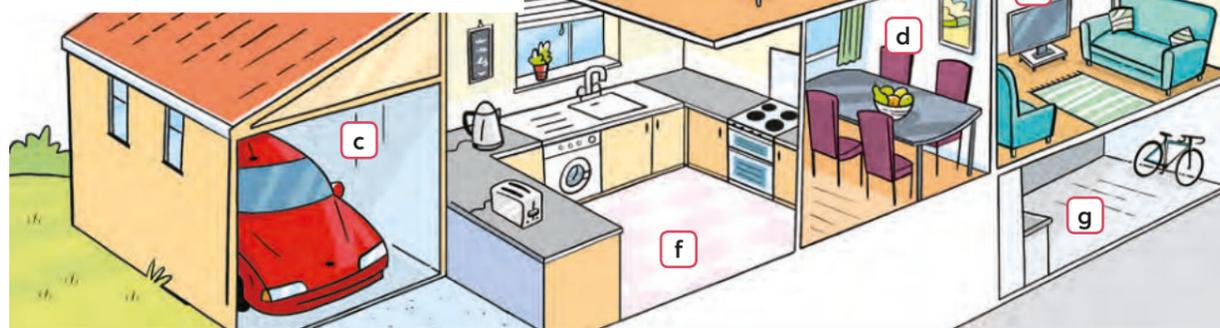
Rooms in the house

Household objects and furniture

1 Match some of these words to the picture.

23 Rooms in the house

- attic • basement • bathroom • bedroom • dining room • garage • garden • hall • kitchen • living room



2a Look at the photo and complete the text about tiny houses with some of the words in 1.

Tiny HOUSES

Tiny houses are popular with young people – they are small but cheap. In the photo, the woman is in the (a) and the man is in the (b) This tiny house hasn't got a (c) – they eat at a small table. The people who live in the house haven't got a (d) to sit and watch TV together. The tiny house has got a (e) to wash, brush your teeth and have a shower – it's very small, of course! They like their tiny house, but they spend a lot of time outside. They haven't got a (f), but there are trees and countryside near their tiny house.



2b **SPEAKING** Tell your partner about the rooms in your house or flat.

3a Look at the picture in 1. Which of these household objects or furniture can you see?

24 Household objects and furniture

- armchair • bath • bed • carpet • chest of drawers • cooker • cupboard • curtains • dishwasher • fridge • games console • lamp • light • microwave • mirror • phone • picture • poster • radiator • rug • shelf/shelves • shower • sink • sofa • table • toilet • TV • wardrobe • washing machine • window

3b Complete the table with the words in 3a. Some words can go in more than one column.

Kitchen	Dining room	Living room	Bedroom	Bathroom

4 **25** Listen and decide which object in each list the person is describing.

- fridge microwave dishwasher cooker
- microwave cooker radiator lamp
- washing machine sink toilet dishwasher
- bath sink toilet washing machine
- microwave cooker radiator lamp

Use it ... don't lose it!

5 **SPEAKING** Tell your partner about the furniture in your bedroom. Try to find five similar things between your bedrooms.

Reach higher → page 144

Reading

1 **SPEAKING** Ask and answer these questions.

- Do you play board games with friends or family? Which board games do you play?
- Which board games are popular in your country?

2 Read the article. Are any of the board games you talked about in 1 mentioned in the text?

3 **26** Read the article again. Are these sentences True (T) or False (F)? Write the number of the line(s) where you found the answer.

- Not all the rooms in the Great Escape Lakeside house have got games. T / F
- The Monopoly room has got unusual furniture. T / F
- The Dungeons & Dragons room hasn't got furniture. T / F
- One of the bathrooms is similar to a hospital because it's white. T / F
- You can play games with the cooker and dishwasher in the kitchen. T / F
- People sometimes practise singing in one of the living rooms. T / F

4 In which room ...

- is it dark?
- can you watch films?
- is there a sports game?
- do you walk on a board game?
- are there photos of real people?
- is there a games console?

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

6 Critical thinkers

Why do you think people choose to stay in this house?

What makes you say that?

Use ideas from the text and other information to justify your opinion. Then share your ideas.

Reach higher → page 144

Welcome to the House of fun

The Great Escape Lakeside holiday home in Florida, in the US, has got a different game in each room!

There are 13 bedrooms in the holiday home and all of them have got different game themes. For example, there's a room with a bed in the shape of Pac-Man™ and you can play computer games on a big TV. There's also a room with a Scrabble® board carpet and you can win a prize by finding out the secret message on the walls. In the Monopoly® room, the beds look like Monopoly cards and the chairs look like dice. Next to the bed there's a wardrobe with doors that look like the Monopoly jail. In the Dungeons & Dragons® room, you feel like you're in prison because there aren't any lights or windows and the beds are on the floor.

There are 11 game-themed bathrooms in the house. The Operation® game bathroom is all white like a hospital and has got photos of famous TV doctors above the toilet. Play the giant version of Operation in this room, but wash your hands first! Imagine you're a detective in the game of Cluedo®. In this bathroom there's a picture of Miss Scarlett above the sink. Perhaps it's a clue ... Miss Scarlett, in the bathroom with ... a mirror?

There's a very big kitchen and dining room in the Great Escape Lakeside house – cook, eat and play games with the whole family. While Dad's at the cooker and Uncle Tim takes things out of the dishwasher, the rest of the family can play giant chess or table football. There's also a big word search on the wall with 7,206 words to find.

Are there any living rooms in the giant house? Yes! Families love the TV Game Show studio – get into teams to play the Wheel of Fortune® and other TV games. The karaoke room and the private cinema are also both popular. The cinema's got a giant screen and comfortable chairs – some people even sleep there.

40 Which room is your favourite? What game would you like to play first?

There is/There are

- Look at these sentences and complete the table.
 - There aren't 100 bedrooms.
 - Is there a games house where you live?
 - There's a very big kitchen.
 - No, there aren't.
 - There are 13 bedrooms.
 - Yes, there is.

	Singular	Plural
Affirmative	(1)	(2)
Negative	There isn't a bath.	(3)
Question	(4)	Are there any living rooms?
Short answers	(5) / No, there isn't.	Yes, there are. / (6)

Check it page 36

- Choose the correct alternative.



At home in 10 Downing Street

10 Downing Street is the home of the British Prime Minister. There (a) *is/are* more than 100 rooms in the house, including three living rooms. This is a photo of the White Drawing Room. The Prime Minister often uses it for meetings. There (b) *is/are* a lot of white objects and furniture in this room. In the photo there (c) *is/are* two white armchairs. There (d) *is/are* also a white door, and all the walls are white. On the floor there (e) *is/isn't* a big red and white rug, and on the walls there (f) *is/are* two pictures. There (g) *is/are* also a desk with a lamp on it. There (h) *is/are* a small table between the armchairs. It isn't a very modern room – there (i) *isn't/is* a TV or a games console. And there (j) *is/isn't* a radiator.

- Complete the sentences about the room that you are in now. Use *is, are, isn't* or *aren't*.

- There lots of desks.
- There a shower.
- There beds for the students.
- There more than 20 chairs.
- There a cupboard.
- There big screen.

- 4a SPEAKING** Write five questions to ask your partner about the furniture in one of the rooms in their house. Ask your partner the questions.

Is there a wardrobe in your bedroom?

No, there isn't.

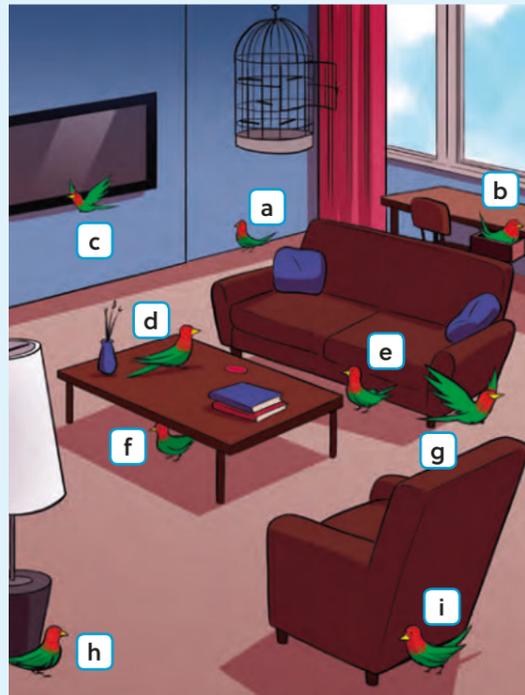
- 4b SPEAKING** Tell the class about your partner's room.

Prepositions of place

- Look at the picture. Write sentences about the position of the birds using these prepositions.

above • behind • between • in • in front of • near • next to • on • under

a There's a bird near the wall.



Check it page 36

Exam tip

In the type of exercise in 6, there is a text with spaces. You fill each space in the text with one of three words. Is it a good idea to stop and think about the missing words the first time you read? Why/Why not?

- Choose the correct alternative.



PUZZLE! Who lives where?

There (1) three coloured houses – yellow, green and red – with three people of different nationalities living in them: Spanish, German and English. Each person has got a favourite place to sit and enjoys a different free-time activity. The German lives in house number three.

- The Spanish person doesn't live (2) house number two.
- The English person lives in the house (3) the yellow house and the red house.
- The German person doesn't live (4) the yellow house.
- One person likes playing the guitar. She doesn't live in or (5) to the red house.
- One person likes sitting (6) the window and listening to music. He lives next to the German person.
- One person loves sitting (7) the sofa. She lives in the yellow house.
- One person likes sitting (8) of the TV watching films.

- | | | |
|-------------|------------|------------|
| 1 A is | B are | C isn't |
| 2 A on | B under | C in |
| 3 A behind | B in front | C between |
| 4 A in | B next | C above |
| 5 A between | B behind | C next |
| 6 A on | B near | C above |
| 7 A on | B in | C between |
| 8 A behind | B above | C in front |

- Complete the table with the information in 6a.

	House 1	House 2	House 3
colour of house		green	
nationality			
favourite place to sit			
free-time activity			

Use it ... don't lose it!

- SPEAKING** Turn to page 166 and look at the picture for thirty seconds, then close your books. What can you remember about the picture?

There are two pictures above the bed.

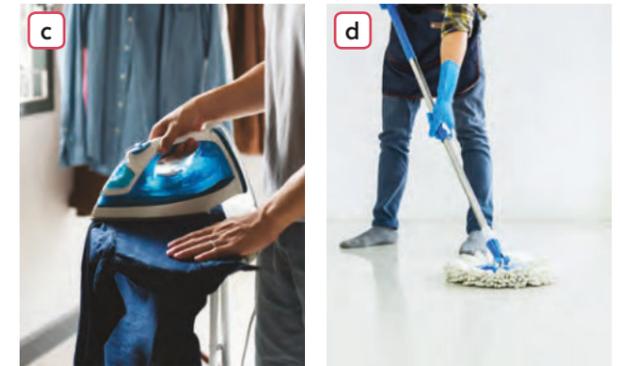
Reach higher page 144

Housework

- Match some of these phrases to the photos.

27 Housework

- clean the floor/windows • do the ironing • do the shopping • do the washing • do the washing up • dust the furniture • lay the table • make lunch/dinner • make the bed • sweep the floor • take the rubbish out • tidy up • vacuum (the carpet)



- Which jobs in 1 ...

- are easy? • do you like doing?
- are difficult? • do you hate doing?
- are important? • don't you mind doing?
- do people do every day?

Use it ... don't lose it!

- SPEAKING** Compare your ideas in 2. Are any of your answers the same?

Reach higher page 144



GREAT LEARNERS GREAT THINKERS

YOUR HOME AND THE ENVIRONMENT

Lesson aim: To think about ways of making your home environmentally friendly

Video: Hannah's van

SEL Social and emotional learning: Making decisions

1 **SPEAKING** Ask and answer these questions.

- 1 What are the possible good and bad things about living in a tiny home?
- 2 Would you like to live in a tiny home? Why/Why not?

2 **VIDEO** Watch a video about a young woman called Hannah who lives in a van. Tick (✓) the events you see.

- A Hannah doing yoga.
- B Hannah opening a van.
- C Hannah running.
- D Hannah drinking tea.
- E Hannah and her dog walking next to a van.
- F Hannah looking out of a van at the sea.
- G Hannah sitting on a bed with her dog and talking.
- H Hannah cooking.

3 **VIDEO** Watch the video again. Find seven mistakes in the text and correct them.

The video shows the home of a young woman called Hannah. She lives in her van at the weekend. Hannah works in the city. She doesn't want to pay expensive rent so she decided to live in her van. The van has got water but it hasn't got heating. Her home is small and uncomfortable. Her bed is her favourite thing in the van. Hannah has got a small kitchen and a small bathroom. Hannah spends a lot of time in the van. She can make tea from her bed!

4 **SPEAKING** Do you think tiny homes are good for the environment? Why/Why not?

5 Read the text. Are any of your ideas in 4 mentioned?

🔍

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Small homes are becoming very popular in many countries. One reason is that living in a small home is good for the environment. People with small homes haven't got a lot of space to heat and they don't use a lot of water, so they save energy. They also save money because they don't need to have a lot of lights on in their tiny houses – often only one or two lamps! People with tiny houses often spend more time outside in parks, cafés and at work, so this also helps to save energy. Finally, people who live in small houses haven't got a lot of things and this is also good for the environment.



GREAT THINKERS



Headlines

6 **SPEAKING** Individually, think of a good headline or title for the text in 5 – one that summarises the content. When you finish, compare your ideas with other students. Decide which idea is the best and why.

7 **SPEAKING** **SEL** Make a list of things that use energy in your home (having a shower, using the dishwasher, etc.). How often do you do each thing? Think of ways to reduce energy at home. Decide which of your ideas you can use in your house to reduce how much energy you use.

GREAT LEARNERS



Great learners think locally and globally.

In 7, you thought about how you can make a difference locally to a global problem. Why is it important to do this?

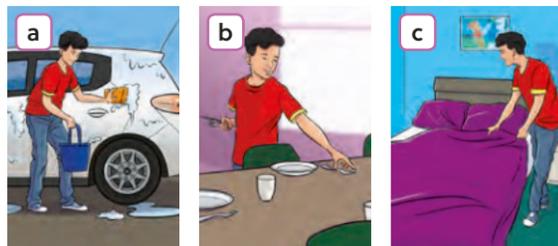
Learner profile page 150

1 **SPEAKING** Discuss these questions.

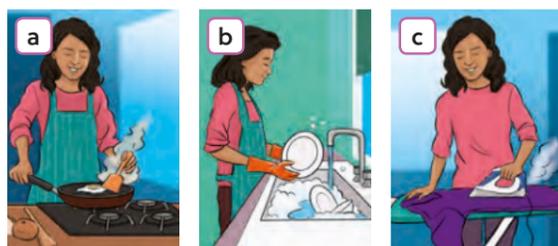
- Who usually does the housework in your house?
- How often do you do housework?

2 **28** Listen to a radio interview with young people about housework and choose the correct picture.

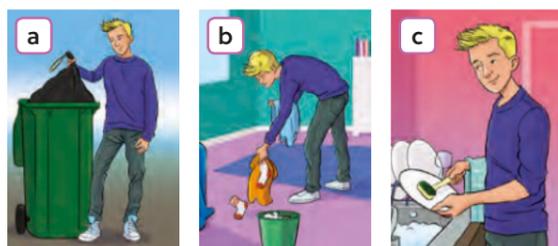
1 Which job does Mason do?



2 Which job doesn't Shazia do?



3 Which job does Jack like doing?



3 **28** Choose the correct alternative. Listen again if necessary.

- Three quarters/Half of young people in the UK don't do housework.
- Eleven/Twelve percent of young people vacuum the floor.
- Mason's dad/mum sometimes washes the car.
- Shazia makes breakfast during the week/at the weekend.
- Jack doesn't like taking the rubbish out/ironing.

4 **Critical thinkers**

In your opinion, is it important for teenagers to help their parents with housework?

What makes you say that?

Use ideas from the listening and other information to justify your opinion. Then share your ideas.

Flipped classroom video

Watch the Grammar Presentation video



Present continuous

1 Look at these sentences and choose the correct alternative to complete the rules.

- I'm walking down the High Street.
- You're carrying a bag of food.
- We're hanging out.
- Are you shopping today?
- Yes, I am. / No, I'm not.

- We make the present continuous with the verb be/have and the -ing form of the main verb.
- We use the present continuous to talk about routines/things that are happening now.

Check it page 36

2 What is the -ing form of each of these verbs? Put them in the correct column.

be • chat • clean • dance • do • eat • get • go • have • lay • make • put • sit • study • swim • take • tidy • wash • watch

1 Most verbs: add <u>-ing</u>	2 Verbs ending in consonant + -e: take away -e and add <u>-ing</u>	3 Verbs ending in one vowel + one consonant: double the consonant and add <u>-ing</u>
play – playing	write – writing	run – running

3a **PRONUNCIATION** **29** Listen and check your answers. Do we say swimming or swimming?

3b **PRONUNCIATION** **29** Listen again and repeat the verbs with the correct pronunciation.

4a Complete the dialogue with the correct present continuous form of the verbs given.

Ellie: Dad – what (a) you (watch)? It's very loud!
Dad: I (b) (not watch) anything. I (c) (read) an article.
Mum: Sorry, Ellie, I (d) (make) the noise. I (e) (watch) a programme called *Tidying up with Marie Kondo* online. She (f) (talk) about how people living in big houses often have a lot of things they don't need. I think I agree!
Josh: Mum! What (g) you (say)?
Mum: Well, for example, what (h) you two (do) at the moment?
Josh: I (i) (play) a game on my tablet.
Ellie: And I (j) (chat) online.
Mum: Exactly, so we don't need the TV anymore, do we?
Josh: Mum!

4b **30** Listen to the dialogue and check your answers.



4c Look at the photo and the dialogue in 4a. Are the sentences True (T) or False (F)? Correct the false sentences.

- Ellie is reading a magazine. **T / F**
Ellie isn't reading a magazine. She's chatting online.
- Mum is watching a TV programme. **T / F**
- Josh is sitting on the sofa. **T / F**
- Dad is watching television. **T / F**
- Josh isn't wearing shoes. **T / F**
- Mum is sitting on an armchair. **T / F**
- Josh is checking his messages. **T / F**

5 Complete the sentences with the present continuous form of these verbs. Then match the two parts of the dialogue.

check • listen • travel • watch • work

- we in a circle on this bus?
 - Monica and Tom *Tidying Up with Marie Kondo*?
 - you your messages in class?!
 - What music Mark to on his phone?
 - the wi-fi at the moment?
- No, I'm looking for information for the project.
 - No, they're aren't. They're chatting online with Will and Neil.
 - No, we aren't. We're arriving now.
 - No, it isn't. I can't go online.
 - I think it's Billie Eilish.

Present simple and present continuous

6 Look at the sentences and answer the questions.

- People with big houses usually **have** a lot of things.
- I'm **chatting** online.
- What **are** you **doing** at the moment?
- I **do** this every day.

- Which sentences are in the present simple and which are in the present continuous?
- Which sentences describe routine actions or something that is a general truth? Which sentences describe actions that are happening now?

Check it page 36

7 Choose the correct alternative.



LIVING OFF GRID

Tanner and Marian are American. They (a) live/are living in a small wooden house on Kodiak Island in Alaska. At the moment they (b) build/are building a new house on the island. Their houses are 'off grid', this means that they (c) don't buy/aren't buying electricity or water from a company every month like most people. They (d) use/are using solar panels to make electricity and they (e) get/are getting water from the ground every day. On a typical day they (f) get up/are getting up at 5.30 am and then they (g) take/are taking their dogs for a walk at the lake. At 7 am they (h) make/are making a fire, then they (i) have/are having breakfast before starting work on their new house. At the moment they (j) get/are getting ready for winter – they (k) cut/are cutting lots of wood for the fire in their old house. They both love living off grid in this beautiful part of the world.

Use it ... don't lose it!

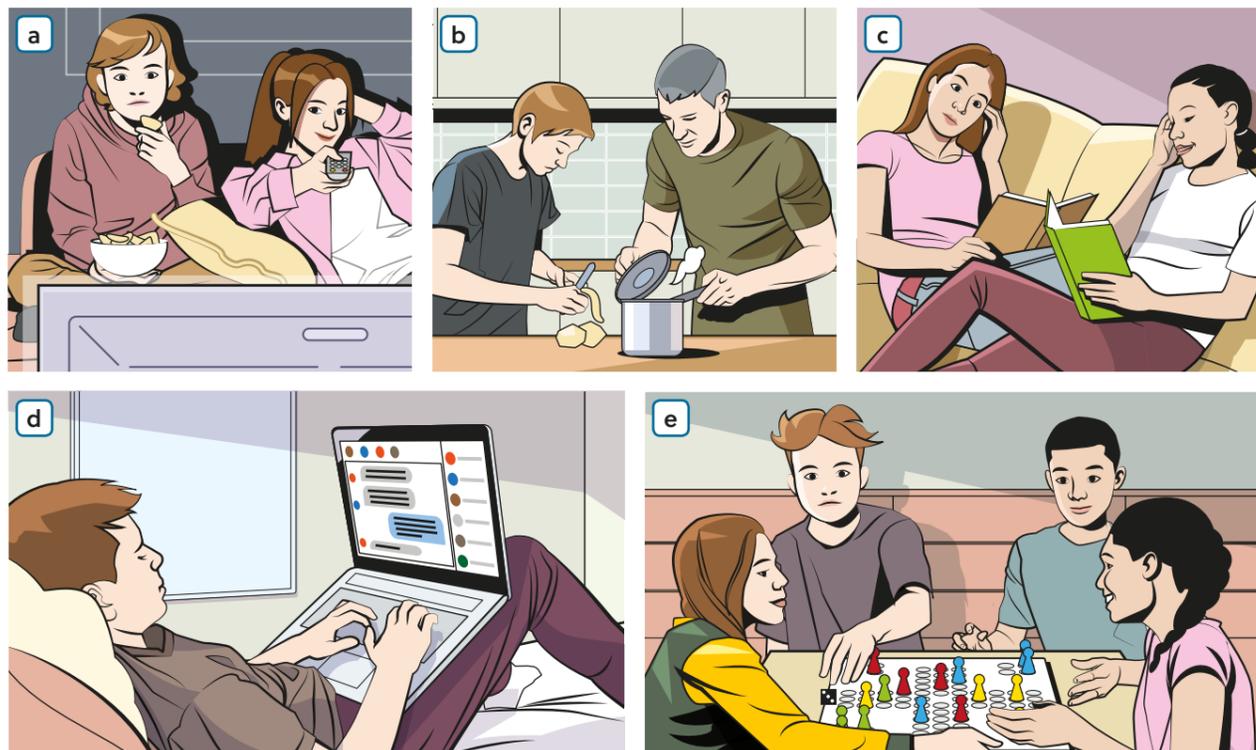
8 **SPEAKING** Ask and answer these questions.

- Do you often listen to music?
- Are you listening to music now?
- Do your parents work?
- Are they working now?
- Do you write a lot in English lessons?
- Are you writing a lot now?

Reach higher page 144

Giving opinions

1 Look at these pictures from an exam task. What activities can you see?



2 **31** Listen to two students doing the exam task in 1 and answer the questions.

- Which activity in 1 is James's favourite?
- Which activity in 1 is Sasha's favourite?
- Do they both talk about all of the activities?

3 **31** Listen again and complete the sentences.

- James likes watching films with
- Sasha thinks it's important to
- James prefers reading in bed to
- James doesn't think it's good to
- Sasha doesn't mind

4a Decide if these adjectives are positive (P) or negative (N).

- | | | | |
|-------------|-------|---------------|-------|
| 1 fun | P / N | 4 boring | P / N |
| 2 difficult | P / N | 5 interesting | P / N |
| 3 easy | P / N | 6 relaxing | P / N |

4b **31** Which adjectives in 4a do James or Sasha use to describe these activities? One activity has two adjectives. Listen again if necessary.

- watching TV
- cooking Sunday lunch
- reading
- chatting online
- playing board games

5 **32** Complete the phrases in the Speaking bank. Then listen and check.

Speaking bank
Giving opinions

- In my (1), it's good to have some time alone.
- Personally, I prefer doing other things in my free time.
- I (2) most TV programmes really boring.
- I really think that it's important to do that.
- I (3) like reading, too – I find it relaxing.
- I prefer reading in bed (4) reading in the living room.
- I (5) mind playing board games.

Exam tip

Is there a right or wrong answer in this type of exam task?

Practice makes perfect

6 **SPEAKING** Talk together for about two minutes, giving your opinion on the activities in the pictures in 1. Remember to:

- use the phrases for giving opinions
- give reasons for your opinions
- talk about all the activities
- say which activity you like best.

A description of a house

1 **SPEAKING** Describe the house in the photo. Would you like to live there? Why/Why not?



2 Read the text. Which things described in the text can you see in the photo?



My dream house is on a Caribbean island near the sea. I love the sun, and really don't like winter, so it's very important that the house is somewhere warm all year.

My dream house is big and modern, with lots of big windows to let in the light. The house has got ten rooms: two big living rooms, a kitchen, a gym, a games room, two bathrooms and three bedrooms. It's got two balconies with great views of the sea. There's also a beautiful swimming pool with comfortable chairs and tables next to it, so it's a great place for parties.

The house has some amazing technology. Many things are voice controlled – so I say 'TV on' and the big flat-screen TV on the balcony comes on. I say 'music, gym' and the music starts in the gym. Outside there's a pizza oven near the swimming pool, so we can have pizza parties by the pool.

3 Read the text again. Which paragraph mainly talks about ...

- rooms and furniture?
- special rooms or features in the house?
- the location of the house?

4 Find adjectives in the text that mean the opposite of these adjectives.

- unimportant
- small
- traditional
- ugly
- uncomfortable
- very bad

5 Look at the text again and complete the information in the Writing bank with *before* or *after*.

Writing bank
Using adjectives

- We use adjectives to describe places and make our writing more interesting.
- Adjectives usually come:
 - the noun they describe, e.g. *It's a great space for parties.*
 - the verb to be, e.g. *My dream house is big and modern.*
- We use *very* to make some adjectives strong. It goes (3) the adjective (and noun) e.g. *It's a very beautiful house.*
- Remember, adjectives don't have a plural form: *comfortables chairs*

6 Choose the correct alternative.

Culture exchange

Country estates in the UK

Country estates are big, (a) *expensive houses/houses expensive* with lots of rooms and (b) *big gardens/big gardens* for people to visit. Most of them are very (c) *old/modern* – some are over 500 years old! They are full of old furniture and beautiful paintings. Blenheim Palace in Oxfordshire is a (d) *building very important/very important building* in England. It is over 300 years old and was the home of former British Prime minister Winston Churchill. Chatsworth House is another example of a (e) *very old house/house very old*. It's from the 16th century! There are 30 rooms to visit, with amazing gardens and a farm.

Collaborative project 1 page 39

7a Make some notes about your dream home.

7b **SPEAKING** Tell your partner about your ideas in 7a.

Practice makes perfect

8a Read the task and write your description. Use the text in 2 as a model and the Writing bank to help you. Remember to use adjectives.

An online magazine has a competition about dream houses. Write a description of your dream house. Include information about location, special rooms and features, furniture and special household objects and technology.

8b When you finish your description, use the Writing checklist on page 149 to check it.

There is/There are

	Singular	Plural
Affirmative	There's a bedroom.	There are two bedrooms.
Negative	There isn't a kitchen.	There aren't two kitchens.
Question	Is there a bedroom?	Are there any bedrooms?
Short answers	Yes, there is. / No, there isn't.	Yes, there are. / No, there aren't.

Prepositions of place



Present continuous

Affirmative	subject + am/is/are + verb+ -ing <i>We're eating dinner.</i>
Negative	subject + am not/isn't/aren't + verb+ -ing <i>She isn't swimming.</i>
Question	am/is/are + subject + verb+ -ing ? <i>Are they doing the shopping?</i>
Short answers	Yes, subject + am/is/are. No, subject + am not/isn't/aren't. <i>Yes, I am. / No, they aren't.</i>

We use the present continuous to talk about things that are happening now.

Spelling

We usually add *-ing* to the verb to form the present participle.

play – playing cook – cooking

When verbs end in one of more consonant + e, take away *-e* and add *-ing*.

write – writing make – making

When verbs have only one syllable and end in one vowel + one consonant (except *w, x* or *y*), we double the consonant and add *-ing*.

run – running swim – swimming

Present simple and present continuous

We use the present simple to talk about regular habits and routines, and things that are always or usually true.

We use the present continuous to talk about things that are happening now.

My brother works (present simple) in a shop. But it's Sunday so he isn't working (present continuous) today.

There is/There are

1 Look at the picture and complete the sentences with *there is/isn't* or *there are/aren't*.

- a photo of a family.
- three books.
- a lamp.
- two armchairs.
- a table.
- two plants.
- a TV.
- two mirrors.



/ 8 points

Prepositions of place

2 Look at the picture in 1. Are the sentences True (T) or False (F)? Correct the prepositions in the false sentences.

- The photo of the family is above the mirror. **T/F**
- The lamp is between the armchair and the sofa. **T/F**
- The books are under the table. **T/F**
- The plants are near the window. **T/F**
- The table is in front of the sofa. **T/F**
- The sofa is next to the photo of the family. **T/F**

/ 6 points

Present simple and present continuous

3 Complete the sentences with the present simple or the present continuous form of the verbs given.

- A:** I can hear music upstairs.
George (listen) to the radio?
B: Yes, he
- Sam isn't in the garden. She (watch) TV. She always (watch) TV after dinner.
- Paul and I (not play) football at the moment. We (not play) football when it rains.
- A:** What Helena (do)?
B: She (make) lunch.

/ 8 points

Vocabulary

1 Rooms in the house

attic • basement • bathroom • bedroom • dining room • garage • garden • hall • kitchen • living room

2 Household objects and furniture

armchair • bath • bed • carpet • chest of drawers • cooker • cupboard • curtains • dishwasher • fridge • games console • lamp • light • microwave • mirror • phone • picture • poster • radiator • rug • shelf/shelves • shower • sink • sofa • table • toilet • TV • wardrobe • washing machine • window

3 Housework

clean the floor/windows • do the ironing • do the shopping • do the washing • do the washing up • dust the furniture • lay the table • make lunch/dinner • make the bed • sweep the floor • take the rubbish out • tidy up • vacuum (the carpet)

Vocabulary test

Rooms in the house

1 In which room do we usually ...

- make breakfast
- eat with family
- have a shower
- enter the house
- watch TV
- park the car

/ 6 points

Housework

2 Complete the housework with these words.

dust • lay • make • take • up • vacuum

- the rubbish out
- the carpet
- tidy
- the table
- the bed
- the furniture

/ 6 points

Household objects and furniture

3 Write the objects.



/ 6 points

Total: / 40 points

Reading

Reading exam tip

In multiple-choice cloze activities, remember ... First, read the whole text. This is to get a general understanding of the text. Don't stop to think about the missing words.

1 Read the text and choose the best title.

- A How to find more free time
B The importance of hobbies
C Choosing a new hobby



People today often spend a lot of time online, so they don't have much time for hobbies. According to a Digital 2019 study, we spend an average of six hours and 42 minutes online every day!

There are several reasons why it's important for us to (1) off our smartphones and do more free-time activities.

One reason to do this is to improve our physical health, for example by (2) sport or dancing. Hobbies can also be good for our mental health (3) they help us to relax and they reduce stress. Activities like drawing or playing a musical instrument help us to forget our problems and think about other things.

Having a hobby is also a good way for us to be sociable. We can (4) out with friends at the weekend and do a hobby together, like (5) photos or running. We can also spend time with family, doing hobbies together, like cooking or playing board (6)

2 Read the text again. Choose the best word for each gap.

- 1 A turn B close C hang
2 A making B doing C going
3 A because B or C but
4 A hang B meet C walk
5 A doing B making C taking
6 A matches B games C plays

3 SPEAKING Do you agree or disagree with the ideas in the text? Why/Why not? What hobbies are popular in your country?

Speaking

Speaking exam tip

When answering questions about yourself, remember ... Listen to the questions carefully. You can ask the examiner to repeat the questions if necessary.



4a SPEAKING Ask and answer these questions.

Student A: Do you live in a house or a flat? What's your favourite room?

Student B: Do you live in a small or a big house or flat? Which room do you spend the most time in?

Student A: What are your favourite subjects at school?

Student B: What do you normally do after school?

4b SPEAKING Now ask and answer these questions. Take notes on what your partner says.

Student A: Tell me about a typical Monday at school for you.

Student B: Tell me about your living room at home.

4c SPEAKING Tell the class about your partner's answer in 4b.

On a typical Monday, Monica goes to school by bike ...



Exam success
Listening and Writing

page 152



Historical buildings in your country



1 SPEAKING Starting point

Look back at the Culture exchange text on page 35. Are there similar historical buildings in your country?

2 SPEAKING Project task

Think of an important historical house or building in your country. Search for information about the house or building on the Internet so you can talk about it to a class of teenagers from another country. Prepare one of these:

- A poster C video message
B presentation D information leaflet

Research areas

- where the house or building is and why it's important
- its age and any interesting facts about it
- what it looks like, its size and the different rooms inside
- the furniture and objects inside

3 Think about ...

Digital skills

When you find a piece of information about a historical house that you want to use in your project, search for at least two other sources that confirm that information. Look for the information in English if you can.

Intercultural awareness

Think about the information in your presentation that is possibly new or unusual for somebody not from your country. Check also for any words or expressions in your language that you think are difficult to translate. Then decide how to explain the information, words and expressions.

Collaboration

When you work in a team, speak in English. Remember that making suggestions can help your team to improve the project.

Useful language

Do you think it's a good idea to ...? How about ... + gerund?
What about ... + gerund? Let's try and + infinitive?

Academic skills

Texts about historical houses are sometimes quite long. It can be difficult to include everything. Find the main information and use it for your own text. Don't be afraid to use simple and direct structures when you write.

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:

Content Presentation Design Language



UNIT 1

Vocabulary in context (page 14)

Close your book. Make a list of the things you do on a typical day at the weekend, with times. Include everyday and free-time activities. How is this list different to what you do on school days?

I wake up at 9 am.

Reading (page 15)

Are these sentences True (T) or False (F)? Correct the false sentences.

- The 'happiness class' in the Indian school is an hour long. T / F
- Students in the Indian school talk about a story and then write about it. T / F
- At the Waldorf School, students work together. T / F
- Project work at the Waldorf School always practises one subject. T / F
- At the UK school, teachers also learn something new. T / F

Grammar in context 1 (page 16)

Correct the mistakes in this student's work.

- 1 Paul don't chat online – he only sends emails and texts.
- 2 My friends plays musical instruments.
- 3 I doesn't get up early at the weekend. Do you?
- 4 My mum make my breakfast every day.
- 5 We usually taking a lot of photos on holiday.
- 6 Lara watchies a film after school every day.

Vocabulary (page 17)

Correct the underlined places in a town in these sentences.

- Every Friday I go for a swim in the cinema.
- They play football in the library with their friends.
- They go to the restaurant to borrow books.
- The rugby team plays at that museum on Saturdays.
- They like going to the art gallery to buy clothes.
- You learn about history and the past at the park.

Grammar in context 2 (page 20)

Put the words in the correct order to make questions. Then match them to the correct answers.

- time / do / What / you / during the week / get up / ?
 - your / Do / parents / at the weekend / to the gym / go / ?
 - do / Where / you / friends / hang out / with your / ?
 - your / to school / walk / sister / Does / ?
 - do / doing / Why / like / sport / you / ?
- a Because it's good for me. d Yes, she does.
b In the park. e Yes, they do.
c About 7 am.

UNIT 2

Vocabulary in context (page 26)

Look at the definitions and write the name of the household objects.

- You call your friends with this.
- You use this to clean clothes.
- You sleep in this.
- You use these (two things) to make food hot.
- A place to keep your books.

Reading (page 27)

Complete the sentences about the text on page 27 with one word or number.

- The holiday home is in in the US.
- The house has got different bedrooms.
- The Dungeons & Dragons room is similar to a jail because it hasn't got or windows.
- The Operation bathroom room looks like a because it's white.
- In one game in the kitchen, you look for words on the wall.
- People can play the Wheel of Fortune in one of the rooms.

Grammar in context 1 (page 28)

Choose a room in your house (not your bedroom). Write six sentences about what *there is/isn't* and *there are/aren't* in the room.

*There's a big table and four chairs.
There isn't a games console.*

Vocabulary (page 29)

Think of eight jobs to do around the house. Write about who does each job in your family.

*My dad always makes dinner at the weekend.
I sometimes wash the dishes.*

Grammar in context 2 (page 32)

Complete the sentences using the verbs given in the present simple or present continuous.

- What you (do) at the moment?
- My sister (go) to the same school as me.
- They usually (have) their dinner at 7 pm.
- A: he (eat) chicken now?
B: No, he
- I (not like) my phone – it's too big.
- Jack (make) his bed every day?
- I always (have) a shower before breakfast.
- I (listen) to a really good podcast at the moment.

UNIT 3

Vocabulary in context (page 40)

Close your book. In two minutes, write down as many parts of the body as you can think of.

ankle, arm, ...

Reading (page 41)

How are these parts of the body used in the text? Write a sentence for each one in your own words.

- 1 foot 2 eyes 3 arm 4 wrist 5 head
1 Players kick the ball with their left or right foot.

Grammar in context 1 (page 42)

Complete the sentences with *can/can't* and these words.

dangerous • horse • Japanese • mountains • practises • window

- They ski quite well. They go to the every year.
- My dad play games online very well – he never
- We swim in the sea today – the waves are!
- A: you speak?
B: No, I learn English at school.
- I open the, please? It's very hot.
- She ride a – she practises every weekend.

Vocabulary (page 43)

Which sentences are true for you? Rewrite the untrue sentences so they are true for you.

- I play football really well.
- I go running every weekend.
- I often go skiing with my friends.
- I never go swimming.
- I play on the school volleyball team.
- I play golf very badly.
- My mum loves surfing.
- My dad goes horse-riding every week.

Grammar in context 2 (page 46)

Read the statements about table tennis and choose the correct alternative.

- You must/mustn't kick the ball.
- You must/mustn't hit other players.
- You must/mustn't respect other players.
- You must/mustn't follow the rules of the game at all times.
- The ball must/mustn't touch the floor.
- Players must/mustn't hit the ball over the net.

UNIT 4

Vocabulary in context (page 52)

Correct the underlined words in the sentences.

- I need to get a new luggage – the date says 2019.
- Do you have souvenirs for the cinema?
- We'd like to sightsee a trip to Madrid online.
- Excuse me, I can't find my passenger. It's grey with a pink name tag.
- Can we buy some package holidays to take back for our friends?
- We need a travel agency to tell us about the history of the ancient ruins.

Reading (page 53)

Why are these numbers in the reading text on page 53? Write a sentence to explain each number.

- 1 2001 3 30,000 5 12
2 2006 4 two

Grammar in context 1 (page 54)

Could you or couldn't you do these things 150 years ago? Write sentences.

- book tickets online
- travel to different countries without a passport
- sail from the UK to the US
- travel by car at 160 kph
- fly non-stop from the UK to Japan
- stay in hotels
- go on excursions
- travel around the world in a week

Vocabulary (page 55)

Think of five types of transport you used last year. Write a sentence about each.

Last August, I flew to France in a plane.

Grammar in context 2 (page 58)

Complete the text with the past form of these verbs. There are two extra verbs that you don't need.

buy • eat • go • see • steal • speak • take • think • understand • use • visit • walk

Last year, I (a) on holiday with my family. We (b) Rome. I (c) a guidebook with me and I (d) it to find out useful information. We (e) people dressed as centurions and gladiators at the Colosseum! We (f) really good pasta and I (g) souvenirs for my friends in a big shopping centre. My legs were really tired because we (h) a lot every day. My mum (i) Italian all the time because her Italian is very good. She (j) everything that people said to her.



Unit 1

Great learners **have short-term and long-term goals.**

“It is important to have our own goals for our future. Setting goals helps you to decide on what you want in your life. Setting goals and making plans on how to achieve your goals, also lets you be part of your own learning process.”

Do you always make plans to achieve your goals? Grade yourself from 1 to 5.

1 2 3 4 5

Unit 2

Great learners **think locally and globally.**

“There are many problems in the world today. We can make a difference to these global problems when we act locally and do our part to help solve the problem. Small changes by individuals can help to change the world we live in. For example, we can all help to fight climate change by using less energy in our homes.”

Do you always try to make a difference locally to global problems? Grade yourself from 1 to 5.

1 2 3 4 5

Unit 6

Great learners **show empathy and kindness to others.**

“Empathy is important because it helps us understand what other people are feeling so we can respond in the correct way to a situation. It is especially important to see things from the point of view of people who are different from us or who are in a difficult situation, and to be kind to them and offer to help them when they need it.”

Do you always show empathy and kindness to others? Grade yourself from 1 to 5.

1 2 3 4 5

Unit 7

Great learners **are curious.**

“Being curious is very important because it makes people want to learn more. It shows the most important quality of any learner – they want to discover new things and understand new concepts. Remember that great learners have lots of great answers, but they also have lots of great questions, too!”

How curious are you about learning new things? Grade yourself from 1 to 5.

1 2 3 4 5

Unit 3

Great learners **have good physical and emotional balance.**

“We all know that good physical health is important for a happy life. But mental well-being is just as important. When we have good mental well-being, we feel happy and positive. Doing sport and being outside in nature are two excellent ways to help us feel happy and more positive.”

Do you have a good physical and emotional balance? Grade yourself from 1 to 5.

1 2 3 4 5

Unit 4

Great learners **are open-minded towards other individuals and communities.**

“Sometimes people treat other groups of people who are different from them in a negative way. Travelling is a great way to get to know and understand people who are different from us. However, it's not necessary to travel. We can get to know other people who are different from us in our own school and town. This can help us become more open-minded and positive about other people.”

How open-minded and positive towards others are you? Grade yourself from 1 to 5.

1 2 3 4 5

Unit 8

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 yourself or your family in their position and how that feels. Showing solidarity and trying to help others in a difficult situation shows that we believe in fairness and justice.”

How often do you try to show solidarity with others? Grade yourself from 1 to 5.

1 2 3 4 5

Unit 9

Great learners **question their own attitudes, assumptions and behaviour.**

“We often make judgements about people based on how they look: their faces, bodies and the clothes they wear. It's important to keep an open mind about people when we first meet them. We shouldn't form negative opinions about people before we know them.”

How much do you question your own attitudes and assumptions about people? Grade yourself from 1 to 5.

1 2 3 4 5

Unit 5

Great learners **communicate and work well in teams.**

“We live in a world where good communication is very important. If we have good ideas, but can't communicate them well, we have a problem. It's important to communicate well in both speaking and writing. We also need to be able to collaborate and work well with other people in order to build strong, positive relationships.”

How well do you think you work in a team? Grade yourself from 1 to 5

1 2 3 4 5

Unit 10

Great learners **can think creatively and imaginatively.**

“In life there are many unexpected situations. Creativity helps us to see things differently and to deal better with these unexpected situations. It also lets us find different solutions to problems. Being creative helps us become better problem solvers in our personal lives, studies and work.”

How often do you think creatively? Grade yourself from 1 to 5.

1 2 3 4 5