

1



PERSONALITY PROFILE

Vocabulary in context

Physical appearance

Personality

1 **SPEAKING** Put these words in the correct column.

01 Physical appearance

attractive • bald • blonde • curly • cute • dark • fair • good-looking • gorgeous • long • medium-height • medium-length • plain • pretty • short • spiky • stocky • straight • strong • tall • thin • wavy • well-built

Build	Height	Hair (Beard/Moustache)	General
<i>thin</i>	<i>short</i>	<i>short</i>	<i>attractive</i>

2 **SPEAKING** Take it in turns to describe the people in the photos using words in 1.



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

1 Which of these is your favourite colour?



2 Do you think your favourite colour says anything about your personality? If so, what?

4a Complete the text with some of these words.

02 Personality

affectionate • arrogant • artistic • bossy • cheerful • clever • confident • determined • easy-going • energetic • generous • hard-working • impatient • likeable • lively • loyal • optimistic • outgoing • patient • reliable • sensible • sensitive • serious • shy • talkative • tidy • well-organised

DOES YOUR FAVOURITE COLOUR SAY SOMETHING ABOUT YOU?

Some psychologists use a Colour Test to make a quick decision about somebody's personality. They think your favourite colour says something about who you are. For example:

Red: You are determined and confident. Perhaps you are also (a) – you enjoy meeting and talking to people.

You might be (b), too – you hate waiting!

Blue: You are probably hard-working and easy-going. You may also be (c), happy to give other people your time.

Green: You are (d) to your friends, ready to stay and help them even in difficult times. Maybe that's also because you are (e), too, and you show your friends that you love them and care about them. This makes you very likeable.

White: You are well-organised and (f) – you like things to be in the right place.

Black: You are possibly very artistic and clever. And you may also be quite (g), thinking a lot about things and not laughing much. You may also be quite (h) – you care about others and don't want to hurt them.

Brown: This is the colour of people who are calm and also (i) You know you can depend on them.

Purple: You are probably quite imaginative. But you can be (j), always telling others what to do. Sometimes you are (k) and think you are better than everyone.

Yellow: You are very lively and (l) – you always love being active. You're generally very cheerful and (m) and think that good things are going to happen.

Pink: You are probably very clever. But perhaps you are also (n) and find it hard to chat to new people.

4b **03** Listen and check your answers.

5 **SPEAKING** Did you agree with what the Colour Test says about your personality? Why/Why not?

Use it ... don't lose it!

6 **SPEAKING** Choose five adjectives from 1 and five from 4a to describe yourself. Tell your partner your adjectives and explain why you chose them.



Reading

1 **SPEAKING** Look at the two photos above and answer the questions.

- Do you like watching cat videos or taking selfies?
- What can you see in the photos?

2 Read the texts. Which three universities do they mention? What did each university find out?

Exam tip

You are going to do a True/False reading exercise. What do you think is a good procedure for doing this type of exercise?

3 **04** Read the texts again and decide if the statements are True (T) or False (F). Write the number(s) of the line(s) where you found the answer.

- Today nobody believes that the Colour Test tells us what type of person we are. T / F
- In the test at the University of California people first had to tell the psychologists their favourite colour. T / F
- Indiana University found that people watch cat videos around five times a week on average. T / F
- People who often watch cat videos are usually quite sad. T / F
- The University of Toronto asked 200 students to submit their favourite selfie. T / F
- People who take selfies always have a high opinion of how they look in photos. T / F

4 What do the underlined words in the texts mean? Guess and then check in your dictionary.

5 **Critical thinkers**

In your opinion, what do your daily activities and preferences say about your personality?

What makes you say that?

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

The Colour Test

Everybody knows the Colour Test. You choose your favourite colour and then find out what it says about your personality. Well, some people are changing their minds about the Colour Test. It seems we usually like colours because we like objects that are always or usually that colour. That's what psychologists at the University of California discovered in a 2010 study. They asked people if they loved or disliked 200 objects. From that information, they could predict the person's favourite colour with 80% accuracy. So, for example, if you love the sea and the sky, there's a strong possibility that your favourite colour is blue.

YouTube Cat Videos

Right now, thousands of people are probably watching YouTube™ cat videos. How often do YOU watch cat videos? Choose your answer.

- 15 (1) never (2) less than once a month (3) two or three times a month (4) once a week (5) two or three times a week (6) once a day (7) more than once a day

Seven thousand people replied to this question in an Internet survey about personalities conducted by Indiana University's Media School. The average answer was somewhere between answers 5 and 6. According to the survey, people who answered 6 or 7 are generally more likeable than the rest. But it found that they are also often shy. However, they are people who receive a lot of affection from others. So, they don't watch cat videos because they need attention or human company. In fact, they are often more cheerful than people who rarely watch cat videos.

Selfie Fans

Some people are always taking selfies! What about you? Choose a sentence.

- 30 (1) I never take selfies, or maybe just once or twice a year. (2) I rarely take selfies, maybe just one or two a month. (3) I often take selfies, at least once a week.

When you take a selfie, how (a) attractive and (b) likeable do you think you appear in the selfie? Give yourself a mark from 1 (not very) to 7 (very).

A study from the University of Toronto separated 200 students into two groups, one with people who often take selfies and another that rarely or never take selfies. They all took a selfie in a lab and then said how attractive and likeable they thought they appeared in the selfie. Then the researchers asked external assessors to give the selfies a mark for attractiveness and likeability. The external mark and the mark from people who rarely or never take selfies was very similar. But people who often take selfies generally gave themselves a higher mark than the external assessors. They see themselves as more attractive and likeable than other people see them. Curiously, this was only true with selfies, not with photos that other people took of them.

Present simple and present continuous

1 Look at the sentences (a–g) and match them to the rules (1–7).

- a Some people **are always taking** selfies!
- b Psychologists **study** mental processes and human behaviour.
- c I **take** selfies at least three times a month.
- d Right now, thousands of people **are watching** cat videos.
- e Some people **are changing** their minds about the Colour Test.
- f Blue and yellow **make** green so my personality is a combination of both.
- g She's a researcher at the University of California, but she's **teaching** in Indiana for one term.

We use the present simple for:

- 1 routines and habits.
- 2 things that are always or generally true.
- 3 scientific facts.

We use the present continuous for:

- 4 actions that are happening now or near the moment of speaking.
- 5 actions that are temporary or not a normal routine.
- 6 actions that happen very often and annoy the speaker.
- 7 changing situations.

✓ Check it page 16



2 Choose the correct alternative. Which rule in 1 explains your answer? There is one example for each rule.

- 1 Humans do/are doing unusual things sometimes! Rule
- 2 At the moment, my brother plays/is playing a video game. Rule
- 3 I watch/am watching my favourite series every evening. Rule
- 4 This new actor becomes/is becoming really famous. Rule
- 5 Sunshine produces/is producing Vitamin D and Vitamin D helps/is helping to keep you cheerful. Rule
- 6 My mum is a teacher but she does/is doing a psychology course this month. Rule
- 7 Not again! My sister always shows/is always showing me her selfies! Rule

Adverbs of frequency

3 Read the sentences. The words in bold are all adverbs of frequency. Choose the correct alternative to complete the rules in 1–4.

- a We don't **usually** watch cat videos.
- b They **occasionally** do psychology tests.
- c They're **always** watching videos instead of working!
- d They **always** give themselves high marks.
- e I **never** take selfies.
- f They are **rarely** wrong with their predictions.
- g She **often** does research.
- h You **sometimes** feel shy.

- 1 Adverbs of frequency usually go after/before the verb to be.
- 2 Adverbs of frequency usually go just after/before main verbs.
- 3 Adverbs of frequency usually go with the present continuous/present simple.
- 4 The adverb of frequency 'always'/'sometimes' goes with the present continuous/present simple to talk about frequent actions that annoy the person who is speaking.

✓ Check it page 16

4 Complete the text with the present simple or continuous forms of the verbs given and the adverbs.

Social Media Personality Profiles

How irritating! Some people (a) (always post) things on social media about trivial everyday things like what they (b) (eat) at that moment. At London's Brunel University there was a study of the relationship between a person's social media posts and their personality. They found that when a person (c) (often write) about their social activities and everyday life, they (d) (be usually) outgoing. Annoying people who (e) (always talk) about the great things they've done can be a bit in love with themselves. But when somebody (f) (create) posts about intellectual topics, that person (g) (not be) necessarily shy or introverted. He or she (h) (usually show) an interest in exploration and new experiences. That's true for my older brother. This term, he (i) (study) at a university in Italy. He (j) (not usually post) photos of himself but he (k) (share) interesting photos and information about other people, places and things. For example, right now I (l) (read) his new post about the place where he (m) (live) at the moment. It's much better than just another selfie with a plate of pasta!

Developing vocabulary

Synonyms and partial synonyms



27 likes

5a Choose three phrases from the box and write two true sentences for each, one in the present simple and one in the present continuous. Write negative sentences if necessary.

eat pasta • have lunch at school • listen to music • play video games • study English • take selfies • text a friend • walk to school • watch cat videos • wear school uniform

I eat a lot of pasta. I'm not eating pasta now because we can't eat during class.

5b **SPEAKING** Read your sentences to your partner. How many of your sentences are the same?

6 **SPEAKING** Interview your partner using these questions.

- 1 What are the first two things you do when you get to school?
- 2 What are the first two things you do when you get home after school?
- 3 What are people in your class doing right now?
- 4 In what ways are you, your friends or people in your family changing?
- 5 What do you usually do at the weekend?
- 6 What are members of your family doing now?
- 7 How do you usually spend your summer holidays?
- 8 Is anybody always doing things that annoy you? Who and what?

What are the first two things you do when you get to school?

I say hello to my friends and ask them what class we have!

Use it ... don't lose it!

7 **SPEAKING** Write at least three more questions like the ones in 6. Use them to continue interviewing your partner.

What subjects are you studying this year?

What is your favourite subject?

What sports do you do after school?

Reach higher page 136

1 Look at these words. Do they have similar meanings? If there is a difference, what is it?

attractive • beautiful • cute • good-looking • gorgeous • handsome • pretty

2 Match these words to their synonyms or partial synonyms. Some words can have more than one.

bright • calm • cheerful • childish • clever • difficult • easy-going • elderly • energetic • friendly • generous • glad • happy • hard • immature • intelligent • kind • lively • old • outgoing • relaxed • slim • sociable • thin

bright – clever – intelligent

3 Choose the best alternative in each sentence. If there is no difference, choose both.

- 1 I think your brother is quite attractive/good-looking.
- 2 You smile a lot. You always look glad/cheerful.
- 3 Your cat needs to eat more. It looks a bit slim/thin to me.
- 4 Yesterday's exam was really hard/difficult.
- 5 You need to be clever/bright to do what Einstein did!
- 6 I volunteer at a charity that supports elderly/old people.



Use it ... don't lose it!

4 **SPEAKING** Look at the example. Then one of you says a sentence and the other agrees using a synonym.

I think Alex is very good-looking.

I agree. He's really cute.

- 1 I think Ellen is so bright.
- 2 Don't you think the maths exam was hard?
- 3 Oliver always seems so happy.
- 4 Your sister is quite slim.
- 5 Sarah is really sociable.
- 6 Jack can be quite immature sometimes.
- 7 People in our class aren't very lively on Monday morning.
- 8 Andy is really easy-going, don't you think?

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GREAT LEARNERS GREAT THINKERS

CONFIDENCE AND SELF-ESTEEM

Lesson aim: To think about different ways to improve your confidence and self-esteem

Video: Finding yourself through poetry

SEL Social and emotional learning: Building confidence

- 1** **SPEAKING** **Work with a partner. Ask and answer these questions.**
 - 1 Do you like reading or writing in your free time? Why/Why not?
 - 2 How do you think reading or writing poetry could make people feel confident and good about themselves?
- 2** **VIDEO** **Watch a video about a young person called Lucrecia. In what different ways is poetry important in her life?**
- 3** **VIDEO** **Watch the video again and complete the sentences with between one and three words per gap.**
 - 1 The first line of Lucrecia's poem is 'She cries in the middle
 - 2 The last line of her poem is 'Lucrecia,?'
 - 3 She writes her poems with or
 - 4 Before, Lucrecia was quiet and but now she is confident.
 - 5 She knows that it is to talk about how you're feeling.
 - 6 Lucrecia describes herself as a person.
 - 7 She wants her poetry to make other people
 - 8 She runs a charity that encourages education and personal development of poetry.
- 4** **Look at these nine suggestions for improving your self-esteem. Choose two or three that you saw Lucrecia put into practice in the video.**
 - 1 **Think positively.** Think about all the positive aspects of being you.
 - 2 **Remember that perfect doesn't exist.** So don't aim for perfection.
 - 3 **Mistakes are good.** They are part of being human and of learning.
 - 4 **Have realistic goals.** Changes come gradually so be patient.
 - 5 **Try new things.** Experiment with different free-time activities to discover your talents.
 - 6 **Take exercise.** It can make you happy and relaxed.
 - 7 **Be confident in your own opinions, ideas and feelings.** Make your own decisions, don't always follow others.
 - 8 **Make a contribution.** Help others and make a difference to them.
 - 9 **Celebrate your achievements.** Be proud of things that you're good at.





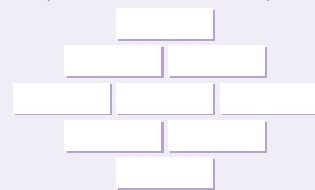
GREAT THINKERS



Diamond ranking

5 **SPEAKING** Follow the instructions.

- 1 Look again at the nine ideas in 4. Separate them into two groups: the ideas you really like and the ideas you like less.



- 2 Look at the **diamond** diagram. The top of the diamond is for the best ideas or reasons. The bottom is for the weakest. **Rank** the ideas you like and decide the top three positions. Then do the same for the worst three ideas. Put the other three ideas in the middle.
- 3 Work with a partner. Show your **diamond** and compare/explain your rankings.

6a Individually, write a list of ...

- some things you're good at
- some of your successes
- some things you've done for other people.

6b **SPEAKING** Share two things you wrote with the class.

GREAT LEARNERS **SEL**



Great learners think positively

How can positive thinking help you when you face difficult situations?

Learner profile page 142

1 **SPEAKING** Look at the different fonts. Say which one you prefer and why.

- a Helvetica
- b Impact
- c Tekton
- d Times New Roman
- e Isabella

2 **SPEAKING** An article on a popular psychology website says that your favourite font says a lot about your personality. Do you agree? Why/Why not?

3 **05** Listen to five people who did the activity in 1. Which font a–e did they choose? Do they agree, partly agree or disagree with what the article says about their personality?

Speaker 1: Font:

Speaker 2: Font:

Speaker 3: Font:

Speaker 4: Font:

Speaker 5: Font:

Exam tip

In the next task you are going to match the speakers to the correct information. What should you do before this task?

- 4 **05** Listen again. Which speaker ...
- 1 likes their font because it looks more 'human'.
 - 2 thinks the analysis of their personality is completely wrong.
 - 3 has no real interest in any font.
 - 4 isn't sure if the article is saying something negative about their personality.
 - 5 has a personal connection with their favourite font.
 - 6 thinks the article uses a word incorrectly.
 - 7 doesn't agree with the basic idea of the test.
 - 8 is happy to use serious fonts and fun fonts, too.

5 **Critical thinkers**

In your opinion, is the font you use to write different types of texts important?

What makes you say that?

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

Flipped classroom video
Watch the Grammar Presentation video



State and action verbs

1a Look at these sentences. Do the verbs in bold describe states and situations or do they describe actions?

- 1 I **have** curly hair.
- 2 I **love** music.
- 3 I **like** this font.
- 4 It **doesn't look** too official.
- 5 It **sounds** big and confident.
- 6 I **don't believe** it's important.
- 7 I **know** it says that I'm easy-going.
- 8 I **don't think** it's a good idea.

1b Look at the sentences again. Are they in the present simple or present continuous? Why?

1c Put the verbs in bold from 1a in the correct lists.

- 1 verbs of feeling and liking:, *hate, want, prefer, enjoy, need*
- 2 verbs of thinking:, *remember, mean*
- 3 verbs of the senses:, *hear, see, taste, smell, feel, seem*
- 4 verbs of possession:, *own, belong*

1d Why are the verbs in the sentences below in the present simple in 1 but in the present continuous in 2?

- 1a I **think** psychology tests are fun.
- 1b He **has** a bike.
- 2a I'm happy because I'm **thinking** about the weekend.
- 2b He's **having** a good time at the party.

Check it page 16

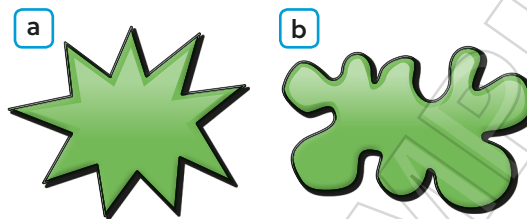
2 Complete the sentences with the correct form of these verbs.

feel • look • seem • smell • sound • taste

- 1 Did you make this chocolate cake? It amazing. I want another piece.
- 2 My feet are cold. They like ice!
- 3 Have you got an exam now? You really serious.
- 4 I like my brother. Our personalities are very different but our appearance is almost identical.
- 5 I love this perfume. I think it great.
- 6 I don't like their new song. It terrible!

3a Look at these two shapes. Individually, match each invented name (1–2) and type of food (3–4) to one of the shapes. Then ask others. Do you have the same answers?

- | | |
|---------|------------------|
| 1 bouba | 3 milk chocolate |
| 2 kiki | 4 lemon |



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

Can shapes have sounds and flavours?

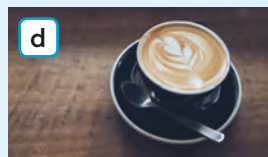
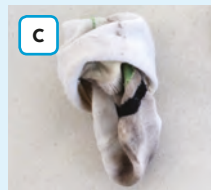
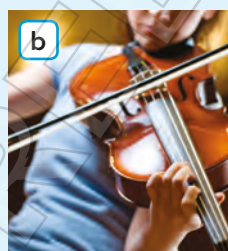
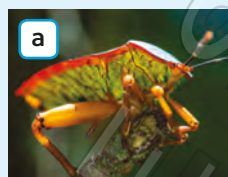
Attention, please! (a) you (look) at the two shapes carefully? What (b) you (think) is the name of shape A? There (c) (not be) a correct answer. But 95% of people answering the question (d) (believe) the answer is kiki. Kiki (e) (sound) like 'key' and keys are angular, like shape A. And the letter K (f) (look) angular, too.

I know what you (g) (think) right now. What if your first language isn't English? (h) you (have) the same answer, that shape A is kiki? The answer is probably yes. And B is bouba, right? Maybe it's because bouba (i) (sound) round. Your lips (j) (be) round when saying the word 'bouba'.

Now, what about food? A lot of people (k) (think) that milk chocolate (l) (belong) with shape B. It (m) (seem) that the round shape goes best with sweet flavours. Right at this moment, I (n) (have) a fizzy drink and it (o) (feel) exactly like the kiki shape on my tongue! So, yes, strange but true – shapes can have sounds and flavours!

4 Read the text and choose the correct alternatives. Then answer the questions in the text.

5 Write sentences about the things in the photos. For each sentence, use one of the verbs below and at least one of the adjectives, or other adjectives you can think of.



Verbs:
feel • look • smell • sound • taste

Adjectives:
cold • colourful • delicious • frightening • gorgeous • hard • horrible • loud • soft • warm • wet

Culture exchange

Onomatopoeia

Right now, I (a) *sit/am sitting* in my attic. While I (b) *write/am writing* this, I can hear a dog. What sound (c) *does it make/is it making*? The sound that all dogs (d) *make/are making*, of course! Woof, woof. Wait! (e) *Do dogs go/Are dogs going* woof in your language?

'Woof' is an onomatopoeic word – a word that (f) *sounds/is sounding* like the sound it refers to. Look at some other onomatopoeic words in English. What (g) *do you think/are you thinking* (h) *makes/is making* these sounds? Are the sounds the same in your language?

atishoo beep beep buzz cock-a-doodle-doo
ding dong fizz screech splash tick-tock



Use it ... don't lose it!

6 **SPEAKING** Read out your sentences to your partner, but do not give the name of the things you are describing. Can they identify them?

It looks dirty and it probably smells really bad.

Is it the sock?

Yes, it is!

Reach higher page 136

Developing speaking

Asking for and giving personal information



1 Look at this dialogue between two teenagers called Megan and Ellie on the first day of school. Put Ellie's phrases (A–G) in the correct place in the conversation.

- Megan:** Hi. You're Lucy's cousin, aren't you?
Ellie: (1)
Megan: I'm Megan. This is your first year at this school, isn't it?
Ellie: (2)
Megan: Hey, you don't play basketball, do you? We need new players for the team.
Ellie: (3)
Megan: Do you play any other sports?
Ellie: (4)
Megan: Great! What are your other hobbies then?
Ellie: (5)
Megan: Really? What kind of music?
Ellie: (6)
Megan: Now I remember! You can play the guitar, can't you? Lucy told me once.
Ellie: (7)
Megan: Do you know Josh, Josh Smith? He plays the guitar, too. Come on. Let me introduce you to him.

- A Yes, I really enjoy swimming. And I'm quite keen on tennis.
 B Yes, it is.
 C I play a little, but I'm not mad about basketball.
 D Yeah, I'm in a band. We're really good.
 E I like all sorts, but my favourite is rock.
 F I love music!
 G Yes, that's right. My name's Ellie.

2 06 Listen and check your answers.

3 **SPEAKING** Practise the completed dialogue in 2.

4 Look at the dialogue. How many different ways can you find to say you like or don't like something? Make a list.

5 Look at the Speaking bank. We use question tags when we want somebody to confirm something. Choose the correct alternative.

- We use nouns/subject pronouns at the end of question tags.
- We use main verbs/auxiliary verbs and 'to be' in question tags.
- Usually the question tag in an affirmative sentence is affirmative/negative and the question tag in a negative sentence is affirmative/negative.

Speaking bank

Question tags

- You're Lucy's cousin, **aren't you?**
- This is your first year at this school, **isn't it?**
- You like rock music, **don't you?**
- You don't play basketball, **do you?**
- You can play an instrument, **can't you?**

6 Complete these sentences with question tags.

- She's your maths teacher,?
- That actor speaks English,?
- Her dad doesn't work here,?
- You can run really fast,?
- You've got a red bike,?
- They can't see us,?
- Your mum goes to the gym at the weekend,?

7 07 Listen to the first part of eight sentences. Call out the question tag before the person finishes the sentence!

Practice makes perfect

8a **SPEAKING** Write down six things you think you know about your partner's family and free-time habits.

8b **SPEAKING** Ask your partner about their family and free-time habits. Use question tags for confirmation and to keep the conversation going.

You like doing judo in your free time, don't you?

Yes, I do. I've got a brown belt.

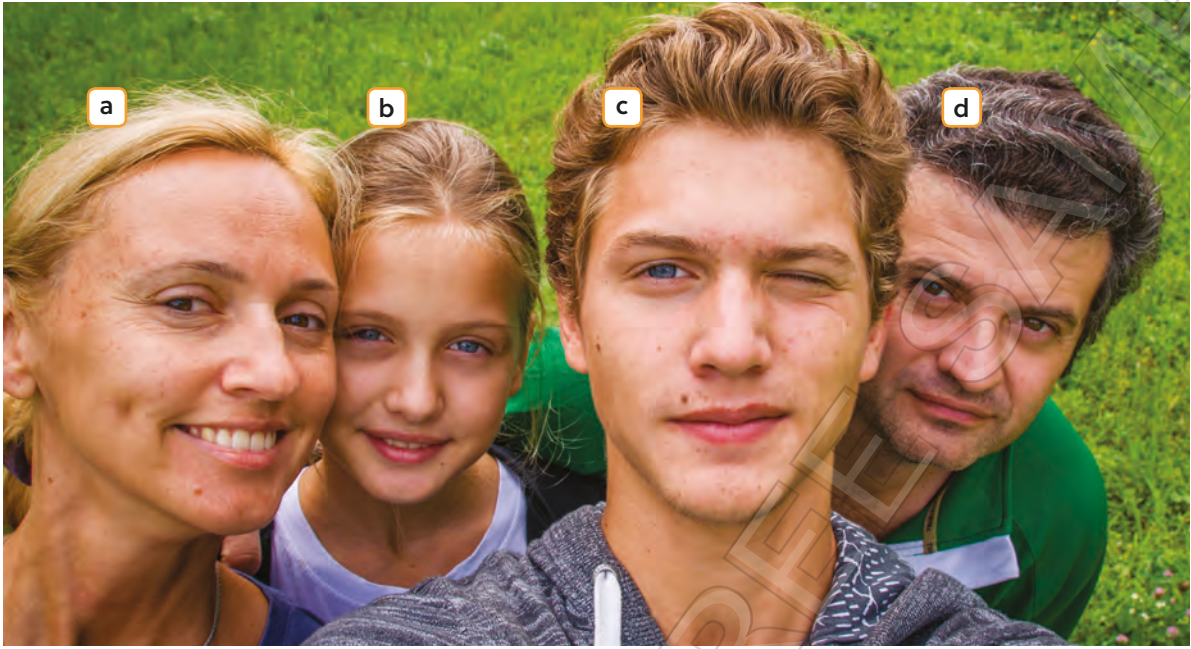
It's difficult to get a brown belt, isn't it?

8c **SPEAKING** Now do the same with a new partner.

Developing writing

An informal email 1

- 1 **SPEAKING**  Look at the family selfie. Take it in turns to describe the people. Then make guesses about their personality.



- 2 Read Eric's email to his new e-pal, Sofia. He is describing the people in the photo, his family. Were you right about their personalities?

- 4 Look again at Eric's email. Complete the words and expressions in the Writing bank.

● ● ●
✉

To: Sofia **From:** Eric

Subject: A photo of my family

Hi Sofia,
 Thanks for your last email. It was great to hear from you. Today I'm sending you a photo of my family. I took it this weekend when we went out for the day.
 Well, as you know, I'm usually very lively, but I look serious in the photo. I think it's because I was concentrating on taking the selfie. You can see that my hair's a little bit wavy. I wish it was straight!
 My sister Emma is eleven years old. She's always cheerful and very talkative. She has long, blonde hair. She can be annoying sometimes, but she makes us laugh, too.
 In the photo, my parents are having a great time! My dad, Mike, is always calm and relaxed. You can see that he has dark hair. Oh and that's my mum of course, the one with blonde hair on the left. Her name's Sandra and she's usually quite serious, but she looks happy here because she loves it when we all go out together at the weekend.
 Anyway, when you send your next email, don't forget to send me a picture of you and your family.
 All the best,
 Eric

Writing bank
 Useful words and expressions in informal emails

- Begin with *Dear* or and the person's
- Your first sentences can be *Thanks for* and/or *It was great*
- Use contractions (e.g. *I'm* or
- Use short forms of words (e.g. instead of *Thank you*).
- Use interjections like *Well* or
- Use exclamation marks (e.g. *My parents are having a great time*
- Use to change the subject.
- Use *Write back soon*, *All* and/or *Love* to end.

- 3 Read the email again and complete the table.

	Name	Physical Appearance	Personality
a			
b			
c			
d			

Practice makes perfect

5a Find a photo of you with family or friends. Write an email describing their appearance and personality. Use the email in 2 as a model and include expressions from the Writing bank.

5b When you finish your email, use the Writing checklist on page 141 to check it.

5c **SPEAKING**  Show your photo and email to your partner. Can they identify the people in your photo correctly?

Present simple

Affirmative	I/You/We/They run . He/She/It runs .
Negative	I/You/We/They don't (do not) run . He/She/It doesn't (does not) run .
Question form	Do I/you/we/they run ? Does he/she/it run ?
Short answers	Yes, I/you/we/they do . No, I/you/we/they don't . Yes, he/she/it does . No, he/she/it doesn't .

We use the present simple to talk about:

- regular habits and routines.
I do sport on Wednesday and Sunday.
- things that are always or generally true.
A lot of people study English.
- general and scientific facts.
The Earth goes around the Sun.

Present continuous

Affirmative	We're reading.
Negative	She isn't reading.
Question form	Are they reading?
Short answers	Yes, I am . No, they aren't .

We use the present continuous with time expressions such as *now, at the moment, currently*, etc. to talk about:

- actions that are happening now or near the moment of speaking.
I can't talk now. I'm having a meeting with the head teacher.
- temporary actions and situations.
I'm staying with my uncle and aunt this week.
We're living in London at the moment.

- changing situations.
I'm getting good at this computer game.
- actions that happen very often and annoy the speaker.
My little brother is always shouting.

Adverbs and expressions of frequency

We often use adverbs of frequency with the present simple to talk about routines and habits. They usually go after the verb *to be* or just before main verbs.

He's always cheerful.
They rarely eat out.
We don't usually play computer games.

We can also use *always* with the present continuous to talk about actions that happen very often and annoy the speaker. See last example in Present continuous above.

We can use other expressions of frequency with the present simple to talk about routines and habits. These usually go at the end of the clause/sentence.
I watch TV once/twice/three times a day/week/month/year.

State and action verbs

Some verbs are not usually used in the present continuous because they describe states not actions. These are usually:

- verbs of feeling and liking: *like, love, hate, want, prefer, need*
- verbs of thinking: *know, understand, believe, remember, mean, think (= have an opinion), see (= understand)*
- verbs of the senses: *look, seem, sound, hear, see, smell, feel, appear*
- verbs of possession: *have, own, belong*

Be careful! Some verbs can describe a state and an action.
I have two sisters. (state) I'm having a great time. (action)
I think you're right. (state) I'm thinking about what you said. (action)

Vocabulary

1 Physical appearance

Build: stocky • strong • thin • well-built
Height: medium-height • short • tall
Hair (beard/moustache): bald • blonde • curly • dark • fair • long • medium-length • short • spiky • straight • wavy
General: attractive • cute • good-looking • gorgeous • plain • pretty

2 Personality

affectionate • arrogant • artistic • bossy • cheerful • clever • confident • determined • easy-going • energetic • generous • hard-working • impatient • likeable • lively • loyal • optimistic • outgoing • patient • reliable • sensible • sensitive • serious • shy • talkative • tidy • well-organised

3 Synonyms and partial synonyms

attractive • beautiful • bright • calm • cheerful • childish • clever • cute • difficult • easy-going • elderly • energetic • friendly • generous • glad • good-looking • gorgeous • handsome • happy • hard • immature • intelligent • kind • lively • old • outgoing • pretty • relaxed • slim • sociable • thin



Grammar test

Present simple and present continuous

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

- A: Why (a) you (wear) a jacket and a tie?
You (b) (not normally wear) smart clothes like that.
- B: I (c) (go) for a job interview. I (d) (start) to get bored this summer.
- A: My sister and I are bored, too, but that's because we (e) (work) every summer.
We (f) (save) up money to buy a new computer.

/ 6 points

Adverbs of frequency

2 Are these sentences correct or not? If not, correct them.

- 1 I'm not usually going to school by bus.
- 2 You're always interrupting me. I don't like it.
- 3 My friends and I play sometimes football after school.
- 4 Adam often is late.
- 5 Mia always does her homework before dinner.
- 6 My friend is a vegetarian. Never he eats meat.

/ 6 points

State and action verbs

3 Choose the correct alternatives.

- 1 Can we stop at the bank? I need/am needing some money.
- 2 Do you know/Are you knowing the answer?
- 3 How are you? Do you have/Are you having a good time?
- 4 He owns/is owning three mansions.
- 5 You don't seem/aren't seeming happy.
- 6 I prefer/am preferring drinking juice to milk.
- 7 Hey! Why do you look/are you looking out of the window?
- 8 I don't know who this cat belongs/is belonging to.

/ 8 points

Vocabulary test

Physical appearance

1 Complete the words with vowels. Then write the correct category for each word (build/height/hair/general).

- 1 g...r g.....s
Category:
- 2 w...ll - b.....lt
Category:
- 3 m...d.....m - h.....ght
Category:
- 4 s t r.....ght
Category:
- 5 c...t.....
Category:
- 6u r.....y
Category:
- 7 b...ld.....
Category:

/ 7 points

Personality

2 Write a simple definition or explanation for each word.

- 1 sensible
- 2 likeable
- 3 bossy
- 4 shy
- 5 determined
- 6 arrogant
- 7 loyal

/ 7 points

Synonyms and partial synonyms

3 Write a synonym for each underlined word.

- 1 She's very easy-going.
- 2 I'm a very energetic person.
- 3 This question is really difficult.
.....
- 4 She seems a very immature person.
.....
- 5 My sister is very outgoing.
- 6 Can you see that old man over there?
.....

/ 6 points

Total: / 40 points

2



GETTING FROM 'A' TO 'B'

Vocabulary in context

Types of transport

Travel

Accommodation

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

08 Types of transport

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

Land	Air	Water

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

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

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

3a Complete the text with these words.

09 Travel

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

Travelling by train

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

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

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

3b **10** Listen and check your answers.

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

11 Accommodation

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



DISCOVER New Zealand: Types of accommodation

- (a): Perfect for you when you're driving around, you want comfort and maybe even luxury, but you don't want to stop for too long.
- (b): Staying here is a great way to meet friendly people. Share a local family's home, eat with them, and really get to know New Zealand and New Zealanders!
- (c): You're young and you want nice accommodation without spending too much? This is just right for you!
- (d): An ideal option if you want to sleep in a friendly place for the night, eat and get your energy back in the morning, and then maybe move on.
- (e): You prefer to cook your own meals and have a bit more space? This is the option for you! And you can come and go as you like.
- (f): If you're driving around with a (g) or you're carrying your own (h), there are lots of open areas where you can stop and make yourself at home!

4b **12** Listen and check your answers.

Use it ... don't lose it!

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

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



Reading

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

Intrepid travellers Annie Londonderry

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

Intrepid travellers Lexie Alford

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

- 3** **13** Read the text again. Decide if each sentence talks about Annie (A), Lexie (L) or both (B).

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

A/L/B

A/L/B

A/L/B

A/L/B

A/L/B

A/L/B

A/L/B

A/L/B

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

Critical thinkers

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

What makes you say that?

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

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

Past simple, past continuous and past perfect

1a Look at these sentences. Which tenses are the verbs in?

- When she **began** the journey, she **hadn't ridden** a bike before.
- She **applied** once and then she **tried** again and again.
- When she **set off**, she **was wearing** a very long and impractical skirt.

1b Complete the rules with *past simple*, *past continuous* or *past perfect*. Then match a–c to each rule.

- We use the to describe finished actions or situations in the past, or to say that one thing happened after another.
- We use the to talk about actions that happened before another action in the past.
- We use the to talk about activities in progress at a moment in the past, to describe scenes in a story or description, or to talk about an activity in progress in the past that is interrupted by another action.

1c Rewrite these sentences, first in the negative form and then in the question form.

- She sat down.
- She was riding her bike.
- She had travelled around the world.

 **Check it page 28**

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

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

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

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

3 Choose the best alternative.

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


4 Correct the mistakes in these sentences.

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

5 Complete the questions with an appropriate word.

- What you doing at 8 pm last Saturday?
- you studied at a different school before you started studying here?
- Where you go on your first ever holiday?
- Were you at midnight last night?
- When did you English for the first time?

Use it ... don't lose it!

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

Reach higher  page 136

Developing vocabulary

Phrasal verbs connected with travel

1 Look at these sentences. Match the phrasal verbs in bold to the definitions below.

- It was a long journey. She **set off** in 1894 and only **got back** in 1895.
- We **got on** the first train that came, but we **got off** when we realised it was the wrong one.
- When all passengers are in their seats, the plane can **take off**.
- She **got into** the car and drove to the station. When she arrived, she **got out of** the car and locked it.
- This bus is really old. I think it's going to **break down** any minute.
- Excuse me. Can you tell me what time the ferry **gets in**? I'm meeting somebody who's on it.
- They **checked in** their bags and went through passport control.
- My parents are tired of working. They want to **get away** for a few weeks, maybe go to the beach.
- I thought she was going to stop her trip there, but she decided to **go on**.

- start a journey
- enter/leave (a train, bus, boat, plane ...)
- go somewhere different to have a rest or holiday
- continue
- arrive
- show your ticket/give your bags to an official at an airport
- stop working (for a motor or type of transport)
- enter/leave (a car)
- start flying
- return

2a Look at these sentences. When are the words in bold verbs (V) and when are they nouns (N)?

- We need to **check in** at 7 o'clock.
- Here's the **check-in** desk.
- What time does the plane **take off**?
- What time is **take-off**?
- The car didn't **break down**.
- The car didn't have a **breakdown**.

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

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

3 Complete the text with these words.

back • down • in • into • off (x2) • on (x2) • out of

Visiting half of Europe

in just 24 hours!



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

4 Prepare notes about a journey that was special to you. Use some of these questions to help you. Include as many phrasal verbs from 1 as possible.

- Where was the journey to?
- How did you travel?
- When was it?
- Who went?
- Who had chosen the destination?
- How had you prepared for the journey?
- What special thing(s) happened on the journey?
- What were you doing when these things happened?
- How did the journey end?
- How did you feel about what had happened?

Use it ... don't lose it!

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

Reach higher → page 136



GREAT LEARNERS GREAT THINKERS

BETTER PUBLIC TRANSPORT

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

Video: 'Flying' above Mexico City

SEL Social and emotional learning: Managing group dynamics

- 1** **SPEAKING** Work with a partner. Think about the advantages and disadvantages of travelling by cable car in a big city and make two lists with your ideas. Which list is longer?
- 2** **VIDEO** Watch a video about cable cars in Mexico City. Tick (✓) any of your ideas in 1 that they mention. Is the video generally very positive, quite positive or quite negative about cable cars in Mexico City?
- 3** **VIDEO** Watch the video again and decide if these statements are T (true) or F (false).
 - 1 Twenty two million people need to get in and out of Mexico City each day. T / F
 - 2 Thirteen thousand people use the Mexicable cable car system each day. T / F
 - 3 The suburb of Ecatepec has good access to the city centre by road. T / F
 - 4 The cable cars use a special system of traffic lights. T / F
 - 5 They started building the cable car system in 2016. T / F
 - 6 Just one engine is enough to move cable cars across four stations. T / F
 - 7 The cable car system is only located in richer areas of Mexico City. T / F
 - 8 Operators can change the speed of the cable cars if necessary. T / F
 - 9 The video says life in Ecatepec will be better in Ecatepec thanks to the cable cars. T / F

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

IDEAS for improving mobility in cities

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





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


GREAT THINKERS



Claim-Support-Question

5 Justify your choice in 4b. To do this, follow the instructions.

- 1 Make a **claim** or statement saying clearly what you think.
- 2 **Support** your claim. Give some logical and coherent reasons for your claim.
- 3 Think of **questions** or doubts that others may have against your claim and be ready to answer them.

6 **SPEAKING**  Work in small groups. Take turns to share your ideas in 4b following the instructions in the Great Thinkers box. When you have all finished, vote to put the ideas in 4a in order of popularity. Then share your results with other groups. Are they similar?

GREAT LEARNERS

SEL



Great learners participate actively and include others

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

Learner profile  page 142



1 SPEAKING Answer these questions.

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

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

3 Listen. Do they mention any of your ideas?

4 Listen again and choose the correct answers.

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

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

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

7 Critical thinkers

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

What makes you say that?

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

Flipped classroom video

Watch the Grammar Presentation video



used to/would

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

- 1a Train tickets **used to** be expensive in the past. ✓
 - 1b Train tickets **would** be expensive in the past. ✗
 - 2a People **used to** travel on horses. ✓
 - 2b People **would** travel on horses. ✓
 - 3a People **didn't use to** travel by car at that time. ✓
 - 3b People **wouldn't** travel by car at that time. ✗
 - 4a They **flew** for the first time in 1903. ✓
 - 4b They **used to fly** for the first time in 1903. ✗
 - 5a People **usually say** the Wright Brothers were the first to fly. ✓
 - 5b People **use to say** the Wright Brothers were the first to fly. ✗
- a We can/can't use **used to** to talk about habitual actions and situations in the past.
 - b We can/can't use **would** to talk about habitual actions in the past.
 - c We can/can't use **would** to talk about habitual situations in the past.
 - d We can/can't use the negative form of **used to** to talk about habits.
 - e We can/can't use the negative form of **would** to talk about past habits.
 - f We can/can't use **used to** and **would** to talk about single actions in the past.
 - g We can/can't use the present form of **use to** to talk about present habits.

Check it page 28

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

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

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

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

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

4 Read the text and choose the correct alternatives.

Culture exchange



A transport icon in the UK



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

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

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

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

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

Collaborative project 1 page 31

be used to

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

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

✓ Check it page 28

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

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

7 Complete the sentences with true information about yourself.

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

Use it ... don't lose it!

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

Reach higher page 136

Developing speaking

Asking for information



1 **SPEAKING** Do you prefer travelling by coach or by train? Why?

2 **16** Listen to the two conversations and complete the table with information about the tickets that the travellers decide to buy.

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

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

Speaking bank

Useful phrases for asking for information

Making polite requests for information

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

Asking for clarification

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

Offering to help somebody

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

Asking for something politely

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

4 Make these requests for information more polite using the expressions in the Speaking bank.

- 1 How much is a return?
Could you tell me how much a return is?
- 2 Is it possible to go direct?
- 3 What is the cheapest fare?
- 4 Where do I change trains?
- 5 What time is it?
- 6 What time does the train arrive?

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

Ticket officer:

Customer:

Offer to help the customer.

Ask for the times of trains to Newcastle.

Give the time of the next train.

Ask if the train is direct.

Say yes.

Ask for a ticket.

Ask if the customer wants a single or return.

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

Give the price.

Find out the platform number.

Reply and say goodbye.

Practice makes perfect

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

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


Student B: You work in the ticket office. Look at page 150 for information about different trains. Begin the conversation: *Good morning. Can I help you?*

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

Exam tip

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

A blog post

- 1 **SPEAKING**  Look at the photos of a holiday break. Would you like to do each of these activities? Why/Why not?



- 2 Read a blog post about a holiday break. What answer does the writer give to these questions?

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

HOME BLOG NEWS

A great break!

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

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

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

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

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

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

Writing bank

Useful words and expressions to give emphasis

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

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

Exam tip

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

- 4 Make these sentences more emphatic by using the word given.

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

- 5a Individually, think about a great holiday break that you once had. Use the questions in 2 to help you to remember it and make notes.

- 5b **SPEAKING**  Talk about your holiday break.

Practice makes perfect

- 6a Look at the task below. Use your notes and ideas from 5a and the expressions in the Writing bank to write your blog post.

BLOG POSTS WANTED!

Your best holiday break!

- Write a blog post about your best holiday break.
- It can be a weekend break, a week or even longer!
- Where did you go?
- Why was it so special?

Tell us all about it!

- 6b When you finish your blog post, use the Writing checklist on page 141 to check it.

Grammar reference

Past simple

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

Many common verbs are irregular. See the list of irregular verbs on page 151.

We use the past simple to:

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

Past continuous

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

We use the past continuous to:

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

Past perfect

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

We use the past perfect to talk about actions that happened before another action in the past.

*When I had done my homework, I watched TV.
(= First I did my homework, then I watched TV.)*

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

used to and would

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

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

I used to/would ride my bike to school when I was small.

We cannot use *would* for past states or situations, only for past actions.

I would play with my toys. Not ~~I would have a lot of toys.~~

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

be used to

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

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

We use *be used to* to talk about things that are normal or familiar to us.

I am used to cold weather because I was born in Iceland.

We are used to city life. We moved here ten years ago.

I wasn't used to driving my car. I only passed my test last year!

Vocabulary

1 Types of transport

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

2 Travel

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

3 Accommodation

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

4 Phrasal verbs connected with travel

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



Grammar test

Past simple and past continuous

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

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

/ 7 points

Past simple and past perfect

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

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

/ 6 points

used to, would, be used to

3 Choose the correct alternative.

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

/ 7 points

Vocabulary test

Types of transport/Travel

1 Write a simple explanation for each word.

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

/ 8 points

Accommodation

2 What are these types of accommodation?

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

/ 6 points

Phrasal verbs connected with travel

3 Choose the correct alternatives.

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

/ 6 points

Total: / 40 points

Reading

Reading exam tip

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

1 **SPEAKING** Read signs 1-5 quickly and answer the questions.

- Where would you see each one?
- What is the purpose of each text?

2 For each question, choose the correct answer.

1

CLASS PRESIDENT

Are you smart? Confident?

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

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

2

FROM MONDAY

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

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

3

New message

To: Lucia

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

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

4

 Dan

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

11:24 am

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

5

TRAIN INFO

25 Sept

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

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

Speaking

Speaking exam tip

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

3 **SPEAKING** Look at these questions. Practise asking and answering the questions with a partner.

- Who is your best friend?
- What is he/she like?
- How do you get to school?
- Who do you travel to school with?

4 **SPEAKING** Tell your partner how well they did with these speaking points. Did they:

- use correct grammar and vocabulary?
- speak in a way that you could understand?
- give the correct information in answer to the questions?
- give enough information?

5 **SPEAKING** Work with a partner. What do you need to do in order to do well in this part of the speaking exam?



An icon of transport in your country

1 SPEAKING Starting point

What facts do you remember from the Culture exchange text about the London Underground on page 25? Check your ideas by looking back at the text. Do you know any other information about the London Underground that does not appear in it?

2 SPEAKING Project task

You want to inform students from other countries about transport in your country. Search the Internet for interesting information and facts about it. It can be any type of transport (land, air, sea, space), something that made just one or two important journeys, something that no longer exists, or something that people still use today. Prepare one of these:

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

Research areas

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

3 Think about ...

Digital skills

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

Academic skills

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

Collaboration

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

Useful language

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

Intercultural awareness

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

4 SPEAKING Project time

Do the project. Then present it to the class.

5 Evaluation

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

Content Design Presentation Language

