

gateway

to the world

Your trusted guide to success



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Gateway to the World of opportunity

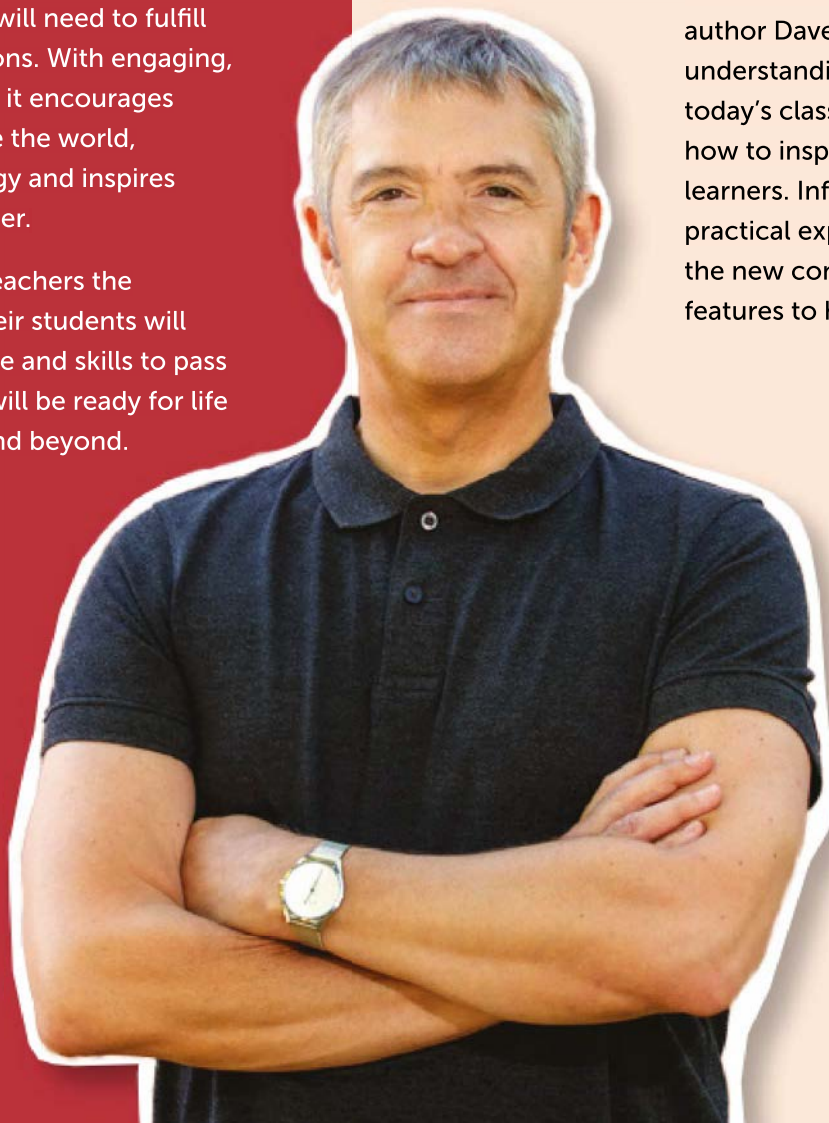
Gateway to the World is a new dynamic **7-level** course for teenagers. It helps students to develop social and emotional skills and exposes them to the language they will need to fulfill their future ambitions. With engaging, real-world content it encourages students to explore the world, embrace technology and inspires them to reach higher.

The course gives teachers the confidence that their students will have the knowledge and skills to pass future exams and will be ready for life in the classroom and beyond.



From author Dave Spencer

While continuing to teach teenage students every day, best-selling author Dave Spencer has an expert understanding of the needs of today's classrooms and knows how to inspire and engage teenage learners. Informed by years of practical experience, Dave brings the new content and innovative features to his new course.





1

Tried & Tested Methodology

based on Dave Spencer's years of practical experience teaching secondary students.

What makes Gateway to the World the perfect choice?

2

Building Skills for Life

with plenty of relevant, real-world content throughout the course and the new **Great Learners, Great Thinkers** sections.

3

Real World Communication

and **Virtual Classroom Exchange** collaborative projects connecting classes all over the world.

4

Gamified learning environment including the new **Student's App** and new **Flipped Classroom Grammar videos**.

Tried & Tested Methodology

Gateway to the World combines a tried-and-tested methodology that makes teaching easy and exciting and is loved by thousands of teachers, students and educators around the world.

Powered by the author – Dave Spencer – who is perfectly in-tune with today's students' needs and interests, the course delivers on the promise of quality content that allows learners to develop in areas crucial for their successful futures.

5

Fully Flexible components

making the course ready for any teaching and learning situation.

“

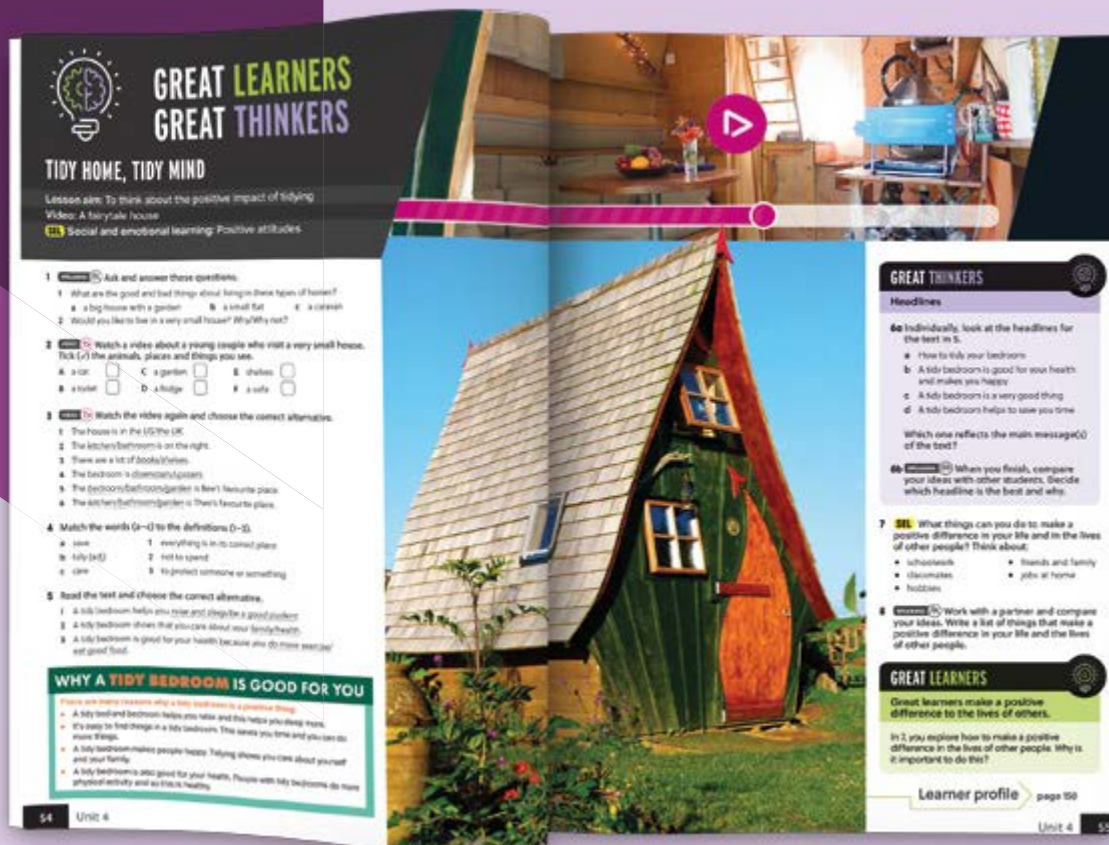
This is the best course for teenagers I've taught so far. Not only Gateway helps to build up strong language skills, but it also opens up the doors to the real world. I really like the fact that all the activities are tested by Dave Spencer in his own classroom.

Tatiana Odintsova, teacher from Russia

”

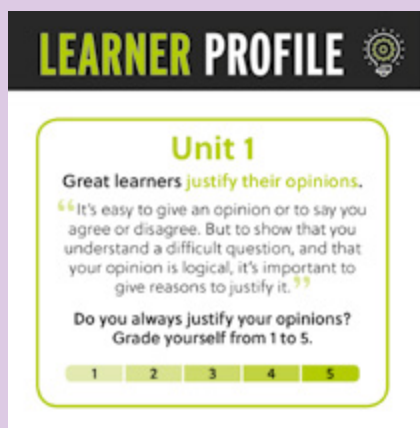
Building Skills for Life

The new **Great Learners, Great Thinkers** section focuses on **Social and Emotional Learning** and **Visible Thinking Routines**. This helps students develop their emotional intelligence and critical thinking skills while constantly being in contact with meaningful, real-world language.



The **Learner Profile** section highlights qualities required by successful learners and global citizens. It summarises strategies and habits that help students become effective learners, and encourages them to reflect on their own learning habits.

Enhanced by **engaging documentary videos** students see real-life examples of social and emotional skills in action. The videos boost their curiosity, inspire them to think about relevant issues and expose them to the language and skills they will need in the future.



Real World Communication

Across the course, from the Reading and Listening texts to the Collaborative Projects students are **immersed in real-world content** making every exercise meaningful and engaging for teens.

Collaborative Projects challenge students to communicate and work together to accomplish practical, real-world tasks. They help students to collaborate, research, think globally and use their digital skills.

With the **Virtual Classroom Exchange** students can connect, communicate and interact with other students around the world and share what they have produced in the collaborative project. Such cooperation creates a natural need for communication and allows students to use English in a relevant and purposeful context.



Writing

Imagine you're a student in a foreign country. Write a note to your partner about your free-time activities. Use the notes on the next page as a guide. Use the notes to write your note. Include all the information.

- 1 **Read** Talk about the activities you like to do in your free time.
- 2 **Read** this task and write some notes. Write one piece of information for each point.
 - You want to ask your English partner to do an activity with you in their country.
 - Write a note to Alex:
 - ask which activity you want to do
 - ask Alex to do this with you
 - say when to start to do the activity or more.
- 3 **Write** your note to Alex. Write 100 words or more.
- 4 **Exchange** Show your note to your partner. Check together for any mistakes.
 1. some information is not clear.
 2. the correct punctuation is not used.
 3. correct partner names.

Free-time activities in your country

Starting point
 Look back at the Culture exchange text about the free-time activities of UK teens in page 58. Is the information similar in your country?

Project task
 Search for information on the Internet about free-time activities for teens in your country so you can explain it to a class of teenagers from another country. Prepare one of these:

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

Research areas

- how much time teens spend online
- the main activities they do online
- how many hours a week they watch TV
- how much time they spend with their friends
- how many hours a week they do homework
- other free-time activities teens do

Think about ...

Digital skills
 Look at the websites of good newspapers. They have useful information about many different topics in their news stories.

Intercultural awareness
 In other cultures, free-time activities are sometimes very different. It is possible some people from other countries think your free-time activities are interesting or unusual. Explain what is different about free-time activities in your country compared to hobbies in the UK.

Collaboration
 When you work in a team, it's important to show others you like their ideas. When you don't like an idea, say it but be polite.

Useful language
 Great idea! That's a really good idea! I like your idea.
 I'm not sure about that. Let's think about it again.

Academic skills
 When you use information from the Internet, remember to include in your project where it is from. One way of doing this is to add the author, title of the web page, date you accessed the web page and URL (web address).

Project time
 Do the project. Then present it to the class.

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

Content	<input type="checkbox"/>	Design	<input type="checkbox"/>
Presentation	<input type="checkbox"/>	Language	<input type="checkbox"/>

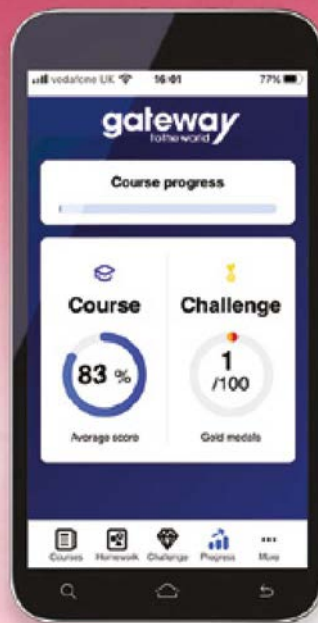
Exam success
 Listening and Speaking page 10

Collaborative project 2

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Gamified language practice

Throughout the whole course **Gateway to the World** makes learning and practice fun, ensuring students get instant access to the target language in a format and environment they know and like.



Improved learning outcomes, stronger motivation with On-the-Go practice

With the new **Student's App** learners can continue their learning journey outside the classroom through engaging learning and practice tools.

Challenge Mode motivates students to practice more and more as they collect rewards.

The App allows teachers to push assignments to the students who can connect through their favourite devices ensuring exposure to the target language.

Kahoot!

Kahoot! quizzes are aligned to the course and designed especially to help students revise target vocabulary and language in a fun way.

Clear and fun grammar

Each Grammar in context section includes **four types of Flipped Classroom Grammar videos** that make understanding grammar easy and enjoyable for the students.





A convenient **Teacher's App** provides fast and easy access to all the resources teachers need at a click of a button, including:

- **Teacher's eBook** with a new user-friendly format that allows on-screen lesson planning
- **Classroom Presentation Kit** with a page-faithful Student's Book and Workbook view, including interactive activities, audio & video content, and answer keys.
- **Homework Manager** that allows teachers to assign homework and send it directly to the students' smartphones.
- **Test Generator** with editable tests, helping teachers generate bespoke tests.

Flexible components for teachers

With all course components available in print and a digital format, **Gateway to the World** helps teachers to deliver lessons seamlessly whether it is face-to-face, online or in a blended learning format.



TAKE A LOOK INSIDE...

4 AT HOME

Vocabulary in context

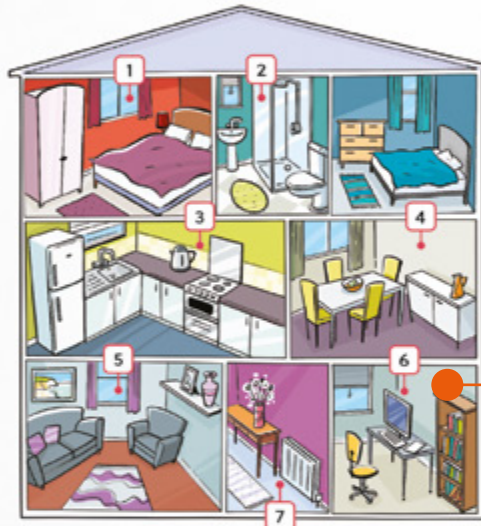
Rooms

Furniture

1a Match some of these words to numbers 1-7 in the picture. Which room is your favourite?

Rooms

bathroom • bedroom • dining room • garage • garden • hall • kitchen • living room • study



1b Match these definitions to the rooms in 1a.

- 1 You do your homework here. study
- 2 You cook in here. _____
- 3 You sleep in here. _____
- 4 You clean your teeth in here. _____
- 5 You have flowers and trees here. _____

2a Listen and complete the text.

My house has got a (a) _____, three bedrooms, a dining room, a hall, a (b) _____, and a (c) _____. It's also got a (d) _____, a garage and a (e) _____.

2b SPEAKING Talk about the rooms in your house.

My house has got three bedrooms. It hasn't got a garage.

3 Complete the sentences with some of the words in the box.

Furniture

armchair • bath • bed • chair • cooker • cupboard • fridge • radiator • shelf • shower • sink • sofa • table • toilet • wardrobe

- 1 I sleep in my _____. I put my clothes in the _____.
- 2 We put food in the _____ to keep it cold and we cook it on the _____.
- 3 We've got a _____ and four _____ in the kitchen. We put food in the _____.
- 4 I put all my books on the _____.
- 5 We use the _____ when it's cold!

4 Choose the correct alternative.

Culture exchange

Ice cream in a shoe!

The Haines Shoe House is an old house in the US. It's very unusual! It's an ice cream shop now and people don't live there. But it's got all the rooms of a 'normal' house.

The living room has got (a) an armchair/ a sofa for three people to sit on. The kitchen has got a (b) cooker/radiator to cook food, a (c) shelf/fridge to keep food fresh in and a (d) bath/sink to wash things in. The bedrooms have got a (e) sofa/bed to sleep in and a (f) wardrobe/cupboard for clothes.



Use it ... don't lose it!

5 SPEAKING What furniture have you got in the rooms in your house?

Reach higher → page 143

Brand **new content** and material with a **real-world focus** explore topics that are relevant for teens.

Broader **vocabulary syllabus** is presented in context and supported by more challenging tasks.

Culture exchange sections stimulate students' curiosity and encourage them to learn more about the world and other cultures.



Reading

- 1 **SPEAKING** Look at the photos (a–b) and answer the questions.
- Do you make models?
 - What things do you make models of?
 - Do you think the house in photo a is very big or very small?
 - Look at the photos on this page and the title of the text. What is the connection between them?
- 2 Read the article quickly and check your answer to question 3 in 1.

Exam tip

In activities to complete a text with missing sentences, why is it useful to read the sentences before and after the gap?

- 3 Read the article again. Five sentences are missing. Complete the text with sentences 1–6. There is one extra sentence that you do not need to use.
- In another area, visitors build fish and watch them swim.
 - The cooks read it and make your food.
 - You eat in the dining room near the restaurant.
 - When we make things, we learn, think and have fun.
 - In the house there are also two bedrooms.
 - There is also a special area under the building.

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

Critical thinkers

In your opinion, is it good for young people to make things with their hands?

What makes you say that?

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

HOME LATEST BLOG NEWS MORE ▾ Q

A VERY UNUSUAL HOUSE

Is there a real-size LEGO® house near you? There's one in Billund, Denmark, the home of LEGO. It's 23 metres high and has got 25 million LEGO bricks!

In the house, there's a real-size living room with furniture – two armchairs in front of a TV, and a table with a cupboard behind it. (a) _____ The builders make everything with bricks – the furniture, the reading lamps, the clocks next to the beds, and even the cat on the bed!

Visitors build things in the house, too. (b) _____ There aren't any rules, people make anything they like.

There are four different areas and 25 million bricks for visitors to use. In one area, people build houses and anything else they think a town needs. (c) _____ There isn't any real water but a computer makes it look like there is!

So, are there other things to do? Yes, there are! There are nine areas on the top of the house and each one offers a unique experience for visitors. (d) _____ It's like a museum and you learn about the history of the company there.

There are bathrooms and restaurants for visitors. At Mini Chef restaurant, you build your food with bricks. Then you put the bricks in a machine – it's like a computer – and a message goes to the kitchen. (e) _____ When the food is ready, it's in a big LEGO box and robots give it to you.



Reach higher

page 144

Unit 4 51

Reach higher sections expand students' grasp of grammar and vocabulary.

Use it...don't lose it! boxes personalise and practice key language through skills-based tasks.

TAKE A LOOK INSIDE...



GREAT LEARNERS GREAT THINKERS

TIDY HOME, TIDY MIND

Lesson aim: To think about the positive impact of tidying

Video: A fairytale house

SEL Social and emotional learning: Positive attitudes

- 1** **SPEAKING** Ask and answer these questions.
 - What are the good and bad things about living in these types of homes?
a a big house with a garden b a small flat c a caravan
 - Would you like to live in a very small house? Why/Why not?
- 2** **VIDEO** Watch a video about a young couple who visit a very small house. Tick (✓) the animals, places and things you see.
A a cat C a garden E shelves
B a toilet D a fridge F a sofa
- 3** **VIDEO** Watch the video again and choose the correct alternative.
 - The house is in the US/the UK.
 - The kitchen/bathroom is on the right.
 - There are a lot of books/shelves.
 - The bedroom is downstairs/upstairs.
 - The bedroom/bathroom/garden is Bee's favourite place.
 - The kitchen/bathroom/garden is Theo's favourite place.
- 4** Match the words (a–c) to the definitions (1–3).
a save 1 everything is in its correct place
b tidy (adj) 2 not to spend
c care 3 to protect someone or something
- 5** Read the text and choose the correct alternative.
 - A tidy bedroom helps you relax and sleep/be a good student.
 - A tidy bedroom shows that you care about your family/health.
 - A tidy bedroom is good for your health because you do more exercise/eat good food.

WHY A TIDY BEDROOM IS GOOD FOR YOU

There are many reasons why a tidy bedroom is a positive thing:

- A tidy bed and bedroom helps you relax and this helps you sleep more.
- It's easy to find things in a tidy bedroom. This saves you time and you can do more things.
- A tidy bedroom makes people happy. Tidying shows you care about yourself and your family.
- A tidy bedroom is also good for your health. People with tidy bedrooms do more physical activity and so this is healthy.

The new **Great Learners, Great Thinkers** sections with its focus on Social and Emotional Learning and Visible Thinking Routines give teens the tools for life beyond the classroom.



GREAT THINKERS

Headlines

- 6a Individually, look at the headlines for the text in 5.
- a How to tidy your bedroom
 - b A tidy bedroom is good for your health and makes you happy
 - c A tidy bedroom is a very good thing
 - d A tidy bedroom helps to save you time

Which one reflects the main message(s) of the text?

- 6b **SPEAKING** When you finish, compare your ideas with other students. Decide which headline is the best and why.

- 7 **SEL** What things can you do to make a positive difference in your life and in the lives of other people? Think about:
- schoolwork
 - classmates
 - hobbies
 - friends and family
 - jobs at home

- 8 **SPEAKING** Work with a partner and compare your ideas. Write a list of things that make a positive difference in your life and the lives of other people.

GREAT LEARNERS

Great learners make a positive difference to the lives of others.

In 7, you explore how to make a positive difference in the lives of other people. Why is it important to do this?

Learner profile page 150

Unit 4 55

Great Thinkers boxes explore the Visible Thinking Routines from Harvard University, while **Great Learners** tips, linked to the unique **Learner profile**, highlight qualities required by successful learners and global citizens.

Real-world documentary videos related to the topic of the unit show examples of social and emotional skills in action.

TAKE A LOOK INSIDE...

Listening

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



- 1 Do you cook at home?
 - 2 Do you think cooking is important?
 - 3 Do you think it's good for young people to learn how to cook? Why/Why not?
- 2 **4** Listen to a girl on a TV cooking show. Why is she in the competition?
- a She wants to be a chef one day.
 - b She wants to be a famous presenter.
 - c She wants to win the money to travel.
- 3 **4** Listen again and choose the correct answer.
- 1 How does Lisa feel now?
 - a nervous
 - b sad
 - c happy
 - 2 What does Lisa say about her dish?
 - a It isn't unusual.
 - b It isn't sweet.
 - c It isn't popular.
 - 3 Where does Lisa get ideas for dishes?
 - a books
 - b videos
 - c TV competitions
 - 4 Why does Lisa cook?
 - a It's her hobby.
 - b She wants to be a chef.
 - c She likes to eat different food.
 - 5 What is true about Lisa's dish?
 - a She serves the chicken with oil.
 - b She cooks the sauce for one hour.
 - c She cooks the chicken first.

4 **Critical thinkers**

In your opinion, is it good to try food from different countries?

What makes you say that?

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

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Unit 4

Communicative tasks prompt students to personalise language and make communication meaningful.

Critical thinkers activities encourage students to personalise knowledge and express and justify their opinions.

Grammar in context 2

Flipped classroom video

Watch the Grammar Presentation video



Countable and uncountable nouns

- 1 Look at the sentences and choose the correct alternative to complete the rules.
 - 1 You've got some rice.
 - 2 There's also an onion.
 - 3 There are four tomatoes.
 - 4 I cook it in some oil.
 - a *Countable/Uncountable* nouns have got a singular and plural form, e.g. *banana*.
 - b *Countable/Uncountable* nouns haven't got a plural form, e.g. *sugar*.
- 2 Look at the words for food and drink on page 60 and put them in the correct place in the table. Add any other words for food and drink you know.

Countable nouns	Uncountable nouns
<i>apple</i>	<i>bread</i>

- 3 **SPEAKING** Make a list of your favourite food. Use three countable and three uncountable nouns. Compare your lists. Are they similar?

some, any, a/an

- 4a Look at the sentences. Decide if the underlined nouns are singular countable (SC), plural countable (PC) or uncountable (U).
 - a I've got a banana. _____
 - b We need some chocolate. _____
 - c Is there any chicken? _____
 - d There are some onions. _____
 - e Have we got a tomato? _____
 - f I haven't got any oil. _____
 - g There isn't an egg in this dish. _____
- 4b Choose T (True) or F (False) to complete the rules.
 - 1 We use **a** and **an** with singular countable nouns (*biscuit*), in affirmative and negative sentences and questions. T / F
 - 2 We use **some** with plural countable nouns (*apples*) and uncountable nouns (*oil*) in affirmative sentences. T / F
 - 3 We use **any** with plural countable nouns (*strawberries*) and uncountable nouns (*water*) in negative sentences and questions. T / F

Check it page 60

Through the inductive **Grammar in context** sections students can proactively develop their understanding of grammar.

5 Match the halves to make sentences.

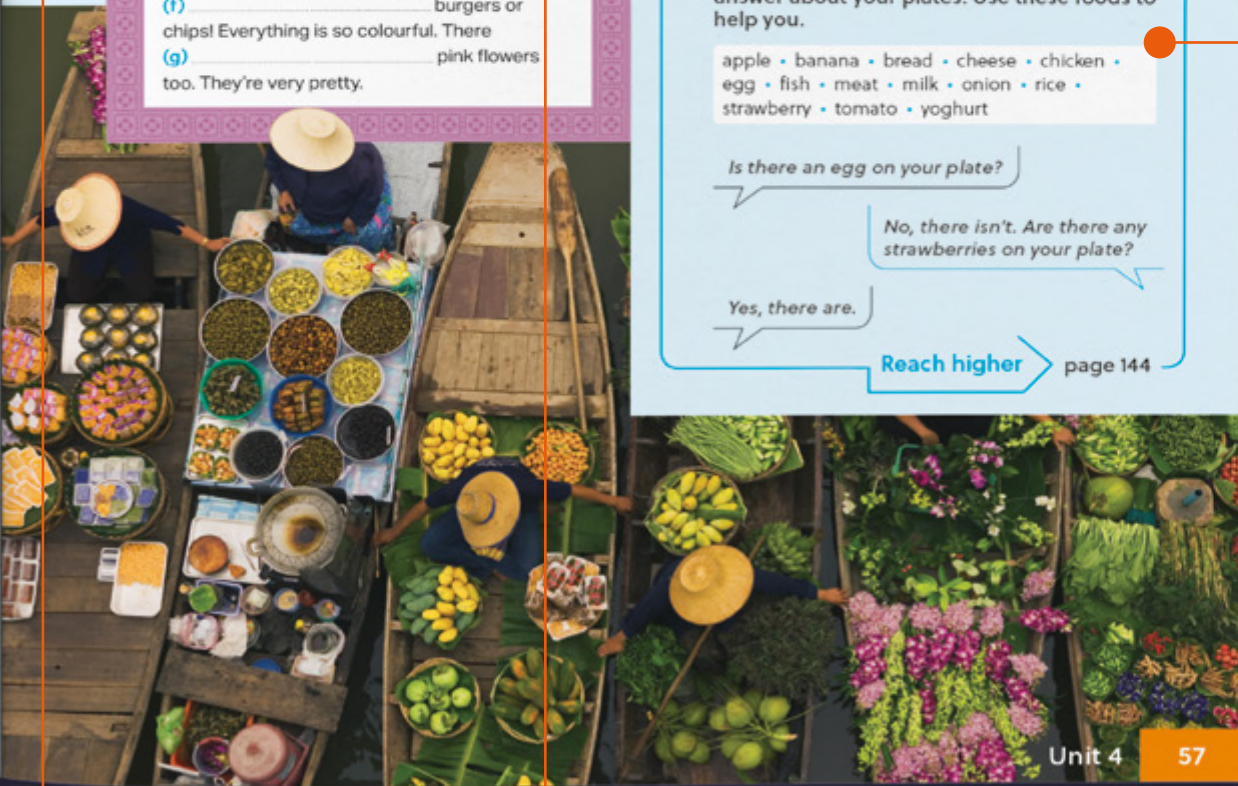
- | | |
|-------------------------|-----------------------------|
| 1 I've got an ... | a bananas? |
| 2 There isn't any ... | b salt. |
| 3 I haven't got any ... | c burger for lunch. |
| 4 Is there any ... | d apple in my bag. |
| 5 I want a ... | e honey for my tea? |
| 6 There are some ... | f oil in the bottle. |
| 7 Are there any ... | g biscuits in the cupboard. |

6a **SPEAKING** Look at the photo below and tell your partner what you can see.

6b Complete the text with the correct form of *to be* and *a, an, any* or *some*.

A floating food market

This (a) _____ interesting photo. I like it a lot! It (b) _____ food market in Thailand. There (c) _____ small boats on a river. I can see fruit and vegetables. I think there (d) _____ rice in one of the boats, but I'm not sure. There (e) _____ cake and there (f) _____ burgers or chips! Everything is so colourful. There (g) _____ pink flowers too. They're very pretty.



7 Complete the text with the correct form of *there is* or *there are* and *a, an, or any*.

MyPlate

The MyPlate picture shows you the healthy food you need to eat every day and how much of each food to eat. (a) _____ five different groups on the plate. (b) _____ green group. This is for vegetables – they're very good for you. (c) _____ orange group for grains (for example, bread, rice and pasta). They give you energy. Protein foods are meat, chicken, fish and eggs. They help you to grow. Milk, yoghurt and cheese are dairy foods. They keep your bones strong. Fruits are good for you too, because they have important vitamins. (d) _____ sugar on the plate? No, (e) _____. The sugar in fruit is good, but the sugar in cakes, biscuits and ice cream is bad for your teeth and (f) _____ vitamins in it – be careful with how much sweet food you eat!

MyPlate is easy to understand and it can help you eat well.



Use it ... don't lose it!

8 **SPEAKING** Design your own MyPlate and write foods in each group. Then ask and answer about your plates. Use these foods to help you.

- apple • banana • bread • cheese • chicken • egg • fish • meat • milk • onion • rice • strawberry • tomato • yoghurt

Is there an egg on your plate?

No, there isn't. Are there any strawberries on your plate?

Yes, there are.

Reach higher page 144

Four types of entertaining new **Flipped Classroom Grammar Presentation videos** make grammar student-friendly, clear, easy and fun to learn. They can be used in class as well as for self-study and revision.

Use it...don't lose it! boxes consolidate and practice key language through real-world skills-based tasks.

TAKE A LOOK INSIDE...

Developing speaking

Making and replying to offers

1a **SPEAKING** Look at the people in the photo. Where do you think they are?



1b Answer these questions.

- When do you and your friends have parties?
- What kinds of food are there at parties?
- What do you like about parties?

2 **LISTENING** Listen to the people in the photo. Complete the sentences with *Ben* or *Emma*.

- _____ is at _____'s party.
- _____ gives _____ a present.
- _____ 's friends are in the garden.
- _____ offers _____ something to drink.
- _____ doesn't want anything to eat.
- _____ asks _____ to dance.

3a **LISTENING** Listen again. Put the expressions in the 'Making offers' section of the Speaking bank in the order you hear them (1–5).

Speaking bank

Useful expressions for making and replying to offers

Making offers

- Have a seat.
- How about some orange juice?
- Shall I take your bag?
- Would you like some pizza?
- Can I get you a drink?

Replying to offers

- Thanks./Thank you./Cheers.
- Thanks a lot./Thank you very much.
- That'd be great.
- Yes, sure.
- No, I'm fine, thanks.
- No, it's OK.

3b **LISTENING** Listen, check and repeat.

4 Complete the dialogue. What does Tom say to Molly?



Molly: Hi, Tom. It's nice to see you!

Tom: (a) _____

Molly: I hope you enjoy it. Can I take your jacket?

Tom: (b) _____

Molly: Shall I put it in the wardrobe?

Tom: (c) _____

Molly: Yes, they're in the living room. Would you like anything to drink?

Tom: (d) _____

Molly: No, sorry. How about a smoothie?

Tom: (e) _____

- Yes, sure. That's fine.
- Thanks for inviting me to your party.
- That'd be great. Have you got any iced tea?
- OK ... Is everyone here?
- Yes, thanks. But let me get my phone first!

Practice makes perfect

5a **SPEAKING** Prepare a dialogue. Make offers and reply to them.

Student A: You are at home and your friend comes to your house to watch a film.

Student B: You go to your friend's house to watch a film.

5b Practise the dialogue.

5c **SPEAKING** Act out your dialogue for the class.

Developing speaking and **Developing writing** sections model useful language that helps boost spoken fluency and written output.

The target language and structures are summarised in the **Speaking bank** and **Writing bank** boxes for easy reference and revision.

Developing writing

A description of a place

1 **SPEAKING** Tell your partner which statements below are true for your bedroom.

- 1 I've got my own bedroom.
- 2 I share my room.
- 3 I've got a chair in my room.
- 4 There's a TV in my room.
- 5 I've got a desk in my room.
- 6 There are posters on the walls.
- 7 There's a wardrobe for my stuff.
- 8 I play computer games in my room.
- 9 I keep my room tidy.
- 10 My room is messy.

2 Read the descriptions of the two bedrooms. Which teenager spends a lot of time in their room?

Profiles x
Q

@OURTEENTIME

LUCY



I share my bedroom with my sister. There are two comfortable beds and two small tables next to them. I've got a lamp on my table and I often read in bed at night. Above my bed, there are cool posters of my favourite bands. In the corner, there's an old wardrobe for our stuff. Our room is never messy because we like to keep it tidy. When my friends visit, we sometimes listen to music or watch funny videos on our phones. There isn't a TV in my room, so I always watch TV in the living room.

JACK



I always study in my room because it's quiet and I've got my computer and my books are there. There's a big TV on the wall and I often watch films from my bed at night or football matches at the weekend. I've also got a new games console and I usually play games with my friends when they visit. Near the bed there's a desk with a comfortable chair. There isn't a wardrobe because it's a small room. My room is usually tidy, but sometimes I don't have time to clean it and it's messy!

3a **Underline** all the adjectives that appear in the texts in 2. What do we use adjectives for?

3b Find the adverbs of frequency in the texts in 2. What do we use adverbs of frequency for?

4 Look at the Writing bank and the rules for basic word order. Find an example of each in the texts in 2.

Writing bank Basic word order

- Adjectives usually come before the noun they describe.
- Adjectives usually come after the verb to be.
- Adverbs of frequency come before the main verb.
- Adverbs of frequency come after the verb to be.

5 Put the word in bold in the correct place in the sentence.

- | | |
|---|--------------------|
| 1 There's a computer in my room. | new |
| 2 I listen to music in my room. | often |
| 3 My bedroom is clean and tidy. | usually |
| 4 It's in my bedroom and I can study there. | quiet |
| 5 There are some books on the shelf. | interesting |
| 6 We play video games in the living room. | always |

6 Is the word order correct? Choose the correct alternative.

- 1 I like my bed because it *comfortable is/is comfortable*.
- 2 There's a *small wardrobe/wardrobe small* for my things.
- 3 There are *colourful posters/posters colourful* on the walls.
- 4 We *listen sometimes/sometimes listen* to music in my room.
- 5 There *is usually/usually is* a good film to watch on TV.
- 6 I've got a lot of stuff and my room *never is/is never* tidy!

Exam tip

When you write a description, how important is it to use adjectives? Why?

Practice makes perfect

7a Look at the task.

An English magazine wants teenagers to describe their dream bedroom. Write a description of your dream bedroom. Include information about the furniture and other objects, and say what you do there.

7b Write your description. Remember to use adjectives and adverbs of frequency and to check the word order.

Practice makes perfect boxes encourage students to apply what they have learnt through meaningful speaking and writing tasks.

Exam tips throughout each unit provide useful advice on succeeding in Cambridge exams.

TAKE A LOOK INSIDE...

Reading

Reading exam tip

In multiple-choice reading activities, remember ...
Read the (whole) text first to understand the topic and general meaning. Then look at the questions and find which part of the text answers each question.

- 1** **SPEAKING** Describe your room. What do you like about it? What don't you like about it?
- 2** Read the text quickly. What is the topic?
 - a when Elena got her new room
 - b the things in Elena's room
 - c how to make a new room

MY NEW ROOM

by Elena

Wow! We are in a new house and I've got my own bedroom! I'm very lucky. My sister has her own room, too. 😊
My room's got a very big window and my desk is in front of the window. When I do my homework, I see the people walking in the street. It's very interesting and sometimes you see some funny things. On my desk there's a computer, but I only use it for games and for school.
I've got a wardrobe – it's new but it's very small! I haven't got many clothes but I do a lot of sport, so there are lots of things in the wardrobe! In my room, I have a small piano, too. I practise every day because I want to be really good at playing it.
There's a very big board on one wall. I put notes about the dates of my sports matches, or my projects for school on it. On another wall, there are four shelves. I put all my books on them. There's a big chair in the corner. I like to sit there and read.
I'm always happy in my room – it's warm and I relax there. I want to have more space for my things. But I love my room because it is my own.

- 3** For each question, choose the correct answer.
 - 1** Why does Elena feel lucky?
 - A She has a nice sister.
 - B She can share things.
 - C She has her own space.
 - 2** Why does Elena like her big window?
 - A It helps her do her homework.
 - B She likes to watch the world outside.
 - C It is easy for her to play games.
 - 3** What does Elena say about the piano?
 - A She is more interested in sport.
 - B There is very little space for it.
 - C She plays regularly.
 - 4** Why is the noticeboard important for Elena?
 - A She can use it for important things.
 - B She keeps all her books near there.
 - C She can read her notes when she is in the chair.
 - 5** What does Elena want to change in her room?
 - A the type of furniture
 - B the chair for visitors
 - C the size of the room

Writing

Writing exam tip

In writing exams, when you need to write a note, remember ...
Read the task carefully. Look at the three pieces of information you need to write about. Make notes on some rough paper. Use the notes to make sure you include all the information.

- 1** **SPEAKING** Talk about the activities you like to do in your free time.
- 2** Read this task and write some notes. Write one piece of information for each point.

You want to ask your English friend, Alex, to do an activity with you at the weekend. Write a note to Alex.

 - say which activity you want to do
 - ask Alex to do this with you
 - say when to meet to do the activity.
- 3** Write your note to Alex. Write 25 words or more.
- 4** **SPEAKING** Show your note to a partner. Check together. Has your partner's note got:
 - 1 some information about all three points?
 - 2 the correct punctuation and capital letters?
 - 3 correct grammar (tenses)?



Exam Success sections in the Student's Book provide tips and thorough practice for Cambridge exams. Further exam practice is waiting for students in the Workbook.



Free-time activities in your country



Collaborative project 2

1 SPEAKING Starting point

Look back at the Culture exchange text about the free-time activities of UK teens on page 38. Is the information similar in your country?

2 SPEAKING Project task

Search for information on the Internet about free-time activities for teens in your country so you can explain it to a class of teenagers from another country. Prepare one of these:

- A poster
- C video message
- B presentation
- D information leaflet

Research areas

- how much time teens spend online
- the main activities they do online
- how many hours a week they watch TV
- how much time they spend with their friends
- how many hours a week they do homework
- other free-time activities teens do



3 Think about ...

Digital skills

Look at the websites of good newspapers. They have useful information about many different topics in their news stories and articles.

Intercultural awareness

In other cultures, free-time activities are sometimes very different. It is possible some people from other countries think your free-time activities are interesting or unusual. Explain what is different about free-time activities in your country compared to hobbies in the UK.

Collaboration

When you work in a team, it's important to show others you like their ideas. When you don't like an idea, say it but be polite.

Useful language

*Great idea! That's a really good idea! I like your idea.
I'm not sure about that. Let's think about it again.*

Academic skills

When you use information from the Internet, remember to include in your project where it is from. One way of doing this is to add the author, title of the web page, date you accessed the web page and URL (web address).

4 SPEAKING Project time

Do the project. Then present it to the class.

5 Evaluation

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

Content	<input type="checkbox"/>	Design	<input type="checkbox"/>
Presentation	<input type="checkbox"/>	Language	<input type="checkbox"/>

The **Virtual Classroom Exchange** helps students connect, communicate and interact with other students around the world.

Collaborative Project lessons expose students to real-world language and create a natural need for communication while developing important academic, digital, social and work skills.

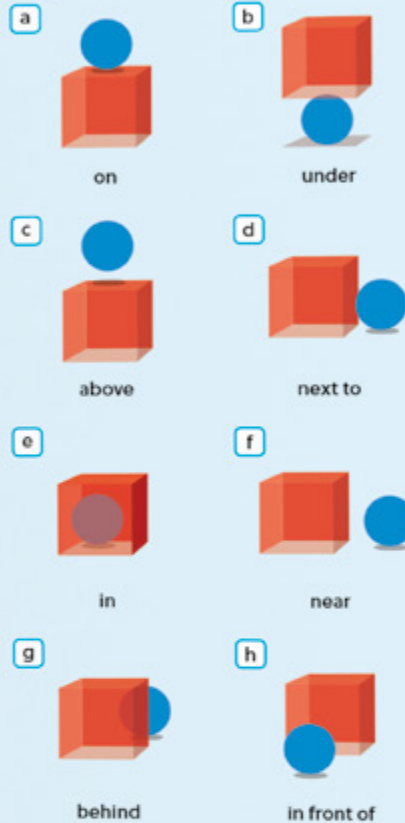
TAKE A LOOK INSIDE...

Grammar reference

There is/There are

	Singular	Plural
Affirmative	There's a bed.	There are two beds.
Negative	There isn't a chair.	There aren't two chairs.
Questions	Is there a table?	Are there two tables?
Short answer	Yes, there is./No, there isn't.	Yes, there are./No, there aren't.

Prepositions of place



Countable and uncountable nouns

- These are **countable** nouns. We can count them and so there is a singular and plural form: apple-apples, strawberry-strawberries, biscuit-biscuits, onion-onions, tomato-tomatoes, burger-burgers, chip-chips.
- These are **uncountable** nouns. We cannot count them and so we do not usually use a plural form: butter, flour, jam, oil, sugar, water, yoghurt.

some, any, a/an

- We use **some** with uncountable nouns and plural countable nouns, in affirmative sentences.
We need some milk.
I've got some apples.
- We use **any** with uncountable nouns and with plural countable nouns, in negative sentences and questions.
There isn't any sugar.
I don't want any lemonade.
Has he got any coffee?
Are there any eggs?
- We use **a/an** with singular countable nouns in affirmative and negative sentences and in questions. An goes before a vowel sound.
I haven't got a tomato.
She wants an apple.

Vocabulary

1 Rooms

bathroom • bedroom • dining room • garage • garden • hall • kitchen • living room • study

2 Furniture

armchair • bath • bed • chair • cooker • cupboard • fridge • radiator • shelf • shower • sink • sofa • table • toilet • wardrobe

3 Food and drink

apple • banana • biscuit • bread • butter • cake • cheese • chicken • chips • coffee • egg • fish • flour • honey • ice cream • jam • lemonade • meat • milk • oil • onion • orange juice • pizza • salad • salt • smoothie • strawberry • sugar • sushi • tea • tomato • veggie burger • water • yoghurt



Check it and **Test yourself** sections provide in-depth grammar and vocabulary explanation and give students opportunities to revise and test themselves.

Reference to the **On-the-Go Practice** in the Student's App encourages learners to revise and practice the target language systematically in an interactive, game-like format.

Grammar test

There is/There are

- 1 Complete the sentences with *is, isn't, are* or *aren't*.
- There _____ two beds in the room – one for me and one for my sister.
 - _____ there an armchair in the living room?
 - It's a big house, but there _____ a study.
 - _____ there any old books in the cupboard?
 - There _____ a pizza here. It's for our lunch.
 - There _____ two tables – there's only one.

/ 6 points

Prepositions of place

- 2 Look at the picture and choose the correct alternative to complete the text.



This is a picture of my bedroom. (a) *Under/Above* the bed I've got a notice board. (b) *Next to/On* the desk there's a window. There's a reading lamp (c) *in front of/ on the desk* and there's a wardrobe (d) *near/in* the desk. (e) *Under/Behind* the bed, there's a radiator and (f) *on/in front of* the desk is my chair.

/ 6 points

Countable and uncountable nouns

- 3 Complete the table with these words.

biscuit • cheese • egg • honey • oil • onion • salt • strawberry • tomato • yoghurt

Countable	Uncountable

/ 5 points

some, any, a/an

- 4 Complete these sentences with *some, any, a* or *an*.
- There aren't _____ tomatoes.
 - Please put _____ oil on the salad.
 - Is there _____ biscuit for me?
 - Do you want _____ sugar in your tea?
 - I always have _____ egg for breakfast.

/ 5 points

Vocabulary test

Rooms

- 1 Complete the sentences with the correct words.
- We keep the car in the g _____.
 - We cook our food in the k _____.
 - At night, we sleep in the b _____.
 - We eat our meals in the d _____.
 - We wash or have a shower in the b _____.

/ 5 points

Furniture

- 2 Put the letters in the correct order to make furniture and things in a home.

- | | |
|------------------|------------------|
| 1 bleat _____ | 5 adrewrb _____ |
| 2 trodraia _____ | 6 badprouc _____ |
| 3 wheros _____ | 7 etiolt _____ |
| 4 mihracra _____ | |

/ 7 points

Food and drink

- 3 Write the names of the food and drink in the pictures.



/ 6 points

Total: / 40 points

Test yourself Unit 4

Reach higher



gateway

to the world



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