

1 Welcome to my world

Reading and vocabulary

- 1 WHAT DO YOU THINK?** Look at the photos and the title of the article. How do you feel about climate change? What are the biggest issues facing the environment?
- 2 Read the article and discuss the questions.**
 - 1 What did Greta protest about?
 - 2 How did she protest?
 - 3 Do you think it made a difference? What other ways can people make a difference?

Strategy Scanning for specific information

If you need to find specific information in a text, like a name or a number, you do not need to read every word. You can quickly scan the text for key words.

To scan a text:

- decide what information you want to find: a number, a date, a time, a name.
- move your eyes quickly down the page until you find the information.
- do not read whole sentences until you have found your answer.

- 3 Read the strategy. Scan the article and complete sentences 1–7.**
 - 1 When she was in school, Greta Thunberg got up at _____ on Fridays.
 - 2 Greta's first protest was in the city of _____.
 - 3 Her school strike for climate began in _____.
 - 4 In 2019, _____ million people supported her protest.
 - 5 The people who supported her protest were from _____ different countries.
 - 6 Greta first heard about climate change when she was _____.
 - 7 Greta almost won a _____ prize.
- 4 Read the article again and answer the questions.**
 - 1 How often did Greta go to the parliament building? How did she get there?
 - 2 How did her strike become well known?
 - 3 What did she think about climate change when she was eight?
 - 4 Why did she stop talking to people?
 - 5 What helped her start talking again?
 - 6 What changes did Greta persuade her family to make?
 - 7 What quality do Greta's parents admire in her?
 - 8 Why don't some people support Greta?
- 5 REACT Discuss the questions.**
 - 1 Do you think Greta is right not to go to school? What other ways can we raise awareness about climate change?
 - 2 Do you think teenagers care more about environmental issues than adults? Why / why not?

NEWS TODAY

CLIMATE CHANGE SUPERSTAR



Every Friday, Greta got up at 6 a.m. and had breakfast. After breakfast, she got on her bike, but she didn't go to school. Instead, she cycled to the parliament building in Stockholm and started her protest. Meet Greta Thunberg – superstar of the climate change movement.

Greta's 'school strike* for climate' began in 2018 and quickly went viral*. Millions of young people shared her photo on mobile phones and laptops. The hashtag '#FridaysforFuture' was typed into keyboards all over the world. A year after her first strike, Greta spoke at the UN climate summit in New York and led one of the biggest environmental protests ever – over 3 million people in 169 countries joined her. 'Now I am speaking to the whole world,' she wrote on Twitter. Not even the pandemic stopped the movement – Greta organised weekly climate strikes on the internet. People posted photos of themselves with their protest signs and the hashtag '#ClimateStrikeOnline'.

So how did it all begin? Greta first heard about climate change when she was eight years old. Back then she didn't believe it was true because people weren't doing anything about it. Then she watched films about the environment at school and saw plastic in the ocean and starving polar bears. 'My classmates were concerned when they watched the film, but when it stopped, they started thinking about other things. I couldn't do that,' she says. Greta was interested in why climate change was happening and keen on finding out more. She realized that the problem had reached such an alarming level that everyone had to do something. She felt that those who didn't, as well as governments who refused to help, should be ashamed of their inaction. But the more she read about the problem, the more she worried. In fact,

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she was so anxious about its effects, that she stopped speaking and didn't go to school. Then she realized she could do something about it, and that's when she started to get better.

Greta decided to make her family's lifestyle more eco-friendly*. She persuaded her mother, who travelled a lot for her work, to stop flying. Then she persuaded her family to give up meat and to add more fruit and vegetables to their shopping lists. She got them to make other changes, too – they bought an electric car and used bikes or bought bus tickets to get around.

Greta's parents are proud of her determination. Today, she has a very different lifestyle to most young people, but she doesn't feel like she is missing out. 'I don't need to fly to Thailand to be happy,' she says. 'And I don't need to buy (new) clothes.'

However, not everyone supports Greta. Some people criticize her and say she's too young to know what she's talking about. And although she's fed up with the attacks on social media, she isn't afraid of the bullies, and they haven't stopped her spreading her message.

Greta's ID card tells us she's a young person, but she talks like a leader, and world leaders are listening. She's spoken at the United Nations, almost won a Nobel peace prize, and she's appeared on a postage stamp! But despite these achievements, Greta is most excited about the next climate protest, and she knows she's not alone. 'This is just the beginning!' she posted on Twitter. 'The people have spoken and we will continue to speak until our leaders listen. We are the change and change is coming.'

V Insight Adjectives + prepositions: feelings

6 Study the adjectives in questions 1–8. Scan the article to find the missing prepositions. Then work in pairs and answer the questions.

- Which sports are you **interested** _____?
- Which school subjects are you **keen** _____?
- What things might people feel **ashamed** _____?
- What do you get **anxious** _____?
- Which achievements are you **proud** _____?
- What do you get **fed up** _____?
- What are you **afraid** _____?
- What do you get **excited** _____?

V Insight Compound nouns: everyday objects

7 A compound noun is a word or phrase that has two or more parts that combine to make a single meaning, for example, *car park*. Find compound nouns in the article to match definitions 1–6.

- a portable machine that lets you call people _____
- a portable computer _____
- a set of keys on a computer _____
- a note of the things you want to buy _____
- a piece of paper that lets you travel from one place to another _____
- a document that shows who you are _____

8 Make ten compound nouns with the words below.

computer
parking credit
shopping concert
birthday key car

+

ring game
centre card
ticket bag
program keys

9 **TASK** Work in groups. Think about your everyday life. What types of changes could you make to help stop climate change? Brainstorm ideas, then choose your top three. How do you think they will help?

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Glossary

- * strike = when you protest against something by refusing to go to work or school
- * go viral = when a picture or information on social media is shared by a lot of people
- * eco-friendly = not bad for the environment

Grammar

Present simple and present continuous

1 WHAT DO YOU THINK? Read the definition and discuss the questions.

- 1 Why do some young people work as volunteers in other countries?
- 2 Would you like to be a volunteer? Why / why not?

volunteer /ˌvɒləntɪə(r)/ *noun* a person who works for no payment

2 Read the interview and answer the questions.

- 1 How does Dean describe: Nepal? the people? the work? the weather? learning Nepali?
- 2 What does Dean do: in the mornings? in the afternoons? in the evenings?
- 3 What is Dean doing: right now? this afternoon? later this week?

A day in the life of a volunteer

Dean Williams is 18 years old. He is working as a volunteer in Nepal for a month. He's helping to build a new water system in a village in the mountains with five other volunteers. ¹At the moment, he's talking to us about the project.

What do you think of Nepal?

It's an amazing place! ²I love it here, and I really like the people – they are so friendly! The village doesn't have a clean water system yet, and there's no electricity. Everyone cooks over a wood fire and uses torches or candles at night. Life isn't easy, but everyone seems happy.

³What do you do every day?

I get up at 6.00 a.m. because I always start work at 7.00 a.m. The work is hard, so we often finish at 1.00 p.m. ⁴It's quite hot in the daytime, so we don't usually work in the afternoons. However, I sometimes teach English to the children in the village. It gets dark at about 5.30 p.m., so in the evenings we usually read or play games. I'm never bored.

**⁵Are you working on the water system today?**

Well, I'm not working right now because it's lunchtime. I'm sitting in my room and trying to keep cool. This afternoon I'm learning Nepali – it's a very difficult language!

What are you doing this week?

⁶We're laying some new water pipes tomorrow and on Thursday, but we aren't working this Friday because the village is having a festival. We're planning a trip to Kathmandu at the weekend and we're very excited!

3 REACT Work in groups and discuss the questions.

- 1 How is Dean's life in Nepal different from your life at home?
- 2 What do you think Dean is learning from his experience as a volunteer?
- 3 What do you think you would learn from being a volunteer?

Grammar Insight**4 Read the interview again. Match sentences 1–6 in the interview to rules a–f.****We use the present simple:**

- a to talk about routines or habits, especially with adverbs of frequency such as *always, never, often, sometimes, usually*, and with time expressions such as *every day*.
- b to talk about facts and general truths.
- c with verbs that describe states: *believe, hate, know, like, love, need, prefer, understand, want*.

We use the present continuous:

- d to talk about actions that are happening now.
- e to talk about actions that are happening around now.
- f to talk about planned future arrangements.

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5 Make questions. Then work in pairs and answer the questions.

- 1 what / Dean / do / at the moment?
- 2 he / always / work / in the mornings?
- 3 the volunteers / work / at the moment?
- 4 what / Dean / like / about Nepal?
- 5 he / study / this afternoon?
- 6 what / the volunteers / do / this weekend?

6 Complete the text about voluntourism with the present simple or present continuous form of the verbs in brackets.

7 1.1 **Work in pairs. Look at photos 1 and 2. What are the people doing? What type of projects are they working on? Listen to two podcasts and check your answers.**

8 1.1 **Listen again and complete the information about Carlos and Rosie in the table.**

	Carlos	Rosie	Your project
Name of project	1	Sea Turtle Project	
Location	Costa Rica	5	
Number of people	2	seven	
Duration	one month	6	
Working hours	3	10.00 p.m.–1.00 a.m.	
Difficulties	water heavy to carry; a long way from local town	7	
Benefits	learning a new language	8	
Current activity	4	9	

9 TASK **Work in pairs. Choose one of the projects below and follow these steps.**

- 1 Imagine you are working as volunteers on the project. Complete the table in exercise 8 for your project using your own ideas.
- 2 Write a short podcast describing your project. Use the interview in exercise 2 and the podcasts in exercise 7 to help you. Check that you use the present simple and present continuous correctly.
- 3 Record your podcast on a phone or other device. Share it with the class.

Voluntourism

Every year, many young people ¹_____ (take) time out from their work or studies and travel abroad. Some of them ²_____ (not stay) in hotels and they ³_____ (not sunbathe). Instead, they ⁴_____ (help) people in developing countries with local projects. This new way of travelling is called 'voluntourism'.

According to a recent travel survey, 25% of young people are interested in voluntourism. Organizations like BUNAC and Raleigh International ⁵_____ (match) people to projects around the world. These organizations ⁶_____ (make) a big difference in countries where children ⁷_____ (not go) to school, or people ⁸_____ (not have) access to clean water or healthcare. Volunteers often ⁹_____ (build) new schools or healthcare facilities in Africa and Asia.

South America is a very popular destination, too, and right now hundreds of volunteers ¹⁰_____ (work) there. 19-year-old Matt Baker is a volunteer from the UK. At the moment, he ¹¹_____ (teach) English in Chile. 'I ¹²_____ (fly) home at the end of this week, but more volunteers ¹³_____ (arrive) tomorrow. It's a great experience, so I ¹⁴_____ (want) to volunteer again next summer. You see the world, learn about different cultures and help people, too!'



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Volunteer opportunities with OnePlanet

- ▶ **India** build a village health centre
- ▶ **Kenya** help to study and protect wildlife in danger
- ▶ **Peru** teach English to primary school children

☰ □ <

Listening and vocabulary

1 WHAT DO YOU THINK? Discuss the questions.

- 1 When you go on holiday, where do you usually stay?
 ■ Airbnb ■ in a hostel ■ in a hotel ■ on a campsite ■ with family or friends
- 2 Where is the best place to stay if you want to meet people when you are travelling?
- 3 Would you stay at a stranger's home if it was very cheap? Why / why not?

2 🎧 1.2 Read the definitions. Then listen to the introduction to a radio interview. What do you think a 'couch surfer' is?

3 🎧 1.3 Listen to the complete radio interview and choose the correct answers.

- 1 What is the speaker's main purpose?
 a to say thank you to couch surfers
 b to warn people about staying with strangers
 c to explain the benefits of couch surfing
- 2 How do couch surfers usually thank people?
 a They pay for their accommodation.
 b They give people a small gift.
 c They pay for meals.
- 3 How does Lucas describe most couch surfers?
 a They are mostly older people.
 b They are mostly younger people.
 c They are mostly people with families.
- 4 Where are the members of www.couchsurfing.com from?
 a Europe and South America b the USA and Canada c all over the world
- 5 What is the most important thing for couch surfers?
 a to volunteer for local projects b to experience new cultures c travel cheaply
- 6 Where is Mika staying right now?
 a Canada b Alaska c Australia
- 7 What are couch surfers not doing?
 a changing people b changing the world c changing cultures



couch /kaʊtʃ/ *noun*
 a long seat, often with a back and arms, for sitting or lying on

surfer /'sɜːfə(r)/ *noun*
 1 a person who rides on waves, standing on a special board
 2 (informal) a person who spends a lot of time using the internet

4 REACT Work in pairs and discuss the questions.

- 1 What are the benefits of couch surfing for:
 a the couch surfer? b the people they stay with?
- 2 Which do you think is better?
 a to travel cheaply and experience more b to travel comfortably and experience less

V Insight Collocations with *make* and *do*

5 A collocation is a group of words that are often used together. Study the examples in the table. Then add these words from the radio interview to the table.

■ a choice ■ a difference ■ a meal ■ a sport ■ friends ■ good (n) ■ the housework ■ your best

make			do		
a mistake	an excuse	a journey	homework	a crossword	(someone) a favour
a phone call	a mess		well	your hair	

6 Complete the sentences with the correct form of collocations from exercise 5.


- 1 Anya's a great cook. Last Sunday, she _____ for the whole family.
- 2 Can you _____ and lend me ten euros? I left my money at home.
- 3 Sorry I'm late – I _____. I thought we were meeting at 7.30 p.m.
- 4 Tom is volunteering at a school in Nepal. He wants to _____ to children's lives.
- 5 Everyone at my school _____ – usually football, basketball or hockey.
- 6 There's no mobile signal here, so you can't _____.
- 7 It doesn't matter if you didn't win the football game – I know you _____.
- 8 Are you shy when you meet someone new or do you find it easy to _____?

Speaking

Asking for personal information

7 Look at the photo and discuss the questions.

- Where are the two people?
- Do you think they know each other?
- What do you think they are talking about?
- How do you think they feel?

8  1.4 Listen to a dialogue. Where is Ella from? Does she like London? What does Max suggest doing?9  1.4 Complete the phrases from the dialogue. Then listen again and check.

Asking for personal information	Responding
How do you ¹ _____?	Me neither.
² _____ are you from?	Really?
What's it ³ _____ there?	It's very different from ...
What do you think ⁴ _____?	Actually, I love it.
So what do you do ⁵ _____?	I usually ...
Are you ⁶ _____ running?	Yes, I am. That sounds great.

10  1.5 Complete the dialogue with the phrases below. Then listen and check.

- I'm not bad. ■ I've got one brother. ■ Me too! ■ No, he doesn't.
 ■ play basketball ■ She's my neighbour.

Tom Are you enjoying the party?
Mary Yes, I'm glad Jade invited me.
Tom So, how do you know Jade?
Mary ¹_____ What about you?
Tom I'm in the same class as her brother, Chris.
Mary Right. Have you got any brothers or sisters?
Tom ²_____ He's older than me.
Mary Does he go to our school, too?
Tom ³_____. He works at the museum.
Mary That's interesting. I sometimes go there with my friends. What do you do after school?
Tom I usually hang out with friends, listen to music or ⁴_____.
Mary Really? Are you good at basketball?
Tom ⁵_____. Why don't you come along?
Mary No, thanks – I'm not keen on it, but I'm good at tennis.
Tom ⁶_____. Why don't we play tennis on Saturday?

11 Read the dialogue again. Underline two questions which ask about free-time activities and two questions which ask about family and friends.

 Global skills Showing interest

We can show interest in what someone says by responding positively using expressions like *Really?*, *Great!* or *That's interesting*. We can also ask a follow-up question.

- A *What do you do at the weekend?*
 B *I play the saxophone in a band.*
 A *That's interesting. What kind of music do you play?*

12 Why is it important to show interest and ask follow-up questions?

13 TASK Work in pairs. Choose one of these situations or use your own idea. Prepare a dialogue following steps 1–3 below. Use the dialogue in exercise 10 to help you.

Situation 1: You are at a wedding. You both know the people getting married.

Situation 2: You are at a summer barbecue. You both know the person giving the party.

Situation 3: You are at a sports competition. You both know one of the competitors.

- One of you should introduce yourself and ask a question.
- Ask more questions to find out personal information about each other.
- Find an activity you both enjoy and suggest meeting later.

Reading and vocabulary

1 WHAT DO YOU THINK? Discuss the questions.

- 1 Which languages and cultures can you find in your country?
- 2 How are they similar or different to each other?

2 Read the article. How is Manuela's journey similar to your own journey to school? How is it different?

3 Read the article again and complete the sentences. Use three words in each sentence.

- 1 Manuela is on the train because she is _____.
- 2 The train is special because every station is like _____.
- 3 In 1917, people moved to Queens because there _____.
- 4 People came to New York because they wanted to find _____.
- 5 Tomas Garcia worked hard, started saving and _____.
- 6 The people in Tomas's bakery are from Mexico, _____.

GS Global skills Culture

4 Work in pairs and discuss the questions.

- 1 Are there any stops on the Number 7 route you'd like to get off at and explore? Why / why not?
- 2 What benefits might there be when different cultures live together?

V Insight Phrasal verbs with get

5 Study the highlighted phrasal verbs in the article. Read the sentences and replace the words in italics with the correct form of a phrasal verb.

- 1 The train was crowded when it *arrived at* Flushing station.
- 2 We need to *leave* the train at Corona – that's the next stop.
- 3 We often *escape* from the city at the weekend. It's far too crowded.
- 4 It's difficult to *survive* your first year in a new country, especially if you have to learn a new language!
- 5 Hurry up! *Climb onto* the bus. It's leaving in a minute.
- 6 I *have a good relationship with* my cousin. We have a lot in common.

The International Express

It's 8.15 in the morning and Manuela Garcia is on her way to college in New York City. She's sitting on the Number 7 train and she's doing her homework, but she hasn't got much space. Two Chinese women are sitting next to her – they're laughing and chatting in Cantonese. A young man is on the other side – he's eating some tacos. Then an old woman **gets on** the train and sits down nearby – she's wearing a sari and she's reading a book in Hindi. At Jackson Heights, the old woman **gets off**. It's raining outside and Manuela can see Indian and Pakistani shops in the street below.

Welcome to the International Express, the most international train journey in the world. Every day, some of New York's three million immigrants take the Number 7 train from Queens to Manhattan and each stop is like a different country. Get off at Flushing station and experience China, go to Corona and you're in Mexico; the next stop is India at Jackson Heights. Many immigrants are from Latin America, Eastern Europe, Africa or Asia. If you listen carefully, you can hear more than 100 different languages.

So why is this train so popular? 100 years ago, most immigrants lived in Manhattan, but by 1910 Manhattan was overcrowded and life was very difficult. Then, in 1917, things improved, thanks to a new train to a suburb called Queens. Immigrants moved out of the city because there was more space in Queens, but they could still **get to** work in Manhattan.

These first immigrants came to New York to escape poverty and war, and to have a better life. Today, people come for similar reasons. Manuela Garcia's father, Tomas, came from Mexico in 1986 and sold tacos from a small food stall next to Corona station. Tomas **got through** hard times, saved his money and bought a bakery. Today the jukebox there plays Mexican songs and a satellite TV shows Mexican TV programmes. 'We're proud of our culture, but the bakery is not just for Mexicans,' says Tomas. 'We have Polish and Turkish customers, too. We all **get on with** each other.'

The train speeds past LaGuardia airport as the rain stops and the sun comes out. Manuela looks out of the window and watches the planes take off. People are **getting away** to experience the world. Manuela smiles. She doesn't need to go to faraway countries – the world is right there on the Number 7 train.





FAST FACTS

New York City population: about 8.4 million
Number of immigrants: over 3.1 million

Grammar Articles

6 Find examples of *a*, *an* and *the* in the text. What type of word follows an article?

Grammar Insight

7 Match sentences 1–6 to rules a–f. Then find more examples in the article.

- I got on **a train** at Queens.
- I got on a train at Queens. **The train** went to Manhattan.
- It was **the Number 7 train**.
- There are 8.2 million people in **New York**.
- Immigrants** come from many different countries.
- Tomas Garcia is **a baker**. He's also **an immigrant**.

We use *a / an* when:

- we talk about something or someone for the first time.
- we say what someone's job is, or when we describe what someone or something is.

We use *the* when:

- we talk about a person or thing that was mentioned before.
- there is only one person or thing.

We use no article when:

- we talk about something in general.
- we use names of people, continents, countries or cities.

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8 Read the text and choose *a / an, the* or – (= no article).

Ellis Island is ¹*an / the* island in ²*the / –* New York Harbour. It's ³*the / a* tiny place, but between 1892 and 1954, more than 12 million people arrived at ⁴*a / the* island. ⁵*The / –* people were immigrants and they came to the United States from all over ⁶*the / –* world. 15-year-old Annie Moore and her two younger brothers, Anthony and Phillip, were the first immigrants to go there on 1 January 1892. ⁷*– / The* children were from Ireland and, after ⁸*a / –* long journey across ⁹*the / –* Atlantic Ocean, they all hoped for ¹⁰*the / a* better future.

Today, ¹¹*the / –* visitors come to Ellis Island to learn about ¹²*the / a* history of America and find out about their families. Over 40% of all US citizens have ancestors who first arrived in America at ¹³*the / –* island!

9 **TASK** Complete the questions with *a / an, the* or – (= no article). Then work in pairs and answer the questions.

- Do you enjoy _____ holidays abroad?
- Are you interested in _____ other cultures?
- Have you got _____ penfriend in another country?
- Do you think it's difficult to live in _____ new place?
- What do you think are _____ difficulties?
- Is immigration _____ important issue in your country? Why / why not?



Assess your progress Workbook page 11

Planning for writing


1 Read the website extract. Would you like to go on an exchange programme?

Are you on an exchange with Changing Places? Tell us about it!

Every year, thousands of school students around the world go on Changing Places exchange programmes. We hope you are having an amazing time and we want everyone to hear about it.

Send us an email describing your exchange experience.

Click [here](#) to contact us.



Strategy Preparing to write

Before you write, think carefully about the task.

- What are you writing? Make sure you know what kind of text you have to write.
- Why are you writing? What is the purpose of your text?
- Who are you writing for? Who will read your text and what do they want to know?
- What information do you want to include?

2 Read the strategy and answer the questions.

- 1 What kind of text do Changing Places want students to write?
- 2 What is the purpose of writing it?
- 3 Who do you think will read it?
- 4 Which topics would the readers want to know about?

3 Read the model email on page 13 and answer the questions.

- 1 Where is Connor from? Where is he staying?
- 2 Does he like his host family?
- 3 Which things are similar to his life at home? Which are different?
- 4 What activities is he doing today?
- 5 What does he think of the Changing Places programme?

Writing Insight Similarities and differences

4 Study the highlighted words and phrases in the model email. Add one more word or phrase to each language box.

5 Make sentences using the words in brackets.

- 1 Toni and I both like English / likes sport (neither of us)
Toni and I both like English and neither of us likes sport.
- 2 the food in Brazil / other South American food (similar to)
- 3 the subjects in school / the subjects we study in England (the same as)
- 4 the weather in Brazil / the weather in England (different from)
- 5 my home town is quite small / the big city of São Paulo (nothing like)
- 6 everyone eats dinner very early / my family (unlike)

6 What is the purpose of each paragraph in the model email? Complete the organization boxes with the headings. Which two paragraphs could go in a different order?

- Differences ■ Introduction ■ Plans and opinions ■ Similarities

1 _____
Start by saying who you are. Say where you are staying and describe the host family.

2 _____
Describe the things that are the same between where you are staying and where you come from.

3 _____
Describe the things that are different between where you are staying and where you come from.

4 _____
Say what your plans are for today / the weekend and give your opinion about the Changing Places programme.

Hi Changing Places,

My name's Connor. I'm from Cork in Ireland, and I'm on an exchange programme in Barcelona. I'm having a great time! My host family is lovely and their son, Felipe, is a really nice guy. We have a lot in common: we both love football and neither of us likes maths!

A lot of things here are similar to Ireland. School starts at more or less the same time and the subjects are just like the subjects I study at home. The teachers are the same as teachers in Ireland, too – some are OK and some aren't. But I don't feel homesick because everyone's really friendly.

Other things are different from home. It's warm and sunny all the time – nothing like Ireland, where it often rains in summer! Unlike at home, we always eat dinner late, at 9.00, and we eat delicious Spanish food. Of course, the language isn't the same. I'm sometimes a bit embarrassed about my terrible Spanish, but Felipe helps me.

It's Saturday today, so I'm not going to school. I'm going to the beach with Felipe, then I'm watching Barcelona FC play at Camp Nou stadium – that's kind of cool. I think Changing Places is a great way to see the world, make new friends and learn a new language!

Thanks,
Connor

Talking about similarities

Use *both/neither, similar to, the same as* and _____ to talk about similarities.

Talking about differences

Use *different from, nothing like, isn't the same* and _____ to talk about differences.

Informal expressions

Use expressions like *a bit, kind of, more or less, OK* and _____ to sound more informal.

Contractions

Use contractions like *'m, 's, aren't*, and _____ to make your writing less formal.

Writing your email

Imagine you are a student on a school exchange programme with Changing Places. You are staying with a family and going to school in a different country. Write an informal email describing your exchange experience. Include information about the similarities and differences between the experience and your life at home.

- **PLAN** Read the task and check you understand it. Then read the strategy on page 12 again.

Think of ideas for what to include in your email.

Decide:

- which country and city you are visiting.
 - the family you are staying with.
 - what information to include – choose at least four of the topics below and make notes about the similarities and differences.
-
- everyday routines ■ free-time activities ■ school life
 - the food ■ the language ■ the people ■ the weather

Create a plan for your email. Plan to write four paragraphs and decide what information to include in each one.

Think about the language you will use to:

- describe similarities and differences.
- make your email sound informal.

- **WRITE** Write a first draft of your email. Use the model email and your paragraph plan to help you.

- **REVIEW** Check your email. Use the checklist to help you.

Have you:

- organized your email into four paragraphs?
- included all the information asked for in the task?
- used a variety of words and phrases to describe similarities and differences?
- used the correct informal phrases?
- checked your spelling, grammar and punctuation?



Assess your progress

Workbook page 11

Review 1

Vocabulary

1 Complete the sentences with the words below.

■ anxious ■ ashamed ■ excited ■ keen ■ proud

- I'm _____ on football. I'm in the school team.
- They're _____ of their son. He's at Oxford University.
- Do you get _____ about going to rock concerts?
- Are you _____ about the exam tomorrow?
- Emma is _____ of making her little sister cry.

Marks ____ / 5

2 Match the words in A to the words in B to make compound nouns. Then complete the sentences.

A ■ bus ■ car ■ credit ■ parking ■ shopping

B ■ card ■ keys ■ list ■ ticket (x2)

- You can buy a _____ from the driver.
- You can pay in cash or by _____.
- We'll have to walk if you can't find the _____.
- Do you write a _____ before you go to the supermarket to buy food?
- You'll get a _____ if you leave your car there.

Marks ____ / 5

3 Complete the text with the correct form of *make* or *do*.

One family, six continents, twelve good deeds

Jackson Lewis came home one day last year and asked his father, 'Why aren't we doing more to ¹ _____ a difference in the world?' His father's answer was to take Jackson and his brother on a trip to ² _____ good in the world. Right now, they're on a journey through 12 different countries. In every place they visit, they ³ _____ their best to help people in need. Sometimes they look after children, sometimes they ⁴ _____ meals and sometimes they teach English. Wherever they go, they ⁵ _____ friends with a lot of different people.

Marks ____ / 5

4 Complete the sentences with one word in each space.

- We went by taxi, so we got _____ the station on time.
- I'm really stressed and I need to get _____, so I'm going on holiday next week.
- She got _____ the train and walked home.
- It's going to be difficult to get _____ tomorrow – I've got exams all day.
- She paid the driver when she got _____ the bus.

Marks ____ / 5

Grammar

5 Complete the profile with the present simple or present continuous form of the verbs in brackets.

Sign in Blog

Profile: Volunteer Asia

21-year-old Ben Greenberg is working for Volunteer Asia for a month. ¹ _____ (he / help) to look after old and sick animals at an elephant camp in Thailand. We asked him about the project.

What ² _____ (you / do) every day?

³ _____ (I / get up) very early to give the elephants breakfast. ⁴ _____ (elephants / need) a lot of food, so this can take quite a long time.

How much food ⁵ _____ (an elephant / eat)?

Elephants eat at least 100 kg a day. But ⁶ _____ (one elephant / not have) all that for breakfast! Our elephants have three meals a day. ⁷ _____ (they / eat) lunch at the moment.

⁸ _____ (the elephants / go out) today?

Yes, ⁹ _____ (we / take) them to the river this afternoon. ¹⁰ _____ (it / get) very hot after lunch and ¹¹ _____ (they / love) playing in the water.

Marks ____ / 11

6 Complete the text with *a / an, the* or *-* (= no article).

¹ _____ New York City is located at the mouth of ² _____ Hudson River on ³ _____ east coast of ⁴ _____ USA. But there was a time when ⁵ _____ city did not exist. The Italian explorer Da Verrazzano was the first European to visit the area, but it was ⁶ _____ Englishman who first landed there. Henry Hudson was ⁷ _____ English sailor, but he was working for ⁸ _____ Dutch East India Company at the time. He brought ⁹ _____ animal skins from the Native Americans there and he took ¹⁰ _____ skins back to Holland. Soon after that, the Dutch built ¹¹ _____ town in the area. They called it New Amsterdam. In 1664, the British took ¹² _____ town and gave it ¹³ _____ new name: New York. Since then, ¹⁴ _____ town has become one of the most important cities in the world.

Marks ____ / 14

Total ____ / 45

Routines

1 Match A to B and C to D to make daily routines.

A	B	C	D
go	ready	take	your phone
make	your teeth	comb	home
have	out	check	a sandwich
brush	breakfast	have	your hair
get	a drink	get	the bus

2 Complete the text with the correct form of the verbs in exercise 1.

Every morning, Hannah ¹ _____ breakfast for herself and for her little sister. Then she ² _____ ready for school. Before she leaves, she ³ _____ her teeth and ⁴ _____ her hair. She always ⁵ _____ her phone before she ⁶ _____ out. She ⁷ _____ the bus to school with a friend every day. At break time, she sometimes ⁸ _____ a drink with her friend in the school café. She always ⁹ _____ a sandwich for lunch. When she ¹⁰ _____ home, she does her homework and watches TV with her sister.

3 Complete the questions with the daily routines in exercise 1.

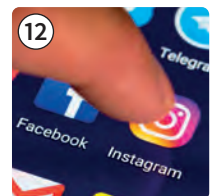
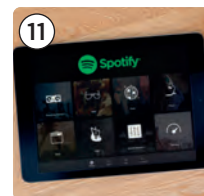
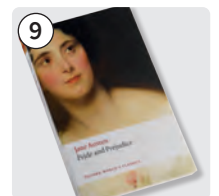
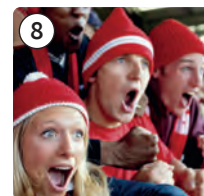
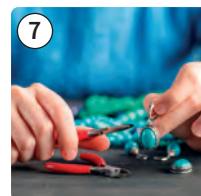
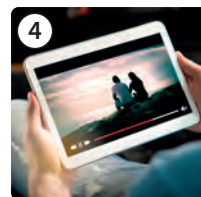
- Do you _____ to school or do you walk?
- How often do you _____ for messages?
- How often do you _____ for lunch?
- Do you usually do your homework as soon as you _____ from school?
- Do you ever _____ in a café with your friends?
- How long does it take you to _____ for school?
- Do you _____ when it's wet or when it's dry?
- Do you _____ with your friends on Friday evenings?
- Do you _____ after every meal or twice a day?
- Do you _____ for all of your family in the morning?

4 Work in pairs and answer the questions in exercise 3.

Free-time activities

1 Match photos 1-12 to the activities below.

- bake cakes ■ check out new bands ■ do water sports
- hang out with friends ■ learn a language
- make jewellery ■ organize a party
- play video games ■ read a novel ■ support a team
- use social networking sites ■ watch films



2 Answer the questions with the activities in exercise 1.

Which free-time activity do people usually do:

- at the beach? _____
- at a football stadium? _____
- on a console? _____
- in a classroom? _____
- at the shops or in the café? _____
- in the kitchen? _____
- for a friend's birthday? _____
- at a music festival? _____
- at a library? _____
- on a plasma screen? _____
- on a table in your room? _____
- on a laptop? _____

3 Work in pairs. Cover the words in exercise 1 and look at the photos. Ask and answer questions about the free-time activities.

How often do you hang out with friends?

I hang out with friends every weekend.

1 WHAT DO YOU THINK? What does it mean to be a 'global citizen'?

2 Read the article. Does it include any of your ideas from exercise 1?

How to be a global citizen

In the 21st century, people around the world are all connected – by technology, by economic and political relationships and by the climate change crisis. That's why we all need to become global citizens. But what exactly is a global citizen?

Global citizens:

1 try to understand global issues.

Global citizens **make an effort** to ask questions and learn about global events, even when they're happening very far away. We can't solve all of the world's problems, but we can **take responsibility** for our actions and their possible consequences.



What can I do?

Follow the news. Spend some time every day reading, watching or listening to the news. Choose good-quality news sources – if possible, more than one.

Consider the effects of your actions. For example, what kinds of companies do you give your money to? How ethical are they? How can you find out?

2 want to create a fair society.

Global citizens want to live in a world where all people are treated equally and have the same rights and opportunities. They try to understand the causes of poverty and inequality and they aren't afraid to **speak out** against prejudice and discrimination.



What can I do?

Understand the issues. Social issues are complicated and take lots of different forms. You can find lots of information online to help you understand how they affect different people in different ways.

Don't accept prejudice. Speak out, but do it in a safe, sensible way – don't put yourself or other people in danger. For example, talk to someone at school.

3 respect and value differences.

Global citizens understand that people are different and celebrate those differences. They try to see the world through other people's eyes and imagine how they might feel. They're curious about different cultures, ideas and ways of life, including their own.



What can I do?

Talk to different people. Do you always hang out with friends who are similar to you? Try talking to people who are older or younger than you, or from other countries or cultures.

Practise active listening. The next time you talk to someone, make an effort to really listen and understand that person's thoughts and feelings.

4 consider the environment.

Global citizens think about the effects of their actions on the planet and do their best to live in sustainable, environmentally friendly ways.



What can I do?

Avoid waste. Don't buy more food than you can eat or clothes that you aren't going to wear. Only use the water and electricity that you really need.

Think about your everyday life. What simple changes can you make? Can you carry a reusable water bottle, eat less meat or walk more often?

5 contribute to the community – both local and global.

Global citizens believe that small actions can **make a difference**. They **take part in** projects that help to create a better world, by contributing to their local community or supporting international causes.



What can I do?

Volunteer your time. Find out about local community projects. How can you take part? Volunteering doesn't only help the community – it's also a great way to meet people and learn new skills.

Help to raise money. Can you and your friends do something to raise money for projects and organizations that you believe in?

3 In what ways are these people global citizens? Match the comments (A–E) to the ideas (1–5) in the article. Sometimes more than one answer is possible.

A



I try to only buy clothes from companies that treat their workers well and pay them fairly. I think it's better to buy fewer clothes and maybe spend more on them. Fast fashion is bad for the planet anyway.

B



I try to read or watch the news regularly. Some of the issues are very complicated and I don't understand everything, but I think it's really important to know what's happening in the world.

C



I help to run an after-school club in a local primary school, teaching children to code and create their own websites. At the moment, I'm trying to encourage more girls to join. I think it's important that there are more women working in the tech industry in the future.

D



I'm learning Mandarin Chinese and I've got a penfriend who lives in Shanghai. We message each other every week. Our lives are different in some ways, but similar in others. We both love sport, although he plays tennis and I like football.

E



At the weekend, I volunteer at the local community centre. I really enjoy it because I meet all kinds of people – of different ages, with different jobs, from different cultural backgrounds. I've learned so much from talking to them.

4 Work in pairs and discuss the questions.

- 1 In what other ways can you be a global citizen? Can you add three more ideas to the article?
- 2 What do you already do in your everyday life to be a global citizen? Can you find three things that you *both* do?
- 3 What could you do more often to become a better global citizen? Write down three things. Then compare your ideas with your partner.

5 Study the highlighted phrases in the article. Complete Maya's diary entry with the correct verbs.

1 January



This year, I will:

- 1 _____ an effort to read the news every day.
- 2 _____ money for animals by organizing an event.
- 3 _____ part in a local project.
- 4 _____ a difference to the community.
- 5 _____ more responsibility for the things I buy and use.
- 6 _____ out against inequality and prejudice.

6 Read the checklist. Then choose a social or environmental issue that you think is important and answer the questions.

Being a GLOBAL CITIZEN

- 1 **Think.** Why is this issue important? Who or what does it affect? How?
- 2 **Learn.** Where can you find more information about this issue? Why is it complicated?
- 3 **Open your mind.** What might different people think and feel about this issue? Why?
- 4 **Explore solutions.** What are people and organizations doing to try to solve the problem?
- 5 **Take action.** What can *you* do to make a difference?

7 PROJECT Work in groups. Find out about an issue or problem that affects people or the environment in other parts of the world. Prepare a presentation for the rest of the class, answering the questions below.

- Why is this issue important? Who or what does it affect?
- What are some different points of view on the issue?
- How are people and organizations trying to solve the problem or improve the situation?
- Can people in your country make a difference? If so, how?



Assess your progress

Workbook page 124

Video

Being a global citizen



Watch the video to find out what **Ruaridh, Valentina, Harry and Gracie** are doing to increase their global awareness and how they are becoming global citizens.