

**1** Write the words and phrases in the puzzle.



1	_____
2	_____
3	r u n w a y
4	_____
5	_____
6	_____
7	_____

The mystery word is \_\_\_\_\_.

**2** Read and complete the definitions.

- \_\_\_\_\_ *arrivals* \_\_\_\_\_: This is the area of an airport which receives passengers after a flight has landed.
- \_\_\_\_\_: This is the area of an airport which the passengers go through before a plane takes off.
- \_\_\_\_\_: This is the place where you go to collect your boarding pass.
- \_\_\_\_\_: This is a line of people who are waiting for something.
- Hand luggage: \_\_\_\_\_
- Trolley: \_\_\_\_\_

**3** Read and remember the grammar in the lesson.

Which poster **would** you choose? I **would** choose the one about life at the airport.

**4** **Thinking skills** Think of a poster you would like to make. Write the answers and the question.

- What kind of poster would you make? \_\_\_\_\_
- What materials would you use? \_\_\_\_\_
- Who would you make the poster with? \_\_\_\_\_
- What pictures would you include? \_\_\_\_\_
- \_\_\_\_\_? I would put it on the classroom wall.

**6** Which is the odd one out? Why? flight attendant / passenger / trolley / pilot

**1 Read the sentences. Then underline the action which started first.**

- 1 While we were walking around the airport, we saw a football player.
- 2 While they were entering the stadium, the match began.
- 3 Dad came home while we were having dinner.
- 4 I was playing football in the park when I saw the accident.
- 5 I heard a strange noise while I was cleaning the kitchen.
- 6 We were doing our homework when Greg called us.

**Past simple & past continuous with while**



**2 Complete the sentences. Use the past simple or the past continuous.**

- 1 My phone rang (ring) while I was pushing (push) the trolley.
- 2 The man said (say) hello while we waited (wait) for our luggage.
- 3 While I was looking for (look for) my boarding pass, I dropped (drop) my wallet.
- 4 My brother was sleeping (sleep) when the plane landed (land).
- 5 It rained (rain) when we arrived (arrive) at the airport.

**3 Listen and circle A, B or C.**



**Visitors from Canada**

1 Who did Carl meet at the airport?

- A** his brother      **B** his cousins      **C** his dad

2 Why did they arrive late at the airport?

- A** They got lost.      **B** There was a lot of traffic.      **C** They left home late.

3 How many of Carl's cousins are visiting?

- A** one      **B** two      **C** three

4 How many times has Carl been to Canada?

- A** never      **B** once      **C** twice

5 What's Carl going to do with them tomorrow?

- A** go hiking      **B** play cricket      **C** go skiing



**4 Read and answer. Ask and answer.**



- 1 Do you have family or friends who live in a different city? Have they visited you before? \_\_\_\_\_
- 2 Where did they come from? \_\_\_\_\_
- 3 How did they get to your house? \_\_\_\_\_

**Which is the odd one out? Why?** brother / uncle / aunt / father



**After you read**

**1 Remember the article. Read and answer the questions.**

- 1 What did Piccard promise in 1999? He \_\_\_\_\_
- 2 How long did it take to build the plane? It \_\_\_\_\_
- 3 What was Solar Impulse's first international journey? It \_\_\_\_\_
- 4 What was the weather like while it was landing? It \_\_\_\_\_
- 5 What did people do when the plane landed? They \_\_\_\_\_
- 6 Did the batteries have more or less energy when the plane landed? They \_\_\_\_\_

**2 Listen and complete the notes. Write one, two or three words each time.**



**A PLANE THAT COULD FLY FOREVER**



- 1 This article is about an explorer who is building planes that use energy \_\_\_\_\_.
- 2 Jess thinks it's a great story because Piccard is trying to fly \_\_\_\_\_ without any \_\_\_\_\_.
- 3 For Jess, the best part is when the pilot is trying to \_\_\_\_\_ in Belgium.
- 4 Callum would like to find out more about what the plane \_\_\_\_\_.
- 5 Jess thinks it's interesting that the plane had \_\_\_\_\_ energy when it landed than when it \_\_\_\_\_.
- 6 Jess would recommend this to Tom because he likes articles about science \_\_\_\_\_.

**3 Thinking skills What do you think of the article?**

I think \_\_\_\_\_. I give it \_\_\_\_\_ stars. ☆☆☆☆☆

**4 Find out about Belgium with your family.**



- 1 What are the three official languages in Belgium? \_\_\_\_\_
- 2 What countries have borders with Belgium? \_\_\_\_\_
- 3 Which dessert is Belgium famous for? \_\_\_\_\_
- 4 What did Adolphe Sax invent? \_\_\_\_\_
- 5 What are the three colours of the Belgian flag? \_\_\_\_\_



**Verbs that are followed by the infinitive or the gerund**

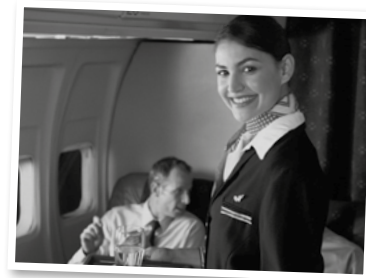
**1 Read and circle the correct form.**

- 1 Piccard decided *flying* / *to fly* a plane around the world.
- 2 Can you imagine *living* / *to live* in Australia?
- 3 John wants *reading* / *to read* that book.
- 4 Did you enjoy *helping* / *to help* at the café today?
- 5 I promised *doing* / *to do* my homework at the weekend.
- 6 Did Louie agree *looking* / *to look* after our dog?

**2 Read and complete. Use the gerund or the infinitive form.**

push watch buy play give

- 1 My mum enjoyed watching our school show.
- 2 I promised \_\_\_\_\_ a computer game for my brother's birthday.
- 3 The flight attendant started \_\_\_\_\_ food to the passengers.
- 4 John tried \_\_\_\_\_ the trolley but he couldn't.
- 5 We stopped \_\_\_\_\_ tennis at two o'clock.



**3 Listen and write the words. Tick (✓) the correct box.**



**PRONUNCIATION**

	/d/	/ɪd/	/t/
1 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4 Work with a partner. Write sentences about your friends. Use the time expressions and the verbs.**

At lunchtime Today This morning Yesterday enjoy decide try start suggest

1 At lunchtime, Leo enjoyed playing football.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

➔ For more grammar practice go to page 102.

**Which is the odd one out? Why?** promise / agree / decide / enjoy



1 Read the sentences and complete the words.

- 1 Twenty g \_ \_ \_ sts were staying in the hotel.
- 2 We went upstairs in the l \_ \_ ft.
- 3 The r \_ \_ c \_ \_ pt \_ \_ \_ n \_ \_ st at the hotel was very helpful.
- 4 This hotel has very good offers for b \_ \_ ckp \_ \_ ck \_ \_ rs.
- 5 The g \_ \_ \_ rd was helping the old lady on the pl \_ \_ tf \_ \_ rm.
- 6 'Let's ask for a map at the t \_ \_ \_ r \_ \_ st information c \_ \_ ntr \_ \_ '.

2 Read and complete. Write one word each time.



## A frozen hotel

ICEHOTEL is a hotel (1) in northern Sweden. The whole hotel is (2) \_\_\_\_\_ of snow and ice and uses solar power for energy. It is built (3) \_\_\_\_\_ November and December each year. Then, it opens for guests until the middle (4) \_\_\_\_\_ April. In April, the hotel starts (5) \_\_\_\_\_ melt and the water goes back into the river Torne. Inside the hotel, the walls, ceilings and furniture (6) \_\_\_\_\_ all made of snow or ice. There are rooms for more (7) \_\_\_\_\_ 100 guests. Usually, the guests sleep in the room for one night. They wear special clothes so they don't get cold and sleep in warm (8) \_\_\_\_\_ bags, too. For the rest of their holiday, they stay in a warm hotel near the ICEHOTEL. During the day, the guests (9) \_\_\_\_\_ walk around the hotel and see all of the rooms. Many of the rooms are designed (10) \_\_\_\_\_ famous artists and the hotel is open all year, even in the summer!



3 Read and learn.

### Word building

We often use a preposition after a verb. This may change the meaning of the verb.

The plane *takes off* at 3.30.

4 Complete the sentences with a verb and a preposition.

check wash lie go try turn

off on in out up down

- 1 The first thing we need to do at the airport is to check in.
- 2 It was my brother's turn to \_\_\_\_\_.
- 3 Let's \_\_\_\_\_ the television and play outside.
- 4 I'm going to \_\_\_\_\_ these trousers in the changing room.
- 5 I don't feel well. I'm going to \_\_\_\_\_ in bed.
- 6 Are you going to \_\_\_\_\_ today or stay at home?





**Develop your writing skills**

1 Write sentences in the past tense. Use these verbs and nouns.

smell taste feel look sound

music cupcakes perfume people buildings

- 1 *The music sounded beautiful.* \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



**Plan your writing**

2 **Cooperative learning** Work with a partner. Plan your eyewitness account of a historical event. Make notes.

- 1 Name of historical event: \_\_\_\_\_
- 2 When did it happen? \_\_\_\_\_
- 3 Who was there? \_\_\_\_\_
- 4 What happened? \_\_\_\_\_
- 5 Who do you pretend to be for your eyewitness account? \_\_\_\_\_
- 6 What do you remember seeing? \_\_\_\_\_
- 7 What do you remember hearing or smelling? \_\_\_\_\_
- 8 How did you feel? \_\_\_\_\_
- 9 What's your reflection on the event? \_\_\_\_\_

3 Now write your eyewitness account in your notebook. Remember to use verbs of the senses to describe the event.

4 **Learning to learn** Read your eyewitness account to a new partner. Then check your work together. Put a tick (✓) or a cross (X).

- I've included the date.
- I've included an introduction.
- I've described the scene using the verbs of the senses.
- I've put the events in a clear order.
- I've used the past continuous tense correctly.
- I've finished the account with a reflection.

**1 Complete the conversation. Use expressions to show excitement. Act out.** 

What's the most interesting place you've visited?

I've been to Italy.

\_\_\_\_\_! When did you go?

I went last summer.

Where did you stay?

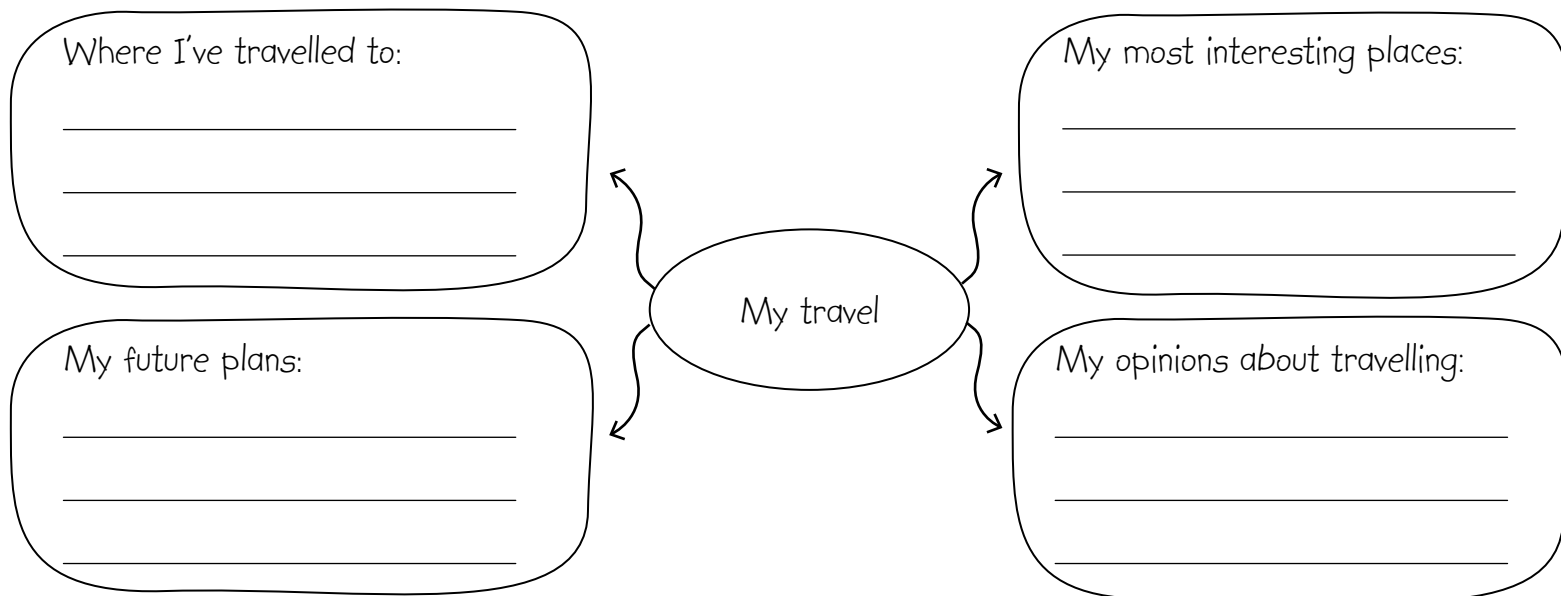
We stayed on a campsite.

\_\_\_\_\_! I love camping.

So, do I!

**Prepare a conversation**

**2  Thinking skills** Make notes about travel.





**3 Write questions to ask a partner.**

- 1 *What country would you like to visit?* \_\_\_\_\_ 4 \_\_\_\_\_
- 2 \_\_\_\_\_ 5 \_\_\_\_\_
- 3 \_\_\_\_\_

**Have a conversation**

**4 Talk with your partner about travel.**

 **Remember! Show excitement when your partner is speaking.** 

**5  My progress** **Reflect on the unit** Read and complete the sentences.

- In this unit I've learnt about \_\_\_\_\_
- In this unit I've learnt to \_\_\_\_\_
- I think that my work in Unit 1 is \_\_\_\_\_
- The ways I can improve are \_\_\_\_\_

**Which is the odd one out? Why?** tent / sleeping bag / camping stove / hotel



# 1 Review

**Cooperative learning** Work with a partner to do the quiz.

**1** Write words that are related to these items.

1 airport: \_\_\_\_\_

2 train station: \_\_\_\_\_

3 ship: \_\_\_\_\_



**2** Read and complete the definitions.

1 The \_\_\_\_\_ is the first place you go to when you enter a hotel.

2 The \_\_\_\_\_ information \_\_\_\_\_ is the place to go if you'd like a map of the town that you are in.

3 \_\_\_\_\_ travel between cities or countries carrying all their things on their backs.

**3** Order and write the questions.

James: the new comic shop / Did you / while / see / walking home? / you were

\_\_\_\_\_

\_\_\_\_\_

Tom: Yes, I did. I was there last Friday.

James: there? / buy / Did / anything / you

\_\_\_\_\_

Tom: Yes, I bought two comics.



**4** Infinitive or gerund? Look at the verbs and tick (✓) the correct option.

	+ to play	+ playing		+ to play	+ playing
decide	<input checked="" type="checkbox"/>	<input type="checkbox"/>	enjoy	<input type="checkbox"/>	<input type="checkbox"/>
suggest	<input type="checkbox"/>	<input type="checkbox"/>	promise	<input type="checkbox"/>	<input type="checkbox"/>
imagine	<input type="checkbox"/>	<input type="checkbox"/>	agree	<input type="checkbox"/>	<input type="checkbox"/>

**5** Read, remember and answer the questions.

1 What did the people in the orchestra do while the Titanic was sinking? \_\_\_\_\_

2 When did the boy feel scared? \_\_\_\_\_

**6** Look and order the letters. What's the mystery word?



The mystery word is: \_\_\_\_\_

Definition: \_\_\_\_\_

**Well done. Give me five!**



# Presenting balanced opinions and views

**1 Listen to the conversations. Write the letters in the correct places.**



CD1 18

- a It keeps you fit.
- b Tickets might be expensive.
- c It's not very good in bad weather.
- d It is easier to travel up the hill.
- e It is always on time.
- f Fewer people will use the roads.
- g It isn't always safe because of the cars.
- h It's good for the environment.
- i It is expensive to build.

Project 1: build a new cable car system.



Good things

Bad things

d

Project 2: people use more bicycles.



Good things

Bad things

**2** **Cooperative learning** Work in pairs. Read the instructions. Discuss and complete.

Write a sentence to explain your transport project for your town. Then complete the chart with your balanced opinions.

Our transport project: \_\_\_\_\_

Good things

Bad things


## Language bank

- What do you think?
- Why is it a good / bad thing?
- But maybe ...
- I think that ...
- Really? Why?
- I agree / disagree.

**3** Explain your ideas to another group. Can they add more things to your chart?

**4** **Thinking skills** Now decide if your project is a good idea or a bad idea.