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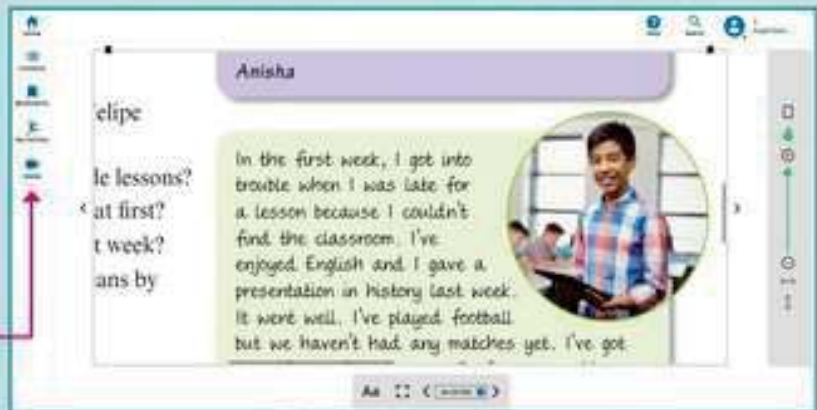
DIGITAL CLASSROOM 7  
LEARNER'S BOOK & WORKBOOK

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# > Welcome

Digital Classroom has been designed with front-of-class teaching in mind. Each page of your Global English Learner's Book and Workbook is reproduced for display using a projector or interactive whiteboard.

You can zoom in on the page and also write on it or highlight sections using a range of pen tools.



The side menu contains video, audio and slideshows with interactive games designed to stimulate classroom talk. Inside each unit you will find:

- Stimuli such as videos, slideshows and audio. Videos include integrated questions and tasks to engage the learner. Voiceover and subtitles are also provided.
- Grammar presentations covering key grammar concepts in the curriculum framework. These present grammar points in a clear and engaging way, and include interactive whole-class activities to reinforce the learning.



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**You are now ready to use Global English Digital Classroom!**



# Remember

You can use the following notes and exercises to help you remember some key grammar points.

## Verbs

Words like *do*, *go*, *have*, *live* and *be* are **verbs**. We change the form of the verb to show the time we are referring to.



## Present

We use the **present simple** to talk about:

- things that are true now *I live in the city centre.*
- things that are always true *Water boils at 100 °C.*
- things that happen regularly. *I play football every Saturday.*

+	-	?
<i>I live in the city centre.</i>	<i>I don't live in a village.</i>	<i>Do you live in a city?</i>
<i>He / She lives in the city centre.</i>	<i>He / She doesn't live in a village.</i>	<i>Does he / she live in a city?</i>

We use the **present continuous** to talk about:

- things that are happening at the time we are speaking *I'm doing my homework.*
- temporary situations. *I'm staying with my grandparents at the moment.*

+	-	?
<i>I'm doing my homework.</i>	<i>I'm not watching TV.</i>	<i>Are you watching TV?</i>

**KEY 1** Choose present simple or present continuous to complete these sentences.

- My parents are both doctors. They work (*work*) at the local hospital.
- Sorry, I can't talk now. I ..... (*have*) dinner.
- Sshh! Be quiet! We ..... (*watch*) a really good film.
- You can borrow my laptop. I ..... (*not use*) it at the moment.
- He's vegetarian so he ..... (*not eat*) hamburgers.

## Past

We use the **past simple** to talk about things that happened at a particular time in the past.

+	-	?
<i>I went to the cinema yesterday.</i>	<i>I didn't go to the match.</i>	<i>Did you go to the match?</i>

To form the past simple of some verbs, you add **-ed** or **-d** to the infinitive (*walk* → *walked*, *like* → *liked*). Other past simple forms are irregular. There is a list of them on page 18.

We use the **past continuous** to talk about things that were in progress at a time in the past, often when something else happened: *I was cycling to school when it started to rain.*

+	-	?
<i>I was cycling to school.</i>	<i>I wasn't walking to school.</i>	<i>Were you cycling to school?</i>

### 2 Put the verbs in the correct tense: past simple or past continuous.

- a We saw (*We / see*) Niagara Falls when we were flying (*we / fly*) over Canada.
- b ..... (*I / look*) at my phone when ..... (*I / walk*) into a police officer.
- c ..... (*You / not / hear*) what I said because ..... (*you / not / listen*).
- d Sorry, ..... (*I / do*) my homework when ..... (*you / call*), so I didn't answer.
- e ..... (*My sister / not / go*) to the family party because ..... (*she / travel*) for work.



We use the **present perfect simple** when we want to talk about past actions that are connected to the present time.

+	-	?
<i>I've made a cake.</i>	<i>I haven't made any biscuits.</i>	<i>Have you made anything?</i>

To make the present perfect, you need the past participle (*made*, in the sentence *I've made a cake*). There is a list of irregular past participles on page 18.

There is an important difference between the past participles *gone* and *been*:

*She's gone to the beach.* (She is on her way to the beach *or* She is at the beach now.)

*She's been to the beach.* (She is now back home again.)

**KEY 3** Use the present perfect simple to complete these sentences.

- a *I've just had* (I / just / have) some good news.  
I've got a place at the summer music school!
- b I think ..... (you / take) enough photos, Samir.  
Put your camera away, please!
- c ..... (I / not / see) you for ages. Where have you been?
- d ..... (We / not / see) the new sports centre. What's it like?
- e I couldn't eat anything, thank you. ....  
(I / already / have) two ice creams!



## Future

We can talk about the **future** in English by using:

- *will* (for predictions or decisions at the time of speaking) *I will (I'll) see you later.*
- *going to* (for decisions you have already made) *I'm going to have riding lessons in the holidays.*
- the present simple (for timetables, fixed times and dates) *The next lesson starts at 10 o'clock.*
- the present continuous (for fixed plans, with a time and/or place). *We're having a barbecue on Saturday.  
Come if you can!*

**KEY 4** Choose the best option.

- a I'm sure she *will get* / *is getting* very good grades in her exams next term.
- b I *'m staying* / *will stay* at home this evening. Do you want to come and watch a film?
- c When I'm older, I *'m going to build* / *am building* my own house.
- d You can't go out on Saturday. Your aunt and uncle *will come* / *are coming* to visit!
- e The school holidays *are going to begin* / *begin* on 11 July.

## Passive

We use the passive when we want to focus on what happens or what happened, not on a person. We can use:

- the present passive *Tea is grown in China and India.*
- the past passive. *The Suez Canal was opened in 1869.*

**5** Make these sentences passive. Be careful: you need to decide whether to use the present passive or the past passive.

- a We serve breakfast from 8 until 10. *Breakfast is served from 8 until 10.*  
 b Someone called you today at 19.30. *You were called today at 19.30.*  
 c They teach Spanish at my school.  
 d We take exams in May and June.  
 e Someone recognised him.

## Verb short forms

We use short forms in English, particularly in conversation and in informal writing.

am → 'm	<i>I'm from Indonesia.</i>	are → 're	<i>They're good at maths.</i>
is → 's	<i>He's South African.</i>	would → 'd	<i>We'd like to see that film.</i>
has → 's	<i>She's got a twin sister.</i>	will → 'll	<i>We'll call you later.</i>
have → 've	<i>We've been to Singapore.</i>		

To make negative short forms:

- use *not* after *I'm* *I'm not ...*
- shorten *not* to *n't*

is not → isn't	were not → weren't	had not → hadn't	did not → didn't
are not → aren't	has not → hasn't	do not → don't	
was not → wasn't	have not → haven't	does not → doesn't	
- add *n't* to modals
 

must not → mustn't	should not → shouldn't	need not → needn't
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But note:

can + not → cannot or can't      will + not → won't      shall + not → shan't

**6** Test yourself. Cover the short forms and try to write them from memory.

## Modals (*can, should, etc.*) and similar verbs

can / could / be able to	may / might		
must	have to / have got to	should / ought to	needn't
will / would			



You can add the verbs to other verbs to express ideas such as:

- what is possible or not possible *I can't play football today, but I could play tomorrow.*
- what is allowed or not *You mustn't run in the corridors.*
- what is necessary or not *We don't have to go to school on Saturdays.*
- what is probable or not *It might rain tomorrow.*
- what is the right thing to do. *You should listen when your teacher is talking.*

*Can, could, may, might, must, should, needn't, will* and *would* don't change.  
They are the same for all persons.

*I / You / He / She / We / You / They should read this book. It's very good.*

You can use *can, may* and *could*:

- to ask permission *Can / May we go now?*
- to ask politely *Could you repeat that, please?*

**KEY 7** Rewrite these sentences so that they have a similar meaning, using the verb in green.

- a** Would it be possible for me to borrow your pen? **could**  
*Could I borrow your pen?*
- b** I think it would be a very good idea for you to visit your grandmother next weekend. **should**
- c** Do you want me to help you? **can**
- d** It's very important that you are on time for your appointment. **mustn't**
- e** I'm sorry, I really can't stay any longer. **have to**



## Multi-word verbs

Multi-word verbs are compound verbs made up of a verb and another word or other words.

- verb + preposition *get into, look for, put on*
- verb + adverb *get up, find out, look up*
- verb + adverb + preposition *get away with, get on with, look forward to*

Sometimes the meaning of the multi-word verb is close to the meaning of the words in it:

*We **stand up** when a teacher comes into our class.*

Sometimes the meaning is quite different from the meaning of each word:

*I'm **looking after** my neighbours' goldfish while they're on holiday.*

**8** Choose from the words in the box to complete these sentences.

in on out up

- a What time do you get ..... in the morning on a school day?
- b Come ....., hurry up! We're late!
- c I'll text you when I find ..... what time the game starts.
- d I've known her since we were at primary school. We've always got ..... well.
- e I don't know what 'mystery' means, but we can look it ..... in a dictionary.
- f I have to make a phone call. Please carry ..... with your work.
- g Sorry, I can't come out this evening. I have to stay ..... to look after my brother.
- h It's getting cold. Put your coat ..... if you're going out.
- i Your train gets ..... at 4.30, so I'll be there to meet you at the station.
- j It's getting dark. Could you turn the light ....., please?

## Punctuation

**9** Work in pairs. Read the punctuation guide and discuss it with your partner.  
Is there anything in it that is new to you?

### Punctuation guide

#### Use capital letters for:

- the beginning of a sentence *A sentence starts with a capital letter.*
- days of the week and months of the year *Monday, Tuesday, January, February*
- public holidays, places, events *New Year's Day, the North Pole, the Olympic Games*
- languages *English, Spanish, Mandarin*
- countries and nationalities *China, Chinese*

#### Use a full stop [ . ]

- at the end of a sentence *A sentence ends with a full stop.*
- in decimals *0.25 (zero point two five)*
- but not with letters for well-known titles. *UN, USA, UAE*



**Use a comma [ , ]**

- in lists of things (but not before *and*)
- to separate direct speech from reporting verbs
- when you add extra information in a sentence
- between adjectives before a noun
- but commas are not always needed between short adjectives.

*We need beans, rice, tomatoes and pasta.*

*'My name's Inaya,' she said.  
(say, answer, etc.)*

*My grandfather, who grew up in India,  
cooks the best curries in the world!*

*It's a useful, well-written, informative book.*

*It was a warm sunny day.*

**Use a colon [ : ]**

- to introduce a list.

*For the exam you will need the following:  
a pencil, a ruler, an eraser and a calculator.*

**Use a semi-colon [ ; ]**

- after a colon in a list that contains longer phrases
- to join closely connected ideas, which could be separate sentences, in one sentence.

*Remember the following: write your  
name at the top of the page; read the  
questions carefully and plan your answers.  
Amaya is very good at science; she wants  
to be a doctor.*

**Use a question mark [ ? ]**

- after direct questions
- but not after indirect questions.

*Do you like watching football on TV, Eric?  
I asked Eric if he liked watching football on TV.*

**Use an exclamation mark [ ! ]**

- at the end of sentences that express amusement, annoyance, fear, surprise, etc.
- after commands
- after words or sounds that express strong feelings

*That is absolutely ridiculous!*

*Don't sit on the desk!*

*Wow! Amazing!*

**Use inverted commas [ ' ' or " " ]**

- to show direct speech.

*'If you don't listen, you won't learn,' she said.*

**Use an apostrophe [ ' ]**

- in possessive forms
- in verb short forms.

*The students' presentations were really good.  
I'm pleased. You've worked hard.*

## Common irregular verbs

### 10 Work with a partner. Test yourselves.

**Student A:** Cover the past simple forms in the first group (*be* to *keep*).

Say the infinitive and ask Student B to give you the past simple.

**Student B:** Cover the past simple forms in the second group (*know* to *write*). Say the infinitive and ask Student A to give you the past simple.

Do the same for the past participles.



Infinitive	Past simple	Past participle
be	was / were	been
become	became	become
begin	began	begun
bite	bit	bitten
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone / been
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept

Infinitive	Past simple	Past participle
know	knew	known
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake (up)	woke (up)	woken (up)
wear	wore	worn
win	won	won
write	wrote	written

# 1

# Making connections

In this unit you will...

- **talk** and **write** about meeting and greeting in your culture
- **read** and **understand** a text about famous gifts in history
- **ask for** and **give** ideas and opinions
- **listen** to a description of a family and write about your own family
- **read** about people tracing their ancestors
- **listen** to students talking about what they've done at school
- **write** an account of your first weeks at secondary school for the school website.

Getting started

“ Who are the most important people in your life? ”

Watch this!



## > 1.1 Meeting and greeting

In this lesson you will...

- use words and phrases for meeting and greeting
- talk and write about meeting and greeting in your culture.

- Do you know any words for hello and goodbye in other languages?

### Vocabulary

#### 🔑 1 Work with a partner.

- a Practise saying these words and phrases.

Hello   How are things?   Good morning   Goodbye   See you later   Hi  
Bye   Nice to meet you   See you   How are you?   Good afternoon   Hey

- b Which words and phrases do you use when you meet someone?  
Which do you use at the end of your conversation?
- c Which words and phrases are for friends and family?  
Which would you use with your teachers?

#### Language tip

Use the pronoun 'you' to mean 'people in general'.

*In China, you bow when you meet someone.*

### Reading and listening

#### 🔑 2 Read about how people traditionally greet each other. Complete the text with the missing words. Then listen and check.

back   cheek   hands   head   nose   thumbs

- a In Colombia, in formal situations women kiss each other on the *cheek* when they meet; men shake ..... . When greeting friends and family, women often hug or kiss; men shake hands or hug.
- b In India, close friends and family members hug when they meet, but they do not kiss. You only kiss babies and very young children. Among friends, men may give each other a gentle pat on the ..... .
- c In China, you may nod your ..... or bow when you meet someone. You may also shake hands. However, you must not kiss or hug.
- d In Thailand, people don't hug or kiss each other when they meet. You greet friends and colleagues with 'wai'. Wai is a gesture. You put your hands together and bow your head. The tips of your ..... should touch your chin for a friend and your ..... for someone older than you. However, today younger people usually wave and even hug.

**3** Which of the four texts in Exercise 2 does this photo illustrate?

## Vocabulary

**4** Match the words and phrases from the text with their meanings.

formal    cheek    to hug    pat    gesture    tip    to wave

- a a movement of the hand, arms or head to express something
- b the side of your face
- c to move your hand when saying hello or goodbye
- d following social customs and accepted ways of behaving
- e to put your arms round someone
- f the narrow or pointed end of something
- g a gentle friendly touch with a flat hand

**5** Work with a partner. Ask and answer these questions about traditional ways of meeting and greeting in your culture. You can listen to a model conversation to help you.

- a Do you shake hands with your friends at school?
- b What do you do when you meet someone of your own age for the first time?
- c What do you do when you meet an adult for the first time?
- d How do you greet family members and close friends?



## Writing

**6** Write a paragraph about meeting and greeting in your culture. Use the words and expressions in Exercise 4 and your answers to Exercise 5.

When you meet someone of your own age for the first time	you	say 'Hello' / 'Hi' / 'How are you?' / 'Nice to meet you.'
When you meet an adult for the first time		shake hands / bow / nod your head.
When you greet family and friends		give (them) a hug / a kiss on the cheek / a pat on the back.