



Pearson

# high note

Skills for now and the future



**A NEW COURSE**  
for ambitious teenagers

## Key information

### About the course

*High Note* is a **dynamic and intensive course for upper-secondary** students that bridges the gap between school life and young adulthood. Carefully designed to inspire modern teenagers and help them fulfil their **ambitious goals**, the course equips students with **language skills** alongside the **life and career competencies** that are indispensable to **succeed in exams, future workplace** and in the **21<sup>st</sup> century society**.



### Key facts

|                  |                                  |                           |                            |   |
|------------------|----------------------------------|---------------------------|----------------------------|---|
| <b>LEVELS:</b> 5 | <b>LANGUAGE:</b> British English | <b>GSE RANGE:</b> 30 – 85 | <b>CEFR RANGE:</b> A2 – C1 | <b>NUMBER OF HOURS:</b><br>100 – 168+ hours<br>(3 – 7 hours/week) |
|------------------|----------------------------------|---------------------------|----------------------------|---|

### Ambitious goals

*High Note* aims to bridge the gap between school life and young adulthood. It has been designed to inspire and challenge modern teenagers, enabling them to fulfil their **ambitious goals**.

#### Developing students' life skills and employability perspectives

With *High Note* students have a chance to advance their future academic and career perspectives through:

- the *Life Skills development programme* built into the core of the course,
- frequent opportunities to practise communication, collaboration, creativity and critical thinking with thought-provoking texts, authentic *Documentary videos* and real-life projects.

#### Boosting students' confidence in English and beyond

*High Note* supports students learning to communicate fluently and accurately in English in a variety of situations, helping them become fully rounded citizens of the global community. This is achieved by:

- providing plenty of opportunities to develop speaking skills and overall language fluency,
- increasing cultural awareness and deepening the understanding of important social issues.

#### Securing exam success

*High Note* supports students with regular exam preparation woven seamlessly into overall language development:

- extensive exam practice throughout the course,
- task-based exam tips pre-empting the most frequent mistakes,
- extra language and skills training with Online Practice and extra digital activities.

### Who is it for?

#### Students who

- are eager to communicate fluently and accurately in a wide variety of authentic situations,
- aim at scoring high in school leaving exams and at improving their academic and employability perspectives,
- are interested in discovering how the English language works, enjoy talking about contemporary issues, and like culture and literature.

#### Teachers who

- prepare ambitious students for exams and future careers,
- are eager to teach students not only the language but also develop their life skills,
- can spend more time on developing speaking skills and lead discussions on literature, cultural or social issues.

## What is great about *High Note*?

### AUTHENTIC content

*High Note* provides **authentic, thought-provoking content** to **boost students' motivation**, expose them to **natural, real-life language**, **extend their vocabulary** and develop their **receptive fluency and critical thinking skills**.

- **Documentary videos** tell stories of real people and present real places and events.
- **Grammar videos**, filmed on the streets of London, present interviews with real people.
- **Reading and listening texts** come from authentic sources.



There are **10 video documentaries** at each level of *High Note*, one per unit. They are accompanied by dedicated *Watch and Reflect* worksheets at the back of the book.

### LIFE SKILLS development programme

A specially prepared *Life Skills development programme* develops the types of skills that are needed to succeed at school and improve students' employability perspectives. They include:

- **academic and career-related skills** (e.g. giving successful presentations, debating, using online resources for school projects, planning a future career),
- **social skills** (e.g. working in a team, understanding how the media works),
- **personal development skills** (e.g. time management, improving memory).



The *Life Skills* lessons at the end of every second unit teach practical skills that are needed to achieve success in the 21<sup>st</sup> century world. Each lesson ends with a **project**, which tests new skills in action.

### 21<sup>st</sup> CENTURY education

*High Note* provides students not just with grammar, vocabulary and language skills, but also develops the key competencies they need to become a part of the global 21<sup>st</sup> century community.

#### LEARNING AND INNOVATION SKILLS

**Communication and collaboration, creativity, cultural awareness and critical thinking** are developed throughout the course in varied tasks, projects and multi-purpose activities.

#### DIGITAL LITERACY

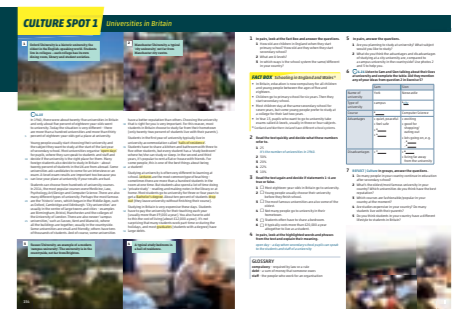
The content, and the means of delivery of *High Note*, are rooted in today's digital environment and reflect the way today's teenagers already manage their lives.

#### LIFE AND CAREER SKILLS

Life skills lie at the heart of the course. They are practised through engaging content and in an active, discussion-driven way.

#### MEDIATION SKILLS

*High Note* contains numerous mediation activities and tasks which cater for mediating concepts and communication.



*Culture Spot lessons* provide a wider perspective of cultural aspects, whereas the *Literature Spot* lessons familiarise students with well-known literary works that have made an impact on popular culture.

## HIGH NOTE LEVEL 2


| UNIT   | GRAMMAR   | VOCABULARY  | READING  | LISTENING   | SPEAKING   | WRITING                                   | REVISION   |
|--|---|---|--|---|--|---|--|
| <b>01 Close to you</b>   | pp4–5 Present Simple and Present Continuous<br><b>Grammar Video</b> ▶<br>p8 Reflexive pronouns<br>p9 Indefinite pronouns        | pp4–5 Family members, weddings pp6–7 Friendship<br>p8 Family, personality p10 Language learning<br>pp12–13 The roles of hosts and guests<br>pp14–15 <b>Word List</b>  | pp6–7 <i>The greatest gift of life</i><br><b>Documentary Video</b> ▶   | p10 A radio programme about trilingual teenagers<br><b>Active Listening:</b> Finding specific information | p11 Expressing interest<br><b>Communication Video</b> ▶<br><b>Pronunciation:</b> Intonation                | pp12–13 An informal email of introduction | pp16–17 Revision 01<br><b>Use of English &gt; p184</b>   |
| <b>02 Learn to play</b>  | pp18–19 Past Simple <b>Grammar Video</b> ▶<br>p19 <b>Pronunciation:</b> Past Simple regular verb endings<br>p21 <i>Used to</i>  | pp18–19 Classroom collocations p20 Education<br>pp22–23 Sports and games, sports collocations<br>p24 Sports competitions, people in sport<br>pp28–29 <b>Word List</b>   | pp22–23 <i>Playing for the blues</i><br><b>Active Reading:</b> Predicting<br><b>Documentary Video</b> ▶                                | p24 A radio programme about sports cheats   | p25 Apologising<br><b>Communication Video</b> ▶  | pp26–27 A biography                       | pp30–31 Revision 02<br><b>Use of English &gt; p184</b>   |
| <b>LIFE SKILLS</b> How to give a presentation <b>Life Skills Video</b> ▶ pp32–33 |   |   |  |   |  |   |  |
| <b>03 Far from home</b>  | pp34–35 Past Continuous and Past Simple<br><b>Grammar Video</b> ▶<br>p38 Relative pronouns                                      | pp34–35 Holiday activities, travel verbs<br>p36 Travelling p37 Places for passengers<br>p39 At the airport<br>pp40–41 Long-distance travel<br>pp42–43 Positive travel adjectives<br>pp44–45 <b>Word List</b>                      | pp40–41 <i>Graham Hughes and the Odyssey Expedition</i><br><b>Documentary Video</b> ▶  | p39 A conversation about travel problems<br><b>Active Listening:</b> Predicting                           | p37 Asking for information<br><b>Communication Video</b> ▶<br><b>Pronunciation:</b> Weak vowels            | pp42–43 A blog post                       | pp46–47 Revision 03<br><b>Use of English &gt; p185</b>   |
| <b>04 A good buy</b>   | pp48–49 Comparison of adjectives <b>Grammar Video</b> ▶<br>p51 Quantifiers<br>p57 Articles with singular countable nouns        | pp48–49 Adjectives to describe food<br>p50 Food and drink <b>Pronunciation:</b> The vowels /ɪ/, /e/ and /æ/<br>pp52–53 Shopping p54 Fashion<br>pp56–57 Customer service<br>pp58–59 <b>Word List</b>                               | pp52–53 <i>Mystery shopper</i><br><b>Active Reading:</b> Understanding the main idea<br><b>Documentary Video</b> ▶                     | p54 A conversation about shopping for second-hand clothes   | p55 Opinions<br><b>Communication Video</b> ▶   | pp56–57 A formal letter of complaint      | pp60–61 Revision 04<br><b>Use of English &gt; p185</b>   |
| <b>LIFE SKILLS</b> How advertising works pp62–63                                 |   |   |  |   |  |   |  |
| <b>05 Fit and well</b>   | pp64–65 Modal verbs <b>Grammar Video</b> ▶<br>p67 Past modal verbs  | pp64–65 Furniture and decorations, places for things<br>p66 Household chores p69 Fitness and training<br>pp70–71 Healthy lifestyle pp72–73 Illness<br>pp74–75 <b>Word List</b>  | pp70–71 <i>Blue Zones</i><br><b>Pronunciation:</b> Word stress<br><b>Documentary Video</b> ▶   | p69 A podcast about setting up a home gym<br><b>Active Listening:</b> The meaning of new words            | p68 Permission<br><b>Communication Video</b> ▶   | pp72–73 A note/short message              | pp76–77 Revision 05<br><b>Use of English &gt; p186</b>   |
| <b>06 A new you</b>  | pp78–79 Future arrangements and intentions<br><b>Grammar Video</b> ▶<br>p82 Future predictions: <i>going to</i> and <i>will</i> | pp78–79 Appearance pp80–81 Phrasal verbs<br>p82 Stages of life p83 Personality, feelings<br>p84 Feelings and emotions <b>Pronunciation:</b> Diphthongs<br>pp88–89 <b>Word List</b>  | pp80–81 <i>Confessions of a procrastinator</i><br><b>Active Reading:</b> The meaning of new words<br><b>Documentary Video</b> ▶        | p83 A talk about optimism and pessimism   | p85 Expressing probability<br><b>Communication Video</b> ▶   | pp86–87 An informal invitation            | pp90–91 Revision 06<br><b>Use of English &gt; p186</b>   |
| <b>LIFE SKILLS</b> How to plan your time pp92–93                                 |   |   |  |   |  |   |  |
| <b>07 A job for life?</b>  | pp94–95 Present Perfect (1) <b>Grammar Video</b> ▶<br>p96 Present Perfect (2)   | pp94–95 Work collocations p97 Working conditions<br>p98 Workplaces <b>Pronunciation:</b> Word stress<br>pp100–101 Career prospects<br>pp102–103 Part-time jobs, job application, personal qualities<br>pp104–105 <b>Word List</b> | pp100–101 <i>International Volunteer Day</i><br><b>Documentary Video</b> ▶   | p97 A radio programme about dangerous jobs<br><b>Active Listening:</b> Understanding the main idea        | pp98–99 Describing photos<br><b>Communication Video</b> ▶  | pp102–103 A formal email of application   | pp106–107 Revision 07<br><b>Use of English &gt; p187</b> |
| <b>08 Switch on</b>  | pp108–109 Verb patterns: the infinitive and the <i>-ing</i> form<br><b>Grammar Video</b> ▶<br>p114 The first conditional        | pp108–109 Science and scientists<br>p110 Computers <b>Pronunciation:</b> Vowels and diphthongs<br>pp112–113 Social media p115 Gaming<br>pp116–117 Electrical devices<br>pp118–119 <b>Word List</b>                                | pp112–113 <i>The ups and downs of social media</i><br><b>Active Reading:</b> Telling facts from opinions<br><b>Documentary Video</b> ▶ | p115 Three short recordings about video games   | p111 Explanations<br><b>Communication Video</b> ▶  | pp116–117 An opinion essay                | pp120–121 Revision 08<br><b>Use of English &gt; p187</b> |
| <b>LIFE SKILLS</b> How to choose a future career pp122–123                       |   |   |  |   |  |   |  |
| <b>09 Art lovers</b>   | pp124–125 Past Perfect <b>Grammar Video</b> ▶<br>p127 Reported speech   | pp124–125 Adjectives to describe art<br>p126 The performing arts, creative jobs<br>p127 Types of TV show pp128–129 Music<br>p131 Literature<br>pp134–135 <b>Word List</b>   | pp128–129 <i>He broke a £1m violin</i><br><b>Documentary Video</b> ▶   | p131 A conversation about a novel   | p130 Informal invitations<br><b>Communication Video</b> ▶<br><b>Pronunciation:</b> Intonation in questions | pp132–133 A short review                  | pp136–137 Revision 09<br><b>Use of English &gt; p188</b> |
| <b>10 Crimewatch</b>   | pp138–139 The passive <b>Grammar Video</b> ▶<br>p142 The second conditional   | pp138–139 Crime collocations p140 Types of crime<br>p141 Law and justice pp144–145 Burglary<br>pp148–149 <b>Word List</b>   | pp144–145 <i>How does it feel?</i><br><b>Active Reading:</b> Finding specific information<br><b>Documentary Video</b> ▶                | p141 A radio programme about superheroes  | p143 Asking for and giving advice<br><b>Communication Video</b> ▶<br><b>Pronunciation:</b> Silent letters  | pp146–147 A story                         | pp150–151 Revision 10<br><b>Use of English &gt; p188</b> |
| <b>LIFE SKILLS</b> How to use online resources pp152–153                         |   |   |  |   |  |   |  |

pp154–157 Culture Spot pp158–161 Literature Spot pp162–171 Watch and Reflect ▶ (Documentary Video worksheets)

pp172–182 Grammar Reference and Practice p183 Irregular Verbs pp184–188 Use of English pp189–191 Communication


## HIGH NOTE LEVEL 1

| UNIT  | GRAMMAR   | VOCABULARY   | SPEAKING  | WRITING                   |
|---|---|--|---|---------------------------|
| <b>00 Welcome</b>   | Subject pronouns, verb <i>to be</i><br>Plural nouns, articles<br><i>This/That/These/Those</i><br>Possessive adjectives, possessive 's,<br><i>have got</i><br>Imperatives, object pronouns | Countries and nationalities,<br>Personal possessions, basic adjectives<br>Family, jobs<br>Classroom instructions<br>Days of the week, months, seasons,<br>ordinal numbers, times and dates | Greetings, giving and asking for personal information, asking for spelling<br>Describing things<br>Describing family<br>Giving instructions<br>Telling the time |                           |
| <b>01 The things we do</b>                                      | Present simple<br>Adverbs of frequency  | Daily routines<br>Free time activities<br>Phrasal verbs<br>Verbs and prepositions  | Talking about likes and dislikes  | A personal profile        |
| <b>02 No place like home</b>                                    | <i>There is/ There are</i><br>Some and any<br><i>Can/Can't</i>  | Describing house and furniture<br>Prepositions of place<br>Family words  | Asking for information about a home   | A description of a place  |
| <b>LIFE SKILLS</b> How to plan your time: avoiding time wasters |   |  |   |                           |
| <b>03 Food and drink</b>  | Countable and uncountable nouns with <i>some/any/no</i><br>Quantifiers: <i>a lot of, too much/too many, a little/a few, not many/not much</i>   | Food and drink<br>Containers<br>Prices<br>Phrasal verbs  | Ordering food   | A café review             |
| <b>04 School life</b>   | Present Continuous<br>Present Simple and Present Continuous   | Places at school<br>School subjects<br>Objects in school bag<br>Education collocations   | Asking for and giving permission  | An internet forum post    |
| <b>LIFE SKILLS</b> How to handle stress in exams                |   |  |   |                           |
| <b>05 Appearances</b>   | Past Simple: <i>to be</i> and <i>can</i><br>Past Simple affirmative<br>Past simple negative and questions   | Appearance<br>Clothes<br>Personality adjectives  | Shopping for clothes  | An email                  |
| <b>06 The arts around us</b>                                    | Comparative and superlative adjectives, <i>(not) as ... as</i><br><i>Too, (not) enough</i>  | The arts<br>Jobs in arts<br>Types of movies<br>Personality adjectives<br>Films   | Making and responding to suggestions  | A film review             |
| <b>LIFE SKILLS</b> How to work in a team on school projects     |   |  |   |                           |
| <b>07 Going to town</b>   | <i>Going to</i><br>Present Continuous for future plans and arrangements   | Places in a city<br>Transport<br>Activities in the city  | Giving and asking for directions  | A short message           |
| <b>08 Smart future</b>  | <i>Will</i> for predictions about the future<br>Adverbs of manner   | Gadgets<br>Computer equipment<br>Using computer<br>Feelings<br>Science   | Giving and responding to opinions   | A notice                  |
| <b>LIFE SKILLS</b> How to use the internet in a safe way        |   |  |   |                           |
| <b>09 Fit and healthy</b>                                       | <i>Must, mustn't, have to/don't have to</i><br><i>Should/Shouldn't</i>  | Sports<br>Equipment<br>Body and health   | Talking about illness   | A post on an online forum |
| <b>10 Our planet, our hands</b>                                 | Present Perfect for experiences ( <i>ever/never</i> )<br>Present Perfect with <i>already, just</i> and <i>yet</i>   | Geographical features<br>Animals<br>Animal parts of the body<br>Weather  | Giving and reacting to personal news  | An article                |
| <b>LIFE SKILLS</b> How to improve your memory                   |   |  |   |                           |

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## HIGH NOTE LEVEL 3

| UNIT  | GRAMMAR   | VOCABULARY  | SPEAKING                                  | WRITING  |
|---|---|---|---|--|
| <b>01 Looking good</b>                          | Present Simple and Continuous<br>State and action verbs<br>Articles                         | Verb phrases with <i>dress</i><br>Appearance, clothes, footwear and accessories, fashion<br>Facial features<br>Phrasal verbs                | Participating in conversations            | An informal email  |
| <b>02 The digital mind</b>                      | Present Perfect Simple and Continuous<br>Verb patterns                                      | Scientific research<br>Technology<br>Science, phrases with <i>think</i> and <i>mind</i><br>Uses of drones<br>Health and computers           | Making choices                            | A blog post  |
| <b>LIFE SKILLS</b> How to give presentations    |   |   |   |  |
| <b>03 Active and healthy</b>                    | Past Simple, Past Continuous, Past Perfect<br><i>Used to</i> and <i>would</i>               | Sports collocations<br>Sports, activities, fitness and exercise<br>Injuries, accidents and emergencies<br>Diet and nutrition                | Being polite                              | A short story  |
| <b>04 Time to move</b>                          | Modal and related verbs,<br>Defining and non-defining relative clauses                      | Air travel<br>Holiday phrases<br>Travel essentials, travel phrases<br>Urban transport   | Agreeing and disagreeing                  | A formal email of enquiry                                |
| <b>LIFE SKILLS</b> How to take part in a debate |   |   |   |  |
| <b>05 The next step</b>                         | Talking about the future<br>Future Continuous and Future Perfect                            | Personality adjectives<br>Phrasal verbs related to studying<br>Work and jobs<br>Future jobs   | Describing strengths and weaknesses       | A personal statement as part of a university application |
| <b>06 Do the right thing</b>                    | The first and the second conditionals<br>The zero conditional and alternatives to <i>if</i> | Truth and lies<br>Communicating<br>Emotions<br>Relationships, conflicts and problems  | Asking for, giving and reacting to advice | A for-and-against essay                                  |
| <b>LIFE SKILLS</b> How to set goals             |   |   |   |  |
| <b>07 In the spotlight</b>                      | Reported speech<br>Reported questions   | TV news<br>Viewing habits<br>Success and failure<br>Describing art, films, books and plays  | Describing a personal experience          | A review of a play                                       |
| <b>08 Consumers world</b>                       | The passive<br><i>Have/Get something done</i>   | Advertising<br>Spending habits<br>Money<br>Payments, trading and banking  | Complaints                                | An opinion essay   |
| <b>LIFE SKILLS</b> How to be more creative      |   |   |   |  |
| <b>09 The power of nature</b>                   | The third conditional<br><i>I wish/If only</i> for regrets                                  | Water and the ocean<br>Natural disasters and dealing with them<br>Environmental responsibility<br>Urban and rural life<br>Sustainable homes | Expressing and responding to regrets      | An article   |
| <b>10 Justice for all</b>                       | Modal verbs for speculating about the present<br>Modal verbs for speculating about the past | The courtroom<br>Law and punishment<br>Phrasal verbs related to justice<br>Voting   | Comparing and contrasting photographs     | A formal letter  |
| <b>LIFE SKILLS</b> How to identify fake news    |   |   |   |  |

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## HIGH NOTE LEVEL 4

| UNIT  | GRAMMAR   | VOCABULARY  | SPEAKING                                | WRITING                 |
|---|---|---|---|-------------------------|
| <b>01 Get the message</b>                                 | Present and past tenses<br>Question tags  | Collocations with <i>contact, message</i> and <i>touch</i><br>Phrases for breaking the ice, communication idioms<br>Phrasal verbs<br>Emotion adjectives   | Expressing emotions                     | An informal email       |
| <b>02 Looking ahead</b>                                   | Future forms for predictions, <i>be bound/certain/sure/(un)likely to</i><br>Future forms for plans, decisions and arrangements, <i>be to/be about to/be due to</i>                                    | Cause and effect phrases<br>Compound nouns for threats to the environment<br>Extreme weather<br>Describing wildlife and threats to wildlife<br>Collocations with <i>problem</i> and <i>solution</i> | Problem solving                         | A formal email          |
| <b>LIFE SKILLS</b> How to persuade through a presentation |   |   |   |                         |
| <b>03 Influences</b>                                      | Present and past habits<br>Defining and non-defining relative clauses, Participle clauses   | Behaviour<br>Life events<br>Role models<br>Poverty and community  | Generalising                            | An opinion essay        |
| <b>04 Inside Story</b>                                    | Narrative tenses, Past Perfect Simple and Continuous<br>Negative inversion  | Conspiracy theories<br>News reporting, collocations<br>Noun suffixes<br>Describing photos   | Telling anecdotes                       | A story                 |
| <b>LIFE SKILLS</b> How to be good at debating             |   |   |   |                         |
| <b>05 Making sense of the senses</b>                      | Verb patterns, <i>used to, be/get used to</i><br>Verbs with gerunds and infinitives: <i>forget, hear, need</i> , etc.<br><i>I'd rather/sooner ... / I'd rather you didn't ... / I'd prefer to ...</i> | The senses<br><i>Sound, smell and feel</i><br>Words with more than one meaning<br>Taste   | Expressing preferences                  | A review                |
| <b>06 Where we live</b>                                   | Modal and related verbs: <i>be allowed to/supposed to/forbidden to</i> , etc.<br>Articles, <i>the</i> with geographical names<br>Emphatic structures<br>Quantifiers                                   | Phrases for comparing and contrasting<br>Mobile lifestyle<br>Size and space<br>Household problems and solutions, phrasal verbs  | Giving instructions                     | A report                |
| <b>LIFE SKILLS</b> How to make the most of volunteering   |   |   |   |                         |
| <b>07 Is it fair?</b>                                     | Reported speech<br>Reporting verb patterns  | Protests<br>Social problems, word formation<br>Easily confused words<br>Prefixes<br>Dependent prepositions  | Expressing and challenging opinions     | An article              |
| <b>08 Digital perspectives</b>                            | The passive with passive infinitive and gerund<br>Impersonal report structures  | Internet of things<br>Technology and gadgets<br>Phrasal verbs<br>Images and perceptions   | Describing trends                       | A for-and-against essay |
| <b>LIFE SKILLS</b> How to manage your online presence     |   |   |   |                         |
| <b>09 Highs and lows</b>                                  | Zero, first, second and first conditionals and mixed conditionals<br><i>I wish/If only</i> , criticizing past actions: <i>needn't have, shouldn't have</i> , etc.                                     | Words related to money<br>Success and failure<br>Chance, risk and opportunity, binomials<br>Collocations  | Discussing advantages and disadvantages | A competition entry     |
| <b>10 Culture vulture</b>                                 | Past modals with past participle, perfect continuous forms and passive forms<br>Reduced adverbial clause  | Describing objects<br>Musical styles<br>Prepositional phrases<br>Performance, easily confused words   | Negotiating informally                  | An article              |
| <b>LIFE SKILLS</b> How to build resilience                |   |   |   |                         |

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## HIGH NOTE LEVEL 5

| UNIT   | GRAMMAR  | VOCABULARY   | SPEAKING   | WRITING                 |
|--|--|--|--|-------------------------|
| <b>01 Identity</b>   | Tense revision<br>Perfect and continuous aspect<br>Future in the past  | Personality adjectives<br>Personality types: idioms<br>Nature and nurture<br>Verbs of understanding and perception<br>Compound adjectives                              | Paraphrasing in managing conversations                                     | A story                 |
| <b>02 Going places</b>                                       | Adding emphasis (cleft sentences, fronting, <i>do/did</i> for emphasis)<br>Inversion                         | Traveling: idioms<br>Verbs of movement<br>Synonyms<br>Nominalised phrasal verbs<br>Adverb and adjective collocations   | Comparing and contrasting<br>Giving preferences                            | A formal letter         |
| <b>LIFE SKILLS</b> How to keep learning throughout your life |  |  |  |                         |
| <b>03 Hard sell</b>  | Passive structures<br><i>Have/Get something done</i>   | Business and economics<br>Compound nouns<br>Verb synonyms<br>Phrasal verbs   | Negotiating  | A for-and-against essay |
| <b>04 Tastes</b>   | Real and unreal conditionals<br>Inverted conditionals<br>Shortened conditionals<br>Alternatives to <i>if</i> | Words to describe food, drink, hunger, food preparation<br>Idioms  | Proposing and justifying options   | A review                |
| <b>LIFE SKILLS</b> How to avoid plagiarism                   |  |  |  |                         |
| <b>05 Do Your Best</b>                                       | Modal and related verbs and phrases  | Idioms and collocations related to study<br>Phrasal verbs<br>Prepositional phrases   | Dealing with difficult questions   | An opinion essay        |
| <b>06 Express yourself</b>                                   | Reporting structures<br>Impersonal reporting structures  | Body idioms<br>Expression, gesture and posture<br>Emotions<br>Three-part phrasal verbs<br>Sounds<br>Collocations   | Evaluating ideas   | An article              |
| <b>LIFE SKILLS</b> How to succeed at university              |  |  |  |                         |
| <b>07 The creative urge</b>                                  | Defining and non-defining relative clauses<br>Nominal relative clauses                                       | Adjectives to describe clothes<br>Order of adjectives<br>Compound colour adjectives<br>Phrases to describe fashion<br>Describing art or performance                    | Using vague language   | A formal letter         |
| <b>08 Illusion</b>   | Uses of <i>will</i> (certainty, habitual action, annoyance)<br>Speculation about the present and the past    | Idioms and collocations to describe astonishment<br>Word families<br>Words to describe sleep   | Speculating  | A proposal              |
| <b>LIFE SKILLS</b> How to develop research skills            |  |  |  |                         |
| <b>09 Follow the crowd?</b>                                  | Articles<br>Ellipsis   | Words to describe permission and prohibition<br>Connotation<br>Words to describe physical appearance<br>Words to describe groups                                       | Hyperbole and understatement   | An essay                |
| <b>10 Up the ladder</b>                                      | Verb patterns  | Verb and noun collocations and idioms related to employment<br>Jobs and work: word formation<br>Employment and career: phrasal verbs, colloquial phrases, collocations | Toning down controversial statements<br>Adjective synonyms related to work | A report                |
| <b>LIFE SKILLS</b> How to succeed at work                    |  |  |  |                         |

Culture Spot • Literature Spot • Watch and Reflect (Documentary Video worksheets) • Use of English • Grammar Reference and Practice • Irregular Verbs • Communication

# 03

## Far from home

- VOCABULARY** Holiday activities, travelling, transport  
**GRAMMAR** Past Continuous and Past Simple, relative pronouns **Use of English** > page 185  
**SPEAKING** Asking for information  
**WRITING** A blog post  
**VIDEO** Grammar ▶ Communication ▶ Documentary ▶

### Magical Moments

#### PHOTO COMPETITION

Send in a photo of your most magical holiday moment. Where was it? What were you doing? Write a text of no more than eighty words to tell us about it. You can win fantastic prizes.



**Wild horses** Steve Curry, New York  
 Last summer we were staying in a hotel in Scotland. One evening, we went for a drive. At about 7 p.m. we were going along a very quiet road. I wasn't looking at the countryside, I was playing a video game. Suddenly, my dad stopped the car. Right in front of us were lots of wild horses. They were running straight at our car. As they were going past, I took this photo. It was amazing!



**Swimming in the rain** Kerry Kane, London  
 We were sunbathing on a beach in Cornwall. I was eating an ice cream when suddenly it started to rain. My parents ran to a café but my sister Lara said, 'Let's go for a swim! We're wet anyway.' While we were swimming, I took this photo. The rain stopped and the sun came out. We felt great. The only problem was that our towels were really wet!



**A double rainbow** Adam Clark, Dublin  
 I was staying with my uncle on his farm in Canada. One evening it wasn't raining, so I went for a walk. As I was walking, I noticed it was getting very dark. Then I saw two rainbows over the fields! It was beautiful. I took lots of photos. It started to rain when I was going home but I didn't care.

The first grammar point is introduced at the beginning of each unit and is combined with vocabulary for more integrated learning in **Grammar and Vocabulary lesson**. This lesson is additionally supported by **Grammar Videos**, which provide authentic, manageable chunks of the target grammar in a real context. The grammar is then recycled throughout the rest of the unit.

# 03

## 3A GRAMMAR AND VOCABULARY

**1** In pairs, check you understand the holiday activities in the box. Then think of some more things we typically do on holiday.

climb a mountain go for a swim/drive  
 lie/sunbathe on the beach make a trip pack your bag  
 see the sights watch the sun rise/set visit relatives

**2** **SPEAKING** In pairs, use the vocabulary in Exercise 1 to talk about the things you did during your last holiday.

**A** Did you see the sights the last time you went on holiday?

**B** No, I didn't. I just lay on the beach all day.

**3** Look at the 'Magical Moments' photos and read the stories. Which one is your favourite? Say why.

### Past Continuous and Past Simple

**4** Match sentences 1–2 with the uses of the Past Continuous a–b.

**1**  At about 7 p.m. we were going along a quiet road.

**2**  I was staying with my uncle on his farm in Canada.

**a** to give the background to a story

**b** to say that someone was in the middle of an action at a specific time

**5** Read this sentence from one of the stories and answer the questions.

While we were swimming, I took this photo.

**1** Did these actions happen

**a** one after another? **b** at the same time?

**2** Which action was shorter and which tense do we use to talk about it?

**6** Read the Grammar box and find more examples of the Past Continuous and Past Simple in the stories.

### Past Continuous and Past Simple

We use the Past Continuous:

- to give the background to a story
- to talk about an unfinished action at a time in the past
- to show that a long activity was interrupted by a short one (in the Past Simple)

|      | I • He • She • It                               | We • You • They                                       |
|------|---|---|
| +    | I <b>was swimming</b> .                         | They <b>were running</b> .                            |
| -    | She <b>wasn't dancing</b> .                     | We <b>weren't walking</b> .                           |
| ?    | Was he <b>sunbathing</b> ?                      | Were they <b>singing</b> ?                            |
|      | Yes, he <b>was</b> ./<br>No, he <b>wasn't</b> . | Yes, they <b>were</b> ./<br>No, they <b>weren't</b> . |
| Wh-? | Whose car <b>was he driving</b> ?               | What <b>were you doing</b> yesterday at 10 p.m.?      |

**Linkers:** when, while, as

**Grammar Reference and Practice** > page 175

**7** Look at the photos and stories again and correct the sentences.

**1** Kerry was eating lunch when it started to rain.  
*No, she wasn't eating lunch. She was eating an ice cream.*

**2** Lara was looking at the camera when Kerry took the photo.

**3** Steve's mum was driving the car when the horses appeared.

**4** The horses were running away from Steve's car.

**5** Adam was staying in a hotel in Canada.

**6** The sun was coming up when Adam saw the rainbows.

**8** What do you think your partner was doing at these times? Ask and check if your guesses were correct.

ten o'clock last night six o'clock this morning  
 last Saturday at 8 p.m. last Sunday at 11 a.m.

**A** Were you sleeping at ten o'clock last night?

**B** No, I wasn't. I was studying Maths.

**9** **1.28** Complete the text with the Past Simple or Past Continuous. Listen and check.

We <sup>1</sup> **were travelling** (travel) to France on a car ferry. I <sup>2</sup> \_\_\_\_\_ (feel) a bit sick, so I <sup>3</sup> \_\_\_\_\_ (go) outside to get some air. While I <sup>4</sup> \_\_\_\_\_ (look) down at the sea, I <sup>5</sup> \_\_\_\_\_ (see) a dolphin. It <sup>6</sup> \_\_\_\_\_ (swim) next to the ship. As I <sup>7</sup> \_\_\_\_\_ (watch), it <sup>8</sup> \_\_\_\_\_ (jump) high out of the sea. I <sup>9</sup> \_\_\_\_\_ (get) a wonderful photo.

**10** Complete the sentences with the correct forms of the travel verbs from the box. Then in pairs, say if the sentences are true for you.

catch drive ride sail wait

**1** I was running to **catch a bus** to school when I realised it was a holiday.

**2** The first time I **\_\_\_\_\_ the car**, my dad was sitting beside me with his eyes closed.

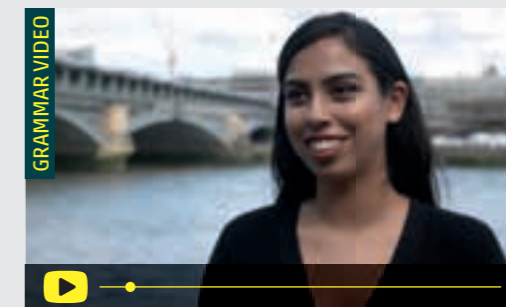
**3** I met my boyfriend/girlfriend while I **\_\_\_\_\_ at a bus stop**.

**4** I **\_\_\_\_\_ my bike** when I saw our teacher.

**5** While we **\_\_\_\_\_ on a ferry**, there was a storm.

**9** Read the sentence below and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

Tell me about a magical moment that happened to you on holiday.



I can use the Past Simple and Continuous to talk about past experiences.

Vocabulary is a vital element of each unit. It is integrated into all lessons and systematically developed. Here, a separate **Vocabulary lesson** presents the main lexical set of the unit.

### 3B VOCABULARY | Travelling

- THINK BACK** In pairs, talk about the kind of transport you can/can't take in/from your town or region.  
*You can't take the underground in our town but you can take a bus.*  
*You can take a plane from ... airport.*
- Check you understand the highlighted words. Then in groups, say which holidays you would/wouldn't like to go on and why.
  - a one-day **excursion** to a theme park
  - a weekend **city break** in London or Paris
  - a **school trip** to an outdoor centre in Wales
  - a **package holiday** to a Greek island
  - a three-week **cruise** in the Caribbean
  - a scientific **expedition** to the Antarctic
  - an **adventure holiday** in an African safari park
  - a nine-month **journey** around the world
- Read the holiday reviews below. What kinds of holiday from Exercise 2 do they describe? Which trip do you prefer? Say why.
- In pairs, complete the table using the highlighted verbs from the reviews. Add words and phrases from the reviews to make collocations. Then use a dictionary to help you make more collocations.

|               |   |
|---------------|---|
| Transport     | go/travel by train, coach, ...<br>take the underground, ... |
| Accommodation | stay in a five-star hotel, a budget hotel, ...              |
| Activities    | go climbing,<br>put on your sunscreen, ...                  |

### HOLIDAY REVIEWS

[CLICK HERE](#) to write a review of your holiday



Destination: Brecon Outdoor Centre, Wales  
Review by: Joe Queen, Norwich

●●●●○ **GETTING THERE**

We **went** by coach to Wales. We had a lot of fun on the way but the trip took five hours and it was too hot. I was glad when we **arrived at** the campsite.

●●●●○ **ACCOMMODATION**

It wasn't easy to **put up** the tents but they were big, so there was plenty of space for our backpacks and boots. Unfortunately, there were no beds, so we had to put our sleeping bags on the ground.

●●●●● **ACTIVITIES**

We **went** kayaking on the river, windsurfing on a lake, mountain biking and hiking in the mountains. We were always doing something. It was brilliant!

●●●●○ **YOUR VERDICT**

A great school trip, especially the activities. I really recommend it. I was sorry to **leave**.



Destination: Heraklion, Crete  
Review by: Helen Green, Oxford

●○○○○ **GETTING THERE**

We **missed** the bus, so we **got** a taxi to the train station. Then we **travelled** by train to London and **took** the underground to the airport. We **boarded** the plane on time but there was a delay before we **took off**. Although we **flew** directly to Crete, we **landed** an hour late. I was exhausted when we finally **checked in**.

●●●●● **ACCOMMODATION**

We **stayed in** a budget hotel but it was fantastic! Big swimming pool, excellent food and my room had a double bed. I'm not surprised the hotel was fully booked.

●●●●○ **ACTIVITIES**

We went sightseeing every morning and **visited** lots of museums. In the afternoons I just **put on** my sunscreen and sunbathed by the pool!

●●●●○ **YOUR VERDICT**

It was our first package holiday. I loved the hotel and Crete is a great place to visit but the journey was a nightmare.

36  I can talk about holiday activities, transport and accommodation.

### 3C SPEAKING AND VOCABULARY



The **Speaking lessons** prepare students for everyday interactions such as asking for information, apologising, expressing opinions or asking for and giving advice. They are supported by snappy **Communication Videos**, which present the functional language in a real-life context, making it meaningful and memorable. There is also additional vocabulary input in the lesson.

- Where do most tourists to your country come from? What kind of things do they like doing? Discuss in pairs.
- Match the places from the box with the descriptions.
 

|              |              |                |               |
|--------------|--------------|----------------|---------------|
| Left Luggage | taxi rank    | tourist office | travel centre |
| tube station | waiting room |                |               |

A place where you can ...

  - sit and wait for a bus/train *waiting room*
  - get a taxi
  - catch an underground train
  - leave heavy bags for a few hours
  - ask about timetables, buy tickets
  - find out travel information, book hotels, get maps/leaflets
- Where do the tourists want to go? *to Glasgow*
  - What information do they want?
  - What problem do they have?
  - Why are they surprised at the end?
- Where do the tourists want to go? *to Glasgow*
  - What information do they want?
  - What problem do they have?
  - Why are they surprised at the end?

#### SPEAKING | Asking for information

- Excuse me, what time is the next train to ...?
- Which platform does the train leave from?
- Where's the nearest tube station/bus stop/taxi rank?
- Is there a bus/tram we can catch to ...?
- Is there a restaurant/bank/Travel Centre near here?
- How far is it to ...?
- Pardon me, I didn't hear that.
- I'm sorry, I didn't catch that.

- Complete the conversations with one word in each gap. Listen and check. Then in pairs, practise the conversations.
 

Hazel Excuse me. What time is the <sup>1</sup>next train to Glasgow?

Man Five fifty-nine.

Hazel I'm sorry, I didn't <sup>2</sup>\_\_\_\_\_ that. Can you <sup>3</sup>\_\_\_\_\_ it again, please?

Joe Which <sup>4</sup>\_\_\_\_\_ does the train leave from?

Lee 8B.

Joe How <sup>5</sup>\_\_\_\_\_ is it to the Brunswick Centre?

Alda It's not far. It's about ...

Hazel Is <sup>6</sup>\_\_\_\_\_ a bus we can catch to get there?

Joe Or maybe we can take a cab. Where's the <sup>7</sup>\_\_\_\_\_ taxi rank?

Alda The taxi rank is over there. But you can <sup>8</sup>\_\_\_\_\_. It's only five minutes.

Joe <sup>9</sup>\_\_\_\_\_ is the Left Luggage?

Alda Next to Platform 16.

#### WATCH OUT!

| British English  | American English |
|------------------|------------------|
| tube/underground | subway           |
| lift             | elevator         |
| taxi             | cab              |

- Listen to questions 1-4 and repeat. Pay attention to the underlined words.
    - How far is it to the bus station?
    - Is there a map of the underground?
    - What time is the next coach to Leeds?
    - Is there a tram we can catch to the Old Town?
  - Listen and write down the answers to the questions in Exercise 6. Then in pairs, practise the conversations.
  - In pairs, role play the situations. Student A, go to page 189. Student B, go to page 191.

37  I can ask for information in situations related to travelling.

The second **Grammar lesson** comes later in the unit and introduces another grammar point. **Guided discovery approach** to grammar makes new language more memorable and enhances motivation.

The **Listening lessons** offer varied text types and tasks, with numerous opportunities for students to practise listening skills with new vocabulary. **New vocabulary is clearly highlighted** in coloured boxes, making it easy to find.

### 3D GRAMMAR



## QUIZ

### Things to KNOW before you GO!

England is a country that a lot of people visit, but what do you know about it? Read the clues below and find the answers!

- 1 A graffiti artist who likes to be anonymous.
- 2 A young woman that has a great voice.
- 3 A detective whose residence is at 221B Baker Street, London.
- 4 A prehistoric monument which is over 4,000 years old.
- 5 A company that started making very expensive cars in Manchester in 1906.
- 6 A train station which is famous for Platform 9¾.
- 7 The town where William Shakespeare was born.
- 8 A drink we love in England.



- 1 In one minute, write down everything you know about England. Then in pairs, compare your lists.
- 2 1.33 In pairs, read the quiz. Do you know the answers? Listen and check.

#### Relative pronouns

3 Look at the quiz and answer the questions.

Which of the underlined words refer to ...

- a things? which and \_\_\_\_\_
- b people? \_\_\_\_\_ and \_\_\_\_\_
- c places? \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_
- d possessions? \_\_\_\_\_

4 Look at clues 7-8 in the quiz and answer the questions.

- 1 What comes after *where* when we define a place - a noun/pronoun or a verb?
- 2 When can we leave out *who*, *which* and *that* - when the next word is a noun/pronoun or a verb?

5 Study the Grammar box and check your answers to Exercises 3 and 4.

#### Relative pronouns

*Which* and *that* refer to things and places.

*Who* and *that* refer to people.

We also use *where* for places when the next word is a noun or pronoun.

*Whose* refers to possessions.

We can leave out *who/which/that* when the next word is a noun or pronoun.

Grammar Reference and Practice > page 175

6 Choose the correct relative pronouns. There may be more than one correct answer. Tick two sentences where you can leave out the relative pronoun.

- 1  Breakfast was the only meal *that / who / whose* I liked.
- 2  Old Trafford is the stadium *what / where / who* Manchester United play.
- 3  London is a city *where / which / who* has some great museums.
- 4  Coldplay is a group *which / who / whose* songs make me sad.
- 5  Benny Hill was an English comedian *that / which / who* my parents loved.

7 1.34 In pairs, complete the questions with relative pronouns and try to answer them. Listen and check.

What's the name of ...

- 1 the place where the Queen of England lives?
- 2 the city \_\_\_\_\_ is famous for the Beatles?
- 3 the woman \_\_\_\_\_ wrote the Harry Potter books?
- 4 the singer \_\_\_\_\_ songs include 'Castle on the Hill' and 'Shape of You'?

8 **SPEAKING** Think of three interesting facts about your country (a person, a place, a product, food or drink) and share them with the class. Use relative pronouns.

38  I can use relative pronouns to talk about people, things and places.

### 3E LISTENING AND VOCABULARY

1 **SPEAKING** In pairs, answer the questions.

- 1 How do you feel when you travel (e.g. relaxed, bored, nervous)?
- 2 Do you prefer to travel by coach, plane or train? Say why.
- 3 The last time you travelled, did you arrive at the airport or station early, on time or late? Talk about the trip.

2 In pairs, match the airport vocabulary from the box with the definitions.

arrivals boarding pass book a flight budget airline cancelled check-in (desk) delayed departure lounge gate **hand luggage** security trolley

- 1 A bag or case that you take onto the plane with you. **hand luggage**
- 2 A company that sells cheap flights. **budget airline**
- 3 A thing that you put your bags on. **luggage**
- 4 A thing that you need to get on the plane. **boarding pass**
- 5 A place with lots of shops and restaurants. **departure lounge**
- 6 The place where they check you and your luggage. **check-in (desk)**
- 7 The place where you first show your ticket. **gate**
- 8 The place where you go after you land. **arrivals**
- 9 The place where you wait to board the plane. **security**
- 10 To buy a plane ticket. **book a flight**
- 11 Bad news: your flight is late. **cancelled**
- 12 Worse news: your flight is not taking off. **delayed**

3 1.35 Complete the text with the correct forms of the words and phrases from Exercise 2. Listen and check.

I <sup>1</sup>**booked** my flight to New York online with a <sup>2</sup> \_\_\_\_\_ airline. It was a bargain! I printed my <sup>3</sup> \_\_\_\_\_ at home, so I didn't need to go to the <sup>4</sup> \_\_\_\_\_. I just went straight to <sup>5</sup> \_\_\_\_\_. I checked a monitor in the <sup>6</sup> \_\_\_\_\_ and saw that my flight was <sup>7</sup> \_\_\_\_\_ by half an hour. I wasn't happy but at least it wasn't <sup>8</sup> \_\_\_\_\_! My <sup>9</sup> \_\_\_\_\_ was heavy, so I got a <sup>10</sup> \_\_\_\_\_ and went round the shops. I bought a present for Caitlin. Then I went to the <sup>11</sup> \_\_\_\_\_ to board the plane. The flight was fine. I went to sleep thinking about Caitlin waiting for me in <sup>12</sup> \_\_\_\_\_ at JFK.

4 1.36 Study Active Listening and read the questions in Exercise 5. Then choose the correct answers in the summary below. Listen to the conversation and check.

This is a conversation between <sup>1</sup>*two / three* people on a <sup>2</sup>*plane / train*. They're talking about the <sup>3</sup>*fun / problems* you can have when you travel.

#### ACTIVE LISTENING | Predicting

- Look at the visuals to help you decide what the context of the audio recording is.
- Try to guess what the people are talking about. That will help you activate the vocabulary you need.
- Listen for key words from the questions. They can confirm that your predictions are right or wrong.



03

5 1.36 Listen to the conversation again and choose the correct answers.

- 1 Why did Tom almost miss the flight?
  - a He didn't know his seat number.
  - b He had a problem at security.
  - c He spent too long in the café.
- 2 Why did he miss his flight to New York?
  - a Because of the weather.
  - b He got to the airport late.
  - c He didn't have his passport with him.
- 3 Kate's dad was flying to
  - a Istanbul. b Edinburgh. c Frankfurt.
- 4 Her dad missed his flight because he
  - a was talking on the phone.
  - b had a problem with his computer.
  - c didn't hear them calling his name.
- 5 How much did Tom's ticket cost?
  - a £150 b £115 c £500
- 6 Where is the plane going?
  - a To an island in the Caribbean.
  - b To a city in Spain.
  - c We don't know.

6 **SPEAKING** Think of a time you had a problem when you were travelling. What happened? In pairs, tell your stories. Use the prompts below to help you.

you miss your train you can't get a seat  
it's too crowded it's fully booked  
you can't find your ticket you feel ill on the coach  
your flight/bus is delayed you get on the wrong bus

7 In pairs, discuss how to avoid/solve the problems in Exercise 6. Use the ideas below or your own.

allow plenty of time for your journey book a seat  
book your ticket early check for up-to-date travel news  
not travel in the high season  
make a list and pack carefully pay attention

*You should reserve a seat before you travel.*

39  I can predict what an audio recording is going to be about.



### 3F READING AND VOCABULARY

**1 SPEAKING** In pairs, answer the questions.

- 1 Do you like travelling? Say why.
- 2 What countries would you like to visit?

**2** Look at the photo, the map and the title of the text. Then read the first and last paragraph. What is the text about?

- a A man who travelled alone from England to South America.
- b A man who travelled around the world without using planes.
- c A man who broke the world record for a round-the-world trip.

**3** Read the text and choose the correct answers.


- 1 Which sentence is true?
  - a Graham planned to travel by air and sea.
  - b Graham made the journey for more than one reason.
  - c Graham wanted to do dangerous things.
  - d Graham reached his destination in less than 12 months.
- 2 In which part of the world did Graham have the most problems?
  - a South America    b the Caribbean    c Europe
  - d Africa
- 3 Where did he get the visa for Mauritania?
  - a on a bus    b at the border    c in Morocco
  - d in Mauritania
- 4 What was the worst thing that happened to Graham?
  - a He fell ill.
  - b Someone stole his passport.
  - c The police arrested him.
  - d Nothing bad happened to him.
- 5 The woman on the bus in Iran
  - a couldn't speak English.
  - b was worried about her grandson.
  - c asked Graham what time the bus arrived.
  - d invited Graham to meet her family.
- 6 Why was South Sudan important for Graham?
  - a It was the first country on his list in 2009.
  - b It was the last country he visited.
  - c It was the only country he didn't visit.
  - d It became a country after he visited it.

**4** Match the highlighted words from the text with the definitions.

- 1 A country or nation. *state*
- 2 A line between two countries.
- 3 Not by sea or air.
- 4 A stamp in a passport that lets you visit a country.
- 5 Legal, authentic, acceptable.
- 6 Start a journey.
- 7 Alone.
- 8 Travel in another person's vehicle.
- 9 Welcoming to visitors or guests.

**5** Complete the questions with words from Exercise 4. Then in pairs, ask and answer the questions.

- 1 Is it a good idea to *hitchhike* on your own at night?
- 2 Have you got a \_\_\_\_\_ passport? When did you get it?
- 3 Are people in your country \_\_\_\_\_?
- 4 What countries has your country got a \_\_\_\_\_ with?
- 5 How do you feel when you \_\_\_\_\_ on a long journey?
- 6 Do you need a \_\_\_\_\_ in your passport to visit the UK?
- 7 Can you travel \_\_\_\_\_ from your country to Norway?
- 8 Do you prefer to travel \_\_\_\_\_ or with someone else?
- 9 Is Scotland an independent \_\_\_\_\_?

**6**  **1.38** Listen to a description of the charity that Graham was collecting money for. Complete the notes with 1–2 words in each gap.

**WaterAid**

Objective: It provides people around the world with <sup>1</sup>*clean water*, safe toilets and hygiene education.  
 President: Prince Charles  
 Works in <sup>2</sup>\_\_\_\_\_ countries in Africa, Asia, Central America and the Pacific.  
 Started in <sup>3</sup>\_\_\_\_\_. Main office is in London but also has offices in Australia, Japan, Sweden and <sup>4</sup>\_\_\_\_\_  
 Organises sports activities to raise money.  
 Publishes 'Oasis' Magazine <sup>5</sup>\_\_\_\_\_ a year.  
 Website: <sup>6</sup>\_\_\_\_\_

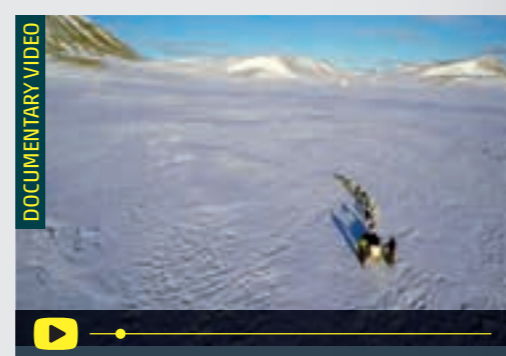
**7** In pairs, find information about another charity. Then present your charity to the rest of the class.

- 1 What does it do?
- 2 Where does it operate?
- 3 When did it begin?
- 4 How does it raise money?
- 5 Does it publish a magazine?

**8 REFLECT | Values** In pairs, discuss the questions.

- 1 Why are charities important?
- 2 Would you like to join a charity? Say why.

 **11 WATCH AND REFLECT** Go to page 164. Watch the documentary *A great adventure* and do the exercises.



The **Reading lessons** feature a variety of information-rich and thought-provoking texts. They contain a range of exercises that practise reading for the main idea, followed by focusing on specific information, vocabulary practice and discussion. The **Active Reading boxes** cover all crucial skills strategies, which students can actively practise through a series of exercises. This lesson is additionally supported by **Documentary Videos**, which provide highly engaging clips that can be used as an extension to the themes raised in the reading texts.



 **1.37**

On 1 January 2009, Graham Hughes from Liverpool, England, sailed across the River Plate from Argentina to Uruguay on a ferry. He was **setting out** on an incredible **solo** journey. He was going to visit every country in the world. And he was going to be the first person to do it without flying.

He was doing it to set a Guinness World Record and to collect money for the charity WaterAid. But he also wanted to show that the world isn't such a dangerous place.

Graham hoped to complete the trip in under a year. In the end it took him almost four years.

It started well. He visited all twelve countries in South America in only two weeks. But then in the Caribbean, he met his first big problem – islands! You can't travel **overland** to every country in the world, often there are no ferries between islands and Graham can't walk on water. He solved his problem by **hitchhiking** on other people's boats.

From North America, he sailed to Iceland on a container ship. Europe was easy. He got a railway ticket which allowed him to travel everywhere in Europe by train. It only took him a few weeks to visit fifty countries. Then he arrived in Africa.

He was planning on just three months there. It took him almost three years! He had problems with transport and also with politics. For example, he had a **valid**

passport, but he also needed a **visa** to enter Mauritania. Unfortunately, they weren't selling visas at the **border**. So, he travelled 1,250 miles by bus all the way back to the place where he knew that he could get a visa – Morocco. When he returned to Mauritania a week later, he couldn't believe his eyes. They were selling visas at the border. And they were \$5 cheaper than the visas in Morocco!

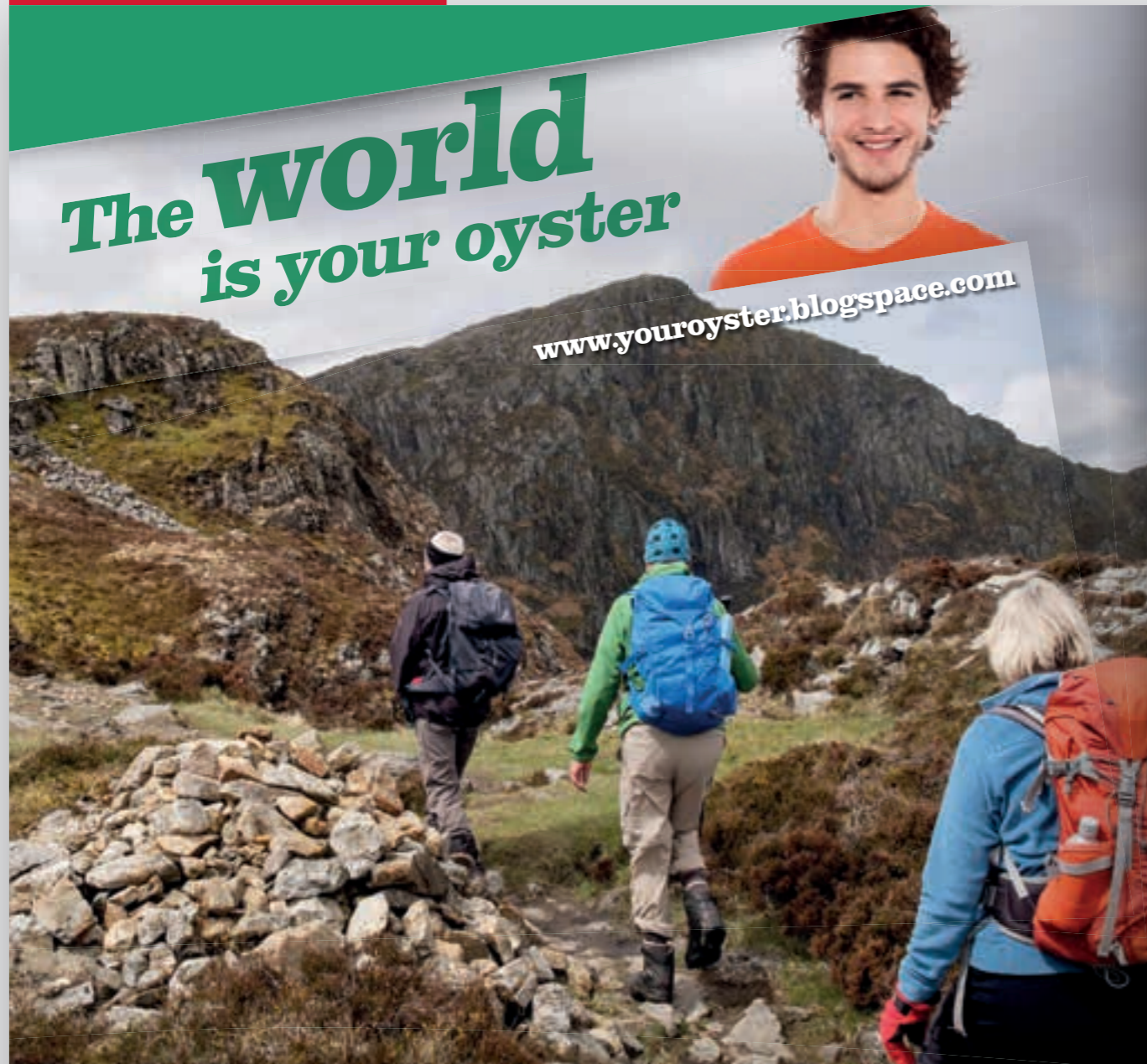
During his journey Graham was never seriously ill. And nobody stole anything particularly valuable from him. However, he was arrested twice. Once in Cape Verde, when the police thought he was transporting immigrants. And again in the Congo, for being a spy! On both occasions he spent six days in jail.

He had some bad times but many more good times. Above all, he learned how **hospitable** people can be. One time when he was travelling on a night bus in Iran, he saw an old woman who was talking on her phone. She handed it to him. It was the woman's grandson. 'My grandmother's worried because the bus arrives very early,' he explained in English. 'She wants to invite you home to make you breakfast.' Graham accepted the invitation.

Finally, after three years, ten months and twenty-one days Graham arrived in the 201<sup>st</sup> and final country on his odyssey. It was South Sudan, the newest **state** in the world, a country that didn't even exist when he started his journey.

# The World is your oyster

www.youroyster.blogspot.com



**I'm Dominykas, I'm nineteen and I'm from Lithuania. I write about culture, food and, above all, travelling! The name of my blog comes from Shakespeare: I can do anything I want to, the world's my oyster. It means 'use all the opportunities that the world offers you' – that's my philosophy in life!**

### 15th May. A wonderful trip to Wales.

My cousin Lukas recently invited me to the small seaside town where he studies – Aberystwyth in Wales.

I flew to Birmingham. Lukas was waiting for me at the airport. From Birmingham, we caught a train to Aberystwyth. The train journey was slow but very scenic. It was raining when we arrived, so we went straight to the house that Lukas shares with five friends. Everyone was very welcoming.

The next day we explored Aberystwyth. We had a walk along a beach, I took some fantastic photos and we visited the castle, too. It was too cold to swim but some brave people were windsurfing! On the third day, we climbed Cader Idris – a big mountain north of the town. It was snowing when we got to the top but the view was spectacular. On the last day, we went for an enjoyable drive along the coast.

Like Lithuania, Wales is a small country but people are very open and friendly. For example, everyone smiles and says 'hello' when you pass them on the street – it made a really positive impression. Overall, I had a brilliant time and made some great new friends!

The **Writing lessons** are carefully staged: they begin with an engaging input text relevant to students' lives, which is followed up by a series of preparation exercises that lead to students completing the final writing task. **Reflect** exercises develop critical thinking, asking students to think more deeply about various social, cultural and value-related issues and consider various viewpoints.

## 3G WRITING AND VOCABULARY | A blog post

- Look at Dominykas' blog. Would you like to visit the place in the photo? Say why.
- Read the blog post and answer the questions in pairs.
  - Where does Dominykas come from? *Lithuania*
  - Who is Lukas?
  - How did Dominykas travel to Wales?
  - How many days did he stay there?
  - What was the weather like during his stay?
  - Did he enjoy himself?
- Read the blog post again and tick the things Dominykas writes about.
  - how he got there
  - what he did
  - what the people were like
  - history of the place
  - overall impression
  - how much it cost
- Find at least eight positive adjectives in the blog post. Then match the adjectives from the box with their synonyms.
 

enjoyable scenic spectacular welcoming

  - amazing *spectacular*
  - attractive
  - fun
  - hospitable
- Replace the underlined adjectives in the sentences below with more interesting ones. Use Exercise 4 to help you.
  - The local people we met were nice. *hospitable*
  - The journey through the mountains was great.
  - The weather was good all week.
  - There were attractive views of the sea.
  - I thought the country was nice.
- REFLECT | Culture In pairs, answer the questions.
  - According to Dominykas, how do people in Wales greet strangers?
  - How do people in your country greet people they know/don't know? Use the prompts below.
 

---

 avoid eye contact bow ignore kiss (on the cheek/hand) say 'hi' shake hands (with) smile wave
 

---

*In our country we generally only greet people we know but sometimes we say 'hello' to people hiking in the mountains ...*

- Study the Writing box and put paragraphs A–E in the correct order. Then in pairs, say which of the things in Exercise 3 the author mentions.
  - A** After we checked into the hotel, we took the underground to the centre and walked along the Champs-Élysées. It was really beautiful.
  - B** It was my first trip abroad and it made a positive impression. The people aren't so friendly and it's expensive but I had a really enjoyable time.
  - C** I visited Paris on a school trip last May.
  - D** The next day was brilliant. We visited museums, ate some fantastic food and even spoke some French (very badly!) On the third day, we took a boat ride on the river Seine and climbed to the top of the Eiffel Tower. The view was spectacular.
  - E** We took the train to France through the Channel Tunnel. The journey was a bit dull because it was raining, so we couldn't enjoy the scenery.

### WRITING | A blog post

#### Paragraph 1

Mention where you went:

I recently visited ...

My cousin/friend invited me ...

I stayed with my aunt in ...

It's a seaside town/a tourist centre/a small town in the mountains.

#### Paragraph 2

Mention how you got there and what the journey was like:

We flew to ... /caught the train to ...

The journey was slow/(un)comfortable/tiring/pleasant/scenic.

#### Paragraph 3

Talk about how you spent your time:

On the first/last/second/third day, ...

(On) the next day ...

We swam, sunbathed, went sightseeing/mountain biking.

I had a(n) amazing/magical/enjoyable/fantastic time.

#### Paragraph 4

Sum up your overall experience:

... made a positive impression.

People were welcoming/great/friendly/interesting.

Overall, I had a wonderful/enjoyable time.

It was great fun.

- Write a blog post about a trip (real or imaginary) you made to a town.

- Describe the town you visited and when the trip took place.
- Give and justify your opinion about the town.
- Recommend one place that is especially interesting.
- Describe a problem that occurred during your visit and the way you solved it.

Aberystwyth



WALES

I can write a blog post.

# Word List

## REMEMBER MORE

**1 Complete the text with one word from the word list in each gap.**

Our <sup>1</sup>f\_\_\_\_\_ was at 5 p.m., so we arrived at the <sup>2</sup>a\_\_\_\_\_ at 3 p.m. We went to the <sup>3</sup>c\_\_\_\_\_ desk and then through security. The plane was on <sup>4</sup>t\_\_\_\_\_ and we <sup>5</sup>t\_\_\_\_\_ o\_\_\_\_\_ at five o'clock exactly. Our <sup>6</sup>d\_\_\_\_\_? Orlando in Florida!

**2 Match the two parts of the collocations. Then check with the word list.**

- 1  pack     a a souvenir
- 2  buy     b a photo
- 3  take     c the bus
- 4  miss     d a bag

**3 Choose the correct words. Then check with the word list.**

- 1 Which word means that something happened later than planned?  
*cancelled / delayed*
- 2 Where do people go when they are flying from an airport?  
*arrivals / departure lounge*
- 3 Which of these do you leave at the check-in desk?  
*suitcase / hand luggage*
- 4 Which word completes the phrase: The world is your ...?  
*border / oyster*

**4 Complete the sentences with the correct words formed from the words in bold. Then check with the word list.**

- 1 I'd love to be a \_\_\_\_\_. I like making people laugh. **COMEDY**
- 2 Thank you for the \_\_\_\_\_ to your birthday party. **INVITE**
- 3 We had a \_\_\_\_\_ holiday in France. **WONDER**
- 4 Don't be scared. Plane travel isn't \_\_\_\_\_. **DANGER**

### ACTIVE VOCABULARY | Rhymes

Rhymes can help us remember new words and phrases. You can find many rhymes in songs and poems. For example, you could say *the next station is my destination*. Look at the wordlist and find more words that rhyme.

## 3A GRAMMAR AND VOCABULARY

### 5.15

- café (n) /'kæfeɪ/
- camera (n) /'kæməɾə/
- car ferry (n) /'kɑ: 'feri/
- catch a bus /kætʃ ə 'bʌs/
- climb a mountain /klaɪm ə 'maʊntən/
- come out /kʌm 'aʊt/
- drive a car /draɪv ə 'kɑ:z/
- fantastic (adj) /fæn'tæstɪk/
- field (n) /fi:ld/
- get dark /get 'dɑ:k/
- get some air /get səm 'eə/
- go for a walk/swim/drive /gəʊ fər ə 'wɔ:k/ 'swɪm/ 'draɪv/
- go on holiday /gəʊ ɒn 'hɒlədeɪ/
- ice cream (n) /aɪs 'kri:m/
- lie/sunbathe on a beach /laɪ/sʌnbəθ ɒn ə 'bi:tʃ/
- magical (adj) /mædʒɪkəl/
- make a trip /meɪk ə trɪp/
- pack your bag /pæk jə 'bæg/
- rainbow (n) /reɪnbəʊ/
- ride a bike /raɪd ə 'baɪk/
- run (v) /rʌn/
- sail on a ferry /seɪl ɒn ə 'feri/
- see the sights /si: ðə 'saɪts/
- ship (n) /ʃɪp/
- stay with sb /steɪ wɪθ ,sʌmbɒdi/
- take a photo /teɪk ə 'fəʊtəʊ/
- towel (n) /'taʊəl/
- visit relatives /vɪzɪt 'relatɪvz/
- wait at the bus stop /weɪt ət ðə 'bʌs stɒp/
- watch the sun rise/set /wɒtʃ ðə 'sʌn ,raɪz/ ,set/
- wet (adj) /wet/
- wild (adj) /waɪld/
- wonderful (adj) /'wʌndəfəl/

## 3B VOCABULARY 5.16

- accommodation (n) /ə,kɒmə'deɪʃən/
- activity (n) /æk'tɪvəti/
- adventure holiday (n) /əd'ventʃə ,hɒlədeɪ/
- airport (n) /'eəpɔ:t/
- arrive at/in /ə'raɪv ət/ ,ɪn/
- board the plane /bɔ:d ðə 'pleɪn/
- brilliant (adj) /'brɪljənt/
- budget/five-star hotel (n) /bʌdʒət/ ,faɪv stɑ: hə'tel/
- check in /tʃek 'ɪn/

- city break (n) /'sɪti breɪk/
- cruise (n) /kru:z/
- delay (n) /dɪ'leɪ/
- destination (n) /,destɪ'neɪʃən/
- double bed (n) /dʌbəl 'bed/
- excellent (adj) /'eksələnt/
- excursion (n) /ɪk'skɜ:ʃən/
- expedition (n) /,eksprɪ'dɪʃən/
- fall asleep /fɔ:l ə'sli:p/
- flight (n) /flaɪt/
- fly (v) /flaɪ/
- fully booked /fʊli 'bʊkt/
- get a taxi /get ə 'tæksi/
- go climbing/hiking/kayaking/mountain biking/sightseeing/windsurfing /gəʊ 'klaɪmɪŋ/ 'haɪkɪŋ/ 'kaɪəkɪŋ/ 'maʊntən ,baɪkɪŋ/ 'saɪt,sɪ:ɪŋ/ 'wɪndzɜ:fɪŋ/
- go/travel by train /gəʊ/ ,trævəl baɪ 'treɪn/
- have (a lot of) fun /hæv (ə lɒt əv) 'fʌn/
- journey (n) /'dʒɜ:ni/
- lake (n) /leɪk/
- land (v) /lænd/
- leave (v) /li:v/
- miss the bus /mɪs ðə 'bʌs/
- nightmare (n) /'naɪtmɛə/
- on time /ɒn 'taɪm/
- outdoor centre (n) /aʊtɔ:d 'sentə/
- package holiday (n) /'pækɪdʒ ,hɒlədeɪ/
- put on sunscreen /pʊt ɒn 'sʌnskri:n/
- put up /pʊt 'ʌp/
- recommend (v) /,rekə'mend/
- review (n) /ri'vju:/
- river (n) /'rɪvə/
- school trip (n) /'sku:l trɪp/
- sleeping bag (n) /'sli:pɪŋ bæɡ/
- stay in a hotel/campsite/tent /steɪ ɪn ə hæʊ'tel/ 'kæmpsaɪt/ 'tent/
- swimming pool (n) /'swɪmɪŋ pu:l/
- take a coach/plane/taxi/bus/train/the underground /teɪk ə 'kəʊtʃ/ 'pleɪn/ 'tæksi/ 'bʌs/ 'treɪn/ ði 'ʌndəgraʊnd/
- take off /teɪk 'ɒf/
- train station (n) /'treɪn ,steɪʃən/
- visit a museum /vɪzɪt ə mju:zɪəm/

## 3C SPEAKING AND VOCABULARY

### 5.17

- leaflet (n) /'li:fli:t/
- Left Luggage (n) /'left 'lʌɡɪdʒ/

Comprehensive and clearly organised **Word List** includes all the explicitly taught vocabulary from the unit. All entries are recorded, which facilitates pronunciation practice.

**Remember More** section provides further vocabulary practice and activates the words from the list, which helps more efficient learning. **Active Vocabulary** boxes provide tips for students on how to improve their ability to remember and learn new words, encouraging their independent learning skills.

- lift/elevator (n) /lɪft/ 'eləvətə/
- map (n) /mæp/
- opening/closing times (n) /'əʊpənɪŋ/ 'kləʊzɪŋ taɪmz/
- platform (n) /'plætfɔ:m/
- taxi rank (n) /'tæksi ræŋk/
- taxi/cab (n) /'tæksi/ 'kæb/
- ticket (n) /'tɪkɪt/
- timetable (n) /'taɪm,teɪbəl/
- tourist (n) /'tuərɪst/
- tourist office (n) /'tuərɪst ,ɒfɪs/
- tram (n) /træm/
- travel centre (n) /'trævəl ,sentə/
- tube station (n) /'tju:b ,steɪʃən/
- tube/underground/subway (n) /'tju:b/ 'ʌndəgraʊnd/ 'sʌbweɪ/
- wait for a bus/a train /weɪt fər ə 'bʌs/ ə 'treɪn/
- waiting room (n) /'weɪtɪŋ ru:m/
- walk (v) /wɔ:k/

## 3D GRAMMAR 5.18

- anonymous (adj) /ə'nɒnɪməs/
- comedian (n) /kə'mi:diən/
- detective (n) /dɪ'tektɪv/
- famous for /'feɪməs fə/
- graffiti artist (n) /græ'fɪti ,ɑ:tɪst/
- monument (n) /'mɒnjəmənt/
- prehistoric (adj) /,pri:'hɪstɔ:rɪk/
- residence (n) /'rezɪdəns/
- stadium (n) /'steɪdiəm/

## 3E LISTENING AND VOCABULARY

### 5.19

- arrivals (n) /ə'raɪvəlz/
- boarding pass (n) /'bɔ:dɪŋ pɑ:s/
- book a flight/seat/hotel /bʊk ə 'flaɪt/ 'si:t/ 'həʊ'tel/
- budget airline (n) /bʌdʒət 'eəlaɪn/
- cancelled (adj) /'kænsəld/
- change flights /tʃeɪndʒ 'flaɪts/
- check-in desk (n) /tʃekɪn ,desk/
- crowded (adj) /'kraʊdɪd/
- delayed (adj) /dɪ'leɪd/
- departure lounge (n) /dɪ'pɑ:tʃə ,laʊndʒ/
- early (adj) /'ɜ:li/
- gate (n) /geɪt/
- get on the plane /get ɒn ðə 'pleɪn/
- hand luggage (n) /hænd ,lʌɡɪdʒ/
- high season (n) /haɪ 'si:zən/

- miss your flight/train /mɪs jə 'flaɪt/ 'treɪn/
- monitor (n) /'mɒnɪtə/
- passport (n) /'pɑ:spɔ:t/
- rucksack (n) /'rʌksæk/
- seat number (n) /'si:t ,nʌmbə/
- security (n) /sɪ'kjʊərti/
- trolley (n) /'trɒli/

## 3F READING AND VOCABULARY

### 5.20

- acceptable (adj) /ək'septəbəl/
- aid (n, v) /eɪd/
- arrest (v) /ə'rest/
- authentic (adj) /ɔ:'θentɪk/
- border (n) /'bɔ:də/
- charity (n) /tʃærɪti/
- collect/raise money /kə'lekt/ ,reɪz 'mʌni/
- container ship (n) /kən'teɪnə ʃɪp/
- dangerous (adj) /'deɪndʒərəs/
- hitchhike (v) /'hɪtʃhaɪk/
- hospitable (adj) /'hɒspɪtəbəl/
- hygiene (n) /'haɪdʒi:n/
- immigrant (n) /'ɪmɪgrənt/
- incredible (adj) /ɪn'kredɪbəl/
- invitation (n) /,ɪnvə'teɪʃən/
- invite (v) /ɪn'vaɪt/
- island (n) /'aɪlənd/
- jail (n) /dʒeɪl/
- legal (adj) /'li:ɡəl/
- magazine (n) /'mæɡə'zi:n/
- nation (n) /'neɪʃən/
- occasion (n) /ə'keɪʒən/
- odyssey (n) /'ɒdsɪ/
- operate (v) /'ɒpəreɪt/
- overland (adv) /əʊvə'lænd/
- plan (n, v) /plæn/
- publish (v) /'pʌblɪʃ/
- safe (adj) /seɪf/
- set out /set 'aʊt/
- solo (adj) /'səʊləʊ/
- solve a problem /sɒlv ə 'prɒbləm/
- spy (n) /spaɪ/
- stamp (n) /stæmp/
- state (n) /steɪt/
- transport (n) /'trænspɔ:t/
- transport (v) /træn'spɔ:t/
- travel around the world /trævəl ə'raʊnd ðə 'wɜ:ld/

- valid (adj) /væləd/
- visa (n) /'vi:zə/
- visitor/guest (n) /vɪzətə/ ,gest/
- website (n) /'websaɪt/

## 3G WRITING AND VOCABULARY

### 5.21

- amazing (adj) /ə'meɪzɪŋ/
- attractive (adj) /ə'træktɪv/
- avoid eye contact /ə'vɔɪd 'aɪ ,kɒntækt/
- bow (v) /bəʊ/
- castle (n) /'kɑ:səl/
- coast (n) /kəʊst/
- comfortable/uncomfortable (adj) /'kɒmfətəbəl/ ,ʌn'kɒmfətəbəl/
- dull (adj) /dʌl/
- enjoy yourself /ɪn'dʒɔɪ jə'self/
- enjoyable (adj) /ɪn'dʒɔɪəbəl/
- explore (v) /ɪksplɔ:/
- friendly (adj) /'frendli/
- fun (adj) /fʌn/
- greet (v) /gri:t/
- have a brilliant time /hæv ə ,brɪljənt 'taɪm/
- ignore (v) /ɪg'nɔ:/
- kiss on the cheek/hand /kɪs ɒn ðə 'tʃi:k/ 'hænd/
- local people (n) /lɒkəl 'pi:pəl/
- make a positive impression /meɪk ə ,pɒzətɪv ɪm'preʃən/
- make new friends /meɪk nju: 'frendz/
- open (adj) /əʊpən/
- opportunity (n) /,ɒpə'tju:nɪti/
- pleasant (adj) /'plezənt/
- say hi /seɪ 'haɪ/
- scenery (n) /'si:nəri/
- scenic (adj) /'si:nɪk/
- seaside (n) /'si:saɪd/
- shake hands with sb /ʃeɪk 'hændz wɪθ ,sʌmbɒdi/
- smile (n, v) /smaɪl/
- spectacular (adj) /spek'tækjələ/
- stranger (n) /'streɪndʒə/
- the world is your oyster /ðə ,wɜ:ld ɪz jə 'ɔɪstə/
- tiring (adj) /'taɪərɪŋ/
- view of the sea /vju: əv ðə 'si:/
- wave (v) /weɪv/
- welcoming (adj) /'welkəmɪŋ/

# 03 Revision

## VOCABULARY AND GRAMMAR

1 Complete the phrases with the words from each box.

**A** boarding budget check-in city double fully hand safari tourist

- 1 double bed    4 \_\_\_ desk    7 \_\_\_ park  
 2 \_\_\_ booked    5 \_\_\_ hotel    8 \_\_\_ pass  
 3 \_\_\_ break    6 \_\_\_ office    9 \_\_\_ luggage

**B** airline bag hotel holiday luggage park rank room station

- 10 five-star \_\_\_    13 package \_\_\_    16 theme \_\_\_  
 11 left \_\_\_    14 budget \_\_\_    17 tube \_\_\_  
 12 taxi \_\_\_    15 sleeping \_\_\_    18 waiting \_\_\_

2 Complete the questions with the verbs from the box.

buy climb go (x3) pack see sunbathe stay take travel visit watch

### WOULD YOU RATHER ...

- 1 travel by train or plane?
- 2 \_\_\_ your bag the night before or at the last minute?
- 3 \_\_\_ photos with your phone or a camera?
- 4 \_\_\_ in a hotel or \_\_\_ camping?
- 5 \_\_\_ on a beach or \_\_\_ a mountain?
- 6 \_\_\_ for a swim or \_\_\_ the sights?
- 7 \_\_\_ a museum or \_\_\_ hiking?
- 8 \_\_\_ souvenirs or \_\_\_ the sun rise?

3 Choose the correct verbs to complete the sentences. Sometimes more than one verb is possible.

- 1 As the plane was *going / landing / taking off*, I shut my eyes tightly.
- 2 Excuse me, do you know how to *make / put on / put up* a tent?
- 3 I had to stand all the way because I forgot to *book / check / pay* a seat.
- 4 I love *driving / riding / sailing* boats but my boyfriend prefers *driving / riding / sailing* a bike.
- 5 It was an easy trip. It only *stayed / took / travelled* an hour.
- 6 The train *arrived / left / went* on time.
- 7 We *caught / missed / waited for* the bus, so we had to walk home.
- 8 It's 9 a.m. What time can we *board / book / check in* at the hotel?

4 Complete the sentences with the correct Past Simple or Past Continuous forms of the verbs in brackets.

- 1 When I woke (wake) up this morning, the sun \_\_\_ (shine), but as we \_\_\_ (drive) to school, it \_\_\_ (start) to snow.
- 2 George \_\_\_ (cycle) down a mountain when he \_\_\_ (see) wild horses. He \_\_\_ (not look) where he \_\_\_ (go), so he \_\_\_ (crash) into a tree.
- 3 My grandmother \_\_\_ (fall) asleep while she \_\_\_ (sit) on a bus. She \_\_\_ (still/sleep) when the bus \_\_\_ (reach) the end of the line.
- 4 'What \_\_\_ (you/do) when I \_\_\_ (call) you last night?' 'I \_\_\_ (pack) my bag for my holiday. I \_\_\_ (listen) to music, so I \_\_\_ (not hear) the phone. Sorry.'

5 Complete the sentences with the correct relative pronouns. If it's possible to omit the pronoun, put it in brackets.

- 1 Bath is a city (that) you should visit.
- 2 Dr Watson is the doctor \_\_\_ lives with Sherlock Holmes, the detective.
- 3 Roald Dahl is a writer \_\_\_ most famous books are for children.
- 4 The pound is the currency \_\_\_ the British use.
- 5 The Thames is the river \_\_\_ goes through London.
- 6 This is the house \_\_\_ Charles Dickens lived.

## USE OF ENGLISH

6 Choose the correct words a-d to complete the text.

### STRATEGY | Multiple choice cloze

First, read the text and try to understand as much as you can while ignoring the gaps. Then do the task.

#### An act of kindness

A few years ago I was travelling abroad <sup>1</sup> \_\_\_ bus. We got to the <sup>2</sup> \_\_\_ with another country. I showed the guard my <sup>3</sup> \_\_\_. I wasn't worried because it was <sup>4</sup> \_\_\_ and I knew I didn't need a <sup>5</sup> \_\_\_ for that country. Unfortunately, he told me to get off the bus and wait. Soon, the bus <sup>6</sup> \_\_\_ without me. An hour later, they gave me my passport. I tried to <sup>7</sup> \_\_\_ but nobody stopped, so I started walking. The countryside was <sup>8</sup> \_\_\_ but I felt exhausted and it was getting dark. Then a man on a motorbike stopped. He spoke to me. We <sup>9</sup> \_\_\_ hands. He took me home to meet his family and spend the night. They were so <sup>10</sup> \_\_\_ that I invited them to visit me in my country.

- |                |              |               |             |
|----------------|--------------|---------------|-------------|
| 1 a at         | b by         | c in          | d on        |
| 2 a border     | b journey    | c state       | d transport |
| 3 a money      | b pass       | c passport    | d photos    |
| 4 a safe       | b valid      | c valuable    | d welcoming |
| 5 a number     | b problem    | c vehicle     | d visa      |
| 6 a arrived    | b left       | c sailed      | d stayed    |
| 7 a fly        | b hitchhike  | c ride        | d travel    |
| 8 a friendly   | b overland   | c spectacular | d tiring    |
| 9 a kissed     | b shook      | c smiled      | d waved     |
| 10 a enjoyable | b hospitable | c magical     | d scenic    |

Use of English > page 185

Unit Revisions reinforce skills and practise the language covered in the unit. They have two parts: a review of vocabulary and grammar with a focus on the Use of English type of tasks, and an integrated skills section.

## READING

7 Read the short story below and choose the correct answers.

### STRATEGY | Multiple choice task

First, read the text and the main parts of the questions without reading the answers. Try to answer the questions yourself. Then read the options a-c; if your answer is one of them, it's probably correct.

- 1 Why did Randy wake up late?
  - a He forgot to set his alarm.
  - b His clock wasn't working.
  - c His clock was slow.
- 2 Who was Kate?
  - a a girl Randy met on the bus
  - b a friend of Randy's in Boston
  - c Randy's girlfriend from Miami
- 3 How did Randy finally get to the airport?
  - a by car
  - b by bus
  - c by subway
- 4 Why couldn't Randy board his flight?
  - a He forgot his boarding pass.
  - b The plane was taking off.
  - c He was at the wrong gate.
- 5 How do you think Randy felt at the end of the story?
  - a delighted
  - b unlucky
  - c sad

## SPEAKING

8 Look at the photo showing a passenger at an airport. In pairs, take turns to describe what you can see in the photo and answer the questions below.



- 1 What do you think happened?
- 2 How do you think the man is feeling?

## WRITING

9 You see this ad on a booking website.

### Holidays and problems

Tell us about a holiday when things went wrong. Say when and where you went, describe the journey, mention the problems you had and how you solved them.

Write a blog post about a trip in which you had some problems.

## Luck

Randy woke up and checked the time. It was 6.05. No problem. His flight to Miami was at 7.45. However, then he realised the alarm clock wasn't ticking. He reached for his phone.



It was 6.50. He was late. He thought fast. The airport was a twenty-minute drive from his apartment in Boston. He could still catch the plane.

Randy grabbed his bag and the car keys, ran down the stairs and got into his car. It was 6.58. He turned the key but the car didn't start. He tried again. The battery was dead.

Suddenly, he saw a bus. It was the airport express! He jumped out of his car. A few seconds later he was sitting on the bus, a smile on his face. He was going to make it. He was going to see Kate, the girl he loved. Ten minutes later the bus was stuck in a traffic jam. Randy checked his phone. 7.09! What could he do?

The subway! There was a direct line to the airport. He got off the bus, ran to the station and got on the train just as it was leaving the platform.

He got to the airport at 7.25. Fortunately, the security check was quick. Unfortunately, the gate was a long way from the departure lounge. When he got there, he showed his boarding pass. The woman at the gate shook her head and pointed out of the window. A plane was moving down the runway. Randy watched sadly as his plane left for Miami without him.

Later, Randy was sitting at home, wondering why he was so unlucky. The door bell rang. He got up and walked slowly to the door. It was probably going to be more bad news. He opened the door and there was Kate. She was standing in the doorway, smiling. 'Surprise!' she said.



## Grammar Reference and Practice

### 3A Past Continuous and Past Simple

| Past Continuous   |             |               |   |                    |
|-------------------|-------------|---------------|---|--------------------|
| Affirmative       |             | Negative      |   |                    |
| I/He/She/It       | was         | laughing.     | I/He/She/It   | was not (wasn't)   |
| You/We/They       | were        |               | You/We/They   | were not (weren't) |
| Yes/No questions  |             | Short answers |   |                    |
| Was               | I/he/she/it | laughing?     | Yes, I/he/she/it <b>was</b> .<br>No, I/he/she/it <b>was not (wasn't)</b> .    |                    |
| Were              | you/we/they |               | Yes, you/we/they <b>were</b> .<br>No, you/we/they <b>were not (weren't)</b> . |                    |
| Wh- questions     |             |               |   |                    |
| Why               | was         | I/he/she/it   | laughing?   |                    |
|                   | were        | you/we/they   |   |                    |
| Subject questions |             |               |   |                    |
| Who               | was         | laughing?     |   |                    |

We use the Past Simple to describe events that finished in the past, and it is not important how long they took:  
*I watched TV in the evening.*

We use the Past Continuous:

- to describe a background scene in a story:  
*Lea was having breakfast at her hotel. She was sitting at the table and drinking coffee.*
- to talk about an action that was in progress when another action took place, or at a particular time in the past. For the shorter action, we use the Past Simple:  
*While he was climbing in the mountains, he broke his leg.*
- to talk about two or more actions happening at the same time:  
*While I was sunbathing, the children were building a sandcastle.*
- when we want to stress that something lasted long, or too long:  
*He was watching TV all evening – what a waste of time!*

#### Spelling rules

For spelling rules of the *-ing* form of the verb, see page 172.

#### When, while, as

We use *when*, *while* or *as* with the Past Continuous to connect two actions happening at the same time:

**While/When/As** we were driving along the coast, it started to rain.

It started to rain **while/when/as** we were driving along the coast.

With the Past Simple clause, we can only use *when* or *as*:  
*We were driving along the coast when/as it started to rain.*  
**When/As** it started to rain, we were driving along the coast.

### 3D Defining relative clauses

Defining relative clauses give essential information about a person, thing or place. In defining relative clauses, we use the following relative pronouns:

- which* and *that* to talk about things and places:  
*Is this the campsite **which/that** you stayed at last year?*
  - who* and *that* to talk about people:  
*This is the teacher **who/that** teaches my class.*
  - where* to talk about places, if the next word is a noun or a pronoun:  
*We're visiting the village **where** my grandma lived for twenty years.*
  - whose* to talk about possessions:  
*I met a girl **whose** parents own a guesthouse by the sea.*
- Relative pronouns *who*, *which* and *that* usually come immediately after the noun they refer to.

We can omit the relative pronouns *who*, *which* and *that*, but only if the next phrase is a noun phrase (= a noun, a personal pronoun, or a whole phrase built around them):  
*We are driving by the houses (which/that) my grandma has described.*

#### 1 3A Complete the sentences with the correct Past Simple or Past Continuous forms of the verbs in brackets.

- I **fell** (fall) down while I \_\_\_\_\_ (climb) a mountain.
- The match \_\_\_\_\_ (start) at 7.30 in the evening. It \_\_\_\_\_ (rain) as the players \_\_\_\_\_ (come) into the stadium but it \_\_\_\_\_ (be) a great game.
- My father \_\_\_\_\_ (drive) home late one night when he \_\_\_\_\_ (hit) a tree.
- I \_\_\_\_\_ (like) the film a lot and I \_\_\_\_\_ (see) it three times.
- I \_\_\_\_\_ (talk) to my friends online when I \_\_\_\_\_ (get) a message.
- When the postman \_\_\_\_\_ (arrive), I \_\_\_\_\_ (look) at all the letters he brought.
- When the postman \_\_\_\_\_ (arrive), I \_\_\_\_\_ (have) a shower.

#### 2 3D Complete the sentences with the correct relative pronouns. Then tick the sentences in which it is possible to omit the relative pronoun.

- Toronto is the city **where** Drake was born.
- The woman \_\_\_\_\_ is standing there is a famous blogger.
- That's the boy \_\_\_\_\_ dad plays for Arsenal.
- Into the Wild* is a film \_\_\_\_\_ you should watch.
- What's the name of the photographer \_\_\_\_\_ took this photo?
- The Louvre is an art museum \_\_\_\_\_ used to be a royal palace.
- Marco\_Polo is the blogger \_\_\_\_\_ travel blog we always read.
- The Lake District is a holiday destination \_\_\_\_\_ our family loves the most.

## Use of English

### Unit 3

#### 1 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words including the word in bold.

- Yesterday my cousin and I went for a drive along the main road and saw some wild horses. **ALONG**  
Yesterday, while my cousin and I were driving along the main road, we saw some wild horses.
- I'm afraid the plane left the airport two minutes ago. **OFF**  
I'm afraid the plane \_\_\_\_\_ two minutes ago.
- My sister got up late and missed the 8:50 train to London. **NOT**  
My sister got up late and \_\_\_\_\_ the 8:50 train to London.
- I went into the office in the middle of the guide's conversation with some tourists. **WAS**  
I went into the office while the guide \_\_\_\_\_ some tourists.
- This man helped me with my hand luggage on the plane. **HELPED**  
This is the man \_\_\_\_\_ me with my hand luggage on the plane.
- Why don't we meet by the Left Luggage area? We left our rucksacks there. **WE**  
Why don't we meet by the Left Luggage area \_\_\_\_\_ our rucksacks?
- During the carnival there wasn't a single bed available in any of the hotels in Venice that we called. **FULLY**  
During the carnival all the hotels in Venice that we called \_\_\_\_\_.

#### 2 Complete the text with one word in each gap.

##### WRITE IN AND TELL US ABOUT YOUR MOST MEMORABLE HOLIDAY EVER

added by FrançoiseT from Aix-en-Provence 22 April 11.01 a.m.

Last year, <sup>1</sup>**while** my parents were looking at holiday offers, they <sup>2</sup>\_\_\_\_\_ some information about a project called Home Exchange. Families who <sup>3</sup>\_\_\_\_\_ in this project spend two to three weeks in each other's houses. My mum found a family <sup>4</sup>\_\_\_\_\_ home was in Florida, close to a lovely beach famous <sup>5</sup>\_\_\_\_\_ its seashells and white sands. The American family wanted to <sup>6</sup>\_\_\_\_\_ in a cottage in the south of France. We <sup>7</sup>\_\_\_\_\_ not so sure about the idea at first but then we went for it. It <sup>8</sup>\_\_\_\_\_ us almost twenty-four hours to get to Miami, but the holiday was fantastic. We were lying on the beach, sunbathing, <sup>9</sup>\_\_\_\_\_ at the view, and just relaxing. My brother and I <sup>10</sup>\_\_\_\_\_ not want to go back home to France at all! Now my parents are looking for another family <sup>11</sup>\_\_\_\_\_ would like to spend some time in our house so that we can enjoy theirs!

### Unit 4

#### 1 Complete the second sentence so that it means the same as the first one. Use no more than three words in each gap.

- In our town, there isn't a more popular place to eat than the Giraffe.  
The Giraffe is the most popular place to eat in our town.
- All other cafés are worse than the Giraffe.  
There isn't a café \_\_\_\_\_ as the Giraffe.
- The Giraffe makes the tastiest pancakes.  
No other place makes \_\_\_\_\_ this one.
- You spend very little time waiting for a waiter.  
You don't spend \_\_\_\_\_ waiting for a waiter.
- In other cafés the pancakes are too small.  
In other cafés the pancakes are not \_\_\_\_\_.
- The pancakes in the Giraffe are cheaper than in other cafés.  
The pancakes in the Giraffe are \_\_\_\_\_ in other cafés.
- The Giraffe received a few prizes for the best food in town.  
The Giraffe received \_\_\_\_\_ of prizes for the best food in town.

#### 2 Complete the text with the correct words formed from the words in bold.

##### GOOD CUSTOMER SERVICE

**D**o you care about your customers? Would you like them to feel <sup>1</sup>**comfortable** (COMFORT) in your shop? If so, read these tips and make sure your customers have the <sup>2</sup>\_\_\_\_\_ (GOOD) possible experience in your shop.

- Pay <sup>3</sup>\_\_\_\_\_ (ATTEND) to your customers from the moment they enter the shop. Remember to smile and say hello. It can be difficult if there are other <sup>4</sup>\_\_\_\_\_ (SHOP) inside at the same time, but it's very important.
- Let the customers take their time when they are looking around. Don't rush them – just offer them friendly <sup>5</sup>\_\_\_\_\_ (ADVISE).
- When a customer complains to you about a faulty item, be ready to <sup>6</sup>\_\_\_\_\_ (CHANGE) it for a different one or give a full refund. If they haven't got a <sup>7</sup>\_\_\_\_\_ (RECEIVE), explain kindly what the shop's policy on returning items is.
- Another important point is dealing with queues at the checkout. Remember that customers hate waiting, so, if possible, get more shop <sup>8</sup>\_\_\_\_\_ (ASSIST) to work part-time when your shop gets really busy.

High Note offers **unique video package** extending the core content of the lessons

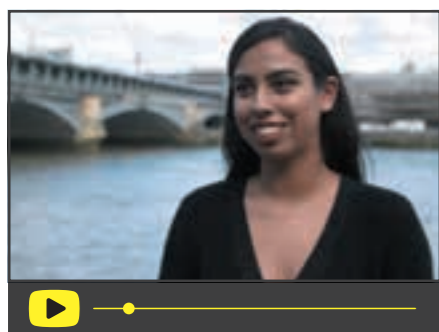


### AUTHENTIC DOCUMENTARY videos

Authentic, thought-provoking documentary videos produced in cooperation with *ITN Productions*. They:

- **provide video extension** to the topics and themes raised in the reading texts,
- **enable students to get more insight into a given issue**, think about it critically and discuss it at length,
- **boost students' motivation**, expose them to natural, real-life language, and extend their vocabulary.

There are **ten documentary videos** in each level of the course, one per unit. They are accompanied by *Watch and Reflect* worksheets available in the Student's Book (see next page).



### AUTHENTIC GRAMMAR videos

Short, authentic clips of real people filmed on the streets of London answering questions about their lives and opinions. They:

- **provide short, manageable chunks of the target grammar structures**,
- **serve as a structure model** for students to follow and adapt for their own speech,
- **improve students' productive accuracy**,
- **provide authentic, real language** uttered by English speakers using different accents.

There are **ten grammar vox pop videos** following the first grammar lesson in each unit. They are accompanied by extra video activities available in the Teacher's Book.

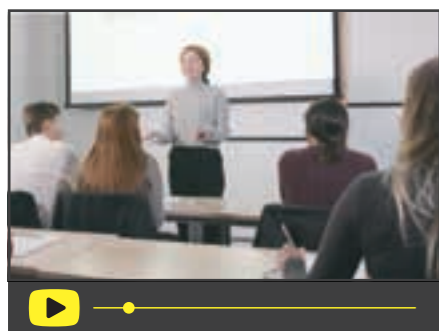


### COMMUNICATION videos

Situational videos presenting key functional language of the speaking lessons. They:

- **present the target language** of the lesson in an engaging and meaningful way,
- **support language acquisition** by providing visual clues and context (location, action, body language, facial expression),
- **improve students' receptive skills** and their overall fluency in speaking.

There are **ten communication videos** integrated into every speaking lesson with activities to follow.



### LIFE SKILLS video: Presentation Skills

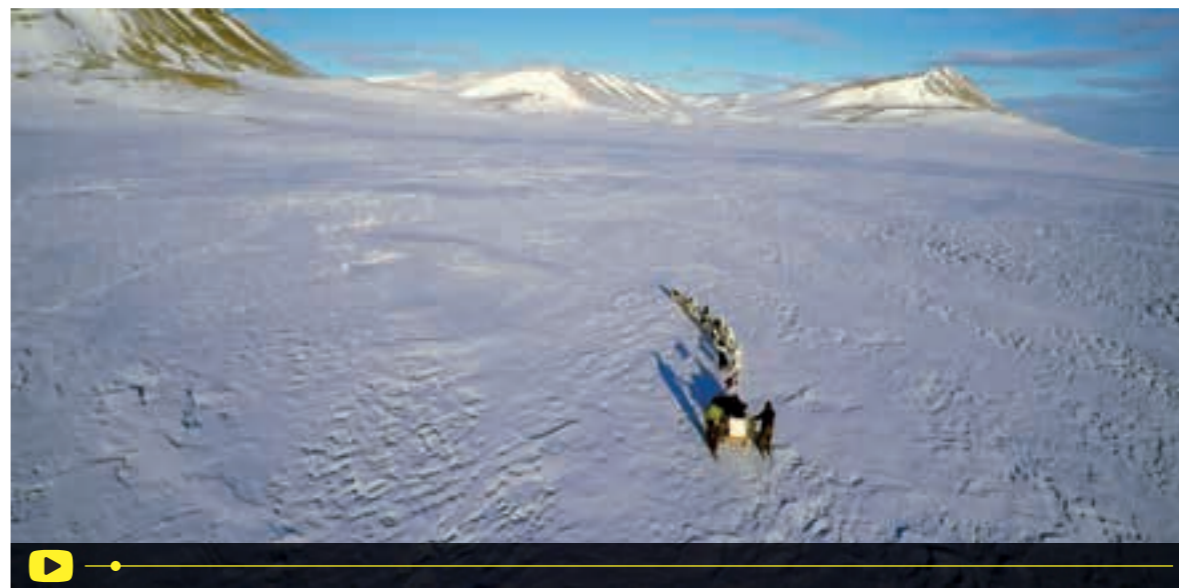
Extra video which complements the *Life Skills development programme* to provide practical techniques of giving successful presentations.

There is **one life skills video** available in Levels 2 – 4 of the course.

**Watch and Reflect** worksheets at the back of the Student's Book accompany **Documentary Videos**.

## 03 WATCH AND REFLECT

### A great adventure



#### 1 SPEAKING In pairs, look at the photo and answer the questions.

- 1 Can you guess what the video is about?
- 2 What do you know about the Arctic Circle? What problems do people who live there face?

#### 2 11 Watch the video and answer the questions.

- 1 How far do the couple live from the nearest town?  
*fifty kilometres*
- 2 How do they travel to their home?
- 3 What do they eat?
- 4 Why couldn't Alexander sleep?

#### 3 Would you like to visit David and Jenna in their Arctic home? Say why.

#### 4 11 Complete the summary with the words and phrases from the box. Then watch the video again and check.

Arctic circle cabin dog sledge experience (v)  
impressive intriguing reject respect (n)  
simple life tools way of life

Alexander Armstrong travelled to the <sup>1</sup>Arctic circle to meet an <sup>2</sup> couple and <sup>3</sup> their <sup>4</sup>. David and Jenna decided to <sup>5</sup> modern culture and went to live a <sup>6</sup> in the Arctic. Their home is a small <sup>7</sup> and they eat animals which they can find locally. They travel by <sup>8</sup> or on foot and make their own <sup>9</sup>. Alexander Armstrong has great <sup>10</sup> for David and Jenna. He thinks that what they do is <sup>11</sup>.

#### 5 SPEAKING In pairs or small groups, discuss the questions.

- 1 What are the advantages and disadvantages of David and Jenna's lifestyle?

| Advantages                      | Disadvantages               |
|---------------------------------|-----------------------------|
| <i>slow pace of living, ...</i> | <i>lack of company, ...</i> |

- 2 What's your opinion about the couple's decision to live in the Arctic Circle? What does it take to make such a decision?

- 3 Read the question that the narrator asks at the end and give your opinions. Think about:

courage dangers family food friends nature way of life

So, who do you think had the greater adventure: Alexander, who travelled to the Arctic, or Dave and Jenna, who continue to live there?

#### 6 WRITING TASK Describe briefly Alexander's experiences while visiting David and Jenna in the Arctic.

*Alexander visited David and Jenna in Alaska ...*

### GLOSSARY

**beaver** – an animal that has thick fur and a wide flat tail and cuts trees with its teeth

**cabin** – a small house, especially one built of wood in an area of forest or mountains

**mattress** – the soft part of a bed that you lie on

**reject** – to say that you don't accept someone or something

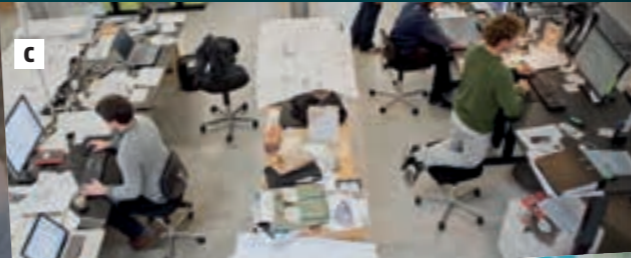
**sledge** – a small vehicle for travelling on snow

**wilderness** – a large natural area of land with no buildings or human presence

# LIFE SKILLS

## How to choose a future career

07-08



**1** Look at photos A–E of people at work. Tick the things below that the people have to do in their jobs. Would you like to have any of these jobs? Say why.

- |   |   |
|---|---|
| <input type="checkbox"/> work on your own       | <input type="checkbox"/> work outdoors      |
| <input type="checkbox"/> work in a team         | <input type="checkbox"/> do physical work   |
| <input type="checkbox"/> use a foreign language | <input type="checkbox"/> work part-time     |
| <input type="checkbox"/> go on business trips   | <input type="checkbox"/> work full-time     |
| <input type="checkbox"/> wear a uniform         | <input type="checkbox"/> work with children |
| <input type="checkbox"/> work from home         | <input type="checkbox"/> work with animals  |
| <input type="checkbox"/> work in an office      | <input type="checkbox"/> manage people      |

**2** In pairs, say which three of the things below would be the most important to you in your future job. Say why.

- doing what you like   fast promotion   flexible hours  
friendly colleagues   high salary   long holidays  
on-the-job training   opportunity to travel

**3** **3.23** Listen to an interview with a careers adviser and match the advice for choosing a career 1–6 with extra tips a–f.

### LIFE SKILLS | How to choose a future career

- Get to know yourself.
- Visit a professional adviser.
- Research jobs you are interested in.
- Check what skills and qualifications you need to do this job.
- Consider other career options if necessary.
- Make your own decisions.

- Be ready to adapt your plans.
- What are you like? What interests do you have?
- Get some work experience and meet people who do your dream job.
- What courses do you need to complete?
- Choose a job that makes you happy.
- Take a personality test to find a possible future job.

**4** In pairs, ask and answer the questions below. Note down your partner's answers.

- What are your hobbies? What do you enjoy doing in your free time?  
*I'm keen on ... I spend a lot of time ...*
- What are you good at? What school subjects do you like?  
*People say I'm good at ... I really enjoy ...*
- What are your strengths and weaknesses?  
*I sometimes find it hard to ...*
- What are you like? Write down five adjectives to describe you.  
*I'd describe myself as ... I'd say I'm ...*

**5** Use your notes from Exercise 4 to suggest at least three possible jobs which would be a good choice for your partner. Justify your choices.

The **Life Skills lessons** at the end of every second unit teach practical skills that are indispensable to achieve success in the modern 21<sup>st</sup> century world. Engaging content and an integrated skills approach help practise new competencies in an active, discussion-driven way.

**6** Read the biographies of three successful people below. Match texts A–C with questions 1–6. Each question can be matched with one, two or three texts.

Which person ...

- chose a career related to something they liked to do as a child?
- completed his/her university education?
- received advice to quit his/her job?
- followed his/her parents' advice?
- was not discouraged in spite of difficulties?
- was interested in a number of different subjects?

**7** In pairs, try to guess who the people described in the texts are. Check your answers on page 190. What do you think helped them become successful? Use the prompts below or your own ideas.

determination   education   hard work   interests/skills  
luck   passion   self-belief   talent

**8** In pairs, read the quotes and explain what they mean.

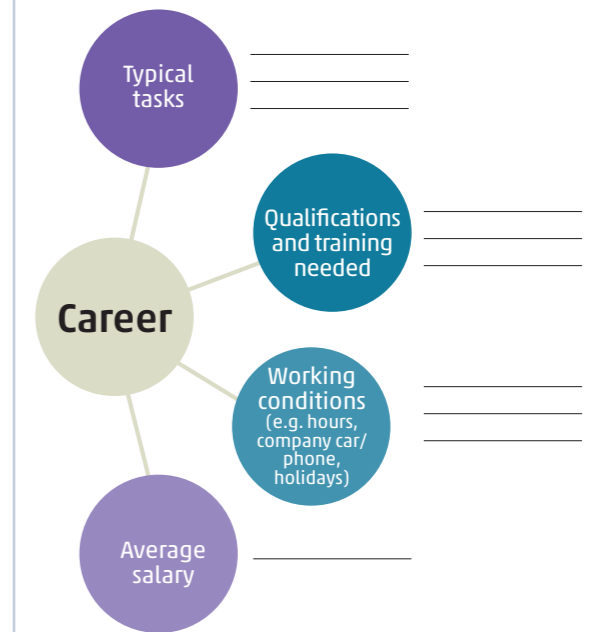
“The only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle.”  
*Steve Jobs (American businessman)*

“Let the beauty of what you love be what you do.”  
*Rumi (thirteenth-century Persian philosopher and poet)*

**9** Do the task below.

### LIFE SKILLS | Project

**A** Choose one of the jobs your partner suggested for you in Exercise 5. Use the Internet to find more information about it. Complete the diagram below.



**B** In small groups, share your findings. Explain why the job is suitable for you. Does your group agree? Say why.

# ROADS TO SUCCESS

**A** In high school he worked as a presenter on the school radio because he had a good voice. While at college, he signed up for a drama course and first got interested in acting. However, he wasn't a very strong student and quit university before graduation. He moved to Los Angeles to look for a job on the radio, but couldn't find one. Instead, he got small roles in film productions. Although he was once told that he would probably never be a successful actor, he continued to go to auditions. Seven years after his first acting job, he got a big role in a hit film and became a Hollywood star.

**B** She wrote her first story when she was only six years old. Her parents wanted her to study French, so she chose this subject at university, even though deep down she wanted to study English. After graduation, she had a few different jobs in London, but still had an ambition to write books. One day during a long train journey, she had an idea that would change her life: she decided to write a book for children. However, it took her a few years to finish the book. The first twelve publishers that read the story didn't like it, but finally she found one that decided to publish it. Seven years later, she became the first woman to make a million pounds from writing books.

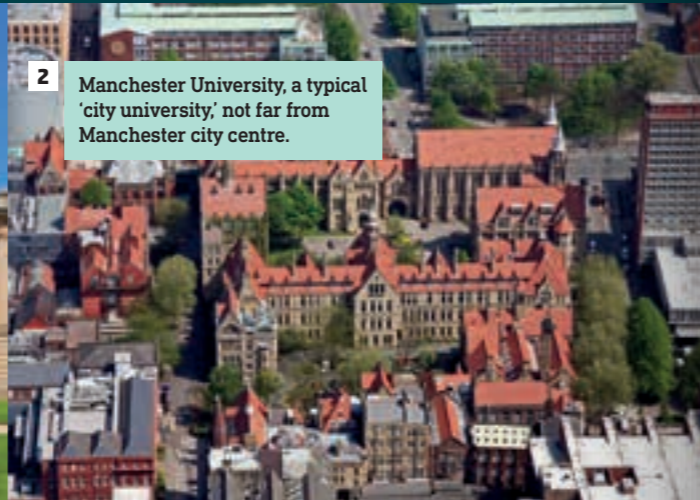
**C** As a child, he had original and unusual ideas and was interested in electronics. He went to college to study Law, but was not really sure what he wanted to do. Soon, he quit and instead began attending different courses he found interesting, such as Art and Calligraphy. When he was just twenty, together with a friend he built his first computer in his family's garage. They started a new company, which became quite successful. However, success did not last long and after some time he lost his job as the director of the company. He was a bit upset to begin with, but after some time he decided to continue doing what he loved and opened two new technology companies. These companies have later become one of the best known and successful businesses in the world.

# CULTURE SPOT 1 Universities in Britain

**1** Oxford University is a historic university, the oldest in the English-speaking world. Students live in colleges – each college has its own dining room, library and student societies.



**2** Manchester University, a typical 'city university,' not far from Manchester city centre.



**4.13**

In 1960, there were about twenty-five universities in Britain and only about five percent of eighteen-year-olds went to university. Today the situation is very different – there are more than a hundred universities and more than thirty percent of eighteen-year-olds get a place at university.

Young people usually start choosing their university and the subject they want to study at the start of the last year of secondary school. Most universities organise 'open days' for pupils, where they can speak to students and staff and decide if the university is the right place for them. Many foreign students also decide to study in Britain – about twenty percent of students in the UK are from abroad. Some universities ask candidates to come for an interview or an exam. A-level exam results are important too because you can lose your place at university if your results are bad.

Students can choose from hundreds of university courses. In 2014, the most popular courses were Medicine, Law, Psychology, Art/Design and Computer Science. There are also many different types of university. Perhaps the most famous are the 'historic' ones, which began in the Middle Ages, such as Oxford, Cambridge and Edinburgh. 'City universities' are usually in the centre of large towns and cities – examples are Birmingham, Bristol, Manchester and the colleges of the University of London. There are also newer 'campus universities,' such as Sussex, Kent and Warwick, where all the buildings are together, usually in the countryside. Some universities are small and friendly; others have tens of thousands of students. And of course, some universities

have a better reputation than others. Choosing the university that is right for you is very important. For this reason, most students in Britain choose to study far from their hometown (only twenty-two percent of students live with their parents).

Students in the first year of university typically live in university accommodation called 'halls of residence'. Students have to share a kitchen and bathroom with three to five other students, but every student has a 'study bedroom' where he/she can study or sleep. In the second and third years, it's popular to rent a flat or house with friends. For some people, this is one of the best things about being a student!

Studying at university is often very different to learning at school. Lectures are the most common type of teaching – sometimes there are more than a hundred students in the room at one time. But students also spend a lot of time doing 'private study' – reading and making notes in the library or at home. Most students go to university for three or four years to get a Bachelor's degree. About ten percent of students drop out (they leave university without finishing their course).

Studying in Britain is very expensive these days. Students have to pay the university for their teaching each year (usually more than £9,000 a year). You also have to add to this the cost of living (about £12,000 a year). It's not surprising that many students work part-time or during the holidays, and most graduates (students with a degree) have large debts.

**3** Sussex University, an example of a modern 'campus university'. The university is in the countryside, not far from Brighton.



**4** A typical study bedroom in a hall of residence.



Two **Culture Spot lessons** at the back of the Student's Book provide a wider perspective of cultural aspects linked to the unit topics. They enable learners to compare cultural aspects of the English-speaking world with their own and gain fluency in discussing culture-related issues.

**1** In pairs, look at the Fact Box and answer the questions.

- How old are children in England when they start primary school? How old are they when they start secondary school?
- What are A-levels?
- In which ways is the school system the same/different in your country?

**FACT BOX** Schooling in England and Wales\*

- In Britain, education is now compulsory for all children and young people between the ages of five and eighteen.
- Children go to primary school for six years. Then they start secondary school.
- Most children stay at the same secondary school for seven years, but some young people prefer to study at a college for their last two years.
- In Year 13, pupils who want to go to university take exams called A-levels, usually in three or four subjects.

\* Scotland and Northern Ireland have different school systems.

**2** Read the text quickly and decide what these numbers refer to.

- 25  
It's the number of universities in 1960.
- 30%
- 20%
- 22%
- 10%

**3** Read the text again and decide if statements 1–6 are true or false.

- Most eighteen-year-olds in Britain go to university.
- Young people usually choose their university before they finish school.
- The most famous universities are also some of the oldest.
- Not many people go to university in their hometown.
- Students often have to share a bedroom.
- It typically costs more than £20,000 a year altogether to live as a student.

**4** In pairs, look at the highlighted words and phrases from the text and explain their meaning.

*open day – a day when secondary school pupils can speak to the students and staff of a university*

**GLOSSARY**

- compulsory** – required by law or a rule
- debt** – a sum of money that someone owes
- staff** – the people who work for an organisation

**5** In pairs, answer the questions.

- Are you planning to study at university? What subject would you like to study?
- What do you think the advantages and disadvantages of studying at a city university are, compared to a campus university in the countryside? Use photos 2 and 3 to help you.

**6** **4.14** Listen to Sam and Sion talking about their lives at university and complete the table. Did they mention any of your ideas from question 2 in Exercise 5?

|                    | Sam  | Sion   |
|--------------------|--|--|
| Name of university | York   | Newcastle  |
| Type of university | campus   | <sup>1</sup> city  |
| Course             | <sup>2</sup> _____   | Computer Science   |
| Advantages         | <ul style="list-style-type: none"> <li>quiet, peaceful</li> <li>feel safe</li> <li><sup>3</sup>_____</li> <li><sup>4</sup>_____</li> </ul> | <ul style="list-style-type: none"> <li>exciting</li> <li>good for shopping/eating out</li> <li>lots going on, e.g. <sup>5</sup>_____</li> <li><sup>6</sup>_____</li> </ul> |
| Disadvantages      | <sup>7</sup> _____   | <ul style="list-style-type: none"> <li><sup>8</sup>_____</li> <li>living far away from the university</li> </ul>   |

**7 REFLECT | Culture** In groups, answer the questions.

- Do many people in your country continue in education after secondary school?
- What's the oldest/most famous university in your country? Which universities do you think have the best reputation?
- Which courses are fashionable/popular in your country at the moment?
- Are studies expensive in your country? Do many students live with their parents?
- Do you think students in your country have a different lifestyle to students in Britain?





# LITERATURE SPOT 1 Forrest Gump

- Look at the photos and read the first paragraph of the text on page 159. What do you think the extract is about?
- 4.17** Listen to two students talking about the extract and answer the questions.

  - Why did the boy have difficulty understanding the text?
  - What did the girl think the extract was about?
  - What did the boy think the extract was about?
- Read the rest of the text and decide if statements 1–6 are true or false.
  - Forrest didn't like the food in the cafeteria.
  - The bullying began when Forrest said something to the bully.
  - Forrest ran away when the bully poured milk on him.
  - Forrest cried when he was hit even though the punch wasn't very painful.
  - The bullies started chasing Forrest because Coach Fellers was watching them.
  - People's attitudes to Forrest changed when they found out that he was good at football.
- Replace the underlined words and phrases in the sentences below with more informal highlighted words and phrases from the text.
  - I suppose my biggest talent is painting and drawing. *guess*
  - When people offer me a choice of what to do or eat, I often have problems choosing.
  - When I looked down from the top of the mountain, I was really frightened, but the instructor told me not to worry.
  - When I saw my friend, she was with a group of people I didn't recognise.
  - We were looking at the food but no-one took any until our teacher said, 'You may start.'
- Find colloquial expressions 1–4 in the extract and match them with their meanings a–d below.
  - Hot damn!
  - He starts makin' wisecracks 'bout me.
  - I ain't no Dumbo.
  - He's gonna get me.

a I'm not stupid.  
b He's going to catch and hurt me.  
c Wow!  
d He says unpleasant, personal comments to me.
- How would the text look if it was written in 'correct' English? Try to correct it. Use Exercise 2 and Watch out! to help you.
 

The others was runnin' after me too.  
*The others were running after me too.*

### WATCH OUT!

The informal words and phrases from Exercise 5 are sometimes used in spoken and informal written English.

- 'Ain't' is a short form of 'is not/are not,' and 'gonna' of 'going to.' Even though they're in fact ungrammatical, they're common in some dialects and song lyrics.
- In spoken conversations, English speakers sometimes tend to omit or change some sounds e.g. change the *-ng* ending with an *-n*. When we want to show these changes in written English, we use an apostrophe to mark that some letters are missing.

### 7 SPEAKING Think of novels in your language that you have studied. In pairs, discuss these questions.

- Do you ever find the grammar or vocabulary in novels difficult to understand? Why? Give examples.
- Which novels that you have studied at school have you enjoyed? Why did you enjoy them?
- Which books do you think students in your country should study? Say why.
- Who is your favourite character from a novel that you have studied? What did you like about the person?

### 8 REFLECT | Society In pairs, discuss the questions.

- Why do you think some students bully others?
- How can schools reduce the amount of bullying?

### 9 WRITING TASK Imagine you have recently come to the same school as Forrest Gump. Write a letter to an English-speaking friend about your experiences at the school and about Forrest.

- Give your opinions about the school, students, etc.
- Mention Forrest and why he is an interesting character.
- Give a short summary of what has recently happened to Forrest.



### FROM PAGE TO LIFE

*Forrest Gump* was made into a film in 1994 and won six Oscars, including best actor (Tom Hanks), best picture and best director. Several catchphrases from the movie have become widely used, most notably: 'Life is like a box of chocolates. You never know what you're gonna get.' A chain of seafood restaurants have used the name of a fictional company in the film, the Bubba Gump Shrimp Factory. Singer Frank Ocean released a song called 'Forrest Gump' and there have been many parodies of the movie in series such as *The Simpsons* and *Family Guy*.

### GLOSSARY

**chase** – quickly follow someone in order to catch them  
**displeased** – annoyed and not satisfied  
**peculiar** – strange, unfamiliar  
**quarterback** – the player in American football who receives the ball and throws or gives it to other players to run with it

Two **Literature Spot** lessons at the back of the Student's Book familiarise students with well-known literary works that have made an impact on popular culture, broadening their horizons beyond learning the language.

# Forrest Gump

### 4.18

About the only class I liked was lunch, but I **guess** you couldn't call that a class. At this school, there was a cafeteria with nine or ten different things to eat an' I'd have trouble **makin' up my mind** what I wanted.

5 I think somebody said somethin', 'cause after a week or so Coach Fellers come up to me an' told me to just **go ahead** an' eat all I wanted 'cause it been 'taken care of.' Hot damn!

10 The football was not goin' exactly how Coach Fellers wanted. He seemed displeased a lot an' was always shoutin' at people. He shouted at me too. Then one day a event happen that changed everything. In the cafeteria, I started to notice this other guy was there a lot too, an' he starts makin' wisecracks 'bout me.

15 Sayin' things like 'How's Dumbo?'. And this continued for a week or two, an' I was sayin' nothin', but finally I says – I can't believe I said it even now – but I says, 'I ain't no Dumbo,' an' the guy jus' looked at me an' starts laughin'. An' he takes a carton of milk an' pours it in my lap an' I jump up an' run out 'cause I was scared.

25 A day or so later, that guy come up to me in the hall an' says he's gonna 'get' me. Later that afternoon, when I was leaving to go to the gym, there he is, with a **bunch** of his friends. I tried to go the other way, but he starts pushin' me. An' then he hit me in the stomach. It didn't hurt so much, but I was startin' to cry and I turned an' begun to run, an' heard him behind me an' the others was runnin' after me too.

### FACT BOX Winston Groom

Winston Groom is an American writer who has written both novels and non-fiction books. *Forrest Gump*, which he wrote in 1986, is his most famous novel. In 1995, he also wrote a sequel called *Gump and Co*. The language in the book is written as if the character of Forrest Gump was talking and shows his southern accent and educational difficulties. Forrest Gump is what is known as an 'idiot savant' – someone with developmental disabilities who shows an exceptional ability in other areas, such as music, arts, sport or memory.

I jus' run as fast as I could toward the gym, across the practice football field an' suddenly I seen Coach Fellers watchin' me. The guys who was chasin' me stop and go away, an' Coach Fellers, looks at me with a peculiar look on his face. That afternoon at the football practice, he puts everybody in two teams an' tells the

30 quarterback to give me the ball. When I get the ball, I'm s'posed to run, and run, all the way to the goal line.

35 When they all start chasin' me, I run fast as I can. We'd run a lot of races before, to see how fast we could run, but I get a lot faster when I'm bein' chased. I guess anybody would. Anyway, I become a lot more popular

40 after that, an' the other guys on the team started bein' nicer to me. We had our first game an' I was **scared to death**, but they give me the ball an' I run with the ball over the goal line two or three times an' people was even kinder to me after that. That high school certainly

45 begun to change things in my life. It even got to where I liked to run with the football.

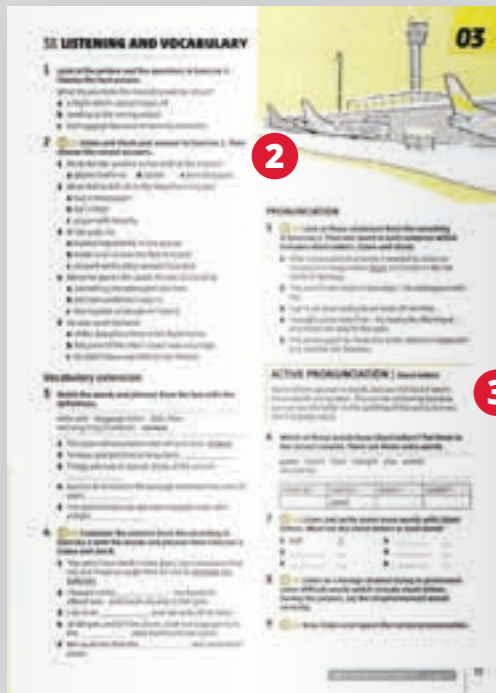


# High Note WORKBOOK

The Workbook mirrors the Student's Book lessons and provides extra practice exercises focusing on the Grammar, Vocabulary, Reading, Listening, Speaking and Writing lessons from each unit.

**1**  
On a High Note is the last exercise in a lesson which ensures personalised practice through a writing task.

**2**  
New listening and reading texts recycle the grammar and vocabulary covered in the Student's Book.



**3**  
Active Pronunciation boxes in the listening sections help students see interdependencies between sounds and give tips on how to pronounce particular sounds correctly.

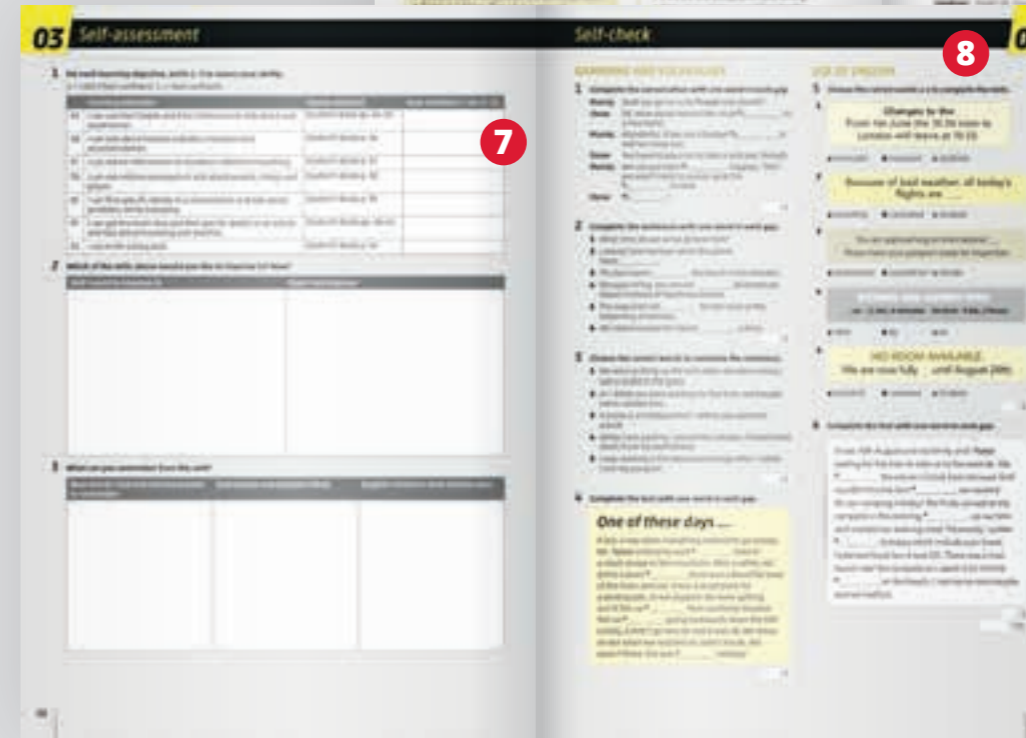
**4**  
The vocabulary from the Student's Book is practised in two places in the Workbook:  
• in the corresponding Vocabulary section (it recycles the words and phrases from the Vocabulary lesson in the Student's Book)  
• in the extra Unit Vocabulary Practice section, which gathers the lexis from the entire unit.



**5**  
Vocabulary Extension sections introduce more words and phrases, focusing on such areas as phrasal verbs, collocations, and word building.



**6**  
The Active Writing section guides students through all the stages of the process of writing a specific type of text.



**7**  
The Self-assessment page provides an opportunity for students to assess their progress and reflect on their learning.

**8**  
After assessing their own learning, students can complete the Self-check page to verify how much they have learnt with regard to the unit objectives.