

**? ABOUT YOU**

**06** Watch the video and then answer the questions.

What is your favourite building?

Do you prefer old or modern buildings?

How important is it to have local facilities near your home?

**VOCABULARY****Describing buildings**

**1** Match the sentences to the houses in photos 1–3 on the opposite page.

EP

- a The solar panels and glass walls on this house make it look **brand new**. Its **original** shape is **spectacular** to look at. It's more contemporary than the other houses.
- b This house is **unusual** because it's very narrow. Inside this home is very stylish thanks to its bright, **fresh** design.
- c This house is a **classic** example of a **historic** tower. Its design is very **traditional** but it could be quite **cosy** inside. It's not as **modern** as the other houses.

**2** Complete the chart with the adjectives from Exercise 1.

Age	Opinion
<i>brand new</i>	<i>unusual</i>

**3** Look at the photos again. Discuss the advantages and disadvantages of living in each building.



**4** Listen to two people talking about the buildings in Exercise 1. Do they mention any of your ideas?

**5** Discuss the questions.

- 1 How much space do you need to live in? Why?
- 2 What sort of house would you like to live in?
- 3 Describe the most unusual building you have ever visited or read about.

**READING****PREPARE FOR THE EXAM****Reading Part 2**

**1** The five students below are learning about unusual homes around the world. Each student wants to find out more about one unusual home, which they will write about for an architecture project. Read the information about each student and underline the things they are interested in. The first one has been done for you.

- 1 Marcelo loves all kinds of sport and wants to find out about a modern home that has been designed for a famous sportsperson. He loves buildings by the ocean, too.
- 2 Gloria is very interested in old buildings. She would like to write about one which is in the countryside, and has fantastic views of the landscape.
- 3 Harry wants to find out about a well-known architect who designed a building which the architect then lived in. He also has an interest in furniture.
- 4 Sofie is keen to learn about a building that is the smallest of its kind. She likes city buildings and wants to find one that is located in an interesting neighbourhood.
- 5 Kurt wants to learn about a modern home that is better for the environment than other buildings and has won competitions because of its original architecture.

**2** Read the descriptions of eight unusual homes (A–H) quickly. Which two are shown in the pictures on the opposite page? Decide which home would be the most suitable for each student (1–5) to write about.

**PREPARE FOR THE EXAM PAGE 121**
**TALKING POINTS**

In what ways are some modern buildings better for the environment?

What makes a good family home, in your opinion?

Would you prefer to live in a city or the countryside? Why?

**A Keret House**

Keret House could be the world's narrowest home and is just 122 cm at its widest point! A Polish architect living in the country's capital walked past the space between a house and an apartment block one day and decided to build something there. The area around it is full of things to do and see.

**B Crossway**

Located in the most beautiful part of England, this home was designed by architect Richard Hawkes to live in. Less than 20 years old, it is a 'passive' house: it uses little energy, the sun produces all its electricity, and it has a 'living' roof which reduces pollution. These unusual features have earned the house prizes.

**C House NA**

The architects who built this house wanted to feel like they were living in the trees. This led to a modern house made of glass in a quiet part of Tokyo, Japan. The floors are at different levels, like branches, making it easier for the people who live there to move around – and it's good exercise for them, too!

**D Freston Tower**

This historic tower in southern England has lasted for several centuries. There are six floors with a single small room on each one. The sitting room is right at the top of the building, and from here, you can see the beautiful river, where people go sailing, and the fields beyond.

**E Pas House**

This unusual house near the beach in California, USA, is divided into three separate spaces, each ideal for skateboarding: the floor, walls and ceiling join together into one enormous tube. The idea came from a former world champion, who wanted somewhere exciting to live.

**F Old Light**

Located off the coast of England, the Old Light is situated in one of the least busy areas of the country. The building was once a lighthouse, which warned ships at sea of nearby rocks. The house is now divided into two guest flats. The lighthouse is not as tall as some, but is in a beautiful position near the sea – perfect for swimming!

**G Gropius House**

Other architects may be more famous, but the buildings Walter Gropius created are among the most important of the last century. He designed Gropius House in the USA as his family home which can now be visited. Inside there is a collection of chairs and other items which belonged to the family.

**H The Heliodrome**

This recently built original house is situated in peaceful countryside in France. It was built so that its rooms, furniture and paintings are in the shade during summer. Even better than this is that in winter, the sun *does* enter through the windows, making the house warm without heating – and therefore cheaper to live in!



# GRAMMAR

## Comparative and superlative adjectives

1 Read the examples and write C for comparative or S for superlative.

- This is certainly not the world's **biggest** house! S
- The floors are at different levels, like branches, making it **easier** for the people who live there to move around.
- Kurt wants to learn about a modern home that is **better** for the environment than others.
- It's only 122 cm at its **widest** point.
- Located in **the most beautiful** part of England ...
- The Old Light is situated in one of **the least busy** areas of the country.
- Other architects may be **more famous**.
- ... making the house warm without heating – and therefore **cheaper** to live in!
- Most houses without views are **less expensive** than those with views.
- Keret House is **as narrow as** a car.
- We've just read about a house that is **narrower** than any other.

### GRAMMAR REFERENCE AND PRACTICE PAGE 154

2 Read Exercise 1 again and answer these questions.

- Which adjective is irregular?
- What do we add to regular adjectives with one syllable?
- What happens to adjectives like *big*?
- What happens if a one-syllable or two-syllable adjective ends in *-y*?
- How do we form positive and negative comparatives and superlatives for most adjectives with more than one syllable?
- What do we use when we want to say that two things are the same?

3 Complete the sentences with the correct form of the adjective in brackets.

- I picked this house because it's \_\_\_\_\_ than the houses in the city centre. (quiet)
- My parents would be \_\_\_\_\_ in the countryside than in the busy town. (happy)
- I think my town will be \_\_\_\_\_ in 20 years' time. (big)
- In Spain, one of \_\_\_\_\_ festivals is in January. It's Día de los Reyes Magos. (popular)
- Henry is \_\_\_\_\_ person in our class. (intelligent)
- My cousins live \_\_\_\_\_ from my grandparents than me. (far)
- I think this is \_\_\_\_\_ advice I can give you. (good)
- This mirror is \_\_\_\_\_ than that one. I think I'll take both! (cheap)

4 Rewrite the sentences so that they have the same meaning. Use the words in brackets.

- My house is bigger than Maggie's. (not as)
- The design wasn't as traditional as I thought. (less)
- Homes with sea views are more expensive than all others. (most)
- Both films were entertaining but I preferred the first. (more)
- Our new house is closer to shops than our old house. (far)
- My old bike wasn't as good as my new one. (better)

5 Answer the questions about your town or city. Talk to your partner. Do you have the same ideas?

- Which is the biggest building?
- Which is the oldest building?
- Which is the most unusual building?
- Which is the most beautiful building? Why?
- Which is the least attractive building? Why?

## VOCABULARY

### Strong adjectives and adverbs

1 Look at the photos and the captions. Which adjective has a stronger meaning?



2 Put the adjectives in the correct column to make pairs.

EP	ancient	brand new	bad	big
	cold	enormous	exhausted	
	freezing	good	new	old
	spectacular	terrible	tired	

Normal adjectives

*old*

Strong adjectives

*ancient*

3 Read the examples and complete the rules.

The house was **absolutely** spectacular.  
It had **incredibly** big windows.  
The family was **very** happy with their new house.  
It was **extremely** difficult to find the house.

With normal adjectives we use the adverbs \_\_\_\_\_, \_\_\_\_\_, *incredibly*, *really*.  
With strong adjectives we use the adverbs \_\_\_\_\_, *really*.

4 >> Work in pairs. Turn to page 135.

## LISTENING

### PREPARE FOR THE EXAM

#### Listening Part 2

**1** Read question 1 and look at the underlined words. Can you think of words with a similar meaning?

**30** Listen to the first part of the recording, which is about people who are moving to a new place. Choose A, B or C.

**1** You will hear a boy talking to his friend about her move. How does the girl feel about moving to a city?

- A sad that she won't see her friends any more
- B excited about living in a more interesting place
- C glad it isn't too far from where she's living now

**2** Now listen to the rest of the conversations about people who are moving to a new place. For each question, choose the correct answer.

- 31**
- 2** You will hear a boy talking to his friend about his new school. What does he like about it?
- A how good the facilities are
  - B how much space there is
  - C how modern it is
- 3** You will hear a boy and a girl talking about making friends. What does the girl say about making friends in her new village?
- A She doesn't think she will be very good at it.
  - B She expects people will be friendly towards her.
  - C She has met some interesting people her age.
- 4** You will hear two friends talking about the boy's new family home. What does he like most about it?
- A It is in a peaceful location.
  - B It looks similar to his old home.
  - C He will have his own bedroom.
- 5** You will hear a girl telling her friend about the town she is going to live in. How does she feel about the move?
- A excited to have the chance to attend a sports event
  - B keen to do a new activity in the town
  - C pleased to continue with an old hobby
- 6** You will hear two friends talking about moving to the countryside. They agree that
- A it will be a good place to practise their hobby.
  - B it will be hard to find interesting things to do.
  - C it will be nice to live a less busy life.

➤➤ **PREPARE FOR THE EXAM PAGE 129**

## SPEAKING

### Describing a picture (1)

**1** Look at the photo of skateboarders inside Pas House on page 136. How would you describe it?

**32** **2** Listen to Julia. Does she mention any of your ideas from Exercise 1?

**32** **3** Which adjectives in the box does Julia use? Listen again and check.

awesome	big	comfortable
large	lovely	normal
soft	strange	perfect
		unusual

**4** Read the 'order of adjectives' table below. Then put the adjectives in the correct order in the phrases below.

- 1 a ..... sofa (leather / brand new / gorgeous)
- 2 some ..... bowls (little / beautiful / glass)
- 3 a ..... table (square / big)
- 4 some ..... chairs (red / comfortable / large)

**32** **5** Read the *Prepare to speak* box. Which phrases does Julia use? Listen again and complete the sentences below.

- 1 I can see a room in what ..... a house.
- 2 It's got designer lights and .....
- 3 A guy is sitting on ..... seat.
- 4 Not pillows exactly, but ..... pillows?
- 5 It ..... to be made out of skateboards.
- 6 This place looks ..... a skate park than a house.

### PREPARE TO SPEAK

**When you don't know the right word**

It looks (a bit) like ...

It looks more like ...

It seems to be ...

that kind of thing

something like that

some kind of

### PREPARE FOR THE EXAM

#### Speaking Part 2

**6** ➤➤ Work in pairs. Turn to page 136.

#### Order of adjectives

QUALITY	SIZE	SHAPE	AGE	COLOUR	NATIONALITY	MATERIAL
<i>awesome</i>	<i>large</i>	<i>square</i>	<i>old</i>	<i>black</i>	<i>Polish</i>	<i>leather</i>

# LIFE SKILLS CREATIVITY AND INNOVATION

## CREATIVE WRITING



### LIFE SKILLS

#### Creative writing

Many young people enjoy writing in their free time. It can be fun and it also helps people develop their creativity and imagination. For these reasons, students should also do creative writing tasks at school. With practice, they become easier, even for people who don't write as a hobby.

#### 1 Ask and answer the questions with a partner.

- 1 What do you enjoy reading in your free time?
- 2 What was the last book or story that you read?
- 3 Do you ever write or imagine your own stories?

#### 2 Read the article on the opposite page about how to plan a story. Do you use a similar process for writing stories? Complete the sentences in the article with the words in the box.

main middle person time true

#### 3 Complete the sentences about the article with two or three words.

- 1 There are ways ..... the creative writing process.
- 2 The villain is someone who ..... for other characters.
- 3 Sometimes the narrator knows what a character .....
- 4 The setting includes facts about the ..... of the story.
- 5 Most writers revise and ..... many times before they are happy.

#### 4 Match the **highlighted** words in the text to the meanings.

- 1 unusual or unknown
- 2 well-known and easy to recognise
- 3 work to find an answer
- 4 the feeling of a situation
- 5 working in the best way
- 6 think or believe that something will happen



#### 5 Listen to Sam and Kate. How does Sam describe the genre of his story for English class?



#### 6 Listen again and answer the questions.

- 1 Why hasn't Sam finished writing his story yet?
- 2 What location is Sam thinking about for his story?
- 3 Who are Sam's four main characters going to be?
- 4 What happens when they go down to the basement?
- 5 Why can't the characters call the police for help?
- 6 What type of ending is Sam planning for his story?

#### 7 Complete the list of narrative connectors in the *Useful language* with connectors from the box which have a similar meaning.

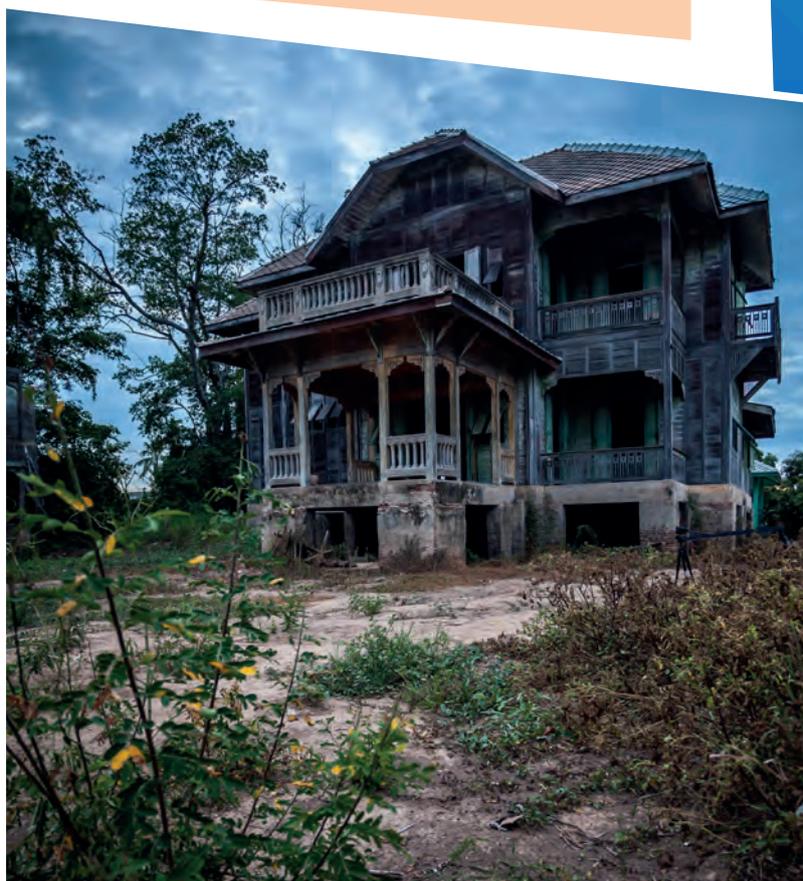
All of a sudden    A while later    First of all  
In the end    Luckily    Next



### USEFUL LANGUAGE

#### Narrative connectors

- 1 At first / ...
- 2 Then / ...
- 3 After a while / ...
- 4 Suddenly / ...
- 5 Fortunately / ...
- 6 Finally / ...



# WRITING A STORY

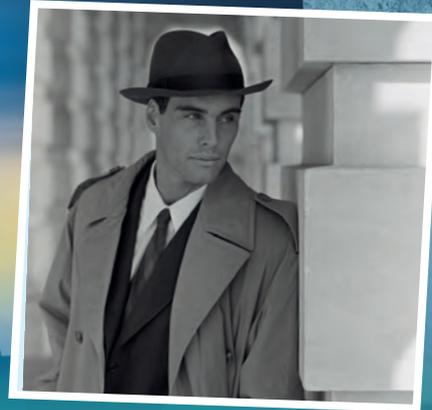
## How to plan a story

Have you ever written a story for school or for fun? Did you find it hard to get started? Creative writing can be hard, but there are ways to plan the process so it's more **efficient**.

**1 Choose a genre.** The genre is the type of story you want to write. There are fictional stories that writers imagine and <sup>1</sup> stories about events that really happened. Fiction includes specific genres, such as mystery, fantasy, science fiction, romance and suspense. Try a genre that you enjoy reading so it will be **familiar** to you.

**2 Think about characters.** Most stories have one or two <sup>2</sup> characters. They are the most important people, but they aren't always good characters, or heroes. They can also be villains who make problems for other people. Some genres also have typical characters that readers **expect** to find in the story. For instance, in mysteries there are generally criminals and detectives, while science fiction has robots, spaceships or aliens from other worlds.

**3 Who's the narrator?** The narrator is the <sup>3</sup> who tells the story. It might be a character who describes his or her experiences by saying something like, 'I was walking in the woods when I heard a **strange** noise.' The narrator can also be an observer who reports events but doesn't play a role. In that case, the narrator could say, 'Laura was walking in the woods when she heard a strange noise.' In some stories the narrator also knows what characters are thinking.



**4 Choose a setting.** Most stories take place in a particular place and <sup>4</sup>, or setting. It can be very simple, such as 'a rainy day in the countryside' if the events are more important than the setting. In other cases, the setting can be very specific, with facts about the location, historical period and weather. The narrator can also describe how the setting feels, with words like *cold*, *dark* and *sad*. This helps to create a **mood** for the story.

**5 What's the plot?** The plot is the sequence of events in a story, from beginning to end. In the <sup>5</sup>, there is often a problem that the characters have to **solve**. This problem grows and develops until the most important moment of the story, called the climax. In a mystery, this is when the detective solves the crime. After the climax, the story comes to an end, which can be happy ... or maybe not. That depends on the writer, of course!

Once you've finished planning, you're ready to start writing your story. But remember, most writers revise and change their work many times before they are happy with the result. Good luck, and happy writing!

## PROJECT

A story

Plan a short story. Then work with a partner to compare ideas. Use the story ideas and the questions below to help you. Share your plan with a partner. Give each other ideas to make the stories better.

- A mystery story in a strange town
- A romantic story in an exciting city
- A science fiction story in outer space
- A fantasy story in a magical forest
- A suspense story in an old castle

- 1 Who are the main characters of the story?
- 2 What is the general setting of the story?
- 3 What happens at the beginning?
- 4 What problems do the characters have?
- 5 What is the most important moment?
- 6 What type of ending will the story have?

Write a first draft of your story. Then revise the draft, making corrections and any changes that are necessary. Read your story to the class.

# CULTURE

## ANIMALS AS NATIONAL SYMBOLS

1 Match the photos to the names of the animals. Which two aren't real?

beaver    bison    dragon  
eagle    emu    horse  
kangaroo    kiwi    lion  
tuatara    unicorn

2 Read the article. Find the names of the animals from Exercise 1. In which countries are they important?

A



B



C



D



E



F



G



## Animals and countries

Some animals are well-known symbols that make people think of certain countries. They may be national animals that appear on flags, coins or stamps because they have a special meaning. They might also be animals that only live in that country or imaginary animals from traditional folk tales.

When people think of the United States, there's one animal that comes to mind – the bald eagle. It's the national bird and has been a symbol of the USA for more than 200 years. It represents the qualities of independence and freedom.

Another symbol of the USA is the bison, which became the national mammal in 2016. The bison is the largest land animal in North America and it symbolises strength and power.

Canada has got two national animals – the beaver and the Canadian horse.

Both animals were important to the first Europeans who came to Canada. They hunted beavers and used their fur to make warm coats and hats. Beavers are also hard-working animals, which makes them a positive symbol. In a similar way, Canadian horses were very useful to early farmers because of their strength and good nature.

The United Kingdom hasn't got a national animal, but its different countries have got traditional animal symbols. England is represented by the lion – a strong, brave animal that is often a symbol for kings. Scotland's animal symbol is the unicorn – a mythical white horse with a long, magical horn on its head. Similarly, Wales is represented by a red dragon with wings. This symbol appears on the Welsh national flag.

One of Australia's national animals is the red kangaroo, which isn't surprising. After all, kangaroos are unique to Australia. They don't appear anywhere else in the world. The same is true for the emu, which is Australia's enormous national bird. It can be up to two metres tall and weigh up to 60 kilograms. Many places and companies in Australia are named after kangaroos and emus because they're so typically Australian.

The kiwi is a small, brown flightless bird that only lives in New Zealand. It's such a famous national symbol that the word 'kiwi' has become a nickname for New Zealanders. Another unique animal from New Zealand is the tuatara. It's a reptile that looks like a lizard that only lives on 32 small islands. The tuatara's closest relatives died about sixty million years ago, so many people call them 'little dinosaurs' or 'living fossils'.

H



I



J



**3** Are the sentences true or false? Correct the false sentences.

- 1 The bison is a typical symbol of independence.
- 2 Beavers and Canadian horses were useful in the past.
- 3 Canadian horses were strong but difficult to manage.
- 4 The national animals of Scotland and Wales aren't real.
- 5 Emus are found in Australia and some other countries.
- 6 Tuataras live in most of the areas of New Zealand.

**4** Match the **highlighted** words in the text to the meanings.

- 1 imaginary or not real
- 2 an animal's coat of hair
- 3 small pieces of metal that we use as money
- 4 not able to fly
- 5 the quality of being strong
- 6 not afraid of anything

**5** Listen to Sonia giving a presentation to her class. Tick (✓) the topics that she talks about.

- 1 when the eagle became a national symbol
- 2 where the bald eagle lives in winter
- 3 how Sonia feels about the bald eagle
- 4 why bald eagles became endangered
- 5 some other animals that people suggested
- 6 how a famous man felt about the bald eagle
- 7 how the bald eagle usually gets its food

**6** Listen again. Answer the questions.

- 1 When did the bald eagle become a national symbol?
- 2 Why does Sonia think the eagle is a symbol of freedom?
- 3 When was the bald eagle more common: now or in the eighteenth century?
- 4 What mistake can you find on some old ten-dollar coins?
- 5 Why didn't Benjamin Franklin want the bald eagle as a national symbol?
- 6 How does Sonia feel about the bald eagle and what it symbolises?

**7** Read the *Useful language* phrases. Complete them with the words in the box.

appears      independence      national  
represents      symbol      unusual



## USEFUL LANGUAGE

### Describing animals as national symbols

- 1 It's the country's \_\_\_\_\_ animal.
- 2 It has been a \_\_\_\_\_ of our country for 200 years.
- 3 It's quite an \_\_\_\_\_ animal.
- 4 It \_\_\_\_\_ on coins and stamps.
- 5 It \_\_\_\_\_ the quality of freedom.
- 6 It's a symbol of \_\_\_\_\_.

## PROJECT

### A presentation about a national animal

Prepare a presentation about a country's iconic animals. Use the following questions to help you.

- 1 Are the animals official national symbols?
- 2 What specific types of animal are they?
- 3 What is special about those animals?
- 4 Are they important to the country's history?
- 5 Do the animals symbolise any qualities?

Give your presentation to the class.

