

6

On the move!

How can I help exchange students in my town?



1 Look at the photo and answer the questions.

- 1 What can you see?
- 2 Why do you think the boy is there?
- 3 How do you think he is feeling?
- 4 How does the photo make you feel?

2 Check that you know the airport words below. Write two more.

bus car park check-in
departure gate security terminal

3 Write definitions for your two words. Read the definitions to a partner. Can they guess the words?

- 1 _____
- 2 _____

4  Listen to the conversation at a departure gate in an airport. Answer the questions.

- 1 What was the first problem for James?
- 2 What happened when he got to check-in?
- 3 Where was his passport?
- 4 Why did the security guard stop James?

5 Help James get to check-in, through security and then to the departure gate to meet Melania. Draw a path using arrows

↑ ↓ ← → .

- Use each square only one time
- Don't use squares with .

CODE CRACKER

Start here					Security	
						
						
		Check-in				Departure gate
						

Airports and travel

VOCABULARY

I will learn words for places in an airport.

1 Read and complete.

check-in departure gate luggage
passport security takes off terminal

A JOURNEY

THROUGH AN AIRPORT

When a traveller arrives at an airport to catch a plane, they first go to the correct **1** _____ and then to **2** _____. Here, the traveller's **3** _____ and other documents are looked at. Also, any **4** _____ is weighed before it goes on a special machine to the aeroplane. The traveller goes through **5** _____ and makes their way to the **6** _____. They get on the plane, which shortly **7** _____ to its destination.

EXTRA VOCABULARY

2 Look and label the picture below.

aisle aisle seat emergency exit
flight attendant overhead locker
seatbelt window seat

3  Listen and repeat.
Which word doesn't belong?
Which sound is it?

- 1** fire wire flour tyre
- 2** require power hourglass our
- 3** overpower iron sunflower tower
- 4** entire empire wire sour



I can use words for places in an airport.



Language lab

GRAMMAR 1: PRESENT PERFECT CONTINUOUS

I will learn about the Present Perfect Continuous.

1 Complete the sentences with the correct form of the words in brackets.

- 1 I _____ (wait) here for more than an hour!
- 2 He _____ (not feel) well since he woke up this morning.
- 3 'How long _____ (you/live) here?'
'Oh, for about five years.'
- 4 It _____ (rain) since yesterday.
- 5 'How long _____ (he/study) English?'
'Since he was five.'



2 Circle the correct words to complete the sentences.

- 1 They've been playing tennis **for** / since 12 o'clock.
- 2 I've been doing my homework **for** / since two hours.
- 3 Has Olivia been living here **for** / since 2017?
- 4 We've been planning our holiday **for** / since months.
- 5 He's been eating that pizza **for** / since nearly an hour!



3 Write sentences using **for** or **since**.

- 1 Pedro / study / five o'clock

- 2 Elena / train / for this race / last summer

- 3 I / live here / I was born

- 4 we / come here / years

- 5 she / think of / emigrating / the middle of December

4   **What is the difference between emigration and immigration?**
Discuss with a partner. Then listen and complete the notes.

Emigration is when _____
_____.

Immigration is when _____
_____.

5  **Listen again. Complete what the people are saying.**

- 1 'How long have people been _____ to other countries?'
- 2 'I think they have been doing this _____ a very long time.'
- 3 'We think humans have been _____ for 200,000 years.'
- 4 'It's because conditions in other countries are sometimes _____ than in our own.'
- 5 'People sometimes move to join their _____ in a different country.'

6 **Read and solve the maths problem below.**

**MATHS
ZONE**

People have been moving from country to country for many thousands of years. Every year in the UK, people leave to live elsewhere and people come from a different place to live in the country. The population of the UK at the start of 2019 was 67,141,684. During the year, 351,000 people emigrated, but 625,000 decided to move to the UK.

What was the population of the UK at the end of 2019? _____

7  **Work with a partner. Give a reason for situations 1–4.**

- 1 She looks tired.
- 2 He's cold.
- 3 You're very, very hungry.
- 4 They're hot.



She looks tired.

She's been travelling for eight hours.



I can use the Present Perfect Continuous.



Story lab

READING

I will read a comic strip story.

LOST!

1 Look at the words from the story. Choose five of them and write a correct and an incorrect definition for each. Give your definitions to a partner. Can they choose the correct definition?

for ages miss to spot sweets a trail
security announcements anxious teddy bear the rest

2  Discuss with a partner.

- 1 When was the last time you felt anxious? What made you feel this way?
- 2 How often do you eat sweets? What type is your favourite?
- 3 What haven't you done for ages?
- 4 Have you ever missed someone that you haven't seen for a long time? Who?
- 5 Did you use to have teddy bears when you were younger? If so, describe one.

3 Read and circle T (True) or F (False). Correct the false sentences.

- 1 Alex and his family have been planning their move to Vietnam for a long time.

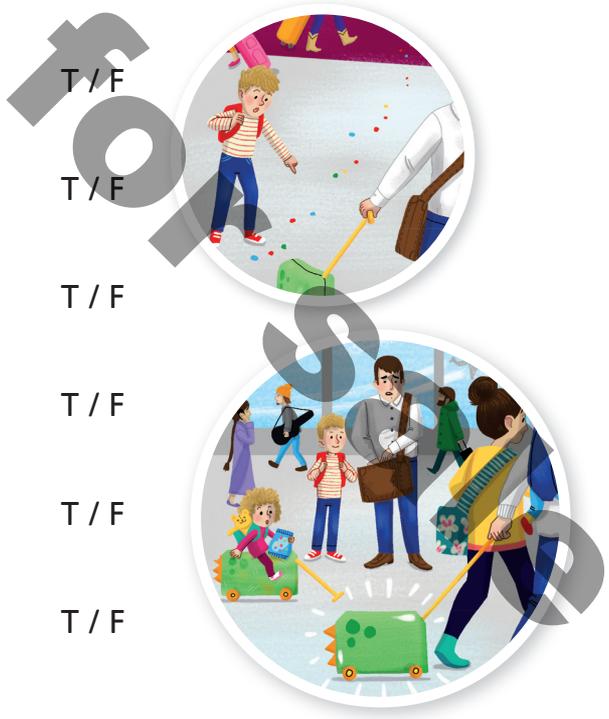
- 2 Alex's mum has been working in Hanoi for six months.

- 3 Alex has been missing his mum a lot.

- 4 Amelie has been eating a lot of sweets.

- 5 Alex follows the trail of sweets out of arrivals.

- 6 Amelie has been riding on someone else's bicycle.



T / F
T / F
T / F
T / F
T / F
T / F

4  Which is the route that Dad and Alex followed? Look and tick .

a

 security	 restaurants and cafés	 departures	<input type="checkbox"/>
---	---	---	--------------------------

b

 departures	 passport control	 restaurants and cafés	<input type="checkbox"/>
---	--	--	--------------------------

c

 departures	 restaurants and cafés	 arrivals	<input type="checkbox"/>
--	--	--	--------------------------

5  Listen to the conversation between Alex and his mum when he arrives in Vietnam. Where is the flat?

6  What was Alex's life like in the UK? How will it be different in Vietnam? Listen again and make notes.

	The UK	Vietnam
House		
Place		
Food		
School		

7  Which do you prefer: Alex's life in the US or his life in Vietnam? Discuss with a partner.

I can read a comic strip story. 

Experiment lab

TECHNOLOGY: IRIS RECOGNITION

I will learn about biometric technology.

1 Read and match.

- 1 The coloured part of our eyes ●
 - 2 No two irises ●
 - 3 Biometrics is a type of technology ●
 - 4 You can find iris recognition ●
 - 5 An iris scanner matches your iris ●
- in airports, for example.
 - is called the iris.
 - to information in a database.
 - are the same.
 - that looks at the unique features of the body.

2 What conclusion does the author of *Iris Recognition* come to?

3 Read and listen to the text about another type of biometrics. Can a person's fingerprints be the same as someone else's in the world?

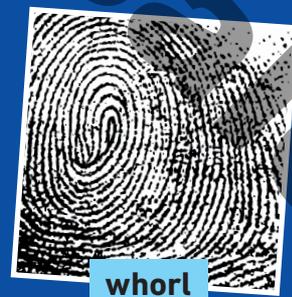
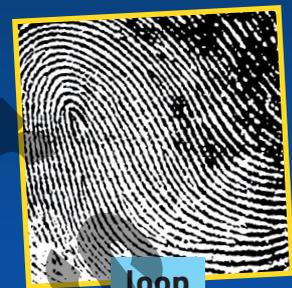
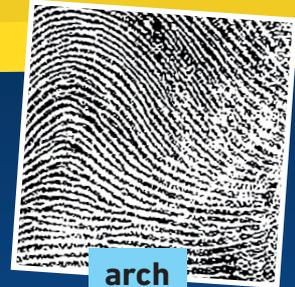
FINGERPRINTS

You see iris recognition in airports and you use voice recognition with your smartphone. So, if you think that biometrics is a recent technological advance, you're wrong. We've been using biometrics for decades.

HOW? Take a very good look at your fingers. The shapes in the skin of your fingers are called fingerprints and police use these to identify criminals. When police go to the scene of a crime, they check if the criminal has left any fingerprints. If so, these can be used to identify the criminal.

HOW? Everyone's fingerprints are different. There are three types of fingerprint shape – arch, loop and whorl. For each person, these are slightly different, so what you see on your fingers is unique to you.

Despite this, using this type of biometric to capture criminals is not perfect. Innocent people have sometimes been sent to prison because of a mistake by the police. They've found other fingerprints at the scene of the crime and arrested the wrong person. Biometrics help to keep us secure and they make life easier for many, but we mustn't trust them 100% all the time.



4  Use the steps below to check your fingerprints. Compare them with the rest of the class.

- 1 Rub the pencil on paper. Press your finger down onto the paper and move it from side to side.
- 2 Press your finger onto the sticky side of the tape. Then stick the tape onto the other piece of paper.
- 3 Has your fingerprint got an arch, a loop or a whorl?



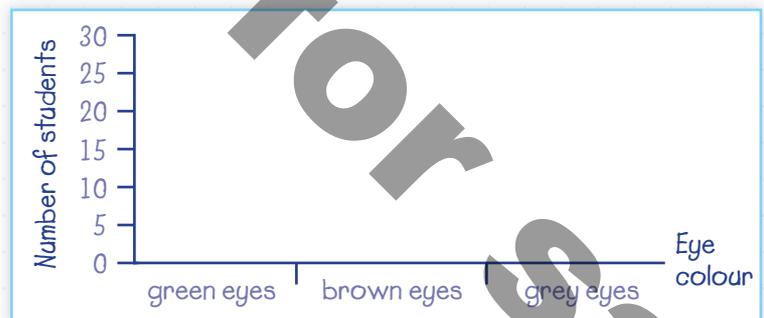
5  Go online to research answers to the questions below. Then discuss with a partner.

- 1 We use iris recognition in airports. Where else do we use iris recognition?
- 2 What are the advantages of using biometrics?
- 3 What are some disadvantages of using biometrics?
- 4 How do you think biometrics will be used in the future?

EXPERIMENT TIME

Report

1 Complete the graph below.



2  Think about your experiment. Discuss with a partner.

- What worked?
- What went wrong?
- What will you do differently next time?

I know about biometric technology.



Have we arrived yet?

COMMUNICATION: *JUST, ALREADY, YET, STILL*

I will talk about recent events.

1 Juan now lives in a different country. Complete the text about his first few days in his new home. Use **just, already, yet** or **still**.

We've **1** _____ emigrated to a new country because my dad got a new job. I **2** _____ haven't started a new school because it's the summer holiday. My sister has **3** _____ made a lot of friends in the neighbourhood, but I haven't made any **4** _____. Dad has **5** _____ started his new job. It was his first day yesterday and he was so nervous. Mum is looking for work, but she hasn't found anything **6** _____.
I **7** _____ haven't sent my friends from home my new address. I promise I'll do this tomorrow!

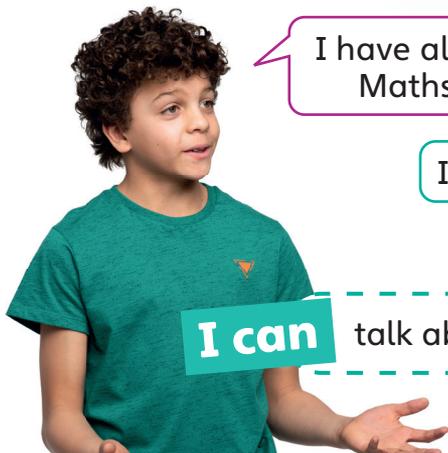


2 Complete the table below with information from **1**.

This has happened	This hasn't happened
1 _____ <i>We've just emigrated.</i>	1 _____
2 _____	2 _____
3 _____	3 _____
	4 _____

3 Copy and complete the table in **2** with things you have done and things you haven't done this week. Remember to use **just, already, yet** and **still**.

4  Discuss your table with a partner.



I have already done my Maths homework.

I haven't done mine yet!

I can talk about recent events.



Writing lab

GIVING FEEDBACK

I will write a feedback form.

- 1 Read the online reviews for a hotel. Which reviews are negative and which are positive?

Hotel Reviews Restaurant Reviews Write a review More ... Search

Best place ever ★★★★★
I've just spent three nights at your amazing hotel. Can I just say that the experience was wonderful? My husband and I were impressed by everything at your hotel, but the best thing was the helpful receptionist. It was our first time in your city but, luckily, the receptionist gave us a lot of helpful recommendations. Thank you! *Mrs Janssen, Copenhagen*

Disgusting ★☆☆☆☆
Unfortunately, I stayed at your hotel during a visit to the city for work and I still haven't recovered from the experience. Firstly, it was so noisy that I couldn't sleep. The other hotel guests made so much noise! I complained to reception, but they didn't seem interested. Secondly, the food was terrible. I ate in the restaurant, which was a dreadful experience. My dinner wasn't cooked and then my breakfast was cold. Never again!
Simon Timpson, London

Brilliant room service ★★★★★☆
There are many good things about your hotel. It's clean and it's near the city centre, but I think the best thing is the room service. I was very hungry, so I ordered something to eat late at night. Thankfully, the food arrived within five minutes. I will return to your wonderful hotel. *Gulia, Milan*

- 2 Read the reviews again. Circle the adverbs that show a sequence of events and underline the adverbs that add emphasis.

- 3  Think about all the bad things that can happen when you stay at a hotel. Use the reviews in 1 to help you. Discuss with a partner.

- 4 Write your review of a bad experience. Remember to use adverbs that show a sequence of events and adverbs that add emphasis.

- 5  Read your review to the class. Who had the worst experience?

I can

write a feedback form.



PROJECT AND REVIEW UNIT 6



Create a welcome pack to help exchange students to settle in

Project report

1 Answer the questions.

- 1 What information surprised you about your nearest airport?

- 2 What did you need to think about when you were deciding what help Luke and Gabby needed in the airport?

- 3 Was it more difficult to think about the help that Luke needed or that Gabby needed?

- 4 Why do you think Luke/Gabby gave you the feedback that they did?

- 5 How did you decide what information about yourself to include in the welcome pack?

- 6 What other information did you include in your welcome pack? Why did you include that information?

- 7 Was it easier to be the Welcome Buddy or Luke/Gabby in the role-play? Why?

2 Complete your project report.

- My report was about:

- I used the following sources to find information:

- Examples of visuals in my welcome pack include:

- I used the following materials in my welcome pack:

3 Present your report to your family and friends.

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I can create a welcome pack to help exchange students to settle in.



1 Look through the unit. Find and write:

1 Four words related to airports and travel:

3 Three fingerprint shapes:

5 A verb that means to be sad about not seeing someone for a long time:

2 An adjective to describe someone who is worried about something:

4 Four things you can find inside an aeroplane:

6 Two types of biometrics:

2 Think and discuss.

1 What's the difference between the verbs *to take off* and *to land*?

2 How are emigration and immigration different?

3 Why do some people move to another country?

4 What is biometrics?

5 Why do we normally give feedback?

3 Complete the sentences with the correct form of the words in the box.

look for study travel watch wear

1 They _____ for ages, but they still haven't arrived.

2 She _____ hard, so she might not pass the exam.

3 Have you seen my glasses? I _____ them, but I can't find them.

4 We _____ a brilliant TV series. It's called *Crime City*. It's so exciting.

5 _____ (you) my coat? I don't know where it is.

4 Work with a partner. Imagine you are late for your lesson. Think of as many excuses as possible.

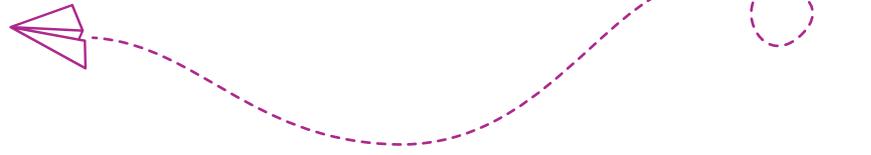
Sorry we're late.
We've been studying
in the library.



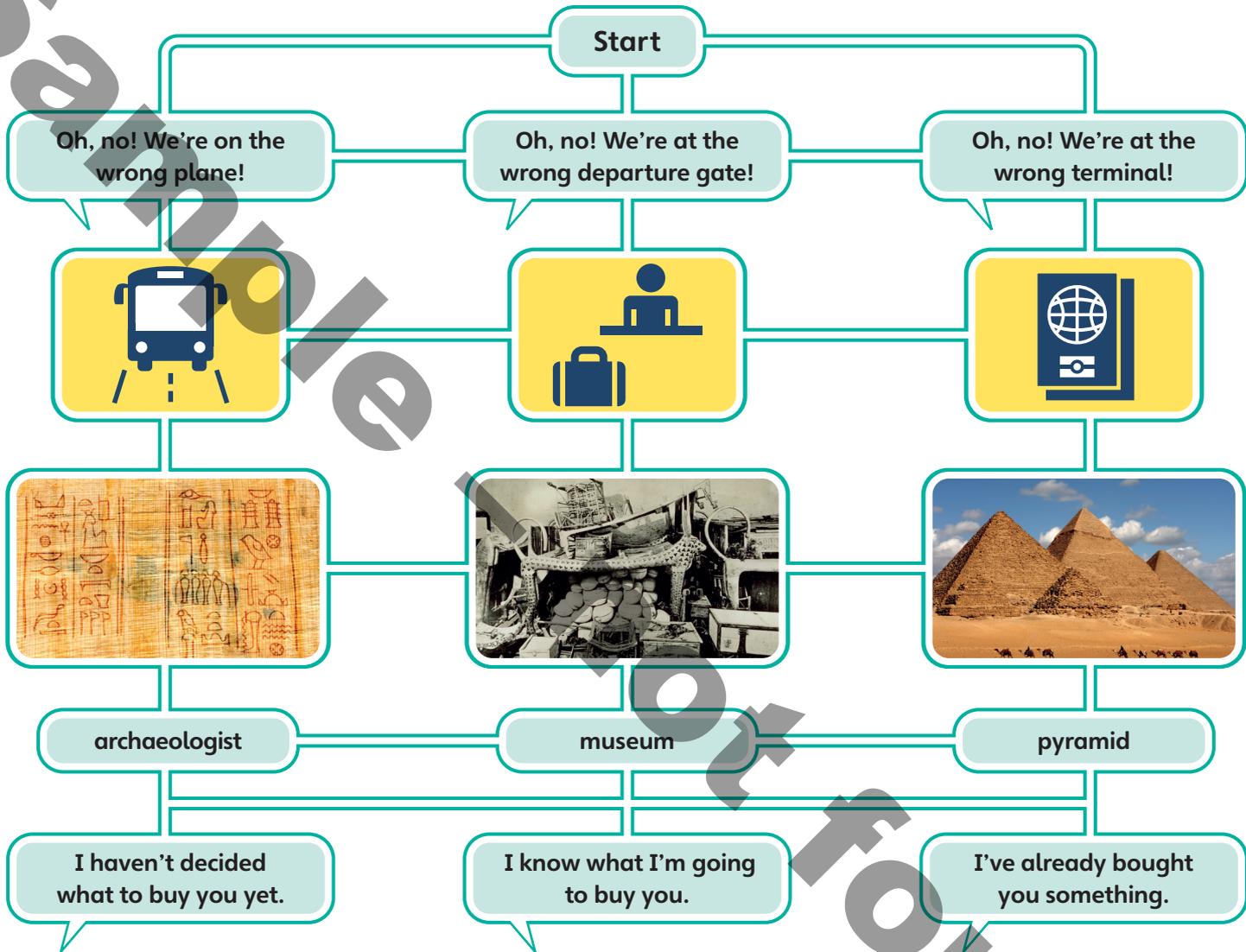
Now go to your Progress Chart on page 4.

3 Checkpoint

UNITS 5 AND 6



1  Listen and follow Amir's path.



2 Complete with words from 1.

- 1 Show your ticket and hand in your luggage at the _____ desk, before you get on the plane.
- 2 A _____ was the burial place of many pharaohs.
- 3 An _____ digs in the ground to find ancient objects.
- 4 Some very big airports have got several different 'mini airports' or _____s.
- 5 Passengers wait at the _____ before they get on the plane.

3 Read Amir's feedback about his trip to Luxor. Answer the questions.



Our trip to Luxor was one of the best parts of my holiday in Egypt. Of course, the highlight was the Valley of the Kings. A tip for anyone who is planning to visit: take a torch! The underground rooms were very badly lit and you can't take photos, so a torch is useful. I also recommend the Luxor Museum. It was opened in 1975. In the Luxor Museum, you can see several of the treasures that were found in King Tut's burial site. But the best thing about the museum is the mummies of two pharaohs, Ahmose I and Ramesses I. Interestingly, these were only put in the museum when a new part was built in 2004. I also enjoyed my visit to the second floor, where visitors can see exactly how papyrus was grown and then made into paper. Don't miss the 16 statues that were discovered by archaeologists working at Luxor Temple in 1989.

- 1 Why did Amir find a torch useful?
- 2 When was a new part of the building added?
- 3 What was put in the new part?
- 4 What can visitors learn about on the second floor?
- 5 Where were the 16 statues discovered? By whom?

4 Choose one famous place and write a fact file.

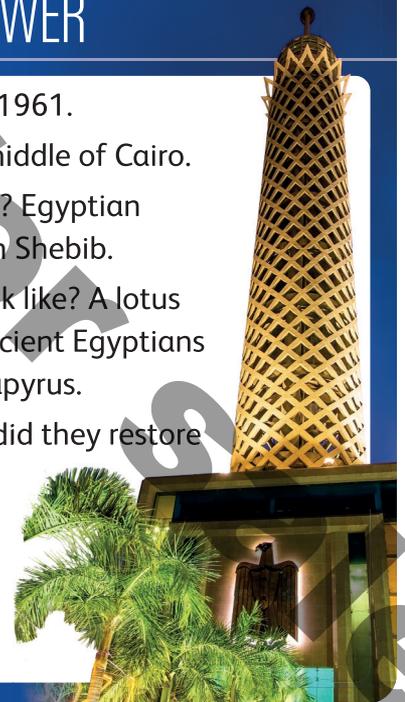
THE LIGHTHOUSE OF ALEXANDRIA

- Who built it and when? Pharaoh Ptolemy II, in the third century BCE.
- Where? It's on the island of Pharos, just off the coast of Alexandria.
- How did the light work? A fire provided the light.
- What happened to the building? Earthquakes damaged it between 956 and 1323 CE.
- Who discovered it again, and when? In 1968, archaeologists discovered parts of the building.



THE CAIRO TOWER

- When? 1956 to 1961.
- Where? In the middle of Cairo.
- Who designed it? Egyptian architect Naoum Shebib.
- What does it look like? A lotus flower, which ancient Egyptians used to make papyrus.
- When and how did they restore it? Between 2004 and 2009; builders added four more floors and a lift.



5 Work in pairs. Ask and answer about the place your partner wrote about.

The United Kingdom

CULTURE

1 Find the words in the text. Write definitions in your own words.

1 treasures _____

2 relics _____

3 cutlery _____

4 remains _____

5 extinct _____

6 fossil _____

2 Read *Oxford and Its Museums*. In which museum can you see ancient pottery?

OXFORD AND ITS MUSEUMS

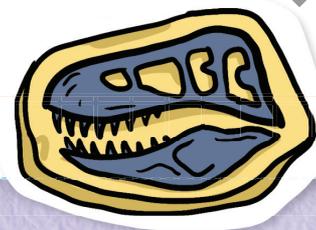
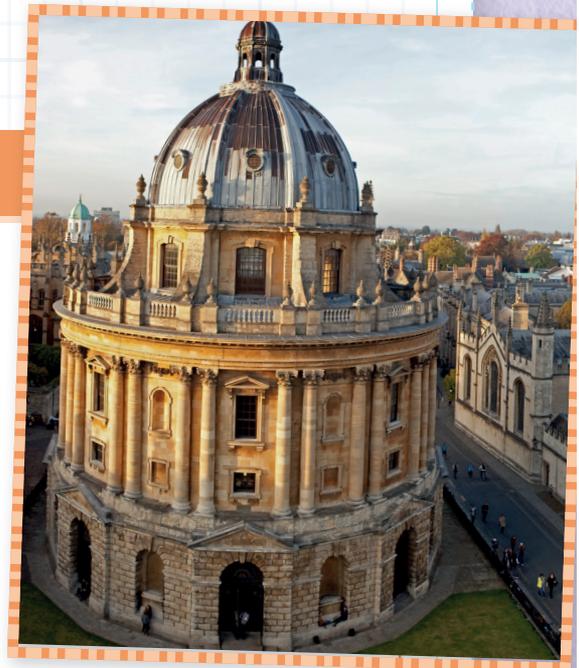
Oxford is a small city in the southeast of England. It's home to the oldest university in England, the University of Oxford, which is also one of the oldest in the world. In the city centre, there are many attractive, historic buildings, which all belong to the different colleges that the university consists of. Many tourists from around the world visit Oxford every day to see these buildings, many of which can be seen in films and TV series. There are also two famous museums in Oxford, both of which belong to the university.

The Ashmolean Museum

This is one of the oldest museums in the world. It first opened in 1678 to show the public of Oxford some of the university's treasures. Inside the Ashmolean, you can see many important relics from different periods in history. From ancient Egypt, there are mummies and sculptures of important people, and different pieces of pottery. Some of these are nearly 3000 years old. You can also find Japanese clothes and jewellery, which are about 600 years old, paintings done by Native Americans and sixteenth-century plates and cutlery from the Middle East.

The Museum of Natural History

This is near the Ashmolean, so you can visit both in the same day. This museum opened in 1860 and is famous for its collection of very old, strange animals. Here you can find the only existing remains of the dodo. This was a large bird from New Zealand that became extinct in the eighteenth century. There are fossils of dinosaurs that have been found near Oxford, as well as a replica skeleton of the most famous dinosaur of them all: the tyrannosaurus rex!



3 Read again and answer the questions.



1 Why do a lot of tourists visit Oxford?

2 Why did the Ashmolean Museum open?

3 What relics from ancient Egypt can you see in the Ashmolean Museum?

4 When did the dodo become extinct?

5 Which museum is older: the Ashmolean or the Museum of Natural History?

4 Read again. Complete the table below with the correct information. Write *NG* if the information is not given.

	British Museum	Ashmolean Museum	Museum of Natural History
First open?			
How many pieces in collection?			
Famous pieces in collection			

5 Research and write a description of a museum that you know in your country.

Think about:

- when the museum first opened
- how many pieces are in the collection
- what famous pieces are in the collection

The museum I chose is the Huntington History Museum. It's a small museum in ...

6 Present your description to the class.



I know about culture in the United Kingdom.