

A wonderful world

Objectives

Vocabulary	Places to visit; adverbs
Grammar	Comparatives and superlatives; (not) as ... as; too, enough and not enough
Speaking	Describing your weekend
Writing	A travel guide entry

Vocabulary

Places to visit

1



Listen and repeat the words. Match them with pictures 1–12.

castle • cathedral • cave • coastline • lighthouse • opera house • pyramid • rainforest • reef • ruin • temple • tomb



2

Write the correct words in your notebook. Test your knowledge!

- 1 The city of Pompeii is full of Roman **ruins** / **pyramids**.
- 2 La Scala in Milan is the world's most famous **tomb** / **opera house**.
- 3 The most famous **castle** / **lighthouse** in Poland is located in Rozewie at the Baltic Sea.
- 4 The most famous **reef** / **cave** in the world is in the Pacific Ocean near the coast of Australia.
- 5 The Tower of London is a famous **lighthouse** / **castle**.
- 6 Burgos has a famous **temple** / **cathedral**.

3

Complete the questions with the correct words in your notebook. Do you know the answers to these questions?

- 1 What animals live in a ...?
- 2 Which is the tallest ... in Egypt?
- 3 What is the largest Buddhist ... in the world?
- 4 How many ... of Polish kings are there in the Wawel cathedral?
- 5 Where is the deepest ... in the world?

4



Listen to Emma and Ryan. What is Mérida famous for?

5



In pairs, ask and answer questions about famous places.

What's Sydney famous for?

Its opera house.

endangered – zagrożony wyginięciem

limestone – wapienny

narrow – wąski

A website

1 What are the places in the pictures? What do they have in common?

2



1.33

Read and listen. Check your answers to exercise 1. Which of the places would you like to visit most? Why?



WORLD HERITAGE SITES

The Alhambra, Burgos Cathedral, and the Roman ruins of Mérida. Yes, they are all tourist sites in Spain, but they are also UNESCO World Heritage sites. Click [here](#) to find out more.

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There are 890 UNESCO World Heritage sites. Not all of them are buildings or cultural sites like temples or castles. Some are natural places like rainforests and caves. Let's visit some famous sites from around the world, one natural and two cultural.

The Great Barrier Reef is on the north-east coast of Australia. It is larger than any other coral reef ecosystem in the world. It contains 400 types of coral, 1,500 different species of fish, 240 species of bird and many **endangered** marine animals like the dugong ('sea cow').



The Egyptian Pharaoh Khufu ordered his slaves to build the Great Pyramid as his tomb. They needed over two million **limestone** blocks, and they had to transport them over 500 miles to the site. They used boats to bring the blocks down the River Nile because they were too heavy to move by land.



The Historic Centre of Córdoba isn't as old as the Great Pyramid, but it has a rich, multicultural history. There is a magnificent Roman Bridge over the River Guadalquivir. The **narrow** streets and the patios with flowers and fountains are a sign of the city's Arabic influence. One of the greatest buildings in the world is Córdoba's Great Mosque which has a Christian Cathedral at its centre. It is a symbol of religious and cultural tolerance.



Are there any World Heritage sites near you?

3 Read the text again and write the correct answers in your notebook.

1 The Great Pyramid and the Historic Centre of Córdoba are both ...

- a) buildings.
- b) cultural sites.
- c) natural sites.

2 The dugong ...

- a) is a type of coral.
- b) is in danger of extinction.
- c) is a species of fish.

3 How did the builders move the limestone to build the Great Pyramid?

- a) by elephant
- b) by chariot
- c) by boat

4 Which is older?

- a) the Great Pyramid
- b) the Historic Centre of Córdoba
- c) they are the same age

4 What do these numbers refer to in the text? Write short answers in your notebook.

- 1 890
- 2 two million
- 3 240
- 4 500
- 5 400
- 6 1,500

i All Clear Facts

One of UNESCO's missions is to preserve sites of cultural and natural importance for humanity.

Comparatives and superlatives

	Adjective	Comparative	Superlative
One-syllable adjectives	old	older than	the oldest
Two syllables ending in -y	early	earlier than	the earliest
Two or more syllables	famous	more famous than	the most famous
Irregular	good bad	better than worse than	the best the worst

Grammar Practice p113

- 1 In your notebook, write the comparative and superlative forms of the adjectives in the box.

fat nice easy popular bad difficult

- 2 Write the correct words in your notebook.

- Paris is **more big / bigger** than Málaga.
- The Tower of London is **larger / more large** than the Sydney Opera House.
- The caves at Lascaux are older **than / that** the Alhambra.
- The Amazon Basin has **the most / the more** important rainforest in the world.
- I think New York is the **goodest / best** city in the world.

- 3 In your notebook, complete the sentences with the comparative or superlative form of the adjectives in brackets.

- My flat is ... (big) than yours.
- What's ... (beautiful) place in Spain?
- Spain is not ... (small) than the UK.
- I think Oslo is ... (expensive) than Paris.
- The pyramid is ... (good) than the castle.
- Mont Everest is ... (high) mountain on Earth.
- Istanbul is ... (large) city in Europe.

- 4 Compare two buildings in your town.

The football stadium is bigger than the library.

- 5 Write questions with *Which ...?* and a superlative adjective in your notebook. Then ask and answer the questions in pairs.

*Which is the oldest building in your town?
The town hall is the oldest building in my town.*

- good café / near your house
- hot month / your country
- expensive clothes shop / you know
- noisy street / your town

(not) as ... as

New York is **as famous as** London.
Wawel Castle is **not as old as** the Great Pyramid.

i All Clear Rules

As ... as is used to show that two things are the same.

Not as ... as is used to show that two things are different.

- 6 In your notebook, complete the sentences on page 45 using the information in the table and the words in brackets.

	The Empire State Building	The Eiffel Tower
year completed	1931	1889
height	381 metres	324 metres
entry cost	\$27 dollars (about €20)	15€
opening time	8 am	9 am
number of visitors a year	3.5 million	6 million
famous	***	***

The Empire State Building *isn't as old as* the Eiffel Tower. (be / old)

1 The Eiffel Tower ... the Empire State Building. (be / tall)

2 The Eiffel Tower ... the Empire State Building. (be / expensive)

3 The Eiffel Tower's opening time ... as the Empire State Building's. (be / early)

4 The Empire State Building ... the Eiffel Tower. (be / popular)

5 The Empire State Building ... the Eiffel Tower. (be / famous)



too, enough and not enough

We were **too** late. The museum was closed.

My burger was big **enough** for two people.

The tour of the Eiffel Tower was OK but it wasn't exciting **enough** for me.

Grammar Practice p113

7 Look at the sentences in the table. How do you say them in your language?

8 Order the words to make sentences in your notebook.

to visit / the caves / We / late / were / too / .

We were too late to visit the caves.

1 The / wasn't / cheap / restaurant / enough / .

2 cathedral / The / is / enough / for 2,000 people / big / .

3 hot / It / too / to go sightseeing / was / .

4 The / enough / hotel / wasn't / good / so we left / .

5 When / I'm / enough / old / I'm / with my friends / going to go on holiday / .

i All Clear Rules

We also use *to have enough* with nouns.

I don't have enough money.

We have enough time.

9 In your notebook, complete the sentences with **too** or **enough** and the words in brackets.

We didn't have enough money to go to the opera. It was **too expensive** (expensive).

1 It was too cold to visit the caves. It wasn't ... (warm).

2 We had enough time to visit the castle, but it was ... (crowded).

3 Six people wanted to go to the museum. Luckily, Carla's car was ... (big).

4 I wanted to go to the opera, but I didn't have ... (money).

5 The reef is not safe for children. It's ... (dangerous).

10 In your notebook, complete the sentences with the phrases in the box.

enough snow too far enough time
too difficult enough money too busy
enough people

1 I can't finish this email now. I haven't got ...

2 She didn't buy the laptop. She didn't have ...

3 'Can you drive me to the station?'
'Sorry, I'm ... at the moment.'

4 The party wasn't much fun because there weren't ...

5 'Let's run to the lake and back.'
'Sorry, I'm afraid it's ... for me.'

6 We can't go skiing. There isn't ...

7 I can't do this exercise. It's just ...

11 Write the correct words in your notebook.

Hadrian's Wall is a Roman wall in the north of England. For centuries it was

(1) **big enough** / **enough big** to protect Roman Britain from invasion.

Now it is the most popular tourist attraction in the area. You cannot walk on the entire wall because it (2) **is strong enough** / **isn't strong enough** and it's (3) **too old** / **not old enough**.

If you have (4) **too time** / **enough time**, you can walk next to the wall for 135 km, but go in the summer because in the winter it's

(5) **too wet** / **wet enough**!

Vocabulary

Adverbs

1



Listen and repeat the words. How do you say them in your language?

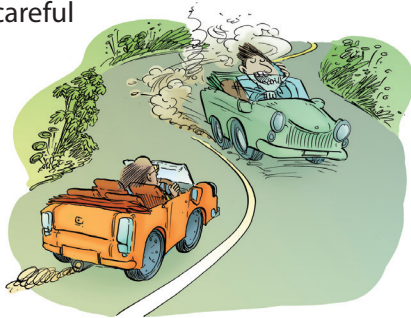
angrily • badly • carefully • easily • fast • happily • hard • noisily • quickly • quietly • well

2

Read the sentences below. Which has an adverb and which has an adjective?

a) He drove home carefully.

b) He's a careful driver.



3

Look at the sentences in exercise 3 and complete the rule. Write the correct words in your notebook.

Adverbs of manner usually go **after** / **before** the verb.

4

Copy and complete the table with the adverbs from exercise 1 and their adjective form.

	Adjective	Adverb
add -ly	quick	quickly
remove -y, add -ily	happy	happily
irregular	good	well

5

Order the words to make sentences in your notebook.

1 works / My / sister / hard / very / .

2 in / England / very / speak / People / quickly / .

3 I / homework / carefully / did / my / .

4 badly / I / the / play / guitar / .

5 drive / very / fast / People / Italy / in / .

6 My / speak / can / dad / well / French / .

6

Work in pairs. Choose two phrases and mime the activity for your partner to guess.

sing badly write quickly dance slowly look at someone angrily smile happily speak quietly

Listening

7



Listen to Ben and Michela's conversation and answer the questions.

1 Which places in the pictures didn't Ben visit? Why not?

2 Is Michela Ben's friend or his teacher? Why do you think so?

8

Listen again and answer the questions in your notebook.

1 Did Ben buy some trainers in New York?

2 Did he buy a baseball cap for Michela?

3 Why did Michela not keep her present?



Brooklyn Bridge



The Metropolitan Museum of Art



The Statue of Liberty

Speaking

Describing your weekend / A day out

1



Listen to the dialogue. What can you do in Cambridge?

Model Dialogue



Alex

Hi, Maisie. What did you do at the weekend?

That sounds more interesting than my weekend. Why did you go there?

So, what is there to do there?

Was the weather good?

Did you have a good time?

Maisie



I went to **Cambridge** with **Leah**.

We went to **visit my cousin** who lives there.

Well, you can **go to museums** and **visit the university**.

Yeah. It was very **sunny**.

Yes, it was **a lot of fun**. We went **on a boat trip**.

2

Listen again and repeat the dialogue.

Speaking Task



1 Talk about a day out

First, choose a town to visit. Use the ideas below or your own ideas.

What? Bristol with my family

Why? see my granny

To do go shopping, visit the university

Weather good? no / cold and wet

Good time? terrible / a horrible meal



What? Brighton with my friend

Why? stay with my sister

To do go to the cinema / beach

Weather good? yes / hot and sunny

Good time? fantastic / to a great concert



2 Prepare a dialogue

Look at the Model Dialogue and change the words in **blue**.

3 Speak

In pairs, practise your dialogue.

What did you do at the weekend?

I went to Bristol with my family.

Useful Language Describing your weekend

What did you do at the weekend?

I went to Cambridge with Leah.

Why did you go there?

We went to visit my cousin.

What is there to do there?

You can go to museums and visit the university.

Was the weather good?

Yeah. It was very sunny.

Did you have a good time?

Yes, it was a lot of fun.

Writing

A travel guide entry

1



Read the Model Text and listen. Order the information in your notebook.

a) food

b) places to visit

c) things to do

d) recommendations

Model Text

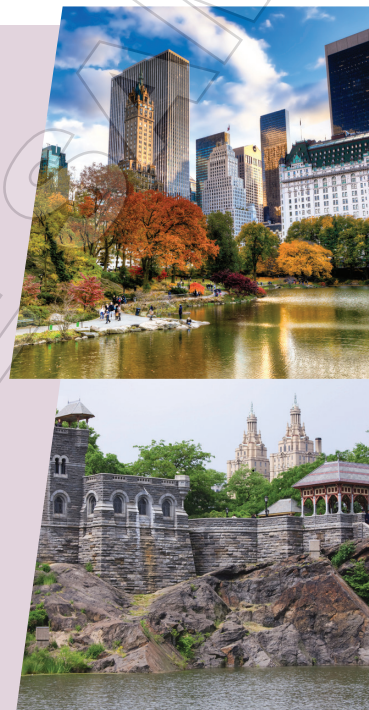


New York's garden

Central Park is one of the most famous parks in the world. It's a really good place to hang out, especially when the weather is sunny.

The park has beautiful gardens, lakes and caves. In the summer, there are free music concerts. There is also a castle and a zoo with a rainforest! It's a very good place for rollerblading, but that's too energetic for me! I prefer walking quietly through the trees. I also like going on the lake in a boat. It's not very expensive and it's very relaxing. There are restaurants in the park but they are quite expensive. I usually take a sandwich from home because it's cheaper.

When you need to escape from New York, just visit Central Park!



2

Look at the All Clear Tips and translate the words in bold. Then find examples in the Model Text.

i All Clear Tips

Qualifiers

- + It's **really** interesting.
- ↑ It's **very** interesting.
- ↑ It's **quite** interesting.
- It's **not very** interesting.

3

Order the words to make sentences in your notebook.

- 1 city / Seville / a / beautiful / is / really / .
- 2 The / museum / expensive / is / quite / .
- 3 is / interesting / The / very / castle / not / .
- 4 really / good / It / place / shopping / for / is / a / .
- 5 cathedral / not / The / old / very / is / .
- 6 tickets / very / The / cheap / are / .

Writing Task



1 Plan

Make notes about a place and include:

Introduction: *location, why it is special*

Description: *landscape, activities, food and entertainment, why you like it*

Conclusion: *a recommendation*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1: Introduction

Paragraph 2: Description

Paragraph 3: Conclusion / Recommendation

3 Check

- ☒ comparatives and superlatives, *too, enough, not enough*
- ☒ places to visit, adverbs
- ☒ qualifiers: *really, very, quite* and *not very*

Culture Reading

EXTRA

1



1.38

Read and listen. Then answer the questions in your notebook.

- 1 What type of text is it?
 - a) a historical novel
 - b) a travel brochure
 - c) a news story
- 2 The author wrote this text to ...
 - a) encourage tourists to visit Denmark.
 - b) explain what makes Danish people happy.
 - c) say why visitors like Denmark.

Did you know

that Danish people are the happiest people in the world?

Come and find out why! Start your trip with Copenhagen – one of the oldest capital cities in Europe. We promise you'll not be bored! You can take a walking tour, a bus tour or better still, explore the city by bike. If you are interested in culture and history, you'll love the Amalienborg Palace – the home of the Danish royal family. It's one of the oldest, but at the same time, most modern, monarchies in the world. If you're lucky, you'll see Prince Christian and Princess Isabella riding their bikes to school just like any other normal child does in Denmark!

Don't miss The Little Mermaid – the statue of the young mermaid from the Hans Christian Andersen's story. And if you are tired of sightseeing, why not relax in the Tivoli Gardens? The park has some of the oldest roller-coasters in Europe; there are also many more up-to-date attractions. There's also something for animal lovers in the park – there are over 3000 animals living here in the city zoo. Go on! Come and discover the secret of the happiest people in the world!



My Culture

2

Read the text again. Answer the questions in your notebook.

- 1 What are three ways of discovering Copenhagen?
- 2 What are the three main attractions of the city that the author mentions?
- 3 Who lives in the Amalienborg Palace?
- 4 Is The Little Mermaid a statue or a character from a story?
- 5 Why are the Tivoli Gardens popular with visitors?

3

Work in pairs. Draw a map of Poland in your notebook and add the five tourist attractions in the box. Why are the places popular? Can you add any other popular destinations?

Białowieża Forest Wawel Castle
the Masurian Lake district
the Słowiński Sand Dunes
the Bieszczady Mountains

4

In your notebook, write a short advert for tourists visiting Poland. Use the expressions below.

Come and visit ... You must see ...
If you like ..., you will enjoy ...
Don't forget to see / visit ...

Unit 4 Grammar Reference

Comparatives and superlatives

W zależności od ich długości przymiotniki stopniuje się na dwa sposoby:

- ▶ poprzez dodanie **-er** i **-est** do krótkich przymiotników,
- ▶ poprzez dodanie **more** i **most** do przymiotników wielosylabowych.

	Adjective	Comparative	Superlative
One-syllable adjectives	old big	older bigger	the oldest the biggest
Two syllables ending -y	early	earlier	the earliest
Two or more syllables	beautiful	more beautiful	the most beautiful
Irregular	good bad	better worse	the best the worst

- Aby porównać dwie osoby, rzeczy lub miejsca, stosujemy przymiotniki w stopniu wyższym (*comparative adjectives*) oraz **than** (niż).

*Paris is **bigger** than Poznań.*

*St Petersburg is **more beautiful** than Moscow.*

- Przymiotników w stopniu najwyższym (*superlative adjectives*) używamy, aby porównać więcej niż dwie osoby, rzeczy lub miejsca. Przed przymiotnikiem w stopniu najwyższym stawiamy **the**.

*The Pacific is **the largest** ocean in the world.*

*I am **the youngest** person in my class.*

*What is **the most interesting** place you know?*

- Przymiotniki *good* i *bad* są przymiotnikami nieregularnymi i przyjmują różne formy w stopniu wyższym i najwyższym.

*New York is **the best** city in the world.*

*The film was **worse** than the book.*

(not) as ... as

- Konstrukcji **as + przymiotnik + as** (tak ... jak) używamy, gdy chcemy powiedzieć, że dwie osoby lub rzeczy są lub nie są takie same.

*New York is **as famous as** London.*

*I am **not as tall as** my brother.*

too, enough and not enough

- **Too** (za, zbyt) stawiamy przed przymiotnikiem, a **enough** (dość, wystarczająco) po przymiotniku.

We were **too late**. It was closed.
We weren't **too late**.

My tent was **big enough** for two people.
My tent wasn't **big enough** for eight people

- Zwrot **have enough** możemy również stosować z rzeczownikami.

*We **have enough chocolate** for ten people.*

*We **don't have enough money** to buy a new laptop.*

Unit 4 Progress Check

Vocabulary Places to visit

- 1 Complete the sentences with the words in the box in your notebook.

coastline lighthouse reefs ruins tomb



- Rome has some important historical .
- When the sailors saw the , they knew they were safe.
- Egyptian pharaohs were often buried in a inside a pyramid.
- The USA has an Atlantic and a Pacific .
- Pollution is killing coral in many seas.


Adverbs

- 2 Write the correct words in your notebook.

- My uncle always drives very slow / slowly.
- I always do my homework careful / carefully.
- The Golden Temple is a beautiful / beautifully building.
- The Great Pyramid was built very well / good.
- The museum was very interesting / interestingly.

- 6 Write the correct words in your notebook.

I ⁽¹⁾love / am loving travelling. I think the ⁽²⁾more / most interesting place in the world is China. The Forbidden City in Beijing is amazing. It ⁽³⁾isn't / wasn't as old as the Alhambra, but it's ⁽⁴⁾biggest / bigger. The Great Wall of China is also incredible. It's ⁽⁵⁾longer / more long than the coastline of Spain! The only problem with China is that it's ⁽⁶⁾too big / big enough. I never have ⁽⁷⁾too / enough time to go everywhere. Perhaps I'll go and live there when I'm ⁽⁸⁾enough old / old enough.

- 7  Listen and check your answers.

Grammar Comparatives and superlatives

- 3 In your notebook, complete the sentences with comparative or superlative forms of the adjectives in brackets.

- Russia is country in the world. (big)
- China's population is than Russia's. (large)
- The weather in Spain is than in the UK. (good)
- Paris is city in the world. (beautiful)
- Mont Blanc is mountain in Europe. (high)

- 4 In your notebook, complete the sentences with (not) as ... as and the verbs and adjectives in brackets.

- Moscow St Petersburg. (not be / beautiful)
- Prague Paris now. (be / popular)
- The cave the reef. (be / interesting)
- The Pyrenees the Alps. (not be / high)
- Spain Italy. (be / hot)

too, enough and not enough

- 5 Complete the sentences with too, enough or not enough in your notebook.

- The restaurant was expensive.
- We did have money to go to Bali.
- Are you old to travel alone?
- There's time to visit the cave. I'm sorry.
- The caves are small. We can't go in.

All Clear Grammar

1 2 3 4 5 6 7 8 9



Real-life heroes

Objectives

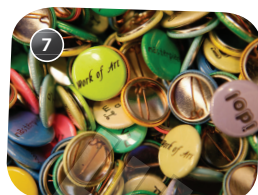
Vocabulary	Fundraising ideas; <i>make and do</i>
Grammar	Present perfect; <i>ever and never</i> ; <i>How long ... ?</i> with <i>for</i> and <i>since</i>
Speaking	Making requests and offers (2)
Writing	A blog post

Vocabulary

Fundraising ideas

- 1  2.01 Listen and repeat the words. Match them with pictures 1–10.

collect money • do a sponsored swim • have a barbecue • have a bring and buy sale •
make a charity CD • organize a jumble sale • sell badges • sell cakes • sell raffle tickets • wash cars



- 2 Complete the text with words from exercise 1.

After Typhoon Haiyan struck the Philippines, lots of people from around the world wanted to help. People collected money in the street and sold ⁽¹⁾ ... for people to eat. Schoolchildren did ⁽²⁾ ... walks and swims and washed ⁽³⁾ ... to raise money. In the UK, one charity shop organized ⁽⁴⁾ ... with second-hand clothes from Victoria and David Beckham. They raised a lot of money! In Canada, people had a ⁽⁵⁾ ... and bought burgers for \$5. In many countries, pop stars worked together to make ⁽⁶⁾ ... CDs. Everyone wanted to help.

- 3 Match four of the words from exercise 1 with the definitions below in your notebook.

- a competition or game in which people buy tickets and can win prizes
- small piece of metal, cloth, or plastic with a picture or some words on it
- a sale of second-hand clothes or books in order to raise money for a local church, school, etc.
- a meal or party during which people cook and eat food outdoors

- 4  2.02 Listen to Alex and Lucy. What fundraising idea do they choose for their class?

- 5  In pairs, think of three fundraising ideas to raise money for a school trip.

I think having a barbecue is a good idea because everyone likes burgers.

Reading

An article

1 Read the text quickly and choose the best title.

- a) **How to build your own school** b) **Ideas for fundraising projects** c) **Two inspiring fundraisers**



Have you ever noticed whenever there's a natural disaster people respond by donating time and money? But some people dedicate their lives to helping others. Here are two examples.

Felicity Marks

Felicity Marks spent four months teaching children at The Street Academy school in Accra, Ghana. She wanted to do more to help the city's children so she started a charity called the Street Academy Annexe Project.



The Street Academy offers free education to children aged 8–18, as well as books and meals. But the building is a small **wooden hut** and it has only got one classroom. The aim of the project is to build a school with four rooms and better facilities.

Her charity has organized quiz nights and it has sold cakes and done sponsored walks and skydives. So far, the school has bought the land for the new building. When it has raised enough money, it can start construction.

Word Check

wooden hut – drewniana chata
deprived – ubogi
teamwork – praca zespołowa
set up – zorganizować

Maria Schonfeld

Maria Schonfeld is the co-founder of a charity called Akosia. The aim of Akosia is to develop the creativity and confidence of **deprived** children around the world. They also learn about cooperation and **teamwork**.

Akosia has organized a film-making project for children in Ghana every year since 2009. It has **set up** similar projects in Mexico and Mongolia. The charity has organized fundraising dinners, music festivals and sports tournaments. It has also used platforms like Kickstarter to collect money online.

Maria is passionate about helping children and believes that the sky is the limit for Akosia!

i All Clear Facts

In the UK, Red Nose Day is an annual fundraising day. People wear red noses and do something funny to raise money for charity.

2



Read and listen. Write true or false in your notebook. Copy the text that shows your answers.

- 1 Felicity started her charity to help to pay for a new building.
- 2 The school has started the construction of the new building.
- 3 Maria started Akosia on her own.
- 4 Maria is optimistic about the future of Akosia.

3

Read the text again. Answer the questions in your notebook.

- 1 How long was Felicity at the Street Academy school?
- 2 What do children receive at the Street Academy school?
- 3 What does the Street Academy school need?
- 4 What do children learn on Akosia projects?
- 5 Where has Akosia organized projects?

4

Make a list of all the fundraising ideas that the text mentions in your notebook.

Present perfect

Affirmative	She has collected stamps.
Negative	We haven't collected toys.
Interrogative	Have you collected money?

Grammar Practice p114 >>

- 1** In your notebook, complete the sentences with the present perfect form of the verbs in brackets.

I've *done* (do) lots of sponsored swims.

- My dad (have) a barbecue for charity in our garden.
- We (not organize) a jumble sale.
- She (sell) raffle tickets.
- He (make) a charity CD.
- I (not sell) cakes for charity.

- 2** Write complete sentences with the affirmative or negative form of the present perfect in your notebook.

My friends / have / lots of barbecues. ✓
My friends have had lots of barbecues.

- I / collect / a lot of money. ✓
- We / organize / a jumble sale. ✗
- He / buy / a raffle ticket. ✗
- My brother / collect / second-hand books for a bring and buy sale. ✗
- My mum / raise / £2,000 for charity. ✓

- 3** In your notebook, complete the text with the present perfect form of the verbs in brackets.

Have you ever raised money for charity?
 I *haven't done* (not do) anything before, but I really want to be a volunteer. My brother (1) (organize) a raffle to raise money for cancer research and he (2) (buy) lots of charity badges. My sisters (3) (make) cakes and (4) (sell) them outside school to raise money for the Red Cross. I (5) even (not buy) a charity CD!
 I want to do a sponsored swim because I think it is a good way to raise money. My brother and sisters (6) (not collect) money for an animal charity, so I want to raise money for the RSPCA.



- 4** Match the statements with the questions. Then complete the questions with the present perfect form of the verbs in brackets in your notebook.

- I feel really tired. *b*
 - It's Ryan's birthday tomorrow.
 - Katy can't see the board.
 - Let's go to the park.
 - That was delicious.
 - The barbecue is this afternoon.
- (you / buy) the meat and sausages?
 - Have you done* (you / do) a sponsored swim today?
 - (you / have) enough to eat?
 - (it / stop) raining?
 - (she / lose) her glasses again?
 - (anyone / make) him a cake?

ever and never

Present perfect with ever and never

Have you **ever** done charity work?
 Has she **ever** organized a sponsored swim?
 I've **never** bought a charity CD.
 She's **never** been to India.

i All Clear Rules

We can use **ever** in questions and **never** in negative sentences to talk about experiences.
I've never done a sponsored swim.

- 5** Write questions in your notebook. Use the present perfect and **ever**. Then add two similar questions of your own.

sell raffle tickets for charity
Have you ever sold raffle tickets for charity?

- collect money for charity
- learn to play a musical instrument
- do a sponsored sports event
- see a lion
- meet a famous person
- make a cake
- be in love

- 6 In pairs, ask and answer the questions in exercise 5.

- 7 Write the correct words in your notebook.

Anna My life is boring. I've ⁽¹⁾ **ever / never** done anything interesting.
 Rob I don't believe you. Everyone ⁽²⁾ **has / have** done something interesting.
 Anna I ⁽³⁾ **hasn't / haven't**.
 Rob OK, have you ever ⁽⁴⁾ **eat / eaten** Thai food?
 Anna No, I've ⁽⁵⁾ **never / ever** eaten it.
 Rob Have you ever ⁽⁶⁾ **ride / ridden** a horse?
 Anna No, ⁽⁷⁾ **I / I've** never done that.
 Rob Have you ever ⁽⁸⁾ **be / been** in a film?
 Anna You mean as an actor? No, of course I ⁽⁹⁾ **have / haven't**!
 Rob Errr, well, have you ⁽¹⁰⁾ **never / ever** met a famous person?
 Anna Yes! I met Justin Bieber last year!

How long ...? with for and since

Present perfect with for and since

How long has she worked at the school?
 She's worked at the school **since** 2013.
 She's worked at the school **for** three years.

Grammar Practice p114 >>

- 8 Look at the sentences in the table and complete the rules. Write the correct words in your notebook.

a) We use **for / since** with a period of time.
 b) We use **for / since** with a point in time.

- 13 Complete the text using **for** or **since** in your notebook.

My hero is my grandfather. He's 65 years old. He loves football and he has watched every Arsenal game ⁽¹⁾ ... 1955. He hasn't missed a game ⁽²⁾ ... the day he got married – it was a Saturday. He's been married ⁽³⁾ ... over 40 years and he and my grandma have lived with us ⁽⁴⁾ ... five years. He loves music and he's been a fan of jazz ⁽⁵⁾ ... he was a teenager. He's the coolest grandfather in the world.



- 9 Copy and complete the table with the time expressions in the box.

2010 2 pm a long time a month
 April I was born last night Saturday
 this morning three weeks two hours

for	since
three weeks	2010

- 10 Complete the sentences with **for** or **since** in your notebook.

I've lived in Valencia **since** I was born.
 1 Rob's been at home ... two hours.
 2 I haven't played tennis ... last August.
 3 He hasn't done a sponsored walk ... he was 13.
 4 My sister has known her best friend ... a long time.

- 11 Write complete questions with **How long ...?** in your notebook.

you / be / at this school?
How long have you been at this school?
 1 you / know / your best friend?
 2 you / study / English?
 3 you / have / your mobile phone?
 4 you / live / in your flat?
 5 you and your friends / play / football?

- 12 In pairs, ask and answer the questions in exercise 11.

How long have you been at this school?

I've been at this school for two years.

Vocabulary

make and do

- 1 Look at the words and phrases. How do you say them in your language?

a decision • a mistake • charity work • exercise • friends • homework • money • nothing • someone a favour • someone happy • someone laugh • your best

2



Copy and complete the table with the words in exercise 1 in your notebook. Listen and repeat the words.

do	make
charity work	

- 3 Match pictures 1–5 with *make* or *do* and a phrase from exercise 1 in your notebook. Which expressions are not in the pictures?



- 4 In your notebook, complete the questions with the correct form of *make* or *do*. Then ask and answer the questions in pairs.

Have you ever *done* any charity work?

- What ... you happy?
- Have you ever ... a mistake?
- How often do you ... someone a favour?
- How often do you ... exercise?
- Have you ever ... a difficult decision?
- Where do you usually ... your homework?
- Is it easy for you to ... new friends?
- Do you sometimes like ... nothing at all?

Listening

5



Listen to two recordings. Choose the correct answer in 1–3. Then complete the gaps in the notice (4–6) with the correct words in your notebook.

Text 1

- The organisation *Saving Africa* ...
 - buys books for children in Africa.
 - educates parents of school children.
 - aims to build some extra school buildings.
- Which activity makes the most money for *Saving Africa*?
 - Selling clothes and food.
 - Donations from famous people.
 - Organising charity concerts.
- The conversation takes place ...
 - at school.
 - on TV.
 - on the radio.

Text 2

- The charity day at school takes place next (4)
- Events include a sale, food market and a (5)
- Students can invite members of their family, but (6) ... are not allowed.

Speaking

Making requests and offers (2) / A fundraising event

1



Listen to the dialogue. How much money does Mr Moran offer Yasmin?
What expressions does Yasmin use to sound polite?

Model Dialogue



Mr Moran

Hello, Yasmin.

Sure. What can I do for you?

Oh yes?

Sounds fun.

Yes, OK. Which charity is it for?

OK. I'll give you £1 a mile.

And when is it?

Well, good luck.

Yasmin



Hi, Mr Moran. Do you have a minute?

Well, I'm raising money for charity.

I've decided to do a sponsored walk for five miles.

Would you like to sponsor me?

Oxfam.

Great. Thanks.

Next Saturday.

Thanks, Mr Moran.

2

Listen again and repeat the dialogue.

Speaking Task



1 Talk about a fundraising event

Choose one of the events below or use your own ideas.

Menu	Notes	+
Event:	organize a cake sale	
Request:	donate a cake	
Charity:	The Red Cross	
Offer:	make a chocolate cake	
When?	on Thursday	

Menu	Notes	+
Event:	do a 2-kilometre sponsored swim	
Request:	sponsor me	
Charity:	Doctors Without Borders	
Offer:	give €10 a km	
When?	on Sunday	

2 Prepare a dialogue

Look at the Model Dialogue and change the words in blue.

3 Speak

In pairs, practise your dialogue.

What can I do for you?

Well, I'm raising money for charity.

Useful Language

Making requests and offers (2)

Do you have a minute?

Sure. What can I do for you?

Would you like to sponsor me?

I'll give you £1 a mile.

Writing

A blog post

1



Read the Model Text and listen. Answer the questions in your notebook.

- 1 What fundraising project did Kate take part in?
- 2 Which charity have the students decided to donate the money to?
- 3 Why did they choose this charity?
- 4 What does Kate think about the event?

Model Text



Have you ever done any charity work?

Last weekend I took part in a charity project at school. We studied endangered animals in our biology lessons and wanted to do something to help them. All the students in my class enjoy cycling, so we did a 10 km sponsored cycle ride around the local park to raise money.

Our parents and friends were at the park in order to support us and everyone was very excited. We collected over £1000 and have decided to donate it to the WWF. We are supporting this charity because we believe that saving wild animals is very important and we are all animal lovers.

I think it was a great idea. We have never raised so much money before. It was a real success, so I hope it becomes an annual event!



2

Look at the All Clear Tips and translate the sentences. Then find examples in the Model Text.



All Clear Tips

Connectors of purpose: **to + infinitive** / **in order to + infinitive**

We use **to + infinitive** / **in order to + infinitive** to write sentences showing purpose.

*We did a 10 km sponsored cycle race **to** raise money.*

*We organized a jumble sale **in order to** help homeless people.*

3

In your notebook, rewrite the sentences to show purpose.

- 1 I did a sponsored swim. I raised money for Oxfam.
- 2 I'm going to Rome. I'm visiting my cousin.
- 3 Every day my sister goes to the sports centre. She plays basketball.
- 4 Andy went to the supermarket. He bought some milk.
- 5 My best friend has sent me a text. She has invited me to her party.

Writing Task



1 Plan

Make notes about a real or imaginary charity event and include:

Introduction: *Who organized the charity event? Why did they organize it?*

Description of the event: *Who took part in the event? How much money did you raise? Which charity did you give the money to? Why?*

Final comment: *What do you think of the event? Are there any plans to repeat it in the future?*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1: Introduction

Paragraph 2: Description of the charity event

Paragraph 3: Final comments

3 Check

- ☒ vocabulary and grammar
- ☒ spelling
- ☒ **to + infinitive** / **in order to + infinitive**

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Famous heroes and heroines



Elizabeth Fry
Elizabeth Fry is one of the most famous women in British history. All her life she worked to help

the poor, especially poor people who were in prison.

Her early life

Elizabeth was born on 21st May 1780 into a family with 11 other siblings. Sadly, her mother died when Elizabeth was 12 years old and she had to look after her brothers and sisters. Elizabeth married Joseph Fry, a wealthy banker, in 1800 and they went to live in London.



Her prison work

When she was in London, Elizabeth visited Newgate Prison. There she met children who were living in prison because they had no home. The prison was dirty and terrible. She was so shocked by her visit that she went back with food and clothes for the children. She started a school and taught their mothers to read.

Fame

Elizabeth's work made her famous. In 1818, she became the first woman to talk to the British parliament. Queen Victoria gave her money. In 1840, she started a school for nurses which helped change the profession of nursing.



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1



2.08

Read and listen. Then answer the questions in your notebook.

- 1 Why is Elizabeth Fry famous?
- 2 What did her husband do?
- 3 How did she help prisoners?
- 4 Why are 1818 and 1840 important dates in Elizabeth Fry's life?

2

Can you think of a famous Polish hero or heroine?

3

What are the people below famous for? Match the people with the information in your notebook.

- 1 Albert Chmielowski, a Catholic saint
 - 2 Janusz Korczak, a doctor and an educator
 - 3 Irena Sendlerowa, a nurse and social worker
 - 4 Janina Ochojska, a charity campaigner
- a) organized food and shelter for the poor and homeless
 - b) rescued 2,500 Jewish children in Poland during World War II
 - c) ran an orphanage and defended children's rights
 - d) established an organization which helps victims of natural disasters and wars across the world

4

In your notebook, write about a person you admire for their work for other people. Include:

- personal details
- charity work
- why you admire this person

Unit 5 Grammar Reference

Present perfect

- Czasu *present perfect* używamy, gdy opisujemy wydarzenia, które miały miejsce w przeszłości, ale nie podajemy, kiedy one się zdarzyły.

Mike has bought a new phone.

We have been to Spain three times.

- Zdania twierdzące w czasie *present perfect* tworzymy w następujący sposób:

podmiot + have / has + past participle (III forma) czasownika.

- Forma *past participle* czasowników regularnych jest taka sama jak forma *past simple* (czasownik z końcówką -ed). Czasowniki nieregularne mają różne formy *past participle* (patrz. s.130):

buy → *bought*; *go* → *gone*; *sing* → *sung*

Affirmative	
I	have finished the test.
He / She / It	has finished the test.
You / We / they	have finished the test.

Negative	
I	have not been to China. (haven't)
He / She / It	has not been to China. (hasn't)
We / You / they	have not been to China. (haven't)

- Pytania w czasie *present perfect* tworzymy, stawiając *have / has* przed podmiotem.

Lucy has seen the film.

Has Lucy seen the film?

Interrogative	Short answers (+ / -)
Have you done charity work?	Yes, I have . / No, I haven't .
Has she made the decision?	Yes, she has . / No, she hasn't .
Have they collected the money?	Yes, they have / No, they haven't .

ever / never

- Czas *present perfect* często stosujemy z określeniami *ever* (kiedykolwiek) oraz *never* (nigdy), kiedy mówimy o doświadczeniach.

- Ever* stosujemy w pytaniach, a *never* w zdaniach przeczących.

Have you ever lived in France?

I've never been to Rome.

How long ...? with for and since

- Aby zapytać, jak długo trwa dana sytuacja, czynność lub stan, w pytaniach w czasie *present perfect* używamy *How long*?

How long has she been a doctor?

How long have you had a dog?

- Czasu *present perfect* używamy, aby powiedzieć, że coś się zaczęło w przeszłości i trwa do dziś. Używamy wówczas określeń *for* i *since*.

- For* używamy, aby określić, jak długo trwa dana sytuacja, czynność lub dany stan.

She's been a doctor for more than a year.

- Since* używamy, aby określić konkretny moment, od którego dana sytuacja, czynność lub stan się rozpoczęły.

She's been a doctor since August 2009.

For (a period of time)	Since (a point in time)
a month	2010
a long time	2 pm
two hours	April
three weeks	this morning
four days	I was born
a year	Saturday
	last night

Unit 5 Progress Check

Vocabulary Fundraising ideas

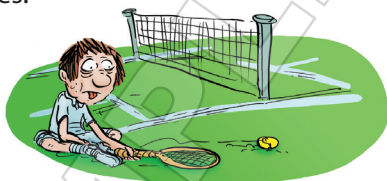
- 1 Match 1–5 with a–e to make sentences. Write them in your notebook.

- 1 I bought a charity
 - 2 Pop stars are making a
 - 3 My friends are washing
 - 4 There was a woman collecting
 - 5 We've organized
- a) money for the Red Cross.
 - b) charity CD to raise money for homeless people.
 - c) raffle ticket to help Syrian refugees.
 - d) a jumble sale for PAH.
 - e) cars for charity.

make and do


- 2 In your notebook, complete the sentences with the correct form of *make* or *do*.

- 1 I've just ... some exercise. I'm really tired.
- 2 I always ... my homework before I watch TV.
- 3 I ... lots of friends at the summer camp last year.
- 4 Can you ... me a favour? I really need some help.
- 5 I think I failed the test. I ... too many mistakes.



- 6 Write the correct words in your notebook.

(1) **Do** / Have you know someone you really admire? I do. My best friend, Jenny. We've known each other since we (2) **start** / **started** primary school and we've been best friends (3) **for** / **since** ten years. Jenny loves (4) **help** / **helping** other people. She (5) **is raising** / **has raised** lots of money for charity in her life. She has washed cars and (6) **sells** / **has sold** cakes. I've done a sponsored swim with her to raise money for Save the Children. We think it's the (7) **more** / **most** important charity in the world. The only thing Jenny has (8) **never** / **ever** done is a sponsored walk, but she's going to do one this summer. She's fantastic!

- 7  Listen and check your answers.

Grammar Present perfect

- 3 In your notebook, complete the sentences with the present perfect form of the verbs in brackets.

- 1 Dan ... (raise) £200 for charity.
- 2 We ... (decide) to do a sponsored walk next month.
- 3 ... you ... (sponsor) Luis for his charity bike ride?
- 4 I ... (never / do) a sponsored skydive.
- 5 Jo ... (not donate) any clothes to the bring and buy sale.

- 4 Correct the sentences in your notebook.

- 1 Beth have never done a sponsored swim.
- 2 Have you raised ever money for charity?
- 3 I hasn't visited India, but I want to.
- 4 Have you see the new adventure film?
- 5 Alex was collected lots of money for charity.

for and since

- 5 Complete the sentences with *for* or *since* in your notebook.

- 1 I've known my best friend ... 2006.
- 2 Carla's done charity work ... she was 12.
- 3 You've studied ... three hours. Well done!
- 4 I haven't eaten ... this morning. I'm hungry.
- 5 Tom's been here ... a long time. He arrived early.

All Clear
Grammar ✓

1 2 3 4 5 6 7 8 9



Amazing journeys

Objectives

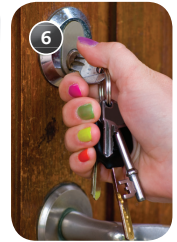
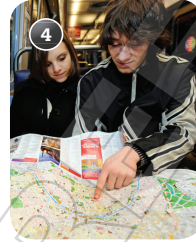
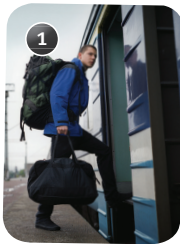
Vocabulary	Travel; extreme adjectives
Grammar	Present perfect and past simple; quantity
Speaking	Talking about a journey
Writing	A description of a journey

Vocabulary

Travel

- 1  2.10 Listen and repeat the words. Match them with pictures 1–12.

arrive • buy a guidebook • buy souvenirs • come back home • get off a train • get on a train • have adventures • meet people • pack a suitcase • plan a trip • send postcards • set off



- 2 Write the correct words in your notebook.

Hi Sarah,

We're in Italy and it's really exciting! As usual, I ⁽¹⁾packed / got on my suitcase at the last minute. ☺ We ⁽²⁾set off / got on from home on Sunday morning and we ⁽³⁾bought / planned a guidebook at the airport. We ⁽⁴⁾arrived / set off in Rome in the afternoon. Suzy and I have ⁽⁵⁾met / had lots of adventures. On the first day, we ⁽⁶⁾met / sent some Spanish boys at the hotel and we went to the Colosseum with them today. At the moment, we're ⁽⁷⁾getting off / planning a trip to Naples. I've taken lots of photos to show you when we ⁽⁸⁾get off / come back home next week. I've ⁽⁹⁾bought / had you a great souvenir – a Roma football shirt!

Kate

- 3 Order the words to make sentences in your notebook.

- 1 the train / ever / wrong / got / Have / on / you / ?
- 2 she / plans / leaves / her trip / Lucy / before / always / .
- 3 travelled / have / We / adventures / when / India / had / a lot of / we / around / .
- 4 likes / to / her / Fiona / sending / friends / holiday postcards / .

- 4  2.11 Listen to Zoe and Chas. What souvenirs have they bought?

- 5  In pairs, ask and answer questions about travelling.

Have you ever bought any souvenirs?

Yes, I bought a keyring in Paris.

Reading

Word Check

wheelchair – wózek inwalidzki
hitchhike – jeździć autostopem
freedom – wolność

A personal profile

1 Read the text quickly. In what ways do you think Albert isn't a typical young man?

2  2.12 Read and listen. Check your answer to exercise 1.

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IT'S A SMALL WORLD

Albert became ill with leukaemia when he was five. But the disease hasn't stopped him doing what he loves most – travelling. He usually travels on his own, he often hitchhikes and he never takes more than about 20 euros. He gets money by working and doing tricks with his wheelchair. Albert has had lots of adventures. He has slept on boats and desert islands. He has also learnt how to get on and get off buses and trains without help.

Albert wants more people in wheelchairs to copy him. 'The chair helps you to travel because it eliminates fear,' Albert explains. 'When you hitchhike, drivers pick you up because you don't look dangerous. And people talk to me because they want to meet this boy who travels the world in a wheelchair.'

A few years ago, Albert set off for New Zealand with his girlfriend, Anna. *Little World* tells the story of their journey. It is a beautiful film – a documentary, a road movie and a love story.

Albert has four tattoos that symbolize the most important things in his life: love, freedom, luck and happiness. And *Little World* has a message for all of us: discover what really makes you happy and just do it!

Find out more! ▶



Albert Casals is a typical young man in many ways but in others he is very different. He has visited more than 80 countries, written two books, *The World on Wheels* and *Without Frontiers*, and starred in a film, *Little World*. And one more thing: Albert has been in a **wheelchair** since he was eight years old.

3 Read the text again. Answer the questions in your notebook.

- What are *The World on Wheels* and *Without Frontiers*?
- How many countries has Albert visited?
- Does he usually travel with someone else?
- How does he make money when he's travelling?
- What are the advantages of travelling in a wheelchair?
- What are the most important things in Albert's life?

4 What do these numbers refer to in the text?

- a) 80 b) 2 c) 8 d) 5 e) 20 f) 4

All Clear Facts

Hitchhiking is legal in the UK, but not on motorways. It is not a common way to travel now.

5 Name three things that make you happy. Compare your answers in pairs.

Present perfect and past simple

Present perfect and past simple

He **has written** a book.

Albert **has been** in a wheelchair since he was eight years old.

In 2007 he **set off** for South America.

Grammar Practice p115

1 Look at the sentences in the table. Which of the verbs in bold are present perfect and which are past simple?

2 Match the sentences in the table with uses 1–3. Write them in your notebook.

- 1 to talk about uncompleted actions or situations that began in the past and continue in the present
- 2 to talk about past actions or experiences without saying when they happened
- 3 to talk about completed actions at a definite time in the past

3 Write the correct words in your notebook.

- 1 I **lived** / **have lived** here when I was eight.
- 2 Albert Casals **visited** / **has visited** more than 80 countries.
- 3 My mum **set off** / **has set off** for New York yesterday.
- 4 Dave is in China. He **had** / **'s had** lots of adventures.
- 5 I **took** / **'ve taken** lots of photos when I was in Brazil.

4 Write complete sentences in your notebook using the present perfect or the past simple.

I / live / in Peru / for three years. I love it!
I've lived in Peru for three years. I love it!

- 1 He / live / in Toronto / for a year / when he was younger.
- 2 I / go / to Hawaii / last summer.
- 3 We / never / visit China.
- 4 Alex / not be / to Los Angeles. He wants to go next year.
- 5 My mum / go / to Italy / last year.

5 Complete the questions with the present perfect form of the verbs in brackets in your notebook.

- 1 ... you ever ... (be) to Australia?
- 2 ... you ever ... (visit) South America?
- 3 ... you ever ... (read) the Harry Potter books?
- 4 ... you ever ... (eat) exotic food?
- 5 ... you ever ... (buy) any souvenirs?

6 In your notebook, complete the questions with the past simple form of the verbs in brackets. Then match them with the questions in exercise 5.

- a) What ... you ... (buy)?
- b) What ... you ... (eat)?
- c) How many kangaroos ... you ... (see)?
- d) ... you ... (like) them?
- e) Which countries ... you ... (visit)?

7 In pairs, ask and answer the questions in exercises 5 and 6.

Have you ever bought any souvenirs?

Yes, I have.

What did you buy?

I bought a T-shirt.

8 In your notebook, complete the dialogue with the correct form of the verbs in brackets. Use the present perfect or the past simple.

- Natalie** I'm reading *Around the World in 80 Days*. (1) ... you ... (read) it?
- Charlie** No. Who's it by?
- Natalie** Jules Verne. He (2) ... (write) it in 1873.
- Charlie** Oh, I know him. I (3) ... (read) *Journey to the Centre of the Earth* a few years ago.
- Natalie** (4) ... you ... (like) it?
- Charlie** Yes, it (5) ... (be) great. You should read it. Last year, I (6) ... (see) a TV programme called *Around the World in 80 Days*.
- Natalie** With Michael Palin? Yes, I remember it. He (7) ... (make) lots of travel programmes.
- Charlie** He's really lucky. I (8) ... (never be) to a foreign country.
- Natalie** Haven't you? I (9) ... (be) to one. Last year I (10) ... (go) to Greece with my family.

Quantity

	Countable nouns	Uncountable nouns
Affirmative	He had a lot of adventures.	He made a lot of money.
	He had some / a few adventures.	He made some / a little money.
Negative	He didn't have many / any adventures.	He didn't make much / any money.
Interrogative	How many adventures did he have?	How much money did he make?
	Did he have many / any adventures?	Did he make much / any money?

Grammar Practice p115

9 Complete the sentences with the words in the box in your notebook.

a little a lot of any many much

- I've been to ... European countries – almost all of them!
- She didn't see ... dolphins on the boat trip – only two in the end!
- Are there ... seats available on the next bus to Liverpool?
- How ... chocolate have you bought?
- I was ill last week and only ate ... food.



10 Write the correct words in your notebook.

reply
reply all
delete
save
forward

Dear Parents,

Next week is the annual school trip to All Action Adventure Camp for all Year 7 students.

All students need to bring ⁽¹⁾**some / any** warm clothes for the outdoor activities. They don't need to bring ⁽²⁾**any / much** special equipment for the outdoor activities because the camp will provide everything they need. Students do not need to bring ⁽³⁾**any / some** food. The camp provides all meals with ⁽⁴⁾**a lot of / many** fresh fruit and vegetables. Most importantly, students shouldn't bring ⁽⁵⁾**a little / any** gadgets such as mp3 players or mobile phones. The teachers have mobile phones for emergencies. Students can bring ⁽⁶⁾**a little / a few** money as there will be an excursion to the local town on the last day. We're confident that all students will learn a lot and have ⁽⁷⁾**a lot / a little** of adventures on the trip.

The Teachers

11 In your notebook, translate the words in brackets into English.


- I met ... (*wiele*) people on the train to Berlin.
- My sister bought ... (*trochę*) bread.
- I couldn't find ... (*żadnych*) cabs in front of the railway station.
- I've only sent ... (*kilka*) postcards in my life.
- They didn't have ... (*dużo*) time to visit the museum.
- We have very ... (*mało*) money.

12 In your notebook, complete the sentences with the correct words. Ask and answer the questions in pairs.

- | | |
|--|---|
| 1 Have you been to ... foreign cities? | 4 Are there ... cities you would like to visit? |
| 2 Have you met ... famous people? | 5 Have you had ... amazing adventures? |
| 3 How ... fruit have you eaten today? | 6 How many languages do you know ... words of? |

Vocabulary

Extreme adjectives

- 1  2.13 Listen and repeat the words. How do you say them in your language?
Match them with pictures 1–9.

amazing • awful • boiling • delighted • enormous • exhausted • freezing • terrifying • tiny



- 2 Look at the extreme adjectives in exercise 1 and match them with the adjectives in the box.

bad big cold frightening good happy hot small tired

- 3 Write the extreme adjective for each sentence in your notebook.

I don't like flying. It's frightening.

terrifying

- 1 The journey was really bad.
- 2 I love Greek food. It's good.
- 3 It's hot on this bus. Can I open a window?
- 4 There were 300 people on our flight. The plane was big.
- 5 Put your coat on. It's cold outside.

- 4 Write the correct words in your notebook.

- 1 I'm **tiny** / **exhausted** / **freezing**. I'm going to bed early.
- 2 I'm wearing too many clothes. I'm **boiling** / **freezing** / **awful**.
- 3 Julie was **delighted** / **tiny** / **exhausted** with her present.
- 4 That horror film was **terrifying** / **amazing** / **tiny**. I'm never watching it again.
- 5 The journey was **enormous** / **terrifying** / **awful**. We arrived three hours late.

Listening

- 5  2.14 Listen to the dialogue about adventurer, Mike Perham. How long did it take Mike to sail around the world?

- 6 Listen again. Write true or false in your notebook.

- 1 Mike was the youngest person to travel around the world.
- 2 Mike celebrated his 17th birthday at sea.
- 3 He had really bad weather in the Indian Ocean.
- 4 He stopped three times to make repairs to his yacht.
- 5 He had a terrifying experience with a shark.
- 6 His ambition is to be the first person to travel around the world by land, sea and air.



Speaking

Talking about a journey / At the station

1



2.15

Listen to the dialogue. Did Lizzie have a good train journey?

Model Dialogue



Tanya

You've arrived at last! Welcome to **Oxford**!

No problem. So, how was the journey?

Did you get a good seat?

What? Did you change trains?

Did you have anything to eat?

Oh, no. How terrible!

Lizzie



Hi! Thanks for coming to meet me.

It was **terrible**. The train from **Edinburgh** left **30 minutes late**.

No, I had to stand.

Yes, I changed in **Birmingham**.

No, there wasn't any food on the train, so I haven't eaten all day.

2

Listen again and repeat the dialogue.

Speaking Task



1 Talk about a journey

First, choose a journey. Use the ideas below or your own ideas.

Cambridge – Edinburgh

Journey: Great. Train left on time.

Seat: Yes. By the window. Very comfortable.

Change: Yes. Newcastle.

Food: Yes. Some sandwiches and crisps.

Liverpool – Leeds

Journey: Terrible. Train left late.

Seat: No. Had to stand.

Change: No. Direct.

Food: No. No food.

2 Prepare a dialogue

Look at the Model Dialogue and change the words in **blue**.

3 Speak

In pairs, practise your dialogue.

You've arrived at last! Welcome to Edinburgh!

Thanks for coming to meet me.

Useful Language

Talking about a journey

How was the journey?

It was terrible.

Did you get a good seat?

No, I had to stand.

Did you change trains?

No, it was a direct train.

Did you have anything to eat?

No, there wasn't any food on the train.

Writing

A description of a journey

1



Read the Model Text and listen. Order the events in your notebook.

- | | |
|--------------------------------|-----------------------------------|
| a) flew to Washington DC | d) the plane left London |
| b) arrived at the hotel | e) waited for a bus |
| c) waited to get off the plane | f) queued at the immigration desk |

Model Text



Hi Nick,
Well, we've arrived in the USA but it was an awful journey!
We set off from London on time, but we couldn't land in New York because of bad weather. **First**, we flew to Washington DC. **Then**, we waited for three hours to get off the plane. **Next**, we queued for two hours at the immigration desk. **After that**, we waited 45 minutes for the bus. **Finally**, we arrived at the hotel at midnight – we were exhausted! Look at the picture of my little sister!
We've booked another flight to New York for tomorrow. I'll send an email when we get there.
Liv



2

Look at the All Clear Tips and complete the rules below with the words in bold.

i All Clear Tips

Linkers

First, we flew to Washington DC.
Then, we waited for three hours.
Next, we queued for two hours at the immigration desk.
After that, we waited 45 minutes for the bus.
Finally, we arrived at the hotel at midnight.

- We use ... to show the beginning of an event.
- We use ..., ..., and ... to show the order of events.
- We use ... to show the end of an event.

3

Write the correct words in your notebook.

We went on a bus tour in New York last year.
(1) **Next / First**, we went to Times Square in the centre of Manhattan. (2) **Then / Finally**, we drove up one side of Central Park and saw the Museum of Natural History. (3) **First / Next**, we went to Harlem and saw the Apollo Theatre. (4) **After that / Finally**, we drove down Park Avenue. (5) **Then / Finally**, we got off the bus by the Guggenheim Museum. It was brilliant!

Writing Task



1 Plan

Make notes about a real or imaginary journey and include:

Introduction: *where you were going, what the journey was like (good or bad)*
Description: *what happened and in what order*
Closing phrase: *how the journey ended*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1: Introduction
Paragraph 2: Description
Paragraph 3: Closing phrase


3 Check

- ☒ present perfect and past simple, quantity
- ☒ travel, extreme adjectives
- ☒ linkers: *first, then, next, after that and finally*

Culture Reading

EXTRA

1 Work in pairs. Where were these photos taken? Give reasons for your suggestions.

2  2.17 Read and listen. Check your answers to exercise 1.

A

When people think of Peru they usually think of ancient Machu Picchu, woolly llamas and surfing in Playa Chicama. But even the most experienced traveller may be surprised to learn that one of the local dishes is 'cuy' – a speciality made from guinea pig – an animal that many Europeans keep as a pet. Another surprising thing is that potato dishes are very popular in Peru. They are made from one of over 4000 types of potatoes grown there. The potato even has its holiday in Peru – National Potato Day on May 30. At New Year Peruvians give each other unusual presents, such as ... yellow underwear. This is because yellow is believed to bring good luck.

Culture shock!

Get ready and enjoy!



B



Tim B

Last July, I went on a trip to Japan. Do you know what the strangest thing was? People wearing face masks in the street! Some of the masks are white, some are in different colours. I thought it was because of smog in the cities, but my guide told me that it's a kind of fashion now and lots of teenagers wear them! Can you believe it? And many people wear them if they've got a cold. Another huge shock was when we had to leave our shoes on the shelf in the sushi restaurant! I had a big hole in my sock and I didn't want anyone to see it, so I left the restaurant. What do you think about my experiences? Leave your comments here.

3 Read the texts again. In your notebook, complete the sentences with one or two words.

- While guinea pig is a popular ... in Europe, Peruvians ... a dish made from the animal.
- People in Peru ... several thousand varieties of potatoes.
- In Peru, people believe that if you want to be ..., you should wear yellow underwear.
- Wearing face masks in Japan is ... these days. Almost every teenager has at least one.
- Tim had a hole in his sock, so he didn't ... his shoes.

4 Answer the questions below in your notebook.

Which text (A or B) ...

- contains a personal opinion?
- can you probably find in a magazine?
- is a little more formal?

My Culture

5 Work in pairs. What food and customs may be new to tourists who are visiting Poland? In your notebook, write your ideas under these headings.

- Polish food
- Typical family traditions
- Holidays that are only celebrated in Poland.

6 Have you ever experienced 'culture shock'? Where did you go? What shocked you? How did you feel?

Unit 6 Grammar Reference

Present perfect and past simple

Czasu *present perfect* używamy, aby opisać sytuacje, czynności i wydarzenia, które miały swój początek w przeszłości i trwają nadal.

Mike has lived in the USA for three years.



Czasu *present perfect* używamy również, gdy mówimy o swoich lub czyichś doświadczeniach, bez podawania, kiedy one się wydarzyły.

They have been to the USA.

Czasu *past simple* używamy, gdy opisujemy zakończone czynności, które zdarzyły się w określonym momencie w przeszłości.

Mike lived in the USA for three years.



Czasu *past simple* używamy, gdy mówimy, kiedy coś się wydarzyło.

They went to the USA in 2009.

Czasu *present perfect* używamy, gdy chcemy zapytać o doświadczenia, sytuacje i wydarzenia w bliżej nieokreślonej przeszłości. Czasu *past simple* używamy, gdy chcemy dopytać o dodatkowe szczegóły i informacje dotyczące tych wydarzeń.

Mark: Have you ever been to New York?

Jenny: Yes, I have

Mark: When did you go to the USA?

Zwróć uwagę na określenia czasowe zwykle stosowane w czasach *present perfect* i *past simple*.

Present perfect	Past simple
this week	yesterday
in the last week	last year
never / ever	5 days ago
recently	when I was young
for / since	in 2009

Quantity

	Countable nouns	Uncountable nouns
Affirmative	He had a lot of adventures. He had some / a few adventures.	He made a lot of money. He made some / a little money
Negative	He didn't have many adventures. He didn't have any adventures.	He didn't make much money. He didn't make any money.
Interrogative	How many adventures did he have? Did he have many / any adventures?	How much money did he make? Did he make much / any money?

- Z rzeczownikami policzalnymi używamy określeń *few* (mało), *a few* (kilka) i *many* (wiele).
- Z rzeczownikami niepoliczalnymi używamy określeń, *little* (mało), *a little* (trochę) i *much* (dużo).
- *A lot of* (dużo, wiele) używamy zarówno z rzeczownikami policzalnymi, jak i niepoliczalnymi.
- Aby zapytać o ilość lub liczbę stosujemy: *How many?* / *How much?* (ile?)

How many friends have you got?

How much fruit have you eaten today?

- *Some* używamy w zdaniach twierdzących, a *any* używamy w pytaniach.

My brother has bought some souvenirs in Rome.

Do you know any famous people?

- *A lot of* i *lots of* używamy zwykle w zdaniach twierdzących, a *much* i *many* w pytaniach i przeczeniach.

There's a lot of food in the fridge.

Lucy doesn't have much free time.

Have you visited many countries?

Unit 6 Progress Check

Vocabulary Travel

- 1 In your notebook, complete the sentences with the words in the box.

adventures home
postcard suitcase trip



- 1 Paula sent me a ... from Sydney.
- 2 You haven't packed your
You're going to be late!
- 3 I planned a ... with my guidebook.
- 4 Lucy had lots of ... when she went to Japan.
- 5 I had such a great holiday that I didn't want to come back ...!


Extreme adjectives

- 2 Match adjectives 1–5 with extreme adjectives a–e. Write them in your notebook.

- | | |
|---------|--------------|
| 1 small | a) awful |
| 2 cold | b) exhausted |
| 3 tired | c) amazing |
| 4 good | d) tiny |
| 5 bad | e) freezing |

- 6 Write the correct words in your notebook.

- Hailey** France is the ⁽¹⁾best / better country I've ever been to. ⁽²⁾Did you ever go / Have you ever been?
- Aiden** Yes, I ⁽³⁾have been / went two years ago.
- Hailey** Did you eat ⁽⁴⁾much / any frogs' legs?
- Aiden** Yes, I did. They were awful. I ⁽⁵⁾didn't like / haven't liked them.
- Hailey** How long did you stay there?
- Aiden** I was only there ⁽⁶⁾for / since five days.
- Hailey** And did you buy ⁽⁷⁾any / much souvenirs?
- Aiden** No, they were ⁽⁸⁾enough / too expensive.

- 7  2.18 Listen and check your answers.

Grammar Present perfect and past simple

- 3 Write the correct words in your notebook.

- 1 Has Sarah seen / Did Sarah see the Taj Mahal when she was in India?
- 2 I've set off / set off on my travels a year ago. So far I've been / went to 30 countries.
- 3 I bought / 've bought a guidebook for Istanbul yesterday.
- 4 The postcard hasn't arrived / didn't arrive. When did you send it?
- 5 Have you ever visited / Did you ever visit Greece? – No, but I'd love to go one day.

- 4 In your notebook, complete the sentences with the correct form of the present perfect or past simple.

- 1 I've been to lots of countries. Last summer I ... (go) to Greece.
- 2 I ... (pack) my suitcase last night.
- 3 She ... (have) many adventures over the years. Last year she ... (write) a book about them.
- 4 When ... he ... (come) back home? A week ago.
- 5 They ... (plan) their trip very carefully. They would like to go next summer.

Quantity

- 5 Write the correct words in your notebook.

- 1 I haven't packed any / much socks.
- 2 Nick's bought much / a lot of souvenirs.
- 3 I haven't got many / much time.
- 4 Did you meet many / much people on holiday?
- 5 I only spent a little / a few money yesterday.

All Clear
Grammar ✓

1 2 3 4 5 6 7 8 9



Revision Units 4–6

Vocabulary

- Places to visit
- Adverbs
- Fundraising ideas
- *make and do*
- Travel
- Extreme adjectives

Work with a partner to complete the sentences with the correct word in your notebooks.
Who finishes first?

START



What ... you laugh? (5)

I play the guitar very ... (4)



Have you ever sold ... tickets for charity? (6)

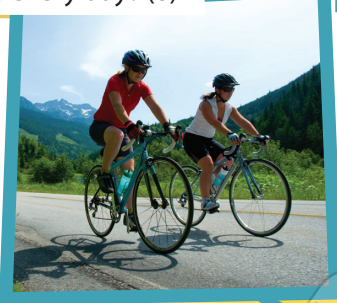


What do you wear when the weather is ...? (8)



Have you seen any Roman ...? (5)

Do you do some ... every day? (8)



When did you last send a ...? (8)

Have you ever done a ... swim for charity? (9)



FINISH



How often do you buy ...? (9)



Have you been to the Great Barrier ...? (4)

Grammar

- Comparatives and superlatives
- (not) as ... as
- too, enough and not enough
- Present perfect
- ever and never
- How long ...? with for and since
- Present perfect and past simple
- Quantity








Comparatives and superlatives

1 Write the correct words in your notebook.

- 1 My mum is **older / oldest** than my dad.
- 2 I think English is the **more / most** difficult subject at school.
- 3 The Alhambra is the **most beautiful / beautiful** building in Spain.
- 4 The Amazon rainforest is the **biggest / biggest** rainforest in the world.
- 5 Watching a football match in a stadium is **more good / better** than watching it on TV.






Present perfect

2 In your notebook, complete the sentences with the correct form of the verbs in brackets.

- 1 How long  you  (have) your mobile phone?
- 2 I  (not visit) Paris.
- 3 He  (eat) a lot of chocolate today.
- 4  your brother  (make) many friends in his new school?
- 5 I  (listen) to the new Lorde album twice today.

for and since

3 Complete the sentences with for or since in your notebook.

- 1 My sister has lived in China  two years.
- 2 My cousin has been a mechanic  he left school.
- 3 I've been on holiday  last Friday.
- 4 They've lived in London  a long time.
- 5 She's been at home  6 pm.

Present perfect and past simple

4 Write the correct words in your notebook.

- 1 **Did you buy / Have you bought** any new clothes last weekend?
- 2 I'm interrailing round Europe. **I visited / 've visited** ten countries.
- 3 My mum **travelled / 's travelled** to Barcelona on business last week.
- 4 He **didn't eat / hasn't eaten** kangaroo when he was in Australia.
- 5 **I've bought / bought** a new laptop last month. It **was / has been** very cheap.

Grammar check

5 Write the correct words in your notebook.

- ⁽¹⁾**Have you ever heard / Did you ever hear** of Tuvalu? It's an island in the Pacific Ocean and it's the ⁽²⁾**smaller / smallest** English-speaking country in the world. All Tuvaluans speak Tuvaluan, but ⁽³⁾**a lot of / much** people can speak English too. Tuvalu only has 12,373 inhabitants but the population is not as ⁽⁴⁾**small / smaller** as the Vatican City. Europeans ⁽⁵⁾**have known / knew** about the islands ⁽⁶⁾**for / since** over 400 years. The islands ⁽⁷⁾**became / have become** part of the British Empire in 1892 but Tuvalu ⁽⁸⁾**was / has been** an independent country ⁽⁹⁾**since / for** 1978. Tuvalu is a very poor country. There is no fresh water, so sometimes there is ⁽¹⁰⁾**not enough / enough** water to drink. Not ⁽¹¹⁾**many / much** tourists visit Tuvalu because it is ⁽¹²⁾**enough / too** difficult to travel there. A lot of Tuvaluans work as fishermen, farmers or government employees, but the country needs ⁽¹³⁾**a lot of / many** help from other countries to survive.

Cultural Awareness: Literature



- 1 How much do you know about literature in Britain? Do the quiz.

QUIZ



1 Shakespeare wrote ... plays.

- a 28
- b 38
- c 48

2 Shakespeare's Globe Theatre is in ...

- a London.
- b Stratford-upon-Avon.
- c Bath.

3 What year was Charles Dickens born?

- a 1812
- b 1821
- c 1870

4 Charles Dickens wrote books about ...

- a politics and economics.
- b relationships and romance.
- c poverty and social issues.

5 Jane Austen lived at the beginning of ... century.

- a the 20th
- b the 16th
- c the 19th

6 Many of Britain's most popular books have been turned into ...

- a comic books.
- b theme parks.
- c films.

▶ WATCH

- 2 Watch the documentary about literature and answer the questions in your notebook.

- 1 How many of Shakespeare's plays are named in the documentary?
- 2 Where are many of Dickens' novels based?
- 3 What can you visit in Bath if you're interested in literature?

- 3 **PROJECT** Work in a small groups and do the project task.

Przygotujcie quiz na temat ulubionych książek.

- Zróbcie listę popularnych tytułów.
- Odszukajcie informacje na temat autorów, bohaterów i fabuły książek.
- Ułóżcie 6–8 pytań i dopiszcie po trzy odpowiedzi.
- Zamieście quiz na dużym arkuszu. Dodajcie zdjęcia z internetu lub rysunki.
- Zaprezentujcie quiz klasie.

Digital Competence: Blog posts

Look at the blog. Which book has Pablo written about?



The screenshot shows a tablet with a browser displaying 'Pablo's Book Blog'. The browser address bar shows 'www.pablosbookblog.com'. The page has a header with a bookshelf graphic and the title 'Pablo's Book Blog'. The main content area is dated 'Wednesday, 11 December' and contains a welcome message, a paragraph about reading 'The Man in the Iron Mask' by Alexandre Dumas, a detailed plot summary, and a recommendation with five stars. The footer of the post says 'Posted by Pablo, 07:43'. On the right side, there is a sidebar with 'About Me', 'My Posts', and a 'Blog Archive' showing posts for October (3), November (5), and December (1). Below the archive, there is a comment from 'Carlos' dated 'Thursday, 13 December, 18:22' saying 'This book sounds really interesting!'.

TASK Write a blog post about a book. Follow the steps below.

Step 1

Think about a book you have read.
Make notes:

- The title and author
- Information about the plot and characters
- Where and when the book is set
- If you recommend the book or not

Step 2

Write about the book for a blog.
Check your grammar and spelling.

Step 3

Show your blog post to the other students in your class.
Ask them to comment!

Step 4

Read your classmates' blog posts. Which books do you want to read? Comment on your classmates' blog posts.

