

Rod Fricker

BBC

English Class



A2+

 **Pearson**

Teacher's Book
WYDANIE ROZSZERZONE



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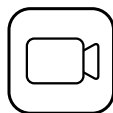
Presentation Tool



Nagrania audio



Test Generator



Nagrania wideo

Aby aktywować dostęp do zasobów **Presentation Tool**, **Test Generatora**, **nagrań audio** i **wideo** zarejestruj się lub, jeśli masz już konto, zaloguj się na portalu eDesk.pearson.pl i wpisz znajdujący się poniżej kod dostępu.

English Class



A2⁺

Teacher's Book

WYDANIE ROZSZERZONE

INTRODUCTION T3

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What is the *English Class* methodology?

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WHAT IS ENGLISH CLASS?

English Class is the portal to a wide world of English language knowledge and resources specially designed for teenage learners. It provides teenage students with the ability to communicate well in English and to pass their end-of-school exam (*Egzamin Ósmoklasisty*) at a good level. Just as importantly, it boosts their confidence to participate as educated citizens in the global community of the twenty-first century, with all its unique challenges and opportunities.

English Class is the fruit of a collaboration between two leading companies in the fields of media and education: the BBC and Pearson. The BBC brand is synonymous worldwide with the concepts of trust and quality in their news and entertainment programmes, while Pearson is the world's leading education company for all ages and stages of learners.

English Class is the direct result of extensive research and analysis of learners' needs and wants, translated into a comprehensive set of *authentic*, *interactive* and *reliable* materials in both print and digital formats. This wide ranging research revealed three key learning objectives that were common to all learners, their teachers and parents:

- 1 Success at school – students can move to the next level of their careers by passing exams.
- 2 Motivation – students can continue their English learning beyond school.
- 3 Confidence – students can acquire the skills which will help them make sense of the ever more pressurised digital world of the twenty-first century.

WHAT IS THE ENGLISH CLASS METHODOLOGY?

We all know that teenagers can present a special challenge for teachers and parents. They are transitioning from children to adults, at the same time as they are dealing with the competitive pressures of exams. They are coping with parental expectations as well as the distractions of social media and the digital age. This is a time when they need security and support as well as encouragement and inspiration. Bearing all this in mind, we designed the course to be:

Authentic: language is presented through relevant and intriguing real-life content, from the humorous situations in the drama videos, through the real people interviewed for the Vox Pop videos to the clips taken from actual BBC programmes to create the BBC Culture and Skills videos. Content has been carefully chosen to inspire and challenge teenagers, and the style in which it is presented reflects the way that today's teens access information and entertainment: from the internet, using personal devices such as tablets, laptops and mobiles.

Interactive: moving to a much more personalised and adaptive approach, *English Class* does not just provide static content but also multiple opportunities to investigate and interact with that content through productive activities and projects. By interacting with the content rather than merely practising the target language, students acquire the language at a deeper cognitive level. English becomes the tool through which they access a wider world of knowledge, skills and experience rather than just another subject on the curriculum.

Reliable: 'It's all very well to be inspired and have fun, but our students need to pass their exams!' we can hear teachers say, and passing the exam with a good score is the key learning outcome of *English Class*. The rigorous syllabus built around the Global Scale of English (see page T10) provides the right language, at the right level, with the right amount of practice and the right sort of assessment along the way to bring students up to the level required to pass their end-of-school exam (*Egzamin ósmoklasisty*).

OVERVIEW OF THE COMPONENTS

STUDENTS' BOOK

- Nine units with 80–120 hours of teaching material
- Video (drama, BBC Vox Pops and BBC Culture and Skills clips)
- Clear lesson objectives ('I can ...') taken from the Global Scale of English (GSE)
- Revision sections for every unit
- Translated wordlists for every unit with mp3 audio available online
- Grammar Time: grammar reference and practice activities for every grammar lesson
- Five Skills Revision sections preparing students for the end-of-school exam (Egzamin ósmoklasisty)
- Three lessons on Polish culture with ideas for projects



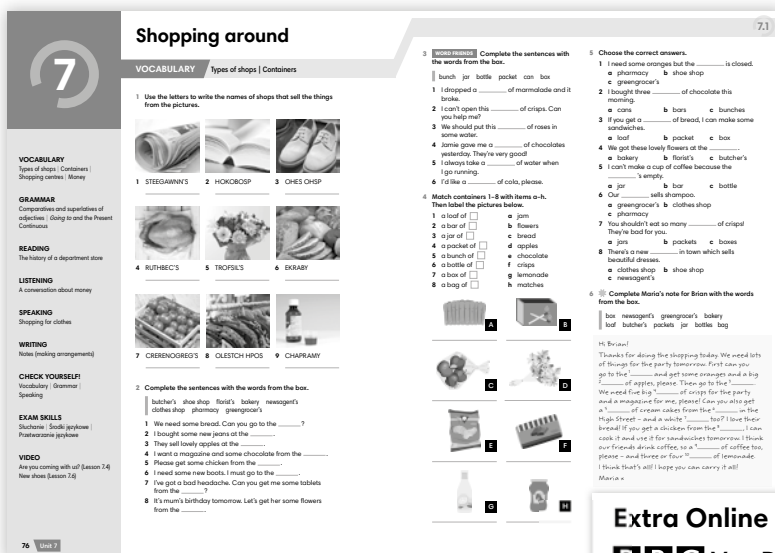
WORKBOOK with Extra Online Homework

Workbook

- Additional grammar, vocabulary and skills practice to reinforce material in the Students' Book
- Exam Skills section in every unit preparing students for the end-of-school exam (Egzamin ósmoklasisty)
- Extra worksheets for the drama videos

Extra Online Homework

- Extra homework activities, based on the BBC Vox Pops, with embedded videos



- Reduced Students' Book pages with notes and overprinted answers
- Audio and video scripts

- Workbook audio scripts and answer key
- Photocopiable resources

[illegible]

RESOURCE 2 Unit 1 Lesson 2 Grammar

Truth or lie?

RESOURCE 3 Unit 1 Lesson 4 Grammar

Find someone who ...

Do a class survey. Ask the questions and write the names.

often / read

sometimes / go

never / write

usually / do

always / have

never / listen to

often / watch

sometimes / read

sometimes / play

often / drink

usually / meet

always / use

usually / walk

always / do

sometimes / make

never / go

never / watch

usually / eat

always / talk

often / play

Find someone who ...

Find someone who:	Name
1 I don't mind doing homework.	
2 I usually go to bed before 11 p.m.	
3 I like shopping for clothes.	
4 I want to learn a different country one day.	
5 I often feel tired during the day.	
6 I never drink coffee.	
7 I don't turn up.	
8 Sometimes I cook dinner for my family.	
9 I never watch the news on TV.	
10 I'm interested in history.	
11 I know a few words of Chinese or Japanese.	
12 I often go to the cinema with my friends.	
13 I want to get a Saturday job.	
14 I usually meet my friends on Saturdays.	
15 I don't like riding my bike to school.	
16 I don't use social media.	

TESTS

- Short vocabulary and grammar tests (versions A/B)
- Unit tests (versions A/B and C for students with special learning difficulties)
- Mid-year and End-year tests (versions A/B and C for students with special learning difficulties)

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DIGITAL COMPONENTS

- For information about digital components go to pearson.pl/englishclass

Learning objective
(Can-do statement)
for every lesson

Clear summary
of unit contents

Vocabulary
presented via
listening and
visuals

Group and pair
work in every
lesson for real
exchange of
information
and opinions

Key
Vocabulary
recorded

Reading texts
in a variety of
genres

I know that! revision
activities boosting
motivation

Special focus
on teaching
collocations
and chunks
of vocabulary
(WORD FRIENDS)

1

Time for culture

VOCABULARY Culture
I can talk about cultural activities, likes and dislikes.

VOCABULARY
Culture – People
Cultural activities | Age groups |
News and entertainment

GRAMMAR
Present Simple: affirmative
and negative |
Adverbs of frequency |
Present Simple: questions
and answers

SPEAKING
At the cinema

READING
Young people watch a lot of TV?

LISTENING
Types of media

WRITING
A personal introduction
Culture and Skills
Why do we dance?

6 Unit 1

1.12

What can you see in the photos? In pairs, match photos 1–6 with phrases a–f. Listen and check. Write the answers in your notebook.

a Is the concert very long?
b It isn't easy to learn the steps.
c I like stories with a happy ending.
d Look at the camera ... say 'cheese'!
e I like the colours in that painting but what is it?
f The actors in this movie are terrible!

1.13 Listen and repeat the words.

Vocabulary A People			
art	artist	cinema	actor, director
writing	writer	dance	dancer
photography	photographer	music	musician

1.14 **KNOW THAT!** Add the words from the box to the correct category in Vocabulary B. Listen and check. Add more words in your notebook.

Vocabulary B Cultural activities	
Types of films:	cartoons comedies documentaries fantasy films romantic films science fiction (sci-fi) films ¹ action films ²
Things to read:	comics novels graphic novels ³
Types of dance:	ballet flamenco salsa ⁴
Musical instruments:	drums guitar piano ⁵
Types of music:	classical music hip-hop pop traditional ⁶ ⁷

1.15 Listen and choose the correct option. Write the answers in your notebook.

Speaking Likes and dislikes
I'm really / not really interested in modern art.
I love / hate reading horror stories.
I really like / don't like taking selfies.
I love / hate dancing flamenco.
I'm into / not into classical music.
I like acting / don't like acting much.

I'm really interested in modern art.

1.16 **WORD FRIENDS** Complete the sentences with the words from the box. Listen and check. Write the sentences in your notebook.

acting dancing drawing listening
playing reading taking watching

1 I like dancing flamenco.
2 I hate to techno.
3 I'm interested in the guitar.
4 I love photos.
5 I'm not into in plays or films.
6 I really like pictures.
7 I'm into comics.
8 I don't like horror films much.

1.17 Complete the text in your notebook. Then discuss with a partner. Are your answers the same? Listen and check.

I'm Michael

I like listening to classical music. I've got a violin but I'm not a musician so I can't play it very well. I'm shy so I hate dancing and I plays but I'm really a photography
~ I've got a good camera and I love photos. I'm not a bad photographer. I'm in art too. I don't like painting much but I really like drawing and I love graphic novels and watching science fiction films. What about you?

8 In groups, talk about your likes and dislikes. Use Exercise 7 and the Speaking box to help you. Which person in your group has similar likes and dislikes to you?

A: Are you into music?
B: Yes, I am. I love rock music. I play the guitar.
I'm a musician. What about you?

Unit 1 7

Reading texts
in a variety of
genres

1.2 GRAMMAR Present Simple: affirmative and negative | Adverbs of frequency

I can use the Present Simple to talk about habits and routines.

- 1 **1.18** Read Rose's blog. Has Rose got the same interests as her sister, Violet?



We look the same but we don't like the same things. Violet studies classical music but I study art. She reads novels and poems but I don't read much. And she often watches TV but I never watch TV – it doesn't interest me. Violet writes poems. I write texts on my phone. I paint pictures. Violet tries to paint but she never finishes her paintings. She doesn't understand art! I love hip-hop. She says that hip-hop annoys her. Our friends don't understand. 'You don't like the same things!' they say. 'But you always go out together! Why?' 'We have some fantastic arguments!' I say.

added by Rose

- 2 Read the Grammar box and find more examples of the Present Simple in the text in Exercise 1.

Grammar	Present Simple: affirmative and negative
I love hip-hop. She writes poems. She often goes out. She studies art.	I don't watch TV. She doesn't like music.
Adverbs of frequency (always, usually, often, sometimes, never) go before the verb but after to be.	

GRAMMAR TIME > PAGE 122

Grammar tables
highlighting target
structures

Grammar
presented
through video
or audio

GRAMMAR Present Simple: questions and answers

I can ask and answer questions about habits and routines.



Lee: Hey, Amy. Do you want to hear my new song?
Amy: Yes, I do, but not right now. Lee: There's a Bro concert on TV.
Lee: What time does it start?
Amy: Eight o'clock.
Lee: To be honest, I don't really like ...
Amy: He's awesome! He plays the guitar and the piano and he's a wonderful singer!
Lee: Does he write his songs?
Amy: No, he doesn't. Do you know what he does in his free time?
Lee: I've no idea. What does he do in his free time?
Amy: He works in a home for sick animals once a week.
Lee: He lives in a big house in Hollywood with lots of cats and dogs. Animals love him. He's perfect!
Lee: Yeah, right.

How do you say these expressions in Polish?

Not right now. To be honest, ...
Awesome! I've no idea. Yeah, right.

OUT of class

- 1 **1.23** Listen to Part 1. Is Lee a big fan of Bro?
2 Read the Grammar box. Find more Present Simple questions and answers in the dialogue.

Grammar	Present Simple: questions and answers
Do you want to play? Does he write songs? Do they like animals? Where does he live? How often do you go there?	Yes, I do./No, I don't. Yes, he does./No, he doesn't. Yes, they do./No, they don't. In Hollywood. Once/Twice/Three times a day. Every Sunday/Often.

GRAMMAR TIME > PAGE 122

Everyday
phrases and
expressions
from the
presentation

- 3 In pairs, say how Rose and Violet are different.
Rose studies art but Violet studies music.

- 4 Add adverbs of frequency to make these sentences true for you. Write the answers in your notebook. Listen and check.

- I write poems. *I sometimes write poems.*
- My mother reads novels.
- My teacher draws pictures on the board.
- We (my friends and I) go dancing.
- My classmates listen to classical music.

- 5 **1.19** Complete the text with the correct form of the verbs in brackets. Write the answers in your notebook. Listen and check.
- I live (live) in a village so I ¹ (not go) to the cinema very often. My brother often ² (watch) films on TV but I ³ (prefer) playing games with my friend, Dylan. He usually ⁴ (win) but he ⁵ (not win) every game. We ⁶ (not play) very often on school days but we ⁷ (play) a lot at weekends.

- 6 Correct the sentences in your notebook.

- Taylor Swift plays the drums in a group.
Taylor Swift doesn't play the drums. She sings.
- One Direction play classical music.
- Director Tim Burton makes documentaries.
- J.K. Rowling acts in films.
- Daniel Radcliffe and Emma Watson paint pictures.

- 7 **1.20** Complete the text with the words from the box. Write the answers in your notebook. There is one extra word. Listen and check.

I dancing doesn't don't go sometimes loves I love dancing I ¹ to dance classes with my friend, Kay. We do hip-hop – it's great! – and we ² do Zumba but not very often. I ³ like salsa much but Kay ⁴ it.

- 8 **VOX POPS** Talk to your partner. What do you do in your free time?

see action films read film reviews
listen to rap music read comics
take photos

I often listen to rap music but Jo prefers pop.

And You

READING and VOCABULARY Do young people watch a lot of TV?

I can find specific detail in an article and talk about age groups.

- 1 **CLASS NOTE** How many hours of TV do you usually watch after school?

- I never watch TV.
- Under one hour
- One-two hours
- More than two hours

- 2 Read the first paragraph of the text. What do you think these phrases mean?

- a couch potato
- to have square eyes

- 3 **1.21** Read the rest of the text. Match headings a-e with paragraphs 1-4. There is one extra heading. Write the answers in your notebook. Listen and check.

- A global change
- Surprising statistics
- Too much TV?
- A new obsession
- TV is cool again

- 4 **1.22** How do you say the words from the box in Polish?

Vocabulary	Age groups
adults	kids
pensioners	middle-aged (people)
	teenagers

- 5 In your notebook, make sentences about the people below using the words in the Vocabulary box.

- Jon and Cara are sixteen. *They're teenagers.*
- Wendy is eight and Peter is five.
- Bob and his wife are seventy-nine.
- Emma and Dom aren't children.
- Dick and Helen are both fifty-two.

- 6 Read the text again. Are the sentences true, false or the text doesn't say?

- Parents and teachers agree that teenagers watch too much TV.
- Middle-aged people watch more TV than teenagers.
- Pensioners watch six hours of TV a week.
- Teenagers don't watch TV because they prefer to be outside in the fresh air.
- Teenagers in Britain usually have a TV in their bedroom.

The survey shows British people watch a lot of TV. What about you and your family?

I don't watch TV very often but my sister watches TV all evening.

Where are all the couch potatoes?

1 Parents and teachers always say that teenagers are 'couch potatoes' and spend all their time in front of stupid TV programmes. But is it true that young people have 'square eyes'? Do they really watch a lot of TV?

2 The results of a recent survey show that people in Britain typically watch twenty-seven and a half hours of TV every week – almost four hours a day! But there is some surprising news – young people don't watch as much TV as adults. For example, middle-aged adults (aged forty-five to sixty-five) watch about five hours a day. But young people aged twelve to seventeen only watch about two and a half hours a day. And a typical pensioner watches about six hours a day!

3 Studies in countries such as the USA and Australia suggest the same: kids today spend less time in front of their TV sets than young people in the 1980s.



4 Teenagers today don't often sit with their families on the living-room couch. So where are they? Do they perhaps spend all their free time in the fresh air, away from the TV? The simple answer is no, they don't. The favourite free time activity of British teenagers is now surfing the internet – typically about thirty-one hours a week! The couch potato alive and well – he's just back in his bedroom.

Manageable
texts about
contemporary
issues to engage
students'
attention

Unit 1 9

21st century
skill of critical
thinking

LISTENING and VOCABULARY Types of media

I can identify specific detail in a conversation and talk about media habits.

What type of media do you use:

- to listen to new music?
- to watch pop videos?
- to check news about your favourite celebrity?
- to check sports results?
- to see what's on at the cinema?
- to find information for school projects?
- to check the news headlines?
- to check the weather forecast?

- 1 **1.25** Read the survey. Then listen and match speakers A-E with questions 1-8. There are three extra questions. Write the answers in your notebook.

A 7 B 8 C 9 D 10 E 11

- 2 **CLASS NOTE** Answer the questions in the survey. What is the most popular type of media in the class?

- 3 **1.26** In which type of media from the survey can you find these things? Sometimes more than one answer is possible.

Vocabulary	News and entertainment
blog/vlog	current affairs
film/game reviews	documentary
horoscopes	game show
message board	newspaper
phone-in	reality show
soap opera	sports pages
talk show	video clips
weather forecast	

- 4 Use the Vocabulary box to complete the sentences. Write the answers in your notebook.

- My dad loves watching *game shows*. He usually shouts out the answers at the TV!
- The group's *website* is a place on the internet for fans to meet and write about the group.
- My favourite *show* is on Channel 4 on Mondays. I think the actors are fantastic!
- I don't often read *news* because my friends tell me which games to buy.
- My sister often sends me links to funny *videos* with cats on the internet.

- 5 In pairs, take turns to name an example of the types of media in the Vocabulary box.

A: *The X Factor*. B: *That's a reality show*.

- 6 **1.27** Listen and match speakers 1-4 with the type of radio programme they like a-e. There is one extra answer. Write the answers in your notebook.

- Cara
- Cara's dad
- Rob, Cara's brother
- Cara's mum
- current affairs
- Pop Top 20
- sports
- phone-ins
- rock music

- 7 **VOX POPS** Talk to your partner. What magazines or newspapers do you read? What are your favourite websites? What programmes do you watch?

- I often read these magazines: *...*
- My three favourite websites are *...*
- My favourite radio station is *...*
- My favourite types of TV programme are *...*
- I watch *...* every week.

Unit 1 11

Reference to Grammar Time:
full grammar tables and
further grammar practice in
the back of the book

Group and pair
work

A UNIT OF THE STUDENTS' BOOK

Functional dialogues presented through video or audio

1.6 SPEAKING At the cinema

I can buy a ticket at the cinema.

FILMWORLD

WHAT'S ON JOIN OUR CLUB BOOK NOW

Love 4.15 / 8.15
The Dead 6.20 / 8.40
World 4.30 / 8.30
The Century 4.45 / 9.00
Story 6 6.15 / 8.15

WHY THE CINEMA

Lee: So, what's on?
Amy: The new Tom Lewis movie, True Love. It starts in ten minutes.
Lee: No way! I want to see ZooWorld.
Amy: I don't like fantasy films. They're boring.
Lee: Oh, come on, please.
Amy: Oh, OK.
Lee: Can I have two tickets for ZooWorld, please?
Tess: Sure, which screening?
Lee: The 6.30.
Tess: I'm sorry, it's sold out ... Oh, no, hold on! There are two seats.
Lee: Great!
Tess: But they're in the front row.
Amy: Lee, I don't want to sit in the front row!
Tess: OK ... I'd like two for True Love at 6.15, please.
Lee: Yes, thanks. How much is that?
Tess: That's twelve fifty, please.
Amy: Here you are.
Tess: Thank you. Enjoy the film!
Lee: Yeah, right.

How do you say these expressions in Polish?
No way! Come on, please! Hold on!

OUT of class

- 1 CLASS NOTE** Look at the cinema programme and say what types of film are on. Which ones would you like to see?
I think True Love is a romantic comedy. I'd like to see it.
- 2 1.28 Listen and answer the questions.**
- Which film do Lee and Amy go to see?
 - What time does it start?
 - How much is each ticket?
- 3 1.29 Complete the dialogue with the phrases from the Speaking box. Write the answers in your notebook. Listen and check.**
- Krystal: Can I have two tickets for True Love, please?
Tess: Which? ...
Krystal: The 8.15 screening.
Tess: Here you are ... Two tickets in ...
Krystal: How ... is that?
Tess: That's twelve fifty, ...
Krystal: ... you are.
Tess: Thank you, enjoy the movie.
- Speaking** At the cinema
- Buying tickets**
- What's on?
 - Can I have two tickets for ZooWorld, please?
 - I'd like two for True Love, please.
 - The 6.15 screening.
 - How much is that?
 - Here you are.
- Selling tickets**
- Which screening?
 - I'm sorry, it's sold out.
 - There are two seats in the front row.
 - Row seven. Is that OK?
 - That's twelve fifty, please.
- 4 In pairs, buy tickets for a film from Exercise 1. Use the Speaking box to help you.**
Can I have two tickets for ... ?

Regular class vote provides opportunities for group work and personalisation

WRITING A personal introduction

I can write a personal introduction to a webpage.

Lee Marshall
Harlow Mill, near London, England
alternative/lo-fi

About me

My name is Lee Marshall and I'm fifteen. I'm English. I live with my parents and my sister, Ruby, in Harlow Mill, near London. I'm in Year 10 at Harlow Mill High School. My favourite subjects are Music, Art and English. I like books and movies but my big passion is music. My favourite band is Arcade Fire - they're from Canada and they're awesome. In my free time, I sing and play the guitar. I make music on my laptop every day and I sometimes write songs. Click on the media player to listen to them and tell me what you think!

1 NO WAY BUY
2 COME ON, PLEASE! BUY
3 NOT RIGHT NOW BUY
4 HARLOW MILL BLUES BUY

Friends

1 CLASS NOTE Have you got a personal webpage?

- There is a photo of Lee on the webpage.
- You can listen to some of Lee's songs.
- You can look at Lee's photo gallery.
- There is some personal information about Lee.
- You can see some of Lee's friends on his page.

- Writing** A personal introduction
- Personal details**
- My name is ...
I'm ... years old.
I come from ... [place]
I'm ... [nationality]
I live with my family in ...
My hometown is ...
I'm in Year ... at ... School.
- Interests/Hobbies**
- I like / I'm into / I'm mad about ...
I'm interested in ...
My big passion is ...
My favourite ... is ...
In my free time ...
Outside school I ...
I often ...
- Routines**
- I often / sometimes / usually ...
I ... once a week / every day.
- 3 In pairs, read Lee's introduction. Which things from the box does he write about?**
- school nationality hobbies best friend name and age family/hometown personality interests (books, music etc.)
- 4 Look at Lee's profile again. Say how you are similar to or different from Lee.**
He's English but I come from Poland. He's got a sister and I've got a sister too.
- 5 Look at the Writing box. In your notebook, complete about interests and them true for you.**
- 6 WRITING TIME** In your notebook, write a personal introduction to a webpage. Use the answers from Exercise 4 to help you.
Write about:
1 personal details
2 interests and hobbies
3 routines

Even numbered units contain English in Use lessons focusing on vocabulary and structures from the previous two units

Odd numbered units contain writing skills work covering a range of genres

Revision

VOCABULARY

- In your notebook, write the correct word for each definition.
 - This person makes films and tells actors what to do. **d**
 - It's something you like doing in your free time. **h**
 - It's a big photo or drawing. **p**
 - It's a good idea to read one before you see a film. **r**
 - This person is aged from thirteen to nineteen. **t**
 - This person doesn't work because of his/her age. **p**
- 2 Complete the text in your notebook. Then ask and answer the questions in pairs.**

* the media and your parents

Do your parents:

- listen to a radio? When? Which programmes do they prefer?
- watch the 'n' on TV? At what time?
- watch the weather? Every day?
- watch documentaries on TV? What about ... shows, ... shows, ... shows?
- buy newspapers or 'm' ? Which sections do they read first?

- 3 Complete the poem with the words from the box. Write the answers in your notebook. There are two extra words.**

I act go make play potato sing story take watch write

I want to 1 dancing and 2 the guitar And then 3 a song with my favourite pop star I want to 4 a poem and 5 in a play And 6 some photos of a beautiful ballet I don't want to 7 films on TV all day Or be a couch 8, no way!

GRAMMAR

- 4 Complete the sentences with the Present Simple form of the verbs in brackets. Write the answers in your notebook.**
- Beyoncé (live) in the USA. She (not live) in England.
 - Jo (go) to dance classes on Fridays.
 - No, I (never/watch) reality shows.
 - My friends (prefer) romantic films. They (not enjoy) science fiction films.
 - Yes, I (listen) to it every day.
- 5 In your notebook, write questions for the answers in Exercise 4.**
- Where ... ?
 - When ... ?
 - reality shows?
 - What kind of ... ?
 - to techno?
- 6 Work in pairs. In your notebook, write five sentences about a classmate using the words in A and B. Then ask your classmate questions with how often to check your ideas.**

- A:** always often sometimes usually never once/twice/three times a ...
- B:** act go listen point play read watch

SPEAKING

- 7 Work in pairs. Student A, ask your partner these questions and buy two tickets to see a film. Student B, look at page 134.**

- Student A**
- What's on?
 - What time ... ?
 - ... seats / row 7?
 - How much ... ?
 - ... two tickets / please?

DICTIONATION

- 8 1.30 Listen to the recording. Write the sentences in your notebook.**
- Check yourself!**
- I can talk about cultural activities, likes and dislikes.
 - I can use the Present Simple to talk and ask about habits and routines.
 - I can find specific detail in an article and in a conversation.
 - I can talk about age groups and media habits.
 - I can buy a ticket at the cinema.
 - I can write a personal introduction to a webpage.

WORDLIST 1 Culture | Likes and dislikes | Age groups | News and entertainment

LESSON 1.1

Culture: People

- actor /'æktə/ aktor
artist /'ɑ:stɪs/ artysta
director /'dɪrɪktə/ reżyser
musician /'mju:ʃjən/ muzyk
photographer /'fɒtəgrəfi/ fotograf
writer /'raɪtə/ pisarz

Cultural activities

- act in plays /'ækt ɪn pleɪs/ grać w sztukach
film /'fɪlm/ film
film /'fɪlm/ grać w filmach
acting /'æktɪŋ/ aktorstwo
action film /'æksjən fɪlm/ film akcji
art /'ɑ:t/ sztuka
ballet /'bæleɪ/ balet
be interested in sth /bi 'ɪntərɪstəd ɪn sʌndɪŋ/ interesować się czymś
be into sth /bi 'ɪntə sʌndɪŋ/ pojąć coś
camera /'kæmərə/ kamera, aparat
cinema /'sɪnəmə/ kino
classical music /'klæsɪkəl 'mju:zɪk/ muzyka poważna
comedy /'kɒmədi/ komedia
comic /'kɒmɪk/ komiks
concert /'kɒnsət/ koncert
dance /'dɑ:ns/ tańczenie
dancing /'dɑ:nsɪŋ/ taniec
documentary /'dɒkjʊ'mentəri/ film dokumentalny
drawing /'dru:ɪŋ/ rysunek
drums /'drʌms/ perkusja
fantasy film /'fæntasi fɪlm/ film fantastyczny
film /'fɪlm/ film
flamenco /'flæmɪŋkəʊ/ flamenco (rodzaj tańca)
graphic novel /'græfɪk 'nɒvl/ komiks, powieść graficzna
guitar /'ɡɪtɑ:/ gitara
happy ending /'hæpi 'endɪŋ/ szczęśliwe zakończenie
hip-hop /'hɪp hɒp/ hip-hop
horror film /'hɒrə fɪlm/ horror
horror story /'hɒrə 'stɔ:ri/ przerażająca opowieść
learn the (dance) steps /lɜ:n ðə 'dɑ:ns steɪps/ nauczyć się kroków (w tańcu)
listen to music /'lɪsn tə 'mju:zɪk/ słuchać muzyki
hip-hop /'hɪp hɒp/ hip-hop
modern art /'mɒdənz 'ɑ:t/ sztuka nowoczesna
music /'mju:zɪk/ muzyka
novel /'nɒvl/ powieść
painting /'peɪntɪŋ/ obraz
photography /'fɒtəgrəfi/ fotografia

- piano /'pi:niəʊ/ pianino, fortepiano
picture /'pɪktʃə/ zdjęcie, obrazunek
play /pleɪ/ grać, występować
play the guitar /pleɪ ðə 'ɡɪtɑ:/ grać na gitarze
pop /pɒp/ pop
reading /'ri:ðɪŋ/ czytanie
rock /rɒk/ rock
salsa /'sælsə/ salsa
science fiction film /'saɪns 'fɪksjən fɪlm/ film science-fiction
story /'stɔ:ri/ historia
techno /'teknəʊ/ techno
traditional /trə'dɪʃjənəl/ tradycyjny
violin /'vaɪəlɪn/ skrzypce
writing /'raɪtɪŋ/ pisanie
Zumba /'zʊmbə/ zumba

LESSON 1.2

- blog /blɒg/ blog
go dancing /ɡəʊ 'dɑ:nsɪŋ/ iść potańczyć
poem /'pəʊm/ wiersz
read film reviews /ri:d fɪlm rɪ'vju:z/ czytać recenzje filmowe
sing /sɪŋ/ śpiewać
take photos /teɪk 'fəʊtəs/ robić zdjęcia
zdzjęcia /'zɛdʒɪə/ zdjęcia samemu sobie

LESSON 1.3

- adult /ə'dʌlt/ dorosły
couch potato /'kaʊtʃ pə'tetəʊ/ osoba, która spędza większość czasu przed telewizorem
have square eyes /həv 'skweɪ 'aɪz/ ogładać za dużo telewizji
kid /kɪd/ dziecko, dzieciak
middle-aged (person) /'mɪdl 'eɪdʒd 'pɜ:sn/ osoba w średnim wieku
pensioner /'penʃənər/ emeryt
survey /'sʌveɪ/ ankieta
teenager /'ti:ni'dʒər/ nastolatek
TV programme /'ti:vi 'prəʊɡræm/ program TV

- Out of class
Not right now, /nɒt raɪt 'naʊ/ Nie teraz.
To be honest, ... /tu bi 'ɒnɪst/ Szczerze mówiąc ...
Awesome! /'əʊsəmə/ Znakomicie!
I've no idea, /aɪv nəʊ aɪ'dɪə/ Nie mam pojęcia.
Yeah, right, /jeɪ raɪt/ Skoro tak mówisz ...

- poster /'pɒstə/ plakat
make videos /meɪk 'vɪdiəʊz/ tworzyć klipy wideo
watch music /pɒp vɪdiəʊz/ 'wɒtʃ 'mju:zɪk pɒp vɪdiəʊz/ oglądać teledyski

LESSON 1.5

celebrity

- celebrity /'seɪbrɪti/ znana osoba

- check sports results /tʃek 'spɔ:ts rɪzʌlts/ sprawdzać wyniki sportowe
current affairs /'kʌrənt ə'feəz/ sprawy bieżące, aktualności
film /'fɪlm/ film
game review /'ɡeɪm ri:vju/ recenzja filmu / gry
find information /faɪnd mɪ'nɪfə'meɪʃən/ znaleźć informacje
game show /'ɡeɪm 'ʃəʊ/ teleturniej
horoscope /'hɒrə'skɒp/ horoskop
magazine /'mæɡə'zi:n/ magazyn
message board /'mesɪdʒ bɔ:rd/ internetowa tablica ogłoszeń
new headlines /'nju:z 'hedlaɪnz/ najnowsze wiadomości
phone-in /'fəʊn ɪn/ program, w którym słuchacze telefonują do studia
radio station /'reɪdiəʊ 'steɪʃən/ stacja radiowa
reality show /ri:ə'lɪti 'ʃəʊ/ reality show
soap opera /'səʊp ə'pərə/ opera mydlana
sports pages /'spɔ:ts 'peɪdʒz/ sekcja sportowa w gazecie
talk show /'tɔ:k 'ʃəʊ/ talk show
video clip /'vɪdiəʊ 'klɪp/ klip wideo
weather forecast /'weðə 'fɒ:kæst/ prognoza pogody
website /'web'saɪt/ strona internetowa

LESSON 1.6

- Out of class
No way! /nəʊ weɪ/ Nie ma mowy!
Come on, please! /kʌm ən 'pli:z/ Proszę cię!
Hold on! /həʊld 'ɒn/ Poczekaj!

LESSON 1.4

- (cinema) programme /'sɪnəmə 'prəʊɡræm/ program (kina)
romantic film /rəʊ'mɑ:ntɪk fɪlm/ romantyczny film
row /rəʊ/ wąż
screening /'skri:nɪŋ/ seans kinowy
seat /si:t/ miejsce (w kinie)
see what's on (at the cinema) /si: 'wɒt ɪz ɒn (ət ðə 'sɪnəmə)/ spojrzeć, co grają w kinie
sold out /səʊld 'aʊt/ wyprowadzony

LESSON 1.7

- hometown /'həʊməʊn/ miasto rodzinne
hobby /'hɒbi/ hobby
interests /'ɪntərəsts/ zainteresowania
nationality /nə'sjənəli/ narodowość
be mad about sth /bi 'mæd ə'baut sʌndɪŋ/ pojąć coś

LESSON 1.8

- hometown /'həʊməʊn/ miasto rodzinne
hobby /'hɒbi/ hobby
interests /'ɪntərəsts/ zainteresowania
nationality /nə'sjənəli/ narodowość
be mad about sth /bi 'mæd ə'baut sʌndɪŋ/ pojąć coś

Every Revision page has a dictation on the Class audio

Check yourself! boxes allowing for quick and effective self-assessment

These lessons develop the 21st century skills of cultural awareness

An intriguing question and photo as a warm-up

A culture topic linked to the unit theme is presented through a reading, with comprehension exercises

Using the language, knowledge and models from the lesson, students create a project about their own country or experience

CULTURE & SKILLS

Why do we dance?

Dancing in the UK

Many of us love dancing or watching dancing. But why do you think we do that? Strange when you think about it. When we dance, we don't go anywhere and we don't make anything, so what's the reason for it?

Today in the UK dance is very popular. About 5 million people go to dance classes every week. There are many styles but the most popular are street-dancing, salsa, ballet and salsa.

Street-dancing has got many styles including breaking, hip-hop and popping. It's popular with young people and you have to be very flexible. Some people say we do this kind of dance to show our friends how strong and skilful we are.

Salsa is a simple version of swing, salsa and jive. You can do salsa to fast or slow music. It is very popular with middle-aged people because dancing is a good way to keep fit.

Ballet is popular all over the world. There are many spins and jumps in ballet. It's very difficult and you must do a lot of training to be good at it. Ballet usually tells stories and people think it's very beautiful.

Salsa is from Cuba. The word 'salsa' is Spanish for hot and spicy sauce. Salsa dancers have got a lot of passion and energy. People usually dance salsa to fast and fun music. One reason we do this dance is to show how attractive we are to other people.

So there are many reasons why we dance. Whatever the reason everyone agrees that dancing is great fun.

Glossary
 attractive (adj) good-looking
 flexible (adj) bending and moving easily
 skilful (adj) good at doing something
 spicy (adj) strong, pleasant taste
 spin (n) the movement of something turning around very quickly

READING

- In pairs, discuss the questions.
 1 Do you like dancing? Are you a good dancer?
 2 How popular is dancing in your country?
 3 Do you know anyone who is a very good (or bad) dancer?
 4 Why do you think we dance?
- Read the text. Are the sentences true or false?
 1 Street-dancing is popular with middle-aged people.
 2 Salsa is always danced to fast music.
 3 Ballet is from Cuba.
 4 Salsa also means a hot and spicy sauce in Spanish.
- Work in pairs. Read the text again and find four reasons for why people dance. Are they the same as your ideas in Exercise 1?
- You are going to listen to a report about a dance competition. Read the advert below. Do you have competitions like this in Poland?



LISTENING

- ABC 1** Listen to Part 1. Match the contestants (1-5) to the reasons why they dance (A-E). Write the answers in your notebook.
 1 Harry Barnes A It's creative.
 2 Jonadette Carpio B It's hypnotic.
 3 Jodelle Douglas C It's uplifting.
 4 Sharifa Tonkhor D It's liberating.
 5 Kieran Lai E It's their passion.
- ABC 1** Listen again. Are the sentences true or false? In your notebook, correct the false statements.
 1 Harry always feels happy.
 2 Jonadette was born in a different country.
 3 Jodelle usually works alone.
 4 Sharifa doesn't plan her dances.
 5 Kieran uses machines when he dances.
- ABC 2** Listen to Part 2 and answer the questions.
 1 Who is the winner?
 2 Why do the judges like him/her?
 3 How does the winner react/feel?
 4 What happens next for the winner?

PROJECT

- Work in groups. Create a digital presentation promoting dance and its benefits.
- Use the internet to research traditional or popular dances in your country.
- Write a short script for your presentation.
- Include some photos or video.
- Share the presentation with your class.
- Vote for the most interesting presentation.

Glossary for the most difficult words in the text

Skills Revision

FUNKCJE JĘZYKOWE

- Uzupełnij dialogi anglikański odpowiednikami wyrażen podanych w nawiasach. Odpowiedź zapisz w zeszyte.
 1 A: (Can you help?) How are things?
 B: Fine! I'm finishing my dance project.
 2 A: Are you into dancing?
 B: Yes, I am. I love hip-hop. (A try?)
 A: Well, I'm quite shy so I only dance at home.
 3 A: Do you want to go to the cinema tonight?
 B: (A co grają?)
 A: Rogue One: A Star Wars Story!
 B: Awesom! Let's go!
 4 A: Hi. Two tickets for Despicable Me 3, please.
 B: (Który seans?)
 A: The 8.30.
 5 A: How much is that?
 B: That's £21.50, please.
 A: (Proszę bardzo).
 B: Thank you. Enjoy the concert.
 6 A: Hi. Nick. I'm ill.
 B: (To żal!) You can't go to the concert tonight then?

SLUCHANIE

- ABC 1.5.3** Posłuchaj rozmowy dwóch nastoletnich na temat zajęć pozaszkolnych. Wybierz poprawne odpowiedzi A, B lub C i zapisz je w zeszyte.
 Strategie –
 Przeczytaj dokładnie zadanie i zastanów się, czego może dotyczyć nagranie. Odpowiedzi na pytania pojawią się w nagraniu w tej samej kolejności co pytania.
- Which language is Alex learning?
 A Italian B French C Spanish
 2 How is Alex learning?
 A online B at school C from his dad
 3 How long are the lessons?
 A Forty minutes
 B Forty-five minutes
 C Fifty minutes
 4 What is hard for Alex?
 A the grammar
 B the vocabulary
 C the writing
 5 What time is Lindsay's swimming lesson?
 A 4.30 p.m. B 4.50 p.m. C 5.15 p.m.

CZYTANIE

- Przeczytaj informacje o trzech osobach oraz opisy czterech programów telewizyjnych. Do każdego osoby (1-3) dopasuj program (A-D). Możesz też wybrać one najbardziej zainteresowała. Jeden opis programu został podany dodatkowo i nie pasuje do żadnej osoby. Odpowiedź zapisz w zeszyte.
 Strategie –
 Czytaj: podane opisy osób, znajdź w nich kluczowe wyrażenia. Pomogą one dopasować właściwy program do każdej osoby. Następnie przeanalizuj wszystkie opisy programów i wyszukaj w nich wyrazy i zwroty, które odpowiadają zrealizowanym wcześniej fragmentom.
- Rachel** is into different kinds of music, from opera to rap. She often goes to concerts, too. She enjoys watching programmes which give her the opportunity to check her knowledge, but she hates listening to celebrities talking.
- Connor** loves music, especially pop and rock. He plays the guitar and sings, and posts his music videos on YouTube. He enjoys talking about music and likes hearing different people's opinions on music.
- Lydia's** great passion is music. She does really well at singing and dancing and takes part in dancing competitions. She likes watching programmes which can inspire her to learn something new.

Units 1-2

ŚRODKI JĘZYKOWE

- Uzupełnij zdania, używając podanych wyrazów w odpowiedniej formie. Odpowiedź zapisz w zeszyte.
 1 Banksy is a famous British **artist**. ART
 2 My sister's a talented **musician**. MUSIC
 3 I want to be a **photographer** when I leave school. PHOTO
 4 I love **dancing**. DANCE
 5 Mark is a **hardworking** student, he always does his homework and is always prepared for classes. WORK
 6 Greg says he is the best. I think he is really **talented**. HEAD
 7 Przeczytaj podane w nawiasach fragmenty na język angielski i uzupełnij zdania w języku polskim. Wpisz odpowiednie wyrażenia z listy. Zapisz je w zeszyte.
 1 (Nie wierzę!) I don't believe it! You're still sleeping!
 2 (Wczoraj) In the evening/other school?
 3 (Słucham) Koko these days. They're awesome!
 4 (Nie bierzemy udziału) part in a tournament this week.
 5 (Nie widziałem wychodzącego) with friends on weekends.
 6 I hope she (nie rozmawia przez) the phone again.
 7 Przeczytaj podane pary zdań. Uzupełnij każdą lukę tak, aby zachować znaczenie zdania wyjściowego. Odpowiedź zapisz w zeszyte.
 1 I like getting up in the morning.
 I am a morning person.
 2 Can I have two tickets for Transformers: The Last Knight, please?
 I have two tickets for Transformers: The Last Knight, please.
 3 I'm sorry, there are no tickets for the 6.30 screening.
 I'm sorry, the 6.30 screening is sold out.
 4 I'm always tired on Mondays.
 Mondays are my worst days.
 5 My grandpa says watching TV is annoying.
 My grandpa says watching TV is boring.
 6 I can't sleep these days!
 I'm having trouble sleeping these days!
- PISANIE**
 7 Wykonaj poniższe zadanie. Napisz wiadomość w zeszyte.
 Masz ochotę pójść do kina. Napisz do kolegi/koleżanki wiadomość, w której:
 • zaproponujesz wspólne wyjście do kina,
 • podasz szczegóły dotyczące wspaniałego filmu, który chcesz zobaczyć z zeszłorocznymi kolegami/koleżankami.
 Długość tekstu powinna wynosić od 50 do 100 słów.

Useful tips on exam-taking strategies

This section prepares students for their end-of-school exam (Egzamin ósmoklasisty)

Poland Haven for Wildlife

Where the white-tailed eagle rules



- CLARE VOICE** Have you got any books about Polish wildlife?
 2 **CLARE VOICE** Look at the cover of the book. Match the animals in the photos with the words in the box.
 Write the answers in your notebook. Listen and check.
 bison grey seal lynx pond turtle wolf white-tailed eagle
- CLARE VOICE** Listen to a boy talking about his favourite book. Answer the questions.
 1 Which of the animals in the photos are endangered?
 2 Which of them live in the wild in the boy's area?
 3 Do any of the animals in the photos live in your area?

- Work in pairs. Read the quiz. Are the sentences true or false? Write the answers in your notebook.

How much do you know about the white-tailed eagle?

- Most white-tailed eagles live in the Tatras.
- White-tailed eagles often feed on fish.
- There are only about 100 white-tailed eagles in Poland.
- The white-tailed eagle is not a real eagle - it belongs to a different family of birds.
- A male eagle weighs more than a female.
- A white-tailed eagle's nest can be so heavy that it can break a tree.

It is hard to say for sure what kind of eagle was the model for our national symbol, but the colour of the "B" suggests that it was probably a white-tailed eagle. The only person who knows the answer is our legendary forefather Lech.

Polish coat of arms

A coat of arms is a special symbolic design which represents a family, city or country. The coat of arms of Poland is a white eagle on a red background. The eagle has a golden crown, beak and talons (these are like claws). It is hard to say for sure what kind of eagle was the model for our national symbol, but the colour of the "B" suggests that it was probably a white-tailed eagle. The only person who knows the answer is our legendary forefather Lech.

- Read the legend of how the eagle became the symbol of Poland. Put the sentences in the correct order. Write the answers in your notebook.

Legend of the White-tailed Eagle

Once upon a time, three brothers Lech, Czech and Rus wanted to find a new place to live. In the tree there was a white eagle in its nest. Lech named his new home Gniezno after the Polish word for nest. Rus wanted to kill the eagle but Lech stopped him. After walking through forests for weeks they arrived at a lovely place with a big old tree. The sun was going down and the eagle looked beautiful and strong against the red sky.

PROJECT

10 Work in pairs. Prepare an animal quiz.

- Choose one animal which is endangered in Poland.
- Go online and find four interesting facts about this animal.
- Write a quiz about the animal to test your classmates. Add a photo.
- Give the quiz to your classmates.
- Check your classmates' answers. Everyone gets one point for each correct answer.
- Answer your classmates' questions.
- Work as a class and vote for the best quiz.

More ideas for projects

KEY CONCEPTS BEHIND ENGLISH CLASS

THE GLOBAL SCALE OF ENGLISH

The Global Scale of English (GSE) is a standardised, granular scale which measures English language proficiency. Unlike some other frameworks which describe attainment in broad bands, the Global Scale of English identifies what a learner can do at each point on the scale across speaking, listening, reading and writing skills.

The badging on the back of your coursebook shows the range of objectives that are covered within the content. Knowing this range helps you select course materials with the right level of support and challenge for your students to help them progress. It does not mean that students need to have mastered all the objectives below the range before starting the course, or that they will all be 'at' the top of the range by the end.

For more information about how to use the GSE please go to www.english.com/gse.

21ST CENTURY SKILLS

Today's learners require materials that will help them develop skills they need to survive and succeed in the rapidly changing world. They need to be challenged and inspired by their learning. They also need to learn how to work with peers, using modern technologies they are familiar with and enjoy. *English Class* helps develop keep also all those skills modern learners need to build to become fully rounded citizens of the global community. The key skills focused on in *English Class* are the five 'C's: *Communication, Collaboration, Creativity, Cultural Awareness and Critical Thinking*; one 'D': *Digital Literacy* and two 'A's: *Assessment for Learning and Autonomy*.

The skills of **Communication, Collaboration** and **Creativity** are the guiding principles and are peppered throughout the activities in *English Class*.

Cultural Awareness: in an increasingly globalised world, it is important that students gain an understanding of different cultures through the medium of English. This is done in the BBC Culture and Skills lessons, POLAND lessons and via the BBC Vox Pops videos, which feature people interviewed on the streets of London and expose students to a wide variety of native and foreign accents, which will develop their sensitivity to other cultures as well as listening skill.

Critical Thinking: problem solving and reasoning skills are developed throughout the course, especially via the reading and listening activities.

Autonomy: students are encouraged to explore further in the project tasks, where they are given opportunities to connect personally with the topic. Students are also prompted to reflect on and take responsibility for their own progress through the regular *Revision, Skills Revision, Check yourself!* and *Exam Skills* sections in the Students' Book and Workbook.

Digital Literacy: the content, as well as the means of delivery of the *English Class* course, are rooted in today's digital environment and reflect the way today's teenagers already manage their lives: the topics

cover up-to-date technology and media while the projects encourage the use of digital tools to create presentations, reports or reviews or even mini videos.

Assessment for learning: see more below

ASSESSMENT FOR LEARNING

Traditionally, assessment aims to find out what students already know in order to diagnose what their linguistic proficiency is. Teachers can monitor the progress students make and prepare them for tests which usually await students at the end of their respective educational stage. What is more, the results of assessment procedures provide information for students and their parents about their progress in learning. There are two main types of assessment: **formative** (often described as **assessment for learning**) and **summative** (**assessment of learning**).

Formative assessment refers to the strategies and procedures used by teachers in order to provide the students with feedback. Teachers can modify teaching and learning activities where necessary, keep up student motivation levels and maximise attainment. **Summative assessment**, on the other hand, is usually administered at the end of a teaching period to find out whether the progress students made is very good, good, satisfactory or unsatisfactory.

Recommended techniques used for formative assessment

Setting goals and specifying criteria for success: at the beginning of each lesson, students are informed about the learning objectives. The teacher tells them what and why they are going to learn, and then makes it clear what the required standards of good work are.

Monitoring students' learning: the teacher needs evidence of each student's work, e.g. he/she observes how they participate in classes during pair/group work, assesses their written work, evaluates project work or oral tasks.

Giving constructive feedback: the teacher first accentuates the positive aspects of a student's work and then tells him/her what he/she should improve on and eventually what they should focus on in order to get better. Thanks to the regular constructive feedback students can reflect on their learning: their progress and possible difficulties, their strengths and weaknesses.

Peer assessment: students are involved in activities which require not only working together in pairs or groups but also complete cooperative teaching-learning tasks. Peer learning can also take a form of peer assessment: on the basis of criteria set by the teacher, students assess each other's assignments. The benefit of peer learning/assessment is the opportunity it affords students to share their knowledge, learning how to be more attentive and objective.

There are three types of video in *English Class A2+*.

1 HARLOW MILL DRAMA SERIES



A specially shot, entertaining soap opera-type drama about a group of teenagers, their families and friends. Each video presents the key language of the lesson for one of the Grammar lessons in each unit and all the Speaking lessons.

The purpose of this video is to present the target language of the lesson in a way that is truly engaging and meaningful. When new language is backed up by visual clues and context (the location, the action, the body language and facial expression), it transforms the learning experience so that language is *acquired* (in the long-term memory) rather than merely *learnt* (in the short-term memory).

This will improve students' *receptive fluency*.

All the video episodes are also available in audio-only format on the Class audio for those classrooms where video is not readily available.

2 BBC VOX POPS



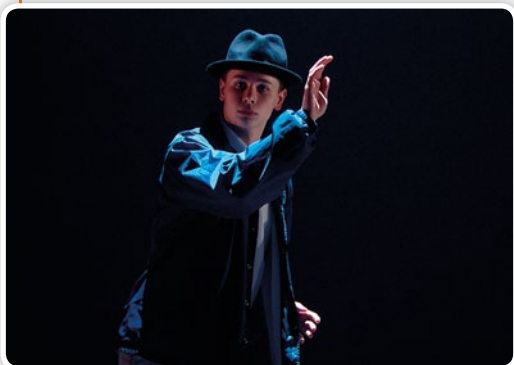
These are short clips of real people filmed by the BBC on the streets of London, answering questions about their lives and opinions, following the topics and themes of the lesson.

The purpose of this type of video is to provide short, manageable chunks of language in a real context, which students can use as a model for their own speech, thus improving their *productive accuracy*.

Because the Vox Pops are unscripted, authentic, spontaneous speech, students are exposed to real language uttered by speakers of English from around the world. This helps them begin to develop compensation strategies for understanding new language. They will hear inaccuracies even from native speakers of English, so be prepared to mention and explain these mistakes to students.

Encourage them not to worry about individual words they might not catch (which often happens even between native speakers) but to try to get the gist of the speech.

3 BBC CULTURE AND SKILLS VIDEOS



An intriguing view of topic-related culture (e.g. music, dance, pets, food, travel) which recycles the topics and language of the unit. Extracts of high-quality BBC documentary and news footage are re-voiced at an appropriate level for the learner. By the end of the lesson, students will be able to answer the intriguing question in the lesson heading and to explore the topic further if they wish.

The purpose of this type of high-quality authentic video is to spark students' imaginations and curiosity about the world so that they are enthused to pursue their own interests and continue their English learning independently. This will improve students' *receptive fluency* as well as their overall confidence as they become accustomed to handling and interpreting a wider range of real content in English.

CONTENTS

UNIT 0	Welcome to Harlow Mill Introducing Lee, Amy and Krystal VOCABULARY Family members, free time activities, giving opinions, school subjects, skills and abilities pp. 4–5			
	VOCABULARY	GRAMMAR	READING and VOCABULARY	GRAMMAR
UNIT 1 Time for culture	Talk about cultural activities, likes and dislikes pp. 6–7	Use the Present Simple to talk about habits and routines • Present Simple: affirmative and negative • Adverbs of frequency p. 8 VOX POPS	Find specific detail in an article and talk about age groups p. 9	Ask and answer questions about habits and routines • Present Simple: questions and answers Harlow Mill p. 10
UNIT 2 Friends and family	Talk about clothes and appearance VOX POPS pp. 18–19	Talk about present activities • Present Continuous Harlow Mill p. 20	Find specific detail in a letter and talk about feelings p. 21 VOX POPS	Talk about what usually happens and is happening around now • Present Simple and Present Continuous p. 22
UNIT 3 Animal magic	Talk about animals VOX POPS pp. 30–31	Use <i>was</i> and <i>were</i> to talk about the past • Past Simple: <i>was/were</i> p. 32 VOX POPS	Find specific detail in an article and talk about behaviour p. 33	Use the Past Simple of regular verbs to talk about the past • Past Simple: regular verbs Harlow Mill p. 34
UNIT 4 New technology	Talk about technology pp. 44–45	Use the Past Simple of irregular verbs to talk about the past • Past Simple: irregular verbs Harlow Mill p. 46 VOX POPS	Find specific detail in a text and talk about using technology p. 47	Make sentences with verbs followed by the <i>to</i> -infinitive or the <i>-ing</i> form • Verb patterns p. 48
UNIT 5 My home, my town	Talk about things in the house pp. 56–57	Describe how people do things • Adverbs of manner p. 58	Find specific detail in a text and describe places p. 59	Talk about permission and obligation • Modal verbs: <i>can</i>, <i>have to</i> and <i>must</i> Harlow Mill p. 60 VOX POPS
UNIT 6 Take care	Talk about the body, injuries and keeping fit pp. 68–69	Talk about quantities of food • Countable and uncountable nouns • Quantifiers Harlow Mill p. 70	Find specific detail in a text and talk about sleeping habits p. 71 VOX POPS	Talk about an event in the past and what was happening around it • Past Continuous and Past Simple p. 72 VOX POPS
UNIT 7 Shopping around	Talk about shops and what they sell VOX POPS pp. 82–83	Compare things • Comparatives and superlatives of adjectives p. 84	Find specific detail in a text and talk about shopping centres p. 85 VOX POPS	Talk about intentions and arrangements • <i>Going to</i> and the Present Continuous • Talking about the future Harlow Mill p. 86
UNIT 8 Learning to work	Talk about people and their jobs pp. 94–95	Use <i>will</i> to talk about future predictions • <i>Will</i> for future predictions p. 96	Find specific detail in a text and talk about jobs p. 97	Use the First Conditional to talk about probability • First Conditional Harlow Mill p. 98 VOX POPS
UNIT 9 Close to nature	Talk about landscapes, natural features and countries VOX POPS pp. 106–107	Use the Present Perfect to talk about experience • Present Perfect – all forms p. 108	Find specific detail in a text and talk about personal adventures p. 109 VOX POPS	Use the Present Perfect to talk about recent events • Present Perfect with <i>already/just/yet</i> Harlow Mill p. 110

GRAMMAR TIME p. 122 STUDENT ACTIVITIES p. 133 IRREGULAR VERBS p. 135

LISTENING and VOCABULARY	SPEAKING	WRITING ENGLISH IN USE		CULTURE AND SKILLS
Identify specific detail in a conversation and talk about media habits p. 11 VOX POPS	Buy a ticket at the cinema Harlow Mill p. 12	Write a personal introduction to a webpage p. 13	REVISION p. 14 WORDLIST p. 15	Why do we dance? <i>Young Dancer Competition</i> pp. 16–17
Identify specific detail in a conversation and talk about personality p. 23	Give and respond to news Harlow Mill p. 24	Talk about when something happens • Prepositions of time p. 25	REVISION p. 26 WORDLIST p. 27	Skills Revision Units 1–2 pp. 28–29
Identify specific detail in a conversation and talk about pets p. 35	Make and respond to apologies Harlow Mill p. 36	Write a biography p. 37	REVISION p. 38 WORDLIST p. 39	Haven for Wildlife pp. 40–41 Why do parrots talk? <i>Wild at heart</i> pp. 42–43
Identify specific detail in a conversation and talk about websites p. 49 VOX POPS	Put events in order when talking about the past Harlow Mill p. 50	Be specific about people, things and places • Relative clauses p. 51	REVISION p. 52 WORDLIST p. 53	Skills Revision Units 3–4 pp. 54–55
Identify specific detail in a conversation and talk about my town p. 61 VOX POPS	Ask for, give and receive advice Harlow Mill p. 62	Write a personal email p. 63	REVISION p. 64 WORDLIST p. 65	Why are there houses on stilts? <i>I want my own room!</i> pp. 66–67
Identify specific detail in a conversation and talk about illnesses p. 73	Talk about feeling ill and ask about how someone is feeling Harlow Mill p. 74	Use phrasal verbs to talk about health • Phrasal verbs p. 75	REVISION p. 76 WORDLIST p. 77	Home-cooked? pp. 78–79 Skills Revision Units 5–6 pp. 80–81
Identify specific detail in a conversation and talk about money p. 87	Shop for clothes and other things Harlow Mill p. 88	Write notes and messages to make arrangements p. 89	REVISION p. 90 WORDLIST p. 91	Where can you buy a town? <i>City shopping</i> pp. 92–93
Identify specific detail in a conversation and talk about education p. 99	Talk about probability Harlow Mill p. 100 VOX POPS	Talk about people's skills and emotions • Adjectives with prepositions p. 101	REVISION p. 102 WORDLIST p. 103	Skills Revision Units 7–8 pp. 104–105
Identify specific detail in a conversation and talk about outdoor activities p. 111	Ask for, give and refuse permission Harlow Mill p. 112	Write a postcard p. 113	REVISION p. 114 WORDLIST p. 115	The Longest River pp. 116–117 How many fish ... ? <i>Can you count fish in the sea?</i> pp. 118–119 Skills Revision Unit 9 pp. 120–121

Welcome to Harlow Mill

Introducing Lee, Amy and Krystal



This is Lee Marshall. He's fifteen and he's from Harlow Mill, a small town near London. He's in Year 10 at Harlow Mill High and he's mad about music. Lee has got a sister, Ruby – she's thirteen. He hasn't got a brother. Lee's dad, Dave, is a policeman. His mum's name is Gloria and she's an artist. She's from a big family in Jamaica. Lee's family have also got some pets – a cat and two guinea pigs. Their cat's name is Elvis. The guinea pigs' names are One and Two.



This is Amy Arnold, Lee's best friend.

She's fifteen and she's also at Harlow Mill High. She hasn't got any brothers or sisters. Amy's birthday is on 15 November – she's a typical Scorpio. Amy is very good with computers and her hobbies are playing computer games, surfing the internet, taking photos, swimming and, in summer, cycling. She has a busy life – she has judo classes two evenings a week after school and she sometimes has training sessions with the school volleyball team too. Amy is a very big fan of Bro, the pop star.



Krystal Ang is fifteen years old. She's got a little sister, Lisa, and a dog called Daisy. Krystal is very artistic – she has extra Art classes and she can draw very well. She's quite musical too – she can play the piano but she can't sing! Amy and Lee are her friends but she's at a different school. She's a very hard-working student and she has extra French lessons after school on Mondays and Thursdays. Her favourite subjects are French and History. Krystal sometimes has problems with Maths but she always has good marks. She's not very sporty but she can play tennis quite well.



- 1 1.02 Read the text about Lee. Find these people in the photo.

3 Dave 2 Gloria 1 Ruby 4 Lee

- 2 Are the sentences true or false? In your notebook, correct the false sentences.

- Lee's surname is Smith.
Lee's surname is Marshall.
- Harlow Mill is in England. *True*
- Ruby is Lee's brother. *False – Ruby is Lee's sister.*
- Lee's dad hasn't got a job. *False – Lee's dad is a policeman.*
- Lee's mum is Spanish. *False – Lee's mum is Jamaican.*

- 3 1.03 **I KNOW THAT!** In pairs, listen and check if you understand the words from the box. Add more words in your notebook.

Vocabulary A Family members

aunt cousin grandfather mother parents
sister son wife

- 4 In pairs, use these questions to talk about your family. Then tell the class about your partner's family.

- Have you got any brothers and sisters? How old are they? What are their names?
- What's your mum's/dad's name?
- What are your parents' jobs?
- Have you got a pet? What's his/her name?

Adam has got a sister. She's ten.

- 5 1.04 Read the text about Amy. What are her hobbies and interests?

She likes playing computer games, surfing the internet, sport (swimming, cycling, judo and volleyball) and the pop star Bro.

- 6 1.05 Listen and check if you understand the words from the box.

Vocabulary B Free time activities

doing nothing going to the cinema
listening to music playing computer games
reading books/magazines surfing the internet
taking photos tidying your bedroom
visiting relatives
watching TV/DVDs/films on YouTube

- 7 1.06 Listen to Amy and Lee. What is Lee's favourite free time activity?

- 8 Work in pairs. What are your favourite free time activities? Ask your partner and tell the class about his/her favourite activities.

*Marta's hobbies are taking photos and reading books.
Her favourite sport is ...*

- 9 1.07 Read Vocabulary C. Listen and repeat. In pairs, say what you think about the activities in Exercise 6.

Vocabulary C

Giving opinions

I think reading is { exciting/fun/great/interesting.
OK.
boring/terrible.

- 10 1.08 Read the text about Krystal. Is she a good student?

Yes, she is (she's very hard-working).

- 11 1.09 **I KNOW THAT!** In pairs, check if you understand the school subjects from the box. Add more subjects in your notebook. What is your favourite subject?

Vocabulary D

School subjects

Biology Chemistry English Geography
Information Technology Music

- 12 1.10 In pairs, check if you understand the verbs and phrases from the box.

Vocabulary E

Skills and abilities

act cook dance drive a car play chess
play the guitar/piano repair a computer ski
speak English/Spanish swim

- 13 1.11 Listen to Amy. In your notebook, write down the things in Vocabulary E that she can do.

Amy can cook, dance, play the piano, repair a computer, speak English and speak French.

- 14 In pairs, say which things in Vocabulary E you can and can't do.

I can't speak Spanish but I can speak English. And you?

- 15 In pairs, ask and answer the questions.

Can you ...

- | | |
|-------------------------------------|------------------------------------|
| 1 study to music? | 5 draw people's faces? |
| 2 sleep in a chair? | 6 shoot a basketball? |
| 3 run more than two kilometres? | 7 bake a cake? |
| 4 do your homework on a bus/in bed? | 8 say 'hello' in French or German? |
| | 9 read music? |

Lesson 1.1 Vocabulary

Culture notes

Flamenco is an art form from the Andalusia area of Spain. It is a form of dancing but also singing, guitar playing and hand clapping. It is associated with the Romani people of Spain. Salsa is a Cuban dance, which students will find out more about later in the unit.

Lead-in

Write the word **CULTURE** vertically on the board. Using the first two letters, make the words *cinema* and *music*.

CINEMA

MUSIC

Tell students to work in pairs and try to do the same with the other letters of the word. Set a time limit and then elicit ideas. Write the best ideas on the board.

Exercise 1 1.12

Give students a time limit to do the matching. Ask students for the key words in the sentences which allowed them to do the matching (*concert, [dance] steps, stories, camera, painting, actors/movie*).

Exercise 2 1.13

Pause after each word to check students' pronunciation. Encourage students to start making a note of people words for each suffix on a new page in their notebooks (e.g. *-er: writer, dancer, photographer; -ist: artist; -or: actor, director; -ian: musician*).

Tell students that these suffixes will also come up in other topics, such as jobs, and that they can add more words to them then.

After checking the answers to Exercise 2, remind students that when we talk about jobs, we need to use the indefinite article *a* or *an* (e.g. *I'm an artist. She's a dancer*). Point out that we still need to use the indefinite article when we add an adjective, but that the article is to be placed before the adjective (e.g. *I'm a good artist. She's a great dancer*).

Exercise 3

Point out that *I'm not a bad ...* is more positive than *I'm not a great ...*. Elicit what students could say if they can't do something at all (*I'm a terrible ...*). Set a time limit and then ask individual students to report back to the class.



VOCABULARY

Culture – People |
Cultural activities | Age groups |
News and entertainment

GRAMMAR

Present Simple: affirmative and negative |
Adverbs of frequency |
Present Simple: questions and answers



SPEAKING

At the cinema



READING

Do young people watch a lot of TV?

LISTENING

Types of media

WRITING

A personal introduction

BBC Culture and Skills

Why do we dance?

6 Unit 1

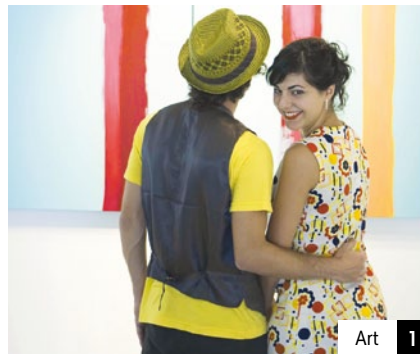
Exercise 4 1.14

Set a time limit. Elicit additional words that students think of. Check that students understand all the vocabulary items (e.g. ask for examples of the different types of films or ask them to mime playing different types of instruments).

Time for culture

VOCABULARY Culture

I can talk about cultural activities, likes and dislikes.



Art 1



Reading 2

1 1.12 What can you see in the photos? In pairs, match photos 1–6 with phrases a–f. Listen and check. Write the answers in your notebook.

- a Is the concert very long? 5
- b It isn't easy to learn the steps. 4
- c I like stories with a happy ending. 2
- d Look at the camera ... say 'cheese!' 3
- e I like the colours in that painting but what is it? 1
- f The actors in this movie are terrible! 6

2 1.13 Listen and repeat the words.

Vocabulary A People

art	artist	cinema	actor, director
writing	writer	dance	dancer
photography	photographer	music	musician

3 In pairs, make true sentences with the phrases from the box and the words in Vocabulary A. Write the sentences in your notebook.

I'm a good ... I'm not a bad ... I'm not a great ...

A: I think I'm a good actor. What about you?

B: No, I'm not a great actor but I'm not a bad ...

4 1.14 I KNOW THAT! Add the words from the box to the correct category in Vocabulary B. Listen and check. Add more words in your notebook.

action films horror films rock short stories techno violin Zumba

Vocabulary B Cultural activities

Types of films: cartoons comedies documentaries fantasy films romantic films science fiction (sci-fi) films ¹action films ²horror films
Things to read: comics novels graphic novels ³short stories
Types of dance: ballet flamenco salsa ⁴Zumba
Musical instruments: drums guitar piano ⁵violin
Types of music: classical music hip-hop pop traditional ^{6/7}rock/techno

Activity for fast finishers

Students work in pairs. Tell them to write a short description of the plot of a film but without mentioning any distinguishing nouns (people's names, places, etc.). They then join up with a different pair, and take turns to read out their descriptions and to try to guess the other pair's film name and the type of film.

Exercise 5 1.15

Look at the first sentence with the class. Show students the difference in meaning between *I'm really interested* (very interested) and *I'm not really interested* (not very interested). Play the audio for students to listen and choose the correct words.



Photography 3



Dance 4



Music 5



Cinema 6

- 5 1.15 Listen and choose the correct option. Write the answers in your notebook.

Speaking Likes and dislikes

I'm really / not really interested in modern art.
 I love / hate reading horror stories.
 I really like / don't like taking selfies.
 I love / hate dancing flamenco.
 I'm into / not into classical music.
 I like acting / don't like acting much.

I'm really interested in modern art.

- 6 1.16 **WORD FRIENDS** Complete the sentences with the words from the box. Listen and check. Write the sentences in your notebook.

acting dancing drawing listening
 playing reading taking watching

- I like **dancing** flamenco.
- I hate **listening** to techno.
- I'm interested in **playing** the guitar.
- I love **taking** photos.
- I'm not into **acting** in plays or films.
- I really like **drawing** pictures.
- I'm into **reading** comics.
- I don't like **watching** horror films much.

- 7 1.17 Complete the text in your notebook. Then discuss with a partner. Are your answers the same? Listen and check.

I'm Michael

I like ¹listening to classical music. I've got a violin but I'm not a ²great musician so I can't play it very well. I'm shy so I hate dancing and ³acting in plays but I'm really ⁴into photography – I've got a good camera and I love ⁵taking photos. I'm not a bad photographer. I'm ⁶interested in art too. I don't like painting much but I really like drawing ⁷pictures and I love ⁸reading graphic novels and watching science fiction films. What about you?

- 8 In groups, talk about your likes and dislikes. Use Exercise 7 and the Speaking box to help you. Which person in your group has similar likes and dislikes to you?

A: *Are you into music?*

B: *Yes, I am. I love rock music. I play the guitar. I'm a musician. What about you?*

Exercise 8

Before putting students into groups, tell them to note down three things from the lesson that they have the strongest feelings about, either positive or negative. Encourage students to listen out for those in their group who have similar likes and dislikes to them. When students have finished, choose one group and ask the other groups to guess which of the students in that group have similar likes and dislikes, and what these are. The group then report back about what similarities and differences they actually found.

Activity for fast finishers

Tell students to work alone and to write six sentences starting:

*I love ...
 I'm really interested in ...
 I really like ...
 I hate ...
 I'm into ...
 I'm not into ...*

They then get into pairs but don't show each other what they wrote. One student starts by reading out only the second part of one of their sentences, e.g. *listening to pop music*. The second student has to guess which stem it goes with: *You love listening to pop music*. The first student tells them the correct answer if the guess is incorrect: *No, I hate listening to pop music!*

ANSWER KEY

Exercises 1, 4, 5, 6 and 7
 Answers on student page.

Exercises 3 and 8
 Students' own answers.

Audio scripts: page 136

Further practice

- Photocopiable Resource 1, page 189
- Workbook, page 4

Play the audio again, pausing after each sentence from the Speaking box for students to repeat with the correct intonation. Ask students to make the sentences true for themselves.

Exercise 6 1.16

Set a time limit for students to complete the sentences. Elicit the answers before students write their own sentences. When they have finished, encourage students to compare their answers in pairs. Ask follow-up questions about the activities: *Who likes flamenco? Really? Do you go to lessons?* etc.

Exercise 7 1.17

Set a time limit for students to complete the text on their own.

Lesson 1.2

Grammar

Lead-in

Review of vocabulary from the previous lesson

Put students into pairs. Ask one student to choose a word from the Vocabulary A box on page 6. They should try to define the word for their partner to guess but they cannot say, spell or translate the word.

Language note

The spelling rules for the third person -s in the *he/she/it* forms of the Present Simple are as follows:

After -s, -sh, -ch, -x, and with the verbs *do* and *go*, we add -es to the verb.

When the verb ends in a consonant + -y, we change the -y to -i and add -es (*study* - *studies*), but when the verb ends in a vowel + -y, we just add -s (*play* - *plays*).

Exercise 6

Before students do this exercise, elicit information about the well-known people (and band) mentioned in the sentences.

Culture notes

Taylor Swift is an American pop singer-songwriter, born in 1989. One Direction is an English-Irish 'boy band'. They became famous when they came third on the talent show *X Factor*. Tim Burton is a film director who has made several fantasy films with Johnny Depp, such as *Alice in Wonderland*. J.K. Rowling is famous for writing the *Harry Potter* books. Daniel Radcliffe and Emma Watson played the parts of Harry Potter and Hermione Granger in the *Harry Potter* films.

Exercise 8

Tell students to note down what their partner says so that they are able to write the sentences when they have finished the activity or for homework. While watching, students should write down one thing said by one of the speakers that is also true for them.

 **Video scripts:** page 154

Further practice

- Grammar Time, page 122
- Photocopiable Resource 2, page 190
- Workbook, page 6
- Extra Online Homework: Vox Pops Extra Activities

1.2

GRAMMAR Present Simple: affirmative and negative | Adverbs of frequency

I can use the Present Simple to talk about habits and routines.

- 1  **1.18** Read Rose's blog. Has Rose got the same interests as her sister, Violet?



MY SISTER & ME

10 Feb 4:56

We look the same but we don't like the same things. Violet studies classical music but I study art. She reads novels and poems but I don't read much. And she often watches TV but I never watch TV – it doesn't interest me. Violet writes poems. I write texts on my phone. I paint pictures. Violet tries to paint but she never finishes her paintings. She doesn't understand art! I love hip-hop. She says that hip-hop annoys her. Our friends don't understand. 'You don't like the same things!' they say. 'But you always go out together! Why?' 'We have some fantastic arguments!' I say.

added by Rose

Tweet  13 Like  2

- 2 Read the Grammar box and find more examples of the Present Simple in the text in Exercise 1.

Grammar	Present Simple: affirmative and negative
+	-
I love hip-hop.	I don't watch TV.
She writes poems.	She doesn't like music.
She often goes out.	
She studies art.	
Adverbs of frequency (<i>always, usually, often, sometimes, never</i>) go before the verb but after <i>to be</i> .	

GRAMMAR TIME > PAGE 122

8 Unit 1

- 3 In pairs, say how Rose and Violet are different.

Rose studies art but Violet studies music.

- 4 Add adverbs of frequency to make these sentences true for you. Write the answers in your notebook.

- I write poems. *I sometimes write poems.*
- My mother reads novels.
- My teacher draws pictures on the board.
- We (my friends and I) go dancing.
- My classmates listen to classical music.

- 5  **1.19** Complete the text with the correct form of the verbs in brackets. Write the answers in your notebook. Listen and check.

I ¹*live* (live) in a village so I ²*don't go* (not go) to the cinema very often. My brother often ³*watches* (watch) films on TV but I ⁴*prefer* (prefer) playing games with my friend, Dylan. He usually ⁵*wins* (win) but he ⁶*doesn't win* (not win) every game. We ⁷*don't play* (not play) very often on school days but we ⁸*play* (play) a lot at weekends.

- 6 Correct the sentences in your notebook.

- Taylor Swift plays the drums in a group.
Taylor Swift doesn't play the drums. She sings.
- One Direction play classical music.
- Director Tim Burton makes documentaries.
- J.K. Rowling acts in films.
- Daniel Radcliffe and Emma Watson paint pictures.

- 7  **1.20** Complete the text with the words from the box. Write the answers in your notebook. There is one extra word. Listen and check.

dancing doesn't don't go sometimes loves

I love ¹*dancing*! I ²*go* to dance classes with my friend, Kay. We do hip-hop – it's great! – and we ³*sometimes* do Zumba but not very often. I ⁴*don't* like salsa much but Kay ⁵*loves* it.



- 8 **VOX POPS** Talk to your partner. What do you do in your free time?

see action films read film reviews
listen to rap music read comics
take photos

I often listen to rap music but Jo prefers pop.



ANSWER KEY

Exercise 1

No, she hasn't./No, they have completely different interests.

Exercise 3

Possible answers:
Violet reads novels and poems but Rose doesn't read much.
Violet often watches TV but Rose never watches TV.
Violet writes poems but Rose writes texts.

Rose paints pictures but Violet never finishes her paintings.
Rose loves hip-hop but hip-hop annoys Violet.

Exercises 4 and 8

Students' own answers.

Exercises 5 and 7

Answers on student page.

Exercise 6

Possible answers:

- One Direction don't play classical music. They play pop music.
- Director Tim Burton doesn't make documentaries. He makes (fantasy) films.
- J.K. Rowling doesn't act in films. She writes books.
- Daniel Radcliffe and Emma Watson don't paint pictures. They act in films.

I can find specific detail in an article and talk about age groups.

- 1 **CLASS VOTE** How many hours of TV do you usually watch after school?
 - I never watch TV.
 - One–two hours
 - Under one hour
 - More than two hours
- 2 Read the first paragraph of the text. What do you think these phrases mean?
 - a a couch potato
 - b to have square eyes
- 3 **1.21** Read the rest of the text. Match headings a–e with paragraphs 1–4. There is one extra heading. Write the answers in your notebook. Listen and check.
 - a A global change 3
 - d Too much TV? 1
 - b Surprising statistics 2
 - e A new obsession 4
 - c TV is cool again
- 4 **1.22** How do you say the words from the box in Polish?

Vocabulary Age groups

adults kids middle-aged (people)
pensioners teenagers

- 5 In your notebook, make sentences about the people below using the words in the Vocabulary box.
 - 1 Jon and Cara are sixteen. *They're teenagers.*
 - 2 Wendy is eight and Peter is five.
 - 3 Bob and his wife are seventy-nine.
 - 4 Emma and Dom aren't children.
 - 5 Dick and Helen are both fifty-two.
- 6 Read the text again. Are the sentences true, false or the text doesn't say?
 - 1 Parents and teachers agree that teenagers watch too much TV. *True*
 - 2 Middle-aged people watch more TV than teenagers. *True*
 - 3 Pensioners watch six hours of TV a week. *False*
 - 4 Teenagers don't watch TV because they prefer to be outside in the fresh air. *False*
 - 5 Teenagers in Britain usually have a TV in their bedroom. *Doesn't say*
- 7 The survey shows British people watch a lot of TV. What about you and your family?
I don't watch TV very often but my sister watches TV all evening.

Where are all the couch potatoes?

1 Parents and teachers always say that teenagers are 'couch potatoes' and spend all their time in front of stupid TV programmes. But is it true that young people have 'square eyes'? Do they really watch a lot of TV?

2 The results of a recent survey show that people in Britain typically watch twenty-seven and a half hours of TV every week – almost four hours a day! But there is some surprising news – young people don't watch as much TV as adults. For example, middle-aged adults (aged forty-five to sixty-five) watch about five hours a day. But young people aged twelve to seventeen only watch about two and a half hours a day. And a typical pensioner watches about six hours a day!

3 Studies in countries such as the USA and Australia suggest the same: kids today spend less time in front of their TV sets than young people in the 1980s.



4 Teenagers today don't often sit with their families on the living-room couch. So where are they? Do they perhaps spend all their free time in the fresh air, away from the TV? The simple answer is no, they don't. The favourite free time activity of British teenagers is now surfing the internet – typically about thirty-one hours a week! The couch potato is alive and well – he's just back in his bedroom.

Unit 1 9

It means that someone's eyes will become the same shape as a TV screen because they watch a lot of TV.

Exercise 3 1.21

Go through each of the headings with the class, to make sure students understand what they mean. Before students read the rest of the text, elicit ideas of what the headings could refer to. For example, *A global change* could refer to a new TV habit taken up by people all over the world, such as watching TV over the internet. Ask students to explain their answers by referring to clues in the text.

Exercise 6

Tell students to identify in which section of the text they can find each answer.

Activity for fast finishers

Students work in pairs. They think of a TV programme they enjoy and imagine that they are at home with their partner. They want to watch the programme, but their partner doesn't know the programme and isn't keen to watch it. Students have one minute to explain what the programme is about, why it is worth watching, and to persuade their partner to change his/her mind.

ANSWER KEY

Exercise 1

Students' own answers.

Exercise 2

- a someone who spends a lot of time sitting or lying on a sofa (or couch) watching TV
- b to watch a lot of TV

Exercise 3

Answers on student page.

Exercise 5

- 2 They're kids.
- 3 They're pensioners.
- 4 They're adults.
- 5 They're middle-aged.

Exercise 6

Answers on student page.

Exercise 7

Students' own answers.

Lesson 1.3

Reading and Vocabulary

Lead-in

Review of adverbs of frequency

Divide the class into groups of three or four. Each group needs a piece of paper, on which every student in the group writes two true sentences about themselves, using *I like/hate ...* or *I often/never ...*. Groups then pair

up to swap their papers. They have to guess which student in the other group wrote each sentence. The groups then take turns to say what they have guessed and how many the other group have got correct.

Culture notes

The phrase *couch potato* was first used by a man called Tom Lacino in 1976. He phoned his friend, whose girlfriend

answered the phone. He asked the question: *Is the couch potato there?* without really thinking about what he was saying. He later said that he was unsure about why he used the word *potato*. At the time of the phone call, his friend was, in fact, sitting on the couch, watching TV. The phrase *square eyes* is used because the shape of early TV screens was square (not rectangular as they are now).

Lesson 1.4

Grammar

Lead-in

Review of vocabulary from the previous lesson

Write the following sentences on small pieces of paper: *You are a couch potato. You are a pensioner. You are an artist. You are a photographer. You are a dancer. You are a musician.* Invite a volunteer to come to the front of the class and to choose a piece of paper. The student mimes what is written on the paper, while the rest of the class has to guess. When the class has guessed correctly, invite a new volunteer to the front of the class to mime.

Language notes

Short answers can cause problems as they may be formed using the main verb in the students' native language. Give lots of practice and correction to prevent errors such as *Yes, I like.* (instead of *Yes, I do.*) or *No, I don't want.* (instead of *No, I don't.*)

Exercise 1

With Student's Books closed, ask students to watch the video and be ready to answer some general comprehension questions. Play the video and ask: *Where are they?* (at Amy's home); *What is Amy watching?* (a concert/a Bro concert). Go through the Out of class box, to make sure students understand the different words and phrases.

Exercise 5

Ask students to close their Student's Books, and play the video. When it has finished, ask: *Who's on the poster?* (Tom Lewis); *Does Amy like him?* (Yes, she does.); *Does Lee like him?* (No, he doesn't.).

Exercise 7

Encourage students to think of other questions they could ask (e.g. *What's your favourite music video? Do you watch music videos on the TV or over the internet?*). Invite pairs to ask and answer in front of the class.

Audio scripts: page 137

Video scripts: page 154

Further practice

- Grammar Time, page 122
- Photocopiable Resource 3, page 191
- Workbook, pages 8 and 14

1.4

GRAMMAR Present Simple: questions and answers

I can ask and answer questions about habits and routines.



- Lee: Hey, Amy. Do you want to hear my new song?
Amy: Yes, I do, but not right now, Lee. There's a Bro concert on TV.
Lee: What time does it start?
Amy: Eight o'clock.
Lee: To be honest, I don't really like ...
Amy: He's awesome! He plays the guitar and the piano and he's a wonderful singer!
Lee: Does he write his songs?
Amy: No, he doesn't. Do you know what he does in his free time?
Lee: I've no idea. What does he do in his free time?
Amy: He works in a home for sick animals once a week. He lives in a big house in Hollywood with lots of cats and dogs. Animals love him. He's perfect!
Lee: Yeah, right.

How do you say these expressions in Polish?

*Not right now. To be honest, ...
Awesome! I've no idea. Yeah, right.*

OUT of class

1 Listen to Part 1. Is Lee a big fan of Bro?

2 Read the Grammar box. Find more Present Simple questions and answers in the dialogue.

Grammar	Present Simple: questions and answers
?	
Do you want to play?	Yes, I do . / No, I don't .
Does he write songs?	Yes, he does . / No, he doesn't .
Do they like animals?	Yes, they do . / No, they don't .
Where does he live ?	In Hollywood.
How often do you go there?	Once / Twice / Three times a day. Every Sunday. / Often.

GRAMMAR TIME > PAGE 122

3 Read the dialogue again and answer the questions.

- 1 What time does the concert start?
- 2 What does Amy think of Bro?
- 3 What instruments does Bro play?

4 Read the dialogue again and find Bro's answers to the questions below.



5 1.24 In your notebook, write questions in the Present Simple. Listen to Part 2 and answer the questions.

- 1 Tom Lewis / play music / ?
Does Tom Lewis play music?
- 2 what / Tom Lewis / do in his free time / ?
- 3 how often / he / go there / ?
- 4 where / Tom Lewis / live / ?
- 5 Lee / always / listen to Amy / ?
- 6 what / Amy / want to do / ?

6 In pairs, ask and answer the questions.

- 1 Who's your favourite actor/pop star?
Where does he/she live?
- 2 What does he/she do in his/her free time?

*My favourite actor is Emilia Clarke.
She lives in ...*

7 In pairs, ask and answer questions about the activities from the box.

watch music videos make videos
play an instrument take photos sing
change the posters in your room

A: *Do you watch music videos?*

B: *Yes, I do.*

A: *How often do you do it?*

10 Unit 1

ANSWER KEY

Exercise 1

No, he isn't. (He doesn't know much about Bro and doesn't believe all the things Amy tells him.)

Exercise 3

- 1 It starts at eight o'clock.
- 2 She thinks he is great/awesome.
- 3 He plays the guitar and the piano.

Exercise 4

- 1 I live in Hollywood.
- 2 No, I don't.
- 3 I work in a home for sick animals.
- 4 I go there once a week.

Exercise 5

Questions:

- 2 What does Tom Lewis do in his free time?
- 3 How often does he go there?
- 4 Where does Tom Lewis live?
- 5 Does Lee always listen to Amy?
- 6 What does Amy want to do?

Answers:

- 1 No, he doesn't. He's an actor.
- 2 He helps old people in a hospital.
- 3 He goes there three times a week.
- 4 He lives in New York.
- 5 No, not always.
- 6 She wants to go to the movies.

Exercises 6 and 7

Students' own answers.

I can identify specific detail in a conversation and talk about media habits.

Newspapers

The radio

The TV

The internet

What type of media do you use:

- 1 to listen to new music?
- 2 to watch pop videos?
- 3 to check news about your favourite celebrity?
- 4 to check sports results?
- 5 to see what's on at the cinema?
- 6 to find information for school projects?
- 7 to check the news headlines?
- 8 to check the weather forecast?



- 1 1.25 Read the survey. Then listen and match speakers A–E with questions 1–8. There are three extra questions. Write the answers in your notebook.

A 7 B 8 C 1 D 5 E 4

- 2 **CLASS VOTE** Answer the questions in the survey. What is the most popular type of media in the class?

- 3 1.26 In which type of media from the survey can you find these things? Sometimes more than one answer is possible.

Vocabulary News and entertainment

blog/vlog current affairs documentary game show
film/game reviews horoscopes message board
news headlines phone-in reality show soap opera
sports pages talk show video clips weather forecast

- 4 Use the Vocabulary box to complete the sentences. Write the answers in your notebook.

- 1 My dad loves watching *game shows*. He usually shouts out the answers at the TV!
- 2 The group's *message board* is a place on the internet for fans to meet and write about the group.
- 3 My favourite *soap opera* is on Channel 4 on Mondays. I think the actors are fantastic!
- 4 I don't often read *game reviews* because my friends tell me which games to buy.
- 5 My sister often sends me links to funny *video clips* with cats on the internet.

- 5 In pairs, take turns to name an example of the types of media in the Vocabulary box.

A: *The X Factor*. B: *That's a reality show*.

- 6 1.27 Listen and match speakers 1–4 with the type of radio programme they like a–e. There is one extra answer. Write the answers in your notebook.

- | | |
|--------------------------------|-------------------|
| 1 Cara <i>e</i> | a current affairs |
| 2 Cara's dad <i>a</i> | b Pop Top 20 |
| 3 Rob, Cara's brother <i>c</i> | c sports |
| 4 Cara's mum <i>d</i> | d phone-ins |
| | e rock music |



- 7 **VOX POPS** Talk to your partner. What magazines or newspapers do you read? What are your favourite websites? What programmes do you watch?

- 1 I often read these magazines: ? .
- 2 My three favourite websites are ? , ? and ? .
- 3 My favourite radio station is ? . I usually listen to it when I ? .
- 4 My favourite types of TV programme are ? and ? .
- 5 I watch ? every week.



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Exercise 4

Tell students to work in pairs. Remind them that to fill each gap, they have to read the whole sentence and sometimes the clue can be found after the gap.

Exercise 6 1.27

Before students listen, ask them to look at the different kinds of programme in pairs, and to think of reasons why people might like these kinds of show. Elicit ideas.

Encourage students to compare answers in pairs after the first listening. Play the audio a second time, for students to check and complete their answers.

Exercise 7 4

Invite different students to talk about their partner. While watching, students should write down the name of one newspaper or magazine, one website and one TV show mentioned by the speakers. After watching, ask if students ever read/visit/watch any of these.

ANSWER KEY

Exercises 1, 4 and 6

Answers on student page.

Exercises 2, 3, 5 and 7

Students' own answers.

Audio scripts: page 137

Video scripts: page 154

Further practice

- Workbook, page 9
- Extra Online Homework: Vox Pops Extra Activities

Lesson 1.5

Listening and Vocabulary

Lead-in

Review of Present Simple questions and answers

Write some verbs on the board from earlier lessons: *watch, make, like, play, do, listen to, read*. Tell students to think of a question using one of these verbs. Invite a student to ask their question to any other student in the class, who has

to answer. The second student then asks a different question to another student and so on.

Exercise 1 1.25

Elicit the meaning of *media*. Tell students to read the questions in the survey, and elicit some answers. Encourage them to compare their answers in pairs, then play the audio again for them to check their answers.

Exercise 2

Tell students to discuss the questions in pairs or small groups. Do the survey with the whole class and find out which form of media is the most popular for each of the questions.

Exercise 3 1.26

Elicit students' ideas and find out which of the items students are and aren't interested in, and why.

Lesson 1.6

Speaking

Lead-in

Review of vocabulary from the previous lesson

Use words from the previous lesson in the *Hangman* game. One space represents one letter and students take turns to guess letters to fill the gaps. They can guess the whole word if they think they know it. If a guessed letter doesn't appear in the word, on the board, draw a section of a hangman's noose and the victim's head. Students have to find the word before the victim is hung. Words to use: *horoscope, message board, soap opera, talk show, weather forecast, vlog, current affairs.*

Exercise 1

Before students open their Student's Books, have a class discussion about the different films that are on at the cinema at the moment and what kind of film each one is. Students look at the list of films in pairs to guess what kind of film each one is and to say which ones they would like to see. Elicit ideas from the class.

Exercise 2 1.28

Tell students to close their Student's Books. Play the first part of the video and ask questions about the previous episode (e.g. *Who's on Amy's poster? Is he a pop star? Is Lee a fan of Tom Lewis? What does Amy want to do?*). Tell students that they are going to watch the next part of the video without sound. Ask them to focus on the characters' expressions and actions. Play the video, pausing at the relevant parts to ask the following questions: *Where are they? (at the cinema); How many films are on? (two); What are they doing? (buying tickets); Who pays for the tickets? (Amy).* Now tell students to open their Student's Books and read the three questions. Explain that they are going to watch the video again, this time with sound, in order to answer the questions. Play the video and elicit answers. At this stage, don't confirm which of the students' answers are correct or incorrect. Ask students to check their answers while they read and listen to the dialogue, and play the audio only version. Elicit ideas and this time confirm the answers.

1.6 SPEAKING At the cinema

I can buy a ticket at the cinema.

WHAT'S ON JOIN OUR CLUB BOOK NOW

FILMWORLD

TRUE LOVE



True Love	6:15 / 8:15
Return of the Dead	6:20 / 8:40
ZooWorld	6:30 / 8:30
Crime of the Century	6:45 / 9:00
Toy Story 6	6:15 / 8:15



AT THE CINEMA

Lee: So, what's on?
 Amy: The new Tom Lewis movie, *True Love*. It starts in ten minutes.
 Lee: No way! I want to see *ZooWorld*.
 Amy: I don't like fantasy films. They're boring.
 Lee: Oh, come on, please.
 Amy: Oh, OK.
 ...
 Lee: Can I have two tickets for *ZooWorld*, please?
 Tess: Sure, which screening?
 Lee: The 6.30.
 Tess: I'm sorry, it's sold out ... Oh, no, hold on! There are two seats.
 Lee: Great!
 Tess: But they're in the front row.
 Amy: Lee, I don't want to sit in the front row!
 Lee: OK ... I'd like two for *True Love* at 6.15, please.
 Tess: Row seven. Is that OK?
 Lee: Yes, thanks. How much is that?
 Tess: That's twelve fifty, please.
 Amy: Here you are.
 Tess: Thank you. Enjoy the film!
 Lee: Yeah, right.

How do you say these expressions in Polish?

No way! Come on, please!
 Hold on!

OUT of class

12 Unit 1

 Video scripts: page 154

Further practice

- Photocopiable Resource 4, page 192
- Workbook, pages 10 and 15

1 **CLASS VOTE** Look at the cinema programme and say what types of film are on. Which ones would you like to see?

I think True Love is a romantic comedy. I'd like to see it.

2  1.28 Listen and answer the questions.

- 1 Which film do Lee and Amy go to see?
- 2 What time does it start?
- 3 How much is each ticket?

3  1.29 Complete the dialogue with the phrases from the Speaking box. Write the answers in your notebook. Listen and check.

Krystal: Can I have two ¹tickets for *True Love*, please?

Tess: Which ²screening?

Krystal: The 8.15 screening.

Tess: Here you are ... Two tickets in ³row five.

Krystal: How ⁴much is that?

Tess: That's twelve fifty, ⁵please.

Krystal: ⁶Here you are.

Tess: Thank you, enjoy the movie.

Speaking At the cinema

Buying tickets

- What's on?
- Can I have two tickets for *ZooWorld*, please?
- I'd like two for *True Love*, please.
- The 6.15 screening.
- How much is that?
- Here you are.

Selling tickets

- Which screening?
- I'm sorry, it's sold out.
- There are two seats in the front row.
- Row seven. Is that OK?
- That's twelve fifty, please.

4 In pairs, buy tickets for a film from Exercise 1. Use the Speaking box to help you.

A: Can I have two tickets for ... ?

ANSWER KEY

Exercise 1

Suggested answers:
True Love – romantic comedy;
Return of the Dead – horror film;
ZooWorld – fantasy (or possibly documentary);
Crime of the Century – action film;
Toy Story 6 – cartoon

Exercise 2

- 1 *True Love*
- 2 6.15
- 3 £6.25 (two tickets for £12.50)

Exercise 3

Answers on student page.

Exercise 4

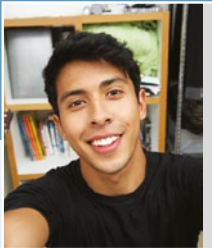
Students' own answers.

I can write a personal introduction to a webpage.

Lee Marshall

Harlow Mill, near London, England

alternative/lo-fi



About me

My name is Lee Marshall and I'm fifteen. I'm English.

1 I live with my parents and my sister, Ruby, in Harlow Mill, near London. I'm in Year 10 at Harlow Mill High School. My favourite subjects are Music, Art and English.

2 I like books and movies but my big passion is music. My favourite band is Arcade Fire – they're from Canada and they're awesome. In my free time, I sing and play the guitar.

3 I make music on my laptop every day and I sometimes write songs. Click on the media player to listen to them and tell me what you think!

1

▶

NO WAY!

3:20

BUY

2

▶

COME ON, PLEASE!

4:05

BUY

3

▶

NOT RIGHT NOW

3:55

BUY

4

▶

HARLOW MILL BLUES

3:33

BUY






Friends

- CLASS VOTE** Have you got a personal webpage?
- In pairs, quickly look at Lee's webpage. Which sentence is not true?
 - There is a photo of Lee on the webpage.
 - You can listen to some of Lee's songs.
 - You can look at Lee's photo gallery.
 - There is some personal information about Lee.
 - You can see some of Lee's friends on his page.

Writing A personal introduction

Personal details

My name is ...
I'm ... years old.
1 I come from ... [place]
I'm ... [nationality]
I live with my family in ...
My hometown is ...
I'm in Year ... at ... School.

Interests/Hobbies

I like / I'm into / I'm mad about ...
I'm interested in ...
2 My big passion is ...
My favourite ... is ...
In my free time, ...
Outside school I ...
I often ...

Routines

3 I often / sometimes / usually ...
I ... once a week / every day.

- In pairs, read Lee's introduction. Which things from the box does he write about?
 school nationality hobbies
best friend name and age
family/hometown personality
interests (books, music etc.)
- Look at Lee's profile again. Say how you are similar to or different from Lee.
 He's English but I come from Poland.
He's got a sister and I've got a sister too.
- Look at the Writing box. In your notebook, complete the sentences about interests and hobbies to make them true for you.
- WRITING TIME** In your notebook, write a personal introduction for a webpage. Use the Writing box, your answers from Exercise 5 and Lee's text to help you.
 Write about:
 - personal details
 - interests and hobbies
 - routines

Unit 1 13

Activity for fast finishers

Give students additional practice of making sentences using *and* and *but*. Write a suitable sentence stem on the board, e.g. *My name is ... but ...*, and ask students to complete it, using their imagination (e.g. *but my friends call me The Martian*). In pairs, students write on a piece of paper a few sentence stems using *and* or *but*. They swap papers with another pair and complete the sentences using their imagination. Elicit some of the completed sentences to make sure that *and* and *but* have been used correctly.

Exercise 5

Tell students to complete the sentences so that they are true for them. This will give them a clear written record that they can refer back to.

Exercise 6

This writing exercise can be done in class or for homework. Encourage students to design their text as a blog or a website profile. They don't have to draw pictures, but can plan the layout of the text, considering where different items would go, what sort of fonts they would like to use and a background colour scheme for the page. If students have access to computers, they can use these to design their texts. When students have finished, display the profiles on the classroom wall so that students can see the different ways information has been laid out to be most eye-catching.

ANSWER KEY

Exercise 1

Students' own answers.

Exercise 2

Sentence 3 isn't true.

Exercise 3

School, Nationality, Hobbies, Name and age, Family/hometown, Interests (books, music, etc.)

Exercises 4, 5 and 6

Students' own answers.

Further practice

- Photocopiable Resource 5, page 193
- Workbook, page 11

Lesson 1.7

Writing

Lead-in

Review of vocabulary from the previous lesson

On the board, write some phrases without their vowels. Tell students to work in pairs to guess the phrases and then use them in a roleplay about buying tickets at the cinema.

Wh't's n?
Hw mch s tht?
th frnt rw
Whch scrnng?
Hr y r.
sld t
(What's on?
How much is that?
the front row
Which screening?
Here you are
sold out)

Exercise 4

Remind students of the linking words *and* and *but* and when to use each one. Elicit or give students the meaning of the word *too* (as well) and look at its position at the end of the sentence in the example. Tell students to try to find two ways in which they are similar to Lee and two ways in which they are different from him. Invite ideas from different students.

VOCABULARY

- In your notebook, write the correct word for each definition.
 - This person makes films and tells actors what to do. **director**
 - It's something you like doing in your free time. **hobby**
 - It's a big photo or drawing. **poster**
 - It's a good idea to read one before you see a film. **review**
 - This person is aged from thirteen to nineteen. **teenager**
 - This person doesn't work because of his/her age. **pensioner**
- Complete the text in your notebook. Then ask and answer the questions in pairs.

* the media and your parents

Do your parents:

- listen to the radio? When? Which programmes do they prefer?
- watch the ¹news on TV? At what time?
- watch the weather ²forecast every day?
- watch documentaries on TV? What about ³soap operas, ⁴talk shows, ⁵game shows, ⁶reality shows?
- buy newspapers or ⁷magazines? Which sections do they read first?

SUBMIT >

- Complete the poem with the words from the box. Write the answers in your notebook. There are two extra words.

act go make play potato sing
story take watch write

I want to ¹go dancing and ²play the guitar
And then ³sing a song with my favourite pop star.
I want to ⁴write a poem and ⁵act in a play
And ⁶take some photos of a beautiful ballet.
I don't want to ⁷watch films on TV all day
Or be a couch ⁸potato, no way!

GRAMMAR

- Complete the sentences with the Present Simple form of the verbs in brackets. Write the answers in your notebook.
 - Beyoncé **lives** (live) in the USA. She **doesn't live** (not live) in England.
 - Jo **goes** (go) to dance classes on Fridays.
 - No, I **never watch** (never/watch) reality shows.
 - My friends **prefer** (prefer) romantic films. They **don't enjoy** (not enjoy) science fiction films.
 - Yes, I **do**. I **listen** (listen) to it every day.
- In your notebook, write questions for the answers in Exercise 4.
 - Where **does Beyoncé live**?
 - When **does Jo go to dance classes**?
 - Do you (ever) watch** reality shows?
 - What kind of **films do your friends prefer/like**?
 - Do you (ever) listen** to techno?
- Work in pairs. In your notebook, write five sentences about a classmate using the words in A and B. Then ask your classmate questions with *how often* to check your ideas.

A: always often sometimes usually
never once/twice/three times a ...

B: act go listen paint play read watch

SPEAKING

- Work in pairs. Student A, ask your partner these questions and buy two tickets to see a film. Student B, look at page 134.

Student A

 - What's on?
 - What time ...?
 - ... seats / row 7?
 - How much ...?
 - ... two tickets / please?

DICTATION

-  **1.30** Listen to the recording. Write the sentences in your notebook.
Audio script: page 137

Check yourself!

- ✓ I can talk about cultural activities, likes and dislikes.
- ✓ I can use the Present Simple to talk and ask about habits and routines.
- ✓ I can find specific detail in an article and in a conversation.
- ✓ I can talk about age groups and media habits.
- ✓ I can buy a ticket at the cinema.
- ✓ I can write a personal introduction to a webpage.

LESSON 1.1

Culture: People Ludzie zwiqzani z kulturq

actor /'æktə/ aktor
artist /'ɑ:tɪst/ artysta
dancer /'dɑ:nsə/ tancerz
director /dɪ'rektə/ reżyser
musician /mju:zɪʃən/ muzyk
photographer /fə'tɒgrəfə/ fotograf
writer /'raɪtə/ pisarz

Cultural activities Korzystanie z kultury

act in plays / films /ækt ɪn pleɪs, fɪlmz/ grać w teatrze / w filmach
acting /'æktɪŋ/ aktorstwo
action film /'ækʃən fɪlm/ film akcji
art /ɑ:t/ sztuka
ballet /'bæleɪ/ balet
be interested in sth /bi 'ɪntrəstəd ɪn 'sʌmθɪŋ/ interesować się czymś
be into sth /bi 'ɪntə 'sʌmθɪŋ/ pasjonować się czymś
camera /'kæməɹə/ kamera, aparat fotograficzny
cartoon /kɑ:'tu:n/ kreskówka
cinema /'sɪnəmə/ kino
classical music /'klæsɪkəl 'mju:zɪk/ muzyka poważna
comedy /'kɒmədi/ komedia
comic /'kɒmɪk/ komiks
concert /'kɒnsət/ koncert
dance /da:ns/ tańczyć
dancing /'da:nsɪŋ/ taniec
documentary /,dɒkjə'mentəri/ film dokumentalny
drawing /'drɔ:ɪŋ/ rysunek
drums /drʌmz/ perkusja
fantasy film /'fæntəsi fɪlm/ film fantasy
flamenco /flə'menjkəʊ/ flamenco (rodzaj tańca)
graphic novel /'græfɪk 'nɒvəl/ komiks, powieść graficzna
guitar /gɪ'tɑ:/ gitara
happy ending /'hæpi 'endɪŋ/ szczęśliwe zakończenie
hip-hop /hɪp hɒp/ hip-hop
horror film /'hɒrə fɪlm/ horror
horror story /'hɒrə 'stɔ:ri/ przerażająca opowieść
learn the (dance) steps /lɜ:n ðə da:ns steɪps/ nauczyć się kroków (w tańcu)
listen to music / hip-hop /'lɪsən tə 'mju:zɪk 'hɪp hɒp/ słuchać muzyki / hip-hopu
modern art /'mɒdn ɑ:t/ sztuka nowoczesna
music /'mju:zɪk/ muzyka
novel /'nɒvəl/ powieść
painting /'peɪntɪŋ/ obraz
photography /fə'tɒgrəfi/ fotografia

piano /pi'ænəʊ/ pianino, fortepian
picture /'pɪktʃə/ zdjęcie, obrazek
play /pleɪ/ sztuka
play the guitar /pleɪ ðə gɪ'tɑ:/ grać na gitarze
pop /pɒp/ pop
reading /'ri:dɪŋ/ czytanie
rock /rɒk/ rock
salsa /'sælsə/ salsa
science fiction film /'saɪəns 'fɪkʃən fɪlm/ film science-fiction
story /'stɔ:ri/ historia
techno /'teknəʊ/ techno
traditional /trə'dɪʃənəl/ tradycyjny
violin /vaɪə'lin/ skrzypce
writing /'raɪtɪŋ/ pisanie
Zumba /'zumbə/ zumba

LESSON 1.2

blog /blɒg/ blog
go dancing /gəʊ 'da:nsɪŋ/ iść potańczyć
poem /'pəʊəm/ wiersz
read film reviews /ri:d fɪlm rɪ'vju:z/ czytać recenzje filmowe
sing /sɪŋ/ śpiewać
take photos / selfies /teɪk 'fəʊtəs 'selfɪs/ robić zdjęcia / zdjęcia samemu sobie

LESSON 1.3

adult /ə'dʌlt/ dorosły
couch potato /'kaʊtʃ pə'tetəʊ/ osoba, która spędza większość czasu przed telewizorem
have square eyes /həv skweə 'aɪz/ oglądać za dużo telewizji
kid /kɪd/ dziecko, dzieciak
middle-aged (person) /'mɪdəl 'eɪdʒd 'pɜ:sn/ osoba w średnim wieku
pensioner /'penʃənə/ emeryt
survey /'sɜ:veɪ/ ankieta
teenager /'ti:neɪdʒə/ nastolatek
TV programme /,ti: 'vi: 'prəʊgrəm/ program TV

LESSON 1.4

Out of class
Not right now. /nət raɪt 'nəʊ/ Nie teraz.
To be honest, ... /tə bi 'ɒnɪst/ Szczerze mówiąc...
Awesome! /'ɔ:səm/ Znakomicie!
I've no idea. /aɪv nəʊ aɪ'dɪə/ Nie mam pojęcia.
Yeah, right. /jeə raɪt/ Skoro tak mówisz...

poster /'pəʊstə/ plakat
make videos /meɪk 'vɪdɪəʊz/ tworzyć klipy wideo
watch music / pop videos /wɒtʃ 'mju:zɪk pɒp 'vɪdɪəʊz/ oglądać teledyski

LESSON 1.5

celebrity /sə'lebrəti/ znana osoba

check sports results / the weather forecast / the news /tʃek 'spɔ:ts rɪ'zʌltz ðə 'weðə 'fɔ:kə:st ðə 'nju:z/ sprawdzać wyniki sportowe / prognozę pogody / wiadomości
current affairs /'kʌrənt ə 'feəz/ sprawy bieżące, aktualności
film / game review /,fɪlm geɪm rɪ'vju:/ recenzja filmu / gry
find information /faɪnd ɪnfə'meɪʃən/ znaleźć informacje
game show /geɪm ʃəʊ/ teleturniej
horoscope /'hɒrəskəʊp/ horoskop
magazine /mægə'zi:n/ magazyn, czasopismo
media /'mi:diə/ media
message board /'mesɪdʒ bɔ:d/ forum internetowe
news headlines /'nju:z 'hedlaɪnz/ skrót najważniejszych wiadomości
phone-in /'fəʊn ɪn/ program, podczas którego słuchacze telefonują do studia
radio station /'reɪdiəʊ 'steɪʃən/ stacja radiowa
reality show /rɪ'æləti ʃəʊ/ reality show
soap opera /səʊp 'ɒpərə/ opera mydlana
sports pages /spɔ:ts 'peɪdʒ ɪz/ sekcja sportowa w gazecie
talk show /tɔ:k ʃəʊ/ talk show
video clip /'vɪdɪəʊ klɪp/ klip wideo
weather forecast /'weðə 'fɔ:kə:st/ prognoza pogody
website /'websaɪt/ strona internetowa

LESSON 1.6

Out of class
No way! /nəʊ weɪ/ Nie ma mowy!
Come on, please! /'kʌm ən 'pli:z/ Proszę cię!
Hold on! /həʊld 'ɒn/ Poczekać!
(cinema) programme /sɪnəmə 'prəʊgrəm/ repertuar (kina)
romantic film /rəʊ'mæntɪk fɪlm/ romantyczny film
row /'rəʊ ɪn sɪnəmə/ rzqd (np. w kinie)
screening /'skri:nɪŋ/ seans kinowy
seat /si:t/ miejsce (w kinie)
see what's on (at the cinema) /si: wɒts 'ɒn ət ðə 'sɪnəmə/ sprawdzać, co grają w kinie
sold out /səʊld aʊt/ wyprzedany

LESSON 1.7

hometown /,həʊm 'taʊn/ miasto rodzinne
hobby /'hɒbi/ hobby
interests /'ɪntrəsts/ zainteresowania
nationality /næʃə'næləti/ narodowość
be mad about sth /bi 'mæd ə'baut 'sʌmθɪŋ/ pasjonować się czymś

Why do we dance?

Dancing in the UK

Many of us love dancing or watching dancing. But why do you think we do it? It's strange when you think about it. When we dance, we don't go anywhere and we don't make anything, so what's the reason for it?

Today in the UK dance is very popular. About 5 million people go to dance classes every week. There are many styles but the most popular are street-dancing, ceroc, ballet and salsa.

Street-dancing has got many styles including breaking, hip-hop and popping. It's popular with young people and you have to be very flexible. Some people say we do this kind of dance to show our friends how strong and skilful we are.

Ceroc is a simple version of swing, salsa and jive. You can do ceroc to fast or slow music. It is very popular with middle-aged people because dancing is a good way to keep fit.

Ballet is popular all over the world. There are many spins and jumps in ballet. It's very difficult and you must do a lot of training to be good at it. Ballet usually tells stories and people think it's very beautiful.

Salsa is from Cuba. The word 'salsa' is Spanish for hot and spicy sauce. Salsa dancers have got a lot of passion and energy. People usually dance salsa to fast and fun music. One reason we do this dance is to show how attractive we are to other people.

So there are many reasons why we dance. Whatever the reason everyone agrees that dancing is great fun.



GLOSSARY

attractive (adj) good-looking

flexible (adj) bending and moving easily

skilful (adj) good at doing something

spicy (adj) a strong, pleasant taste

spin (n) the movement of something turning around very quickly

READING

1 In pairs, discuss the questions.

- 1 Do you like dancing? Are you a good dancer?
- 2 How popular is dancing in your country?
- 3 Do you know anyone who is a very good (or bad) dancer?
- 4 Why do you think we dance?

2 Read the text. Are the sentences true or false?

- 1 Street-dancing is popular with middle-aged people. *False*
- 2 Ceroc is always danced to fast music. *False*
- 3 Ballet is from Cuba. *False*
- 4 Salsa also means a hot and spicy sauce in Spanish. *True*

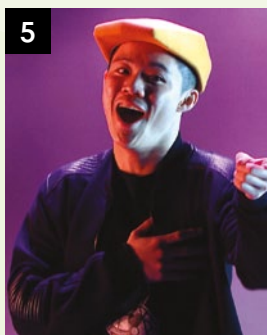
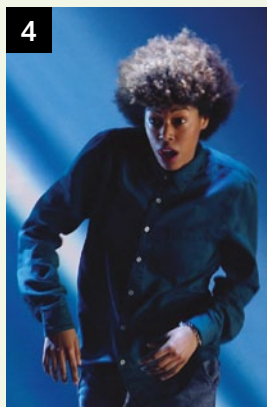
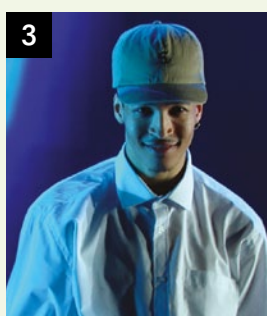
3 Work in pairs. Read the text again and find four reasons for why people dance. Are they the same as your ideas in Exercise 1?

Answers underlined in the text.

4 You are going to listen to a report about a dance competition. Read the advert below. Do you have competitions like this in Poland?



This competition happens every year. Judges choose the best dancers from four sections – ballet, contemporary, hip-hop and South Asian.



LISTENING

For this section, we recommend using the DVD instead of audio recordings.

5 **BBC 1** Listen to Part 1. Match the contestants (1–5) to the reasons why they dance (A–E). Write the answers in your notebook.

- | | |
|-----------------------------|-----------------------|
| 1 Harry Barnes <i>C</i> | A It's creative. |
| 2 Jonadette Carpio <i>A</i> | B It's hypnotic. |
| 3 Jodelle Douglas <i>E</i> | C It's uplifting. |
| 4 Sharifa Tonkmor <i>D</i> | D It's liberating. |
| 5 Kieran Lai <i>B</i> | E It's their passion. |

6 **BBC 1** Listen again. Are the sentences true or false? In your notebook, correct the false statements.

- 1 Harry always feels happy. *False*
- 2 Jonadette was born in a different country. *True*
- 3 Jodelle usually works alone. *False*
- 4 Sharifa doesn't plan her dances. *True*
- 5 Kieran uses machines when he dances. *False*

7 **BBC 2** Listen to Part 2 and answer the questions.

- 1 Who is the winner? *Harry Barnes*
- 2 Why do the judges like him/her?
because he's a talented and natural performer
- 3 How does the winner react/feel?
thrilled/excited/happy
- 4 What happens next for the winner?
He goes through to the grand final (at a big theatre in London).

PROJECT

8 Work in groups. Create a digital presentation promoting dance and its benefits.

- 1 Use the internet to research traditional or popular dances in your country.
- 2 Write a short script for your presentation.
- 3 Include some photos or video.
- 4 Share the presentation with your class.
- 5 Vote for the most interesting presentation.

Video scripts: pages 154–155

Lesson 2.1

Vocabulary

Culture notes

Beyonce's full name is Beyonce Giselle Knowles-Carter. She became famous as a member of the group Destiny's Child, which was managed by her father. In 2003 Beyonce released her first solo album and two years later Destiny's Child split up. Beyonce has since gone on to be one of the most successful audio artists in history. By 2015 she had received more Grammy nominations than any other female artist and had won twenty Grammy awards.

Lead-in

Review of the characters from earlier in the book

Write on the board the names and other words from Unit 1 below and tell students that these are all answers to questions. Put students into groups and tell each group to write a question for each answer. They cannot open their Student's Books. When a group has finished, they swap their questions with another group. Elicit or give the correct questions and tell the groups to give one mark for each correct question. The group with the most correct questions are the winners.

Names and other words to use: *Ruby, Elvis, Harlow Mill, thirteen, Jamaica, Lisa, French and History, Arcade Fire.*

Questions (allow correct alternatives such as *What is Lee's sister called? What is the name of Lee's sister?*):
What's Lee's sister's name?
What's Lee's cat's name?
Where does Lee live?
How old is Ruby?
Where is Lee's mum from?
What's Krystal's sister's name?
What are Krystal's favourite subjects?
What's the name of Lee's favourite band?

Exercise 1 1.31

Elicit the meanings of all the items in the Vocabulary box and where in the picture they can be seen. Play the audio, pausing after each word for students to repeat.

Exercise 3

Encourage students to think of winter-specific clothes and summer-specific clothes (some clothes can be worn in both winter and summer).

2

VOCABULARY

Clothes and appearance |
 -ing/ -ed adjectives |
 Personality adjectives

GRAMMAR

Present Continuous | Present
 Simple and Present Continuous



SPEAKING

Giving and responding to news



READING

A reader's letter about parents

LISTENING

Describing a friend's personality

ENGLISH IN USE

Prepositions of time

SKILLS REVISION

Units 1-2

18 Unit 2

Elicit ideas and ask for explanations if some of the students' ideas seem unusual. Possible answers:
 Winter: hat, gloves, sweater
 Summer: hat, sandals, shorts, sunglasses, T-shirt
 Parties: dress, fancy-dress costume
 Sport: shorts, tracksuit, trainers, T-shirt

Friends and family

VOCABULARY Clothes and appearance

I can talk about clothes and appearance.



1 1.31 What clothes can you see in the picture? In pairs, find three things from the box that are not in the picture.

Vocabulary Clothes and accessories

Clothes and footwear:

boots dress fancy-dress costume hoodie jacket jeans pyjamas shirt shoes shorts sweater T-shirt tracksuit trainers underwear

Accessories and body art:

baseball cap belt earrings glasses handbag necklace piercings scarf tattoo

2 I KNOW THAT! Can you add more words to the Vocabulary box? Use the picture to help you. Write your ideas in your notebook.

3 How do you say these expressions in Polish?

Word Friends Describing clothes

baggy jeans leather boots a woolly hat a plain T-shirt a tight skirt
 a checked shirt striped pyjamas a cotton top with a Batman logo on it
 casual clothes

Exercise 5

First, tell students to look at the quiz on their own and to decide on their preferences. Students then discuss their preferences in pairs. Elicit students' opinions about the quiz.

Exercise 7 1.34

Tell students to work in pairs to predict what people might say for each item. Elicit ideas and then play the audio for students to listen and write the answers.

Extra activity

Tell students to choose a famous person and make a presentation to show the class in a future lesson. This could be some photos and some sentences that they read out or a multimedia presentation that can be shown in class.

4 1.32 Look at the picture on page 18 and choose the correct option. Write the answers in your notebook. Listen and check.

- 1 Tony's jeans are baggy / tight.
baggy
- 2 Leo's shirt is checked / plain.
- 3 Jade's got leather boots / shoes.
- 4 Eric's got checked / striped pyjamas.
- 5 Mia's skirt is baggy / tight.
- 6 Angela's got a plain top / top with a Batman logo on it.
- 7 Layla's T-shirt is plain / striped.

5 In pairs, do the Fashion Quiz. Then look at page 133 and check how similar or different you are.

I prefer a T-shirt. What about you?

FASHION QUIZ ...

What do you prefer?

- 1 A shirt, a blouse or a T-shirt?
- 2 Tight or baggy clothes?
- 3 Trainers, shoes or boots?
- 4 Jeans, trousers or leggings?
- 5 A baseball cap or a woolly hat?
- 6 A plain top or a top with a logo on it?
- 7 A striped shirt or a checked shirt?
- 8 A tracksuit or a football top and shorts?

6 1.33 Complete the text with the words from the box. Write the answers in your notebook. Listen and check.

cap cotton earrings jeans leather skirts trainers

Spotlight: Beyoncé

She's a singer and actress. In her concerts, she usually wears short ¹skirts or tight dresses, ²leather boots and jewellery (a necklace, bracelets and ³earrings). In her free time, she prefers more casual clothes, for example, a plain ⁴cotton T-shirt, blue ⁵jeans, white ⁶trainers and a baseball ⁷cap. She was born in Texas, USA on 4 September 1981.



7 1.34 Listen to six people talking about what they wear. In your notebook, complete what they say.

- 1 When I go to bed, I wear pyjamas.
- 2 When I go to a wedding, I wear ?
- 3 When I play my favourite sport, I wear ?
- 4 When I'm at home, I wear ?
- 5 When I go out with friends, I wear ?
- 6 When I go to a party, I usually wear ?



8 **VOX POPS** Talk to your partner. What do you wear when you:

- go to a wedding?
- play your favourite sport?
- go to bed?

A: *What do you wear when you go to bed?*

B: *I usually wear pyjamas.*



Unit 2 19

how the models are going to parade. Encourage students to use their imagination about how to make the fashion show as humorous as possible. When the groups are ready, invite each group to act out their fashion show.

ANSWER KEY

Exercise 1

Fancy-dress costume, jacket and handbag are not in the picture.

Exercise 2

Possible answers:

Clothes and footwear: blouse, cardigan, dressing gown, leggings, sandals, skirt, slippers, socks, top, trousers
Accessories: bracelet, hat, gloves, sunglasses, tie

Exercise 4 and 6

Answers on student page.

Exercise 7

- 2 a (nice) top, a (short) skirt and (leather) boots
- 3 (blue and white) striped tops, (white) shorts, (blue) socks and football boots
- 4 a(n old) T-shirt, tracksuit trousers and slippers
- 5 jeans and a (new) T-shirt
- 6 (baggy) jeans, a (white) shirt, a baseball cap, (white) trainers

Exercise 8

Students' own answers.

Audio scripts: page 137

Video scripts: page 155

Further practice

- Photocopiable Resource 8, page 196
- Workbook, page 16
- Extra Online Homework: Vox Pops Extra Activities

Exercise 8 8

Have dictionaries available in case students need to look up words they don't know (e.g. a *onesie*, a *nightie*). When pairs have finished, ask individual students what they wear on different occasions. Before watching, check that students understand *tuxedo* (*tux*), (*high*) *heels*, to *straighten*

(*hair*), (*riding*) *breeches*, (*riding*) *helmet*. Explain that one speaker mentions Converse (a make of shoe) and Ben (Sherman) shirts. Ask students if they know these brands. After watching, put students into pairs and tell them to discuss which speaker they are most similar to, giving reasons.

Extra activity

Talk to students about fashion shows and what happens in them – a model walks up and down a catwalk while a presenter describes his or her clothes. Tell students they are going to roleplay a fashion show. In groups of three, they choose two models and a presenter. Allow the groups time to plan what the presenter is going to say and

Lesson 2.2

Grammar

Lead in

Review of clothes and appearance vocabulary

Tell students to look carefully at each other while they walk around the classroom. When you say *Stop*, students should stand back to back with another student close to them. Without looking, they take turns to describe the clothes that the other person is wearing.

Exercise 2 1.35

With Student's Books still closed, play the first part of the video and ask questions about the previous episode. Ask students to open their Student's Books and ask them to watch the video and answer the question.

Language notes

The spelling rules for the Present Continuous are as follows:

- For most verbs, we add *-ing* to the verb.
- If the verb has only one syllable and ends with one vowel + one consonant, we double the final consonant (*run – running*). The same is true for verbs with more than one syllable, but only if the final syllable is stressed (*begin – beginning* but *open – opening*).
- If the verb ends in *-e*, we drop the *-e* and add *-ing* (*come – coming*).
- If it ends in *-ie*, the *-ie* changes to *-y* (*lie – lying*).

Exercise 5

Correct word order often causes problems for students when forming questions. Use self-correction techniques as much as possible to make students aware of their errors and encourage them to correct themselves. For example, repeat what the students have said with a questioning intonation (e.g. *He is ...?* When it should be *Is he ...?*) or use gestures.

Exercise 7

Tell students to give their partners three names of friends and family to ask about, to avoid *I don't know* answers. Invite different pairs to ask and answer in front of the class.

2.2 GRAMMAR Present Continuous

I can talk about present activities.



WHERE'S AMY?

- Mum: Amy! Are you sleeping?
 Amy: No, I'm not.
 Mum: What are you doing? Your eggs are getting cold. I hope you aren't talking on that phone again!
 Amy: No, I'm getting ready for school. I'm brushing my hair!
 Mum: Well, hurry up! We're waiting for you.
 Aunty: Is she coming?
 Mum: Yes, she is. She's brushing her hair.
 ...
 Amy: Morning!
 Aunty: Amy! How's school? How's your boyfriend? Lou, isn't it? Oh dear, you're looking tired this morning. Are you feeling OK?
 Amy: Yes, I am. School's fine and Lee isn't my boyfriend.
 Aunty: Oh, I see ... What are you having for breakfast?
 Amy: I'm not hungry, Aunty Linda, thanks. Excuse me.
 Mum: Amy, where are you going?
 Amy: I'm going to school.
 Mum: But it's only ten to eight!
 Amy: Catch you later, then. See you!
 Mum: I don't get it. Why is Amy going to school now?

How do you say these expressions in Polish?

Catch you later!
 See you! I don't get it.

OUT of class

- 1 **CLASS VOTE** Answer the questions.
- Are you chatty or quiet when you get up?
 - Do you like breakfast time? Why?/Why not?

20 Unit 2

 **Video scripts:** page 155

Further practice

- Grammar Time, page 123
- Photocopiable Resource 9, page 197
- Workbook, pages 18 and 26

- 2  1.35 Listen. Why are the adults shocked? 

- 3 Read the Grammar box. Find more examples of the Present Continuous in the dialogue.

Grammar	Present Continuous
+	-
I'm brushing my hair. She's coming. They're eating.	I'm not sleeping. She isn't waiting. They aren't talking.
?	
Are you coming? Is he going? Are they eating? Where are you going? What is she doing?	Yes, I am. / No, I'm not. Yes, he is. / No, he isn't. Yes, they are. / No, they aren't.

GRAMMAR TIME > PAGE 123

- 4 In your notebook, write affirmative and negative sentences in the Present Continuous.

- 1 Amy: sleep ☒ get ready for school ☒
Amy isn't sleeping. She's getting ready for school.
 2 Amy: talk on the phone ☒ brush her hair ☒
 3 Mum and Aunty Linda: eat ☒ wait for Amy ☒
 4 They: drink coffee ☒ drink tea ☒

- 5 In your notebook, write questions in the Present Continuous. In pairs, look at the photo and try to answer the questions.

- 1 Amy / wear / school uniform / ?
 A: *Is Amy wearing her school uniform?*
 B: *Yes, she is.*
 2 what / they / eat / for breakfast / ?
 3 what / mum / do / ?
 4 why / Amy / go / to school / early / ?

- 6  1.36 Complete the dialogue with the Present Continuous form of the verbs. Write the answers in your notebook. Listen and check.

- Dad: What ¹ *are you doing* (you/do), Lee?
 Lee: I ² *'m eating* (eat) a banana for breakfast.
 Dad: Why ³ *are you eating* (you/eat) a banana?
⁴ *Are you feeling* (you/feel) ill?
 Lee: No, I ⁵ *'m not*. I'm fine.
 Dad: We ⁶ *'re having* (have) bacon and eggs.
 Ruby: Dad? Lee ⁷ *'s eating* (eat) fruit! ⁸ *Is he feeling* (he/feel) ill?

- 7 In pairs, ask and answer questions about what your friends and family are doing now.

- A: *What's your mum doing?*
 B: *I think she's ...*

ANSWER KEY

Exercises 1 and 7

Students' own answers.

Exercise 2

They're shocked because Amy is going to school early without breakfast.

Exercises 3 and 6

Answers on student page.

Exercise 4

- 2 Amy isn't talking on the phone.
 She's brushing her hair.
 3 Mum and Aunty Linda aren't eating. They're waiting for Amy.

- 4 They aren't drinking coffee.
 They're drinking tea.

Exercise 5

- 2 What are they eating for breakfast? (They're eating eggs and toast.)
 3 What is mum doing? (She is talking to Amy.)
 4 Why is Amy going to school early? (She isn't feeling well / doesn't like eating breakfast with her aunt / she's got a big test at school.)

I can find specific detail in a letter and talk about feelings.



TeenLives Magazine

IT'S SO ANNOYING!

Write and tell us about the things that really annoy you.

Bobby Wingate, 15, Hampshire

TOP 3 ANNOYING THINGS THAT PARENTS DO

1 They say the same things again and again

I'm leaving for school when dad says to me, 'Pull up your trousers, son. We can see your underwear.' I answer, 'It's the fashion, dad'. We have this boring conversation every morning.

2 They're embarrassing with your friends

It's Saturday and I'm spending the afternoon with Joel and Harry in the shopping centre. Suddenly I am shocked to see mum and dad outside the supermarket. Dad is wearing his baseball cap and mum is in pink leggings – so embarrassing! They look excited to see us. Dad gives my friends a 'high five' and starts telling one of his annoying jokes. Mum starts speaking in her high, 'talking to a young puppy' voice. She tells Joel that his piercing is 'totally awesome' and asks where she can get one. She is forty years old.

3 They're always on your Facebook page

It's Sunday morning and I'm adding some great photos from Harry's birthday party to my Facebook page. Suddenly I see there's a new comment next to a funny photo of Harry in his Superman costume. It says, 'OMG, LOL' I'm annoyed to see the comment is from my mum.

1 In pairs, describe the photo in the article.

2 What can parents do that really annoys their children? Read the letter and check your ideas.

3 1.37 Read the letter again. Choose the correct answers and write them in your notebook.

- 1 Bobby's dad
 - a often talks about Bobby's trousers.
 - b likes his son's trousers.
- 2 Bobby is at the shopping centre
 - a with his parents.
 - b with his friends.
- 3 At the shopping centre, Bobby's parents
 - a are pleased to see him.
 - b are annoyed with him.
- 4 Bobby's mum
 - a speaks with a different voice.
 - b hates Joel's piercing.
- 5 On Sunday, Bobby
 - a sees his mum is on Facebook.
 - b is writing comments on Facebook.

4 1.38 Look at the Vocabulary box. In your notebook, complete the words below with -ing or -ed.

Vocabulary -ing / -ed adjectives

- A person, thing or situation is ...
 annoying boring exciting embarrassing frightening
 interesting irritating relaxing shocking tiring worrying
- You are / get / feel ...
 annoyed bored excited embarrassed frightened
 interested irritated relaxed shocked tired worried

- 1 I'm always **tired** on Fridays.
- 2 I like the band but the singer's **irritating**.
- 3 My phone bill's so high. I'm **shocked**.
- 4 My sister thinks rock music is **boring**.
- 5 Kerry feels **embarrassed** in a skirt – she prefers jeans.

5 1.39 Listen. Use the words from the Vocabulary box to comment on what you hear.

A: I think it's exciting. B: No, I disagree. I think it's irritating.



6 **VOX POPS** Talk to your partner. How do you feel when:

- you're not sleeping well?
- you make a silly mistake?
- you're watching a horror film?
- your team is playing?

I feel annoyed/It's annoying when ...



Unit 2 21

Exercise 5 1.39

Before you play the audio, ask students what kinds of music they find exciting, relaxing, irritating or boring.

Exercise 6 10

Ask students the question: *How do you feel when ...?* In pairs, students take turns to ask and answer about the different situations. Give a time limit and elicit the questions and answers from the class.

Activity for fast finishers

Students think of three more situations to ask about. They ask as many students as possible and tell the class what they found out.

ANSWER KEY

Exercise 1

Suggested answer: The photo shows a middle-aged woman with a teenage girl, maybe her daughter. The woman thinks she's cool. The girl isn't very happy about it.

Exercise 2

Suggested answer: According to the letter, parents say the same things again and again, they are embarrassing in front of your friends (e.g. wearing embarrassing clothes, telling jokes to your friends, greeting your friends with a high five, speaking in a strange voice, talking to your friends about things like piercings, using cool language) and they are always on your Facebook page.

Exercises 3 and 4

Answers on student page.

Exercise 5 and 6

Students' own answers.

Audio scripts: page 137

Video scripts: page 155

Lesson 2.3

Reading and Vocabulary

Lead in

Review of the Present Continuous

Tell students to think of an activity which they could mime in front of the class. As an example, sit in a chair and mime watching TV. Ask the class: *What am I doing?* and elicit the answer: *You're watching TV.* Invite a student

to come to the front of the class to mime an activity (e.g. riding a bicycle). The student also asks the question: *What am I doing?*, to elicit the answer (e.g. *You're riding a bicycle.*). Repeat for as long as necessary.

Exercise 2 Extra activity

Students discuss the ideas in the text and compare Bobby's problems with situations they experience in their own lives. Invite students to discuss

whether their parents are more or less embarrassing than Bobby's, giving reasons for their answers.

Exercise 3 Extra activity

In pairs, students roleplay Bobby and a friend meeting up. The friend notices that Bobby is looking upset and asks what is wrong. Bobby tells his friend all about his parents' embarrassing behaviour. Invite different pairs to perform their roleplay in front of the class.

Further practice

- Workbook, page 19
- Extra Online Homework: Vox Pops Extra Activities

Lesson 2.4

Grammar

Lead-in

Review of -ed and -ing adjectives

In pairs, students write down some activity words. They then take it in turns to say sentences about each activity using -ed and -ing adjectives, e.g. *Reading is relaxing. I get bored reading books.*

Exercise 1 1.40

Discuss the photo of Lauryn with the class. Ask students to say what they think she is doing.

Exercise 2

Go through the Grammar box with students. Ask them which tense we use with adverbs of frequency such as *always, usually, often* (Present Simple). Ask them which tense we use to talk about something happening *now, this week, today* (Present Continuous). Remind students that we use the Present Continuous not only for things happening exactly now but also for things happening around now, such as *I'm reading a great book.*

Exercise 3

Discuss the example sentence with students. Ask them why the Present Continuous is the correct form to use (*because it's referring only to this semester, not as a permanent fact*).

Exercise 5

Invite students to think of things that are usually true about themselves but aren't true at the moment. Elicit one or two ideas from the class, to help students get started.

Exercise 6 1.41

Tell students to read the text quickly before they start to complete it. Remind them to use the time expressions to help them decide the correct tense to use.

Exercise 7

Tell students to write a different classmate's name for each sentence.

Further practice

- Grammar Time, page 123
- Photocopiable Resource 10, page 198
- Workbook, page 20

2.4

GRAMMAR Present Simple and Present Continuous

I can talk about what usually happens and is happening around now.



Stuck in a routine?

IT'S TIME TO BREAK FREE!

Experts say it's good to change our routines. What are you doing to break free from your routine? Send us a photo and short text and win a weekend in London!

LAURYN, ROCHESTER

I usually go straight home after school. I do my homework and then I play *Myths of Zoraya*. My team is taking part in an online tournament this week. We aren't doing very well but we are getting better. But today I'm not sitting at home. I'm with my friends in the town centre. We're wearing funny costumes and we're collecting money for sick children. We're lucky. It isn't raining.

1 1.40 What is Lauryn doing in the picture? Read the text and answer the questions.

- 1 What does Lauryn usually do after school?
- 2 Is her team doing well in the tournament?
- 3 What is she doing today?

2 Read the Grammar box. Find two more examples for each rule in the text in Exercise 1.

Grammar Present Simple & Present Continuous

- **Present Simple**
Facts and routines.
I usually go straight home after school.
- **Present Continuous**
Things happening at the moment of speaking.
It isn't raining now.
Things happening around now but maybe not at the time of speaking.
My team is taking part in a tournament this week.
- **Time expressions with the Present Continuous:**
now, at the moment, today, these days, this week/month

GRAMMAR TIME > PAGE 123

3 Choose the correct option. Write the answers in your notebook.

- 1 We study / *are studying* Algebra this semester.
- 2 Leo saves / *is saving* his money to buy trainers.
- 3 Sam's two so he *doesn't go* / *isn't going* to school.
- 4 How often *do you play* / *are you playing* football?
- 5 You don't watch / *aren't watching* this. Can I change the channel?

4 In your notebook, write sentences with *but* to describe Paula's usual life and what's happening now.

Paula usually goes to bed late but tonight she's going to bed early.

Usually	Now
go to bed late	tonight / early
drive to work	today / ride / a bike
not read novels	a great book at the moment
wear jeans	today / go / a wedding / so a dress
eat meat	try to lose weight / so this week / salad

5 Look at Exercise 4 again. In your notebook, write sentences about you.

6 1.41 Complete the text with the correct form of the words in brackets. Write the answers in your notebook. Use the Present Simple or the Present Continuous. Listen and check.

RUSSELL, GLOSSOP

I ¹*always get up* (always/get up) late on Saturdays. I ²*usually have* (usually/have) breakfast at lunchtime! But this week my parents ³*are changing* (change) the windows and they ⁴*'re putting* (put) in a new kitchen. The noise is terrible. So today I ⁵*'m breaking* (break) my usual Saturday routine. It's only 9 a.m. but I ⁶*'m not lying* (not lie) in my bed. I'm with my friend Gareth and we ⁷*'re walking* (walk) up a mountain. The sun ⁸*is shining* (shine). It's great! Gareth ⁹*does* (do) this every week. Now I understand why.

7 In your notebook, complete the sentences with the name of a classmate. Compare in pairs. Ask your partner if the sentences are true for him/her.

- 1 *Ola* doesn't like dancing.
- 2 ☐ often arrives late.
- 3 ☐ laughs a lot.
- 4 ☐ is learning to play an instrument.
- 5 ☐ is working hard these days.
- 6 ☐ isn't wearing jewellery today.

A: *Do you like dancing?*

B: *No, I don't.*

22 Unit 2

ANSWER KEY

Exercise 1

- 1 Lauryn usually goes straight home, does her homework and plays *Myths of Zoraya*.
- 2 No, they aren't (but they're getting better).
- 3 Today she's with her friends in the town centre, collecting money for sick children.

Exercise 2

Rule 1 – I usually go straight home after school. I do my homework and then I play *Myths of Zoraya*.

Rule 2 – But today I'm not sitting at home. I'm with my friends in the town centre. We're wearing funny costumes and we're collecting money for sick children. It isn't raining.
Rule 3 – What are you doing to break free from your routine?; My team is taking part in an online tournament this week.; We aren't doing very well but we are getting better.

Exercises 3 and 6

Answers on student page.

Exercise 4

Paula usually drives to work but today she's riding a bike. Paula doesn't usually read novels but she's reading a great book at the moment. Paula usually wears jeans but today she's going to a wedding so she's wearing a dress. Paula usually eats meat but she's trying to lose weight, so this week she's eating salad.

Exercises 5 and 7

Students' own answers.

I can identify specific detail in a conversation and talk about personality.

- 1 Tell your partner about the personalities of two people in your family.

My brother is always happy. My cousin is kind.

- 2 **1.42** Look at the Vocabulary box. Which adjectives are positive, and which are negative? Write the answers in your notebook.

Vocabulary Personality adjectives

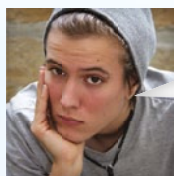
big-headed bossy chatty cheerful
hard-working helpful moody
outgoing quiet rude untidy

- 3 **1.43** Match the words from the box with their opposites from the Vocabulary box. Write the answers in your notebook. Listen and check.

selfish lazy polite shy talkative tidy

selfish ≠ helpful

- 4 **1.44** Malcolm, Tyler and Frank all like Sandra. Read their opinions. In your notebook, complete each gap with a word from the Vocabulary box. Listen and check.



Malcolm

Sandra is my kind of girl. She loves going out with friends and having fun. She's ¹ *outgoing*.



Tyler

Sandra's always so positive about everything. She's always smiling. She's ² *cheerful*.



Frank

I like being with Sandra. She's friendly, interesting and she loves to talk. She's ³ *chatty*.

- 5 **1.45** Listen to five dialogues. Choose the correct answers. Write them in your notebook.

- How much is the blue skirt?
a £15 b £20 c £25
- The speakers are in a
a park. b shopping centre. c restaurant.
- What time does the concert start?
a 6.45 b 7.15 c 7.45
- What's the weather like?
a It's sunny. b It's raining. c It's cold.
- What are the speakers doing?
a eating lunch b studying c playing a game

- 6 **1.46** Listen to three dialogues. Are the sentences true or false?

- Frank is using his phone during the meal. *True*
- Frank's brother is eating with them. *False*
- Sandra wants to walk fast in the park. *False*
- Malcolm thinks he's good at sport. *True*
- Tyler knows Sandra very well. *False*
- Sandra gets annoyed with her father. *True*

- 7 Read the descriptions from Sandra's diary and choose three adjectives from Exercises 2 and 3 for each person. Write the answers in your notebook.

WED 27

My friends

- Frank doesn't speak much. – *quiet*
His face goes red when he speaks to girls.
He can never find anything in his room.
- Malcolm thinks he's wonderful.
He always tells people what to do.
He often insults them too.
- Tyler always says 'please' and 'thank you'.
He studies a lot and has a part-time job.
He often helps his friends with schoolwork.

- 8 In pairs, choose three adjectives from the Vocabulary box to describe:

- your personality
- your partner's personality
- the personality of the perfect friend
- the personality of a famous person you like / don't like

I'm chatty, ...

Unit 2 23

to say the opposite adjective: *big (small), tall (short), easy (difficult/ hard), good (bad), hot (cold), etc.*

Exercise 4 **1.44**

Before playing the audio, encourage students to guess what her personality is like.

Exercise 5 **1.45**

Tell students to read the five questions and the options. Explain that all the options are usually mentioned in the audio but in different contexts, so it is important that they listen to the whole dialogue before deciding which option to choose.

Exercise 6 **1.46**

Tell students to read the sentences before they listen.

Exercise 7

Tell students to work alone to read the sentences and choose the adjectives. Ask them to compare answers in pairs.

Exercise 8

Set a time limit and get students to work individually. Encourage them to compare ideas in pairs, giving reasons.

Activity for fast finishers

Extend the activity by asking students to write sentences as in Exercise 7, giving reasons why they chose the adjectives: *I'm chatty. I love talking to my friends. Sometimes my teachers tell me to be quiet.*

ANSWER KEY

Exercise 1

Students' own answers.

Exercise 2

Positive: chatty, cheerful, hard-working, helpful, outgoing, quiet
Negative: bossy, moody, rude, untidy, big-headed

Exercise 3

lazy ≠ hard-working, polite ≠ rude, shy ≠ outgoing, talkative ≠ quiet, tidy ≠ untidy

Exercise 4, 5 and 6

Answers on student page.

Exercise 7

- shy, untidy
- big-headed, bossy, rude
- polite, hard-working, helpful

Exercise 8

Students' own answers.

Audio scripts:
pages 137–138

Further practice

- Workbook, page 21

Lesson 2.5

Listening and Vocabulary

Lead-in

Review of the Present Simple and Present Continuous

Tell students that they have to think of four questions which, when they ask another student, will elicit the answers: *Yes, I do*, *Yes, I am*, *No, I don't* and *No, I'm not*. The questions for *Yes, I am* and *No, I'm not* should use the Present Continuous, not just the verb to be.

Get students started by giving possible questions: *Do you like rock music? Are you sitting in a classroom?* When the pairs have written their questions, they join up with a second pair and try to elicit the four answers.

Exercise 1

Before students open their Student's Books, encourage them to think of personality adjectives that they know. Elicit personality adjectives

from different students and write new words on the board.

Exercise 2 **1.42**

After listening, elicit the meanings of difficult words. Play the audio again, pausing after each word for students to repeat.

Exercise 3 **1.43**

Check that students understand *opposite*. Give examples by saying an adjective and asking students

Lesson 2.6

Speaking

Lead-in

Review of personality adjectives

Tell students to work in pairs or small groups and think of a positive personality adjective from the previous lesson. They write the word vertically on a piece of paper and, for every letter in the word, they think of a person who the adjective could describe. Invite different groups to write their word and names on the board.

e.g. CHRIS
JOHN
PATRICK
BRETT
NATHAN
CATHY

Exercise 1 1.47

Before students open their Student's Books, play the first part of the video and ask questions about the previous episode, e.g. *Who is with Amy's mum?* (Aunty Linda), *Does Amy eat breakfast?* (no). Tell students that they are going to watch the next episode without sound. Ask them to focus on the characters' expressions. Play the video, pausing at the relevant parts to ask the following questions: *Where is Amy?* (in the park), *What is she doing?* (eating/having breakfast), *Who is she with?* (Krystal), *How do you think Amy is feeling at the end?* (surprised/shocked). Now tell students to open their Student's Books and read the question. Explain that they are going to watch the video again, this time with sound, in order to answer the question. Play the video and elicit the answer. Ask some more comprehension questions, such as: *Why doesn't Amy like having breakfast with her aunt?* (because she asks lots of questions/because she talks all the time), *What classes is Krystal taking?* (dance classes), *And who is her new teacher?* (Amy's aunt). After discussing the video, introduce the function students will be looking at in the Speaking box.

Exercise 3 1.48

Students take turns to read a sentence and to choose the best response.

Exercise 4 1.49

Tell students to work in pairs to read through the situations and choose a suitable response for each.

2.6 SPEAKING Giving and responding to news

I can give and respond to news.



HOW'S LIFE?

- Krystal:** Hi Amy! What a surprise! What are you doing here?
- Amy:** I'm having my breakfast.
- Krystal:** Oh! OK! Daisy and I are having a walk. How are things?
- Amy:** To be honest, I'm not enjoying life at the moment. My mum's sister is staying with us and she's very talkative. You know me, I'm not a morning person. So breakfast with my aunt is terrible! She talks all the time and asks me hundreds of questions.
- Krystal:** Oh, poor you!
- Amy:** Yeah, so I'm buying my breakfast from the café this week.
- Krystal:** You're kidding! She can't be that bad!
- Amy:** Hmm, anyway, how's life with you?
- Krystal:** Fine! My dance classes are going well.
- Amy:** Cool!
- Krystal:** We've got a new teacher. She's great, really friendly and cheerful! Her name's Linda.
- Amy:** Linda?
- Krystal:** Yes, Linda Young.
- Amy:** Linda Young! I don't believe it! Your new dance teacher is my Aunty Linda!
- Krystal:** No way!

How do you say these expressions in Polish?

How are things? How's life?
I don't believe it!

OUT of class

- 1  1.47 Listen. Where is Amy buying her breakfast these days? Why?  11

- 2 Read the Speaking box and complete it with the phrases below. Write the answers in your notebook.

You're kidding! Cool! Poor you!

Speaking

Giving and responding to news

Giving news

- I'm learning how to ...
- I'm spending a lot of time with/in ...
- I'm (not) enjoying ...
- I'm feeling excited/worried because ...
- I'm doing well at ...
- I'm listening to ... these days.

Responding to news

- Well done!/Good for you! ¹ **Cool!** /Awesome!/Great!
- That's terrible! ² **Poor you!** /What a pity!
- ³ **You're kidding!** /No way!/Amazing!

- 3  1.48 Choose the correct option. Write the answers in your notebook. Listen and check.

- 1 **A:** My exams are going well.
B: ?
a What a pity! b That's terrible! **c** Well done!
- 2 **A:** I'm not sleeping well these days.
B: ?
a Poor you! b Good for you! c No way!
- 3 **A:** I'm learning how to bungee jump.
B: ?
a You're kidding! b That's terrible! c Well done!
- 4 **A:** My phone isn't working.
B: ?
a Awesome! **b** What a pity! c Cool!

- 4  1.49 Respond to the news. Practise the exchanges with a partner. Use the correct intonation. Listen and check.

- 1 I'm writing a novel.
2 I'm so worried about my dog. He's really ill!
3 I'm an uncle!
4 My mum says I can't go out this weekend!

- 5 In pairs, give and respond to news about your life. Use the Speaking box to help you.

A: *I'm doing well at school.* B: *Great!*

 **Audio scripts:** page 138

 **Video scripts:** page 155

Further practice

- Photocopiable Resource 11, page 199
- Workbook, pages 22 and 27

ANSWER KEY

Exercise 1

Amy is buying breakfast from the café these days because she doesn't like having breakfast with Aunty Linda.

Exercises 2 and 3

Answers on student page.

Exercise 4

Possible answers:

- 1 That's amazing!, No way!, You're kidding!
2 What a pity!, That's terrible!
3 Cool!, That's great!, Awesome!
4 What a pity!, Poor you!

Exercise 5

Students' own answers.

I can talk about when something happens.

- 1 Read the cartoon. How many extra classes does Holly have?
- 2 **I KNOW THAT!** How many prepositions can you find in the cartoon?

Language Prepositions of time

in

- years: *in 2015*
- months and seasons: *in January, in the winter*
- parts of the day: *in the morning / evening*

on

- days of the week: *on Wednesday / Fridays*
- dates: *on 3 April*
- a special day: *on Christmas Day*

at

- holiday periods: *at Christmas*
- clock times: *at 12.15*
- other phrases: *at night, at the weekend*

Be careful: *in the evening* but *on Thursday evening*

- 3 In your notebook, write the correct prepositions: *in, at or on.*

- | | |
|----------------------|----------------------------|
| 1 <i>on</i> Thursday | 4 <i>on</i> New Year's Day |
| 2 <i>in</i> 1980 | 5 <i>in</i> April 2019 |
| 3 <i>at</i> Easter | 6 <i>on</i> my birthday |

- 4 **1.50** In your notebook, complete the text with *in, at or on*. Listen and check.

I'm studying French at the moment. The class is ¹*on* Mondays ²*at* 7 p.m. ³*in* the evening. We get a lot of homework ⁴*at* the weekend but the teacher's great. The course stops ⁵*at* Christmas and starts again ⁶*on* 8 January. We want to visit France ⁷*in* the summer, maybe ⁸*in* July.

- 5 **1.51** Listen to the recorded message and complete the notes about the arts centre. Write the answers in your notebook.

Arts centre courses

- Salsa class – Monday evenings at ¹*7.45 (quarter to eight)*
- Fashion course on ²*Tuesdays*
- Theatre group – call Kevin on ³*020 7946 0438*
- Computer programming starts on ⁴*October* – costs ⁵*£25* a month.



Are you enjoying your dance classes?

Yes, I am.

Is she sleeping?

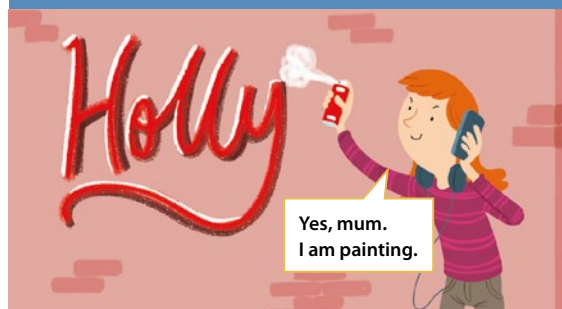
Mrs Smith thinks out of school activities are important. Her daughter Holly is always busy after school. She goes to dance classes every day at 5 p.m.

She has an extra French class on Tuesdays, singing lessons on Wednesdays and Art classes on Thursday nights, after her guitar lesson!



You're not trying very hard today!

Holly usually has a lot of homework but she practises the piano for two hours in the evening. She often goes to bed late at night.



Yes, mum. I am painting.

Holly also enjoys art at the weekend.

- 6 In pairs, ask and answer the questions.

- What do you do in the evenings after school?
- Which activities in Exercise 5 are you interested in?

Unit 2 25

December 1999; 6 my wedding day, my mum and dad's wedding anniversary.

Exercise 4 **1.50**

Students work individually to complete the text and then compare answers in pairs. Elicit the rule for each answer.

Exercise 5 **1.51**

Tell students to look at the notes and to guess what sort of information is missing (1 a time, 2 a day, 3 a telephone number, 4 a date or day, 5 a price). If students give the answer for 1 as *quarter to eight*, elicit how this would probably be written on the note (7.45).

Exercise 6

Give students a time limit. Invite different students to tell the class what they found out about their partners.

Activity for fast finishers

Get students to work in small groups. They have to find an after-school activity that every student in the group would like to do but doesn't do at the moment. They also have to find a day and a time when everyone in the group is available. The groups present to the rest of the class their idea for a new after-school activity, explaining why they would be interested in attending and why they have selected the day and time.

ANSWER KEY

Exercise 1

At least five – dance classes, French, singing, Art, guitar lessons (Some students may argue that she has piano lessons, others may claim that it just says that she practises the piano.)

Exercise 2

There are seven: *at 5 p.m., on Tuesdays, on Wednesdays, on Thursday nights, in the evening, at night, at the weekend*

Exercises 3, 4 and 5

Answers on student page.

Audio scripts: page 138

Further practice

- Photocopiable Resource 12, page 200
- Workbook, page 23

Lesson 2.7
English in Use

Lead-in

Review of giving and responding to news

Tell students to think of a piece of news about their own lives. It can be something positive that's happened, something surprising or a problem they are having at the moment. Give students a time limit to mingle, talking about their news and responding to each

other's news. Elicit some of the situations and ask students for examples of different responses to their news.

Exercise 1

Before students open their Student's Books, do a quick class survey. Ask students to put up their hands if they do any sports activities, do a foreign language class, do artistic or musical activities or any other kinds of after-school activities.

Exercise 2

Elicit the prepositions and the words they come before in the text. Discuss the Language box with the class.

Exercise 3

Elicit the answers and the rule that each answer corresponds to. Invite students to think of alternative words for each phrase, e.g. 1 *Monday, Saturday; 2 1883, 1698; 3 Christmas; 4 Easter Sunday, Pancake Day; 5 May 2015,*

VOCABULARY

1 Choose the odd one out. Write the answers in your notebook.

- | | | | |
|------------|------------|---------|------------|
| 1 dress | shirt | skirt | blouse |
| 2 baggy | cotton | woolly | leather |
| 3 plain | striped | checked | tight |
| 4 friendly | outgoing | moody | chatty |
| 5 bossy | helpful | rude | lazy |
| 6 excited | interested | relaxed | frightened |

2 In your notebook, complete the second sentence so that it means the same as the first one. In pairs, say if the sentences are true for you.

- I'm not interested in fashion.
I don't think fashion *is interesting*.
- I get bored when I go shopping for clothes.
I think shopping for clothes *is boring*.
- In my opinion, today's fashion is annoying.
I feel *annoyed* when I see today's fashion.
- I'm shocked when I see the prices of new clothes.
I think the prices of new clothes are *shocking*.
- I think it's relaxing to wear casual clothes.
I feel *relaxed* when I wear casual clothes.

3 Complete the missing words. Write the answers in your notebook.

I usually go ¹out with friends on Saturday afternoons but not today, because we're going ²to a wedding! My brother is ³getting ready in the bathroom. He's very slow and mum is getting ⁴annoyed. My sister is ⁵brushing her hair. Dad is ready – he's wearing a white shirt but it's too tight (he really needs to ⁶lose weight!).

GRAMMAR

4 In your notebook, write questions with the words below. Then ask and answer the questions in pairs.

- at / sitting / home / are / you / ?
Are you sitting at home?
- raining / it / is / ? *Is it raining?*
- a / are / sweater / you / wearing / ?
Are you wearing a sweater?
- your teacher / talking / is / ? *Is your teacher talking?*
- hard / working / are / you / ? *Are you working hard?*
- does / lesson / what / time / the / finish / ?
What time does the lesson finish?
- sit / you / usually / in / the / do / same / seat / ?
Do you usually sit in the same seat?
- usually / give / your teacher / does / a lot of homework / ? *Does your teacher usually give a lot of homework?*

5 Complete the text with the Present Simple or Present Continuous form of the verbs in brackets. Write the answers in your notebook.

Not a good start to the holidays!

My cousins ¹are visiting (visit) us at the moment. I ²don't like (not like) it when they visit and unfortunately they ³come (come) to stay every summer! Ellen is my age but she ⁴doesn't like (not like) any of the things I do. Kirsten is nineteen, she ⁵studies (study) Music and she's very annoying. At the moment I ⁶am sitting (sit) in my bedroom and they're downstairs. They ⁷are giving (give) a concert for mum and dad. Ellen ⁸is singing (sing) an old Scottish song. I'm sure my parents ⁹aren't enjoying (not enjoy) it because they never ¹⁰listen (listen) to folk music.

6 In your notebook, write answers to the questions. Use at, in or on with a time expression. Then compare with a partner.

When do you usually ...

- | | |
|------------------|----------------|
| • have a shower? | • eat a lot? |
| • go on holiday? | • read a book? |
| • go to bed? | • wear shorts? |

SPEAKING

7 Work in pairs. Student A, use the information below to give and respond to news. Student B, look at page 134.

Student A

- Greet Student B and ask what's new in his/her life.
- Listen and respond to Student B's news.
- Give your news:
 - you're learning how to make webpages
 - you're in love
 - your computer isn't working at the moment.

DICTATION

8  1.52 Listen to the recording. Write the sentences in your notebook.

Audio script: page 138

Check yourself!

- ✓ I can talk about clothes and appearance.
- ✓ I can talk about present activities: about what usually happens and about what is happening now.
- ✓ I can find specific detail in a letter and in a conversation.
- ✓ I can talk about feelings and personality.
- ✓ I can give and respond to news.
- ✓ I can talk about when something happens.

LESSON 2.1**Clothes and accessories**

Ubrania i dodatki

accessories /ək'sesəriz/ dodatki do ubrań, akcesoria**baseball cap** /'beɪsbɔ:l kæp/ czapka bejsbolówka**belt** /belt/ pasek**blouse** /blauz/ bluzka**boots** /burts/ kozaki, wysokie buty**bracelet** /'breɪslɪt/ bransoletka**clothes** /kləʊðz/ ubrania**dress** /dres/ sukienka**earring** /'ɪərɪŋ/ kolczyk**fancy-dress costume** /'fænsi dres 'kɒstjəm/ kostium na bal przebierańców**football top** /'fʊtbɔ:l tɒp/ koszulka piłkarska**footwear** /'fʊtweə/ obuwie**glasses** /'glɑ:sɪz/ okulary**handbag** /'hændbæg/ torebka damska**hoodie** /'hudi/ bluza z kapturem**jacket** /'dʒækt/ kurtka**jeans** /dʒi:nz/ dżinsy**jewellery** /'dʒu:əlri/ biżuteria**leggings** /'legɪŋz/ legginsy**necklace** /'neklɪs/ naszyjnik**piercing** /'pɪərɪŋ/ kolczyk, piercing**pyjamas** /'pɪ'dʒɑ:məz/ piżama**scarf** /ska:f/ szalik**shirt** /ʃɜ:t/ koszula**shoe** /ʃu:/ but**shorts** /ʃɔ:ts/ krótkie spodenki, szorty**skirt** /skɜ:t/ spódnica**sweater** /'swetə/ sweter**tattoo** /tæ'tu:/ tatuaż**tracksuit** /'træksuɪt/ dres**trainers** /'treɪnəz/ buty sportowe**trousers** /'traʊzəz/ spodnie**T-shirt** /'ti:ʃɜ:t/ koszulka, T-shirt**underwear** /'ʌndəweə/ bielizna**Describing clothes**

Opisywanie ubrań

baggy /'bægi/ luźny**casual** /kæʒuəl/ nieformalny**checked** /tʃekt/ w kratkę**cotton** /'kɒtn/ bawełniany**hat** /hæt/ kapelusz**leather** /'leðə/ skórzany**logo** /'ləʊgəʊ/ logo**plain** /pleɪn/ gładki, bez wzoru**striped** /straɪpt/ w paski**tight** /taɪt/ obcisły**top** /tɒp/ koszulka, bluzka**woolly** /'wʊli/ wełniany**fashion** /'fæʃən/ moda**go out with friends** /gəʊ 'aʊt wɪð frends/ wychodzić z przyjaciółmi**go to a party / a wedding** /gəʊ tə ə 'pɑ:ti:, 'wedɪŋ/ iść na przyjęcie / wesele**wear** /weə/ nosić (ubranie)**LESSON 2.2****Out of class****Catch you later!** /kætʃ jə 'leɪtə/ Do zobaczenia później!**I don't get it.** /aɪ dəʊnt 'get ɪt/ Nie rozumiem.**See you!** /'si: jə/ Do zobaczenia!**breakfast time** /'brekfəst taɪm/ czas na śniadanie**brush your hair** /'brʌʃ jə heə/ czesać włosy**get ready (for school)** /get 'redi fə 'sku:l/ przygotowywać się (do wyjścia do szkoły)**school uniform** /'sku:l 'ju:nəfɔ:m/ mundurek szkolny**LESSON 2.3****Adjectives ending in -ing / -ed**

Przymiotniki z końcówkami -ing / -ed

annoyed /ə'noɪd/ zdenerwowany, poirytowany**annoying** /ə'noɪɪŋ/ denerwujący, irytujący**bored** /bɔ:d/ znudzony**boring** /'bɔ:ɪŋ/ nudny**embarrassed** /ɪm'bærəst/ zawstydzony, zakłopotany**embarrassing** /ɪm'bærəsɪŋ/ kłopotliwy, żenujący**excited** /ɪk'saɪtəd/ podekscytowany**exciting** /ɪk'saɪtɪŋ/ ekscytujący**frightened** /'fraɪtnd/ przerażony**frightening** /'fraɪtɪŋ/ przerażający**interested** /ɪn'trəstəd/ zainteresowany**interesting** /ɪn'trəstɪŋ/ interesujący**irritated** /ɪ'rɪteɪtəd/ poirytowany**irritating** /ɪ'rɪteɪtɪŋ/ irytujący**relaxed** /rɪ'lækst/ zrelaksowany**relaxing** /rɪ'læksɪŋ/ relaksujący**shocked** /ʃɒkt/ zszokowany**shocking** /'ʃɒkɪŋ/ szokujący**tired** /taɪəd/ zmęczony**tiring** /'taɪərɪŋ/ męczący**worried** /'wʌrɪd/ zmartwiony**worrying** /'wʌrɪɪŋ/ niepokojący**worrying** /'wʌrɪɪŋ/ niepokojący**worrying** /'wʌrɪɪŋ/ niepokojący**LESSON 2.4****break free of** /breɪk fri: əf/ przestać coś robić, uwolnić się od czegoś**change a routine** /tʃeɪndʒ ə ru:'ti:n/ zmienić zwyczaj**collect money (for charity)** /kə'lekt mʌni fə 'tʃærəti/ zbierać pieniądze (na cele charytatywne)**do well (at sth)** /du: 'wel ət ,sʌmθɪŋ/ dobrze sobie radzić (z czymś)**get better (at sth)** /get 'betə ət ,sʌmθɪŋ/ coraz lepiej sobie radzić (z czymś)**lose weight** /lu:z 'weɪt/ schudnąć**save money (to buy sth)** /seɪv 'mʌni tə baɪ ,sʌmθɪŋ/ oszczędzać pieniądze (aby coś kupić)**take part in (an event)** /teɪk ,pɑ:t ɪn ən 'ɪvənt/ wziąć udział w (wydarzeniu)**LESSON 2.5****Personality adjectives**

Przymiotniki opisujące charakter

big-headed /'bɪg 'hedəd/ zarozumiały**bossy** /'bɒsi/ despotyczny**chatty** /'tʃæti/ gadatliwy**cheerful** /'tʃɪəfəl/ radosny**friendly** /'frendli/ przyjazny**hard-working** /'hɑ:d 'wɜ:k ɪŋ/ pracowity**helpful** /'helpfəl/ pomocny**lazy** /'leɪzi/ leniwy**moody** /'mu:di/ humorzystyczny**outgoing** /'aʊt'gəʊɪŋ/ towarzyski, kontaktowy**polite** /pə'laɪt/ uprzejmy**quiet** /'kwaɪət/ cichy**rude** /ru:d/ niegrzeczny**selfish** /'selfɪʃ/ samolubny**shy** /ʃaɪ/ nieśmiały**talkative** /'tɔ:kətɪv/ rozmowny**tidy** /'taɪdi/ schludny**untidy** /ʌn'taɪdi/ nieporządkny**get annoyed** /get ə'noɪd/ irytować się**insult** /ɪn'sʌlt/ obrażać (kogoś)**positive** /'pɒzɪtɪv/ pozytywny**wonderful** /'wʌndəfəl/ wspaniały**LESSON 2.6****Out of class****How are things?** /həʊ a: 'θɪŋz/ Co słychać?**How's life?** /həʊz 'laɪf/ Jak się masz?**I don't believe it!** /aɪ dəʊnt brɪ'li:v ɪt/ Nie wierzę!**learn (how to do sth)** /lɜ:n həʊ tə du: ,sʌmθɪŋ/ uczyć się (jak coś zrobić)**learn (how to do sth)** /lɜ:n həʊ tə du: ,sʌmθɪŋ/ uczyć się (jak coś zrobić)**LESSON 2.7****Christmas** /'krɪsməs/ święta Bożego Narodzenia**Easter** /'i:stə/ Wielkanoc**New Year's Day** /nju: 'jɪəz deɪ/ Nowy Rok**season** /'si:zən/ pora roku

FUNKCJE JĘZYKOWE

- 1** Uzupełnij dialogi angielskimi odpowiednikami wyrażen podanych w nawiasach. Odpowiedzi zapisz w zeszycie.
- 1** A: (*Co słyszać?*) *How are things?*
B: Fine! I'm finishing my dance project.
- 2** A: Are you into dancing?
B: Yes, I am. I love hip-hop. (*A ty?*) *How/What about you?*
A: Well, I'm quite shy so I only dance at home.
- 3** A: Do you want to go to the cinema tonight?
B: (*A co grają?*) *What's on?*
A: *Rogue One: A Star Wars Story!*
B: Awesome! Let's go!
- 4** A: Hi. Two tickets for *Despicable Me 3*, please.
B: (*Który seans?*) *Which screening?*
A: The 8:30.
- 5** A: How much is that?
B: That's £21.50, please.
A: (*Proszę bardzo.*) *Here you are.*
B: Thank you. Enjoy the concert.
- 6** A: Hi, Nick. I'm ill.
B: (*To fatalnie!*) *That's terrible!* You can't go to the concert tonight then?

SŁUCHANIE

- 2**  **1.53** Posłuchaj rozmowy dwóch nastolatków na temat zajęć pozaszkolnych. Wybierz poprawne odpowiedzi A, B lub C i zapisz je w zeszycie.

Strategia

Przeczytaj dokładnie zadanie i zastanów się, czego może dotyczyć nagranie. Odpowiedzi na pytania pojawią się w nagraniu w tej samej kolejności co pytania.

- 1** Which language is Alex learning?
A Italian **B** French C Spanish
- 2** How is Alex learning it?
A online B at school C from his dad
- 3** How long are the lessons?
A forty minutes
B forty-five minutes
C fifty minutes
- 4** What is hard for Alex?
A the grammar
B the vocabulary
C the writing
- 5** What time is Lindsay's swimming lesson?
A 4.30 p.m. B 4.50 p.m. **C** 5.15 p.m.

CZYTANIE

- 3** Przeczytaj informacje o trzech osobach oraz opisy czterech programów telewizyjnych. Do każdej osoby (1–3) dopasuj program (A–D), którego treścią byłaby ona najbardziej zainteresowana. Jeden opis programu został podany dodatkowo i nie pasuje do żadnej osoby. Odpowiedzi zapisz w zeszycie.

Strategia

Czytając podane opisy osób, znajdź w nich kluczowe wyrażenia. Pomogą one dobrać właściwy program do każdej z osób. Następnie przeanalizuj wszystkie opisy programów i wyszukaj w nich wyrazy i zwroty, które odpowiadają znalezionym wcześniej fragmentom.

B



Rachel is into different kinds of music, from opera to rap. She often goes to concerts, too. She enjoys watching programmes which give her the opportunity to check her knowledge, but she hates listening to celebrities talking.

A



Conor loves music, especially pop and rock. He plays the guitar and sings, and posts his music videos on YouTube. He enjoys talking about music and likes hearing different people's opinions on music.

C



Lydia's great passion is music. She does really well at singing and dancing and takes part in dancing competitions. She likes watching programmes which can inspire her to learn something new.

ŚRODKI JĘZYKOWE

4 Uzupełnij zdania, używając podanych wyrazów w odpowiedniej formie. Odpowiedzi zapisz w zeszycie.

- 1 Banksy is a famous British **artist**. **ART**
- 2 My sister's a talented **musician** – she can play four instruments. **MUSIC**
- 3 I want to be a **photographer** when I leave school. **PHOTO**
- 4 I love **dancing** Zumba. **DANCE**
- 5 Mark is a **hard-working** student, he always does his homework and is always prepared for classes. **WORK**
- 6 Greg says he is the best. I think he is really **big-headed**. **HEAD**

5 Przetłumacz podane w nawiasach fragmenty na język angielski tak, aby otrzymać logiczne i poprawne gramatycznie zdania. W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Odpowiedzi zapisz w zeszycie.

- 1 (Nie wierzę!) **I don't believe** it! You're still sleeping!
- 2 What (robisz) **do you do** in the evenings after school?
- 3 (Słucham) **I am listening to** Kaleo these days. They're awesome!
- 4 (Nie bierzemy udziału) **We are not taking** part in a tournament this week.
- 5 She (uwielbia wychodzić) **loves going out** with friends on weekends.
- 6 I hope she (nie rozmawia przez) **is not talking on** the phone again.

6 Przeczytaj podane pary zdań. Uzupełnij każdą lukę tak, aby zachować znaczenie zdania wyjściowego. Odpowiedzi zapisz w zeszycie.

- 1 I like getting up in the morning.
I **am a morning** person.
- 2 Can I have two tickets for *Transformers: The Last Knight*, please?
I **would like** two tickets for *Transformers: The Last Knight*, please.
- 3 I'm sorry, there are no tickets for the 6.30 screening.
I'm sorry, the 6.30 screening **is sold out**.
- 4 I'm always tired on Mondays.
Mondays **are tiring** for me.
- 5 My grandpa says watching TV is annoying.
My grandpa **gets annoyed** when he watches TV.
- 6 I can't sleep these days!
I'm **not sleeping** these days!

PISANIE

7 Wykonaj poniższe zadanie. Napisz wiadomość w zeszycie.

Masz ochotę pójść do kina. Napisz do kolegi/koleżanki wiadomość, w której:

- zaproponujesz wspólne wyjście do kina,
- podasz szczegóły dotyczące seansu,
- poprosisz, by kolega/koleżanka zarezerwował/zarezerwowała bilety.

Długość tekstu powinna wynosić od 50 do 100 słów.

A

Thursday Night Live

What is the future of music in the era of the internet? Listen to famous musicians, music producers and journalists debate this question in the popular talk show. Phone in with your questions and comments.

B

The Music Game Show

If you're mad about music, this exciting game show is for you! Watch people answer questions on anything from classical ballet to hip hop. There are also questions for you to answer online – get on your laptop and win a prize! There is a live performance at the end of the show as well.

C

Dance with Me!

A lively music and dance show with famous dancers talking about their work after each performance. They also share tips about singing and dancing. This is your chance to learn new dance steps from the stars, so get ready!

D

Music Festivals Around the World

From Rock al Parque in Bogota (Colombia) to Przysanek Woodstock in Poland, this fascinating documentary takes you on a tour of famous festivals around the world. You will hear famous musicians play live and talk about their everyday life.

Lesson 3.1

Vocabulary

Lead-in

Review of vocabulary from the first two units

Put students into groups of three or four. Each group needs a piece of paper. Tell them to turn the paper so that it is landscape and to draw five columns, with these headings written at the top: *Clothes, Accessories, Personality adjectives, Things you can read, Types of film or TV show*. Explain that you are going to say a letter of the alphabet and that they have to write one word starting with this letter in each of the five columns. Give students a time limit or, alternatively, any group can say *Stop* as soon as they have written words in all five columns. To determine the letter of the alphabet, you could explain that you will silently go through the alphabet, inviting a student to say *Stop* whenever they choose, and that you will say the letter you have reached. You can cheat a little and give students easy letters to start with (e.g. C, S, T, P rather than J, Q, X).

Exercise 1 2.01

Check that students understand *pets, farm, wild and insects*. In pairs, students take turns to ask and answer: *What's A? It's a butterfly. What's B?, etc.* After listening, ask students to mark the stress on each word of more than one syllable.

Exercise 2 2.02

When the time limit is up, tell students to join up with another pair and to compare their answers.

Exercise 3

When the groups have completed their lists, put students into new groups. Students take turns to read out the names of animals they have written in each of the categories while the other students in the new group guess which category it is.

Exercise 4 2.03

Tell students not to worry about any unknown vocabulary at this point. They should just guess the animal from the picture. Encourage them to give reasons for their guess.

Exercise 5 2.04

After listening, go through the Vocabulary box with the class and elicit the translations.

3

VOCABULARY

Animals | Animal body parts | Personality | Looking after pets

GRAMMAR

Past Simple: *was/were* | Past Simple: regular verbs



SPEAKING

Apologising



READING

Personality

LISTENING

Pets

WRITING

A biography

POLAND

Haven for wildlife

BBC Culture and Skills

Why do parrots talk?

30 Unit 3

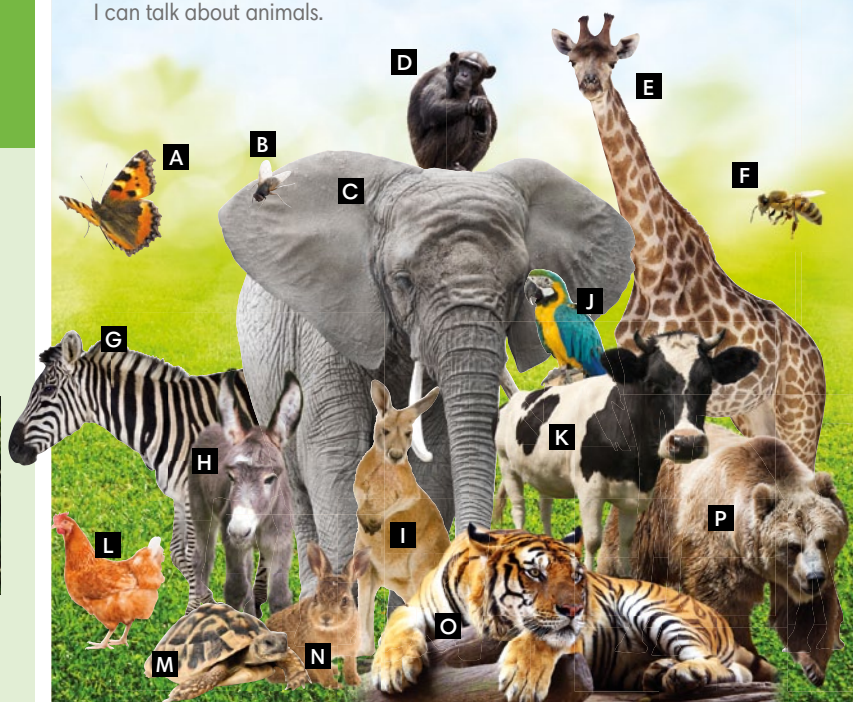
Exercise 6

When students have completed the quiz, write the words *True* and *False* on the board. For each sentence in the quiz, ask for a show of hands for true and for false and write the numbers for each on the board. When students have checked the answers to the quiz, ask which fact they found most surprising. Ask if students know any other strange facts about animals (e.g. *a dog can be identified by*

Animal magic

VOCABULARY Animals

I can talk about animals.



- 1 2.01 In pairs, match the animals in the picture with the words in the box. Write the answers in your notebook. Listen and check.

Vocabulary A Animals

Pets: parrot *J* rabbit *N* tortoise *M*
Farm animals: chicken *L* cow *K* donkey *H*
Wild animals: bear *P* chimp *D* elephant *C* giraffe *E* kangaroo *I*
 tiger *O* zebra *G*
Insects: bee *F* butterfly *A* fly *B*

- 2 2.02 I KNOW THAT! In pairs, add the animals from the box to the correct category in Vocabulary A. Write the answers in your notebook.

ant cat dolphin duck monkey shark sheep snake

- 3 In groups, think of two or more animals for each category below. Then compare with another group.

- We can ride these animals. *horse, ...*
- These animals sleep in the winter.
- People keep these animals for meat.
- These animals are good at climbing.
- People use the skin of these animals for clothes or shoes.
- These animals are very dangerous.

its nose print just like humans can be identified by their fingerprints; the sound flies make is in the key of F).

Exercise 7 2.05

After each fact, pause the audio and elicit ideas from the different groups. Don't say which group has the correct answer. Then play the audio with the next fact and see if any groups want to change their answer. Continue in the same way until the final

(easiest) fact and then elicit the correct answer from each group. Then play the answer.

Exercise 8

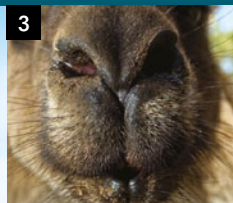
After students have practised in pairs, invite individual students to come to the front of the class to answer questions from other students. The student at the front is to write the name of their animal on a piece of paper and to show it to you, so that you can make sure they answer the



The feathers of
a parrot / a duck.



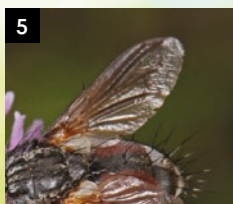
The eye of a tortoise /
an elephant.



The mouth of a sheep
/ a kangaroo.



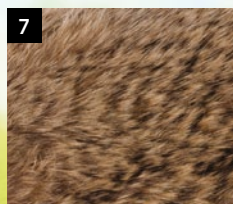
The claws of
a chicken / a parrot.



The wing of a fly /
a bee.



The tail of a donkey /
a monkey.



The fur of a chimp /
a rabbit.



GUESS
THE
ANIMAL!

- 4 **2.03** In pairs, look at the photos and decide which animal you think it is. Listen and check.

- 5 **2.04** How do you say the words from the box in Polish?

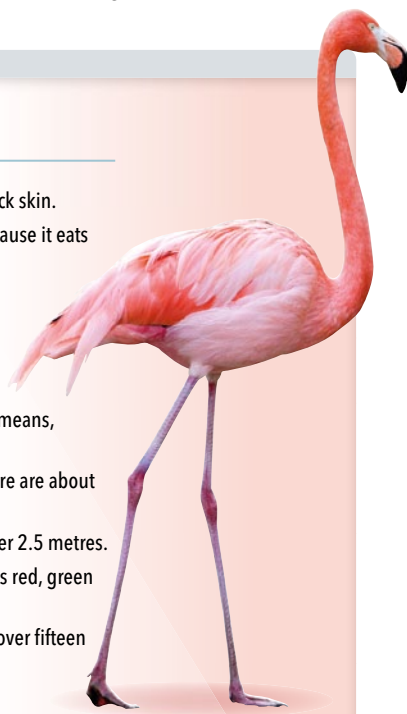
Vocabulary B Animal body parts

claw feather fur mouth tail wing

- 6 Work in pairs. Read the animal quiz below. Are the sentences true or false? Check your answers on page 133. Which fact do you find surprising?

True or False?

- 1 Polar bears have white fur but black skin.
- 2 A flamingo's feathers are pink because it eats a special kind of plankton.
- 3 Tigers have stripes on their fur but not on their skin.
- 4 Bees can beat their wings 200 times a second.
- 5 Elephants have a special call that means, 'Danger: Humans!'
- 6 For every human in the world, there are about 1.6 million ants.
- 7 The tail of a giraffe can grow to over 2.5 metres.
- 8 Butterflies can only see the colours red, green and yellow.
- 9 A brown bear's claws can grow to over fifteen centimetres.



- 7 **2.05** Work in groups. Listen to five descriptions of animals. How quickly can you guess each animal?

- 8 Choose an animal from Vocabulary A. In pairs, guess your partner's animal by asking questions. You can only answer yes or no.

A: *Does it live on a farm?*

B: *Yes, it does.*

A: *Does it have feathers?*



- 9 **VOX POPS** Talk to your partner. What's your favourite wild animal? Why? Which dangerous wild animals live in your country?

My favourite wild animal is ... because they're cute / clever / fascinating / funny ...



Unit 3 31

questions correctly. The other students raise their hands to ask questions and the student at the front selects who can ask a question. You can make this into a competition by inviting several students to the front of the class and making a note of how many questions it takes to guess the answers. The winner is the student whose animal takes the longest for the rest of the class to guess.

Exercise 9

Give students some ideas for animals that they might not have thought of. Examples of dangerous animals: *wasps*, *bees*, *hornets*, *ticks*, *seagulls* (after being attacked by seagulls, a woman was hospitalised and a dog was killed), *cows* (almost every year someone in the UK is killed by cows), *deer* (they are the cause of a lot of car accidents and can be aggressive).

Before watching, check that students understand *logo* and *drug store*. While watching, students should write down the names of any animals they hear. After watching, elicit the names of the animals and whether they were mentioned as favourite animals, as dangerous animals or as animals the people said they were afraid of. Check that students understand *jaguar*, *mountain lion* and *rattlesnake*.

Extra activity

Put students into small groups. For one half of the groups, ask them to write the letters A–M on a piece of paper. For the other half of the groups, ask them to write the letters N–Z on a piece of paper. Explain that they have to think of one animal for each letter on their piece of paper. Set a time limit and then tell the different A–M groups to compare their ideas for animals and to try to complete any blank spaces on their lists. The different N–Z groups do the same. When the groups have finished, go through the lists as a whole-class activity. If there are still any blank spaces on the lists, see if anyone in the class can suggest a suitable animal. Possible answers: *ant*, *bear*, *cat*, *dog*, *elephant*, *fish*, *giraffe*, *horse*, *iguana*, *jellyfish*, *kangaroo*, *lion*, *monkey*, *nightingale*, *octopus*, *penguin*, *quetzal* (a bird with one-metre long tail feathers), *rabbit*, *snake*, *tiger*, *upupa* (another name for the hoopoe, a bird), *vulture*, *wasp*, *xerus* (a kind of African squirrel), *yak*, *zebra*.

ANSWER KEY

Exercise 1

Answers on student page.

Exercise 2

Pets: cat

Farm animals: duck, sheep

Wild animals: dolphin,

monkey, shark, snake

Insects: ant

Exercise 3

Possible answers:

1 donkey, mule, camel

2 bear, bat, hedgehog, dormouse

3 cow, pig, sheep, chicken

4 bear, cat, goat, monkey

5 cow, crocodile, sheep, mink

6 lion, tiger, crocodile, shark

Exercise 4

Students' own answers.

Exercise 6

All the sentences are true, apart from 3, which is false.

Exercise 7

1 tiger 2 donkey 3 shark
4 chicken 5 giraffe

Audio scripts: page 139

Video scripts: page 155

Further practice

- Photocopiable Resource 15, page 203
- Workbook, page 28
- Extra Online Homework: Vox Pops Extra Activities

Lesson 3.2

Grammar

Lead-in

Review of animal vocabulary

Tell students that they are going to play a memory game. They have to remember what the student before them has said and then add to this. Model the activity: The first student says: *I went to the zoo and I saw an ant* (i.e. an animal beginning with 'a'). The next student has to repeat this and add an animal beginning with 'b': *I went to the zoo and I saw an ant and a bear*. The third student has to use the letter 'c', and so on. Write these letters of the alphabet on the board: A, B, C, D, E, F, G, H, I, J, K, L, M, P, R, S, T, W, Z. Tell students to only use these letters as it may be difficult for them to think of animals for the other letters.

Exercise 2

Discuss the Grammar box and elicit which form (*was* or *were*) we use for each subject pronoun (*I/he/she/it was* and *you/we/they were*).

Exercise 5

Before students complete the table, give examples of sentences that are true for you (e.g. *An hour ago I was in Room 10. Last weekend I was at home. Yesterday at 7 p.m. I was at the cinema.*).

Exercise 7 13

Discuss the example question and answer with students and ask which question from Exercise 6 they probably wouldn't ask (*What was the weather like?*). Elicit what they could ask instead, e.g. *Whose party was it? Where was the party? Was there a lot to eat and drink?* Before watching, check that students understand *mangoes* and *be in season*. While watching, students should write down what the speakers did last Saturday.

Audio scripts: page 139

Video scripts: page 156

Further practice

- Grammar Time, page 124
- Photocopiable Resource 16, page 204
- Workbook, page 30
- Extra Online Homework: Vox Pops Extra Activities

3.2 GRAMMAR Past Simple: *was/were*

I can use *was* and *were* to talk about the past.

- 1 **2.06** What can you see in the cartoon? Read and listen. What does Kyle say about his brother and sister?



- Zadie: You weren't at home yesterday.
 Kyle: I was out.
 Zadie: I know that! Were you at the shops?
 Kyle: No, I wasn't.
 Zadie: Where were you?
 Kyle: We were at the zoo.
 Zadie: You were at the zoo! Why?
 Kyle: It was the twins' birthday.
 Zadie: Really? Was it fun?
 Kyle: Yes, it was. It was fantastic. There was a great café and there were lots of interesting animals.
 Zadie: Were the kids excited?
 Kyle: Excited? They weren't excited, they were crazy! The chimps were shocked!

- 2 Read the Grammar box. Find more examples of *was/were* in the dialogue in Exercise 1.

Grammar	Past Simple: <i>was/were</i>
+	-
I was out.	I wasn't at the shops.
We were at the zoo.	We weren't at home.
?	
Were you at home?	Yes, I was . / No, I wasn't .
Was it boring?	Yes, it was . / No, it wasn't .
Were you happy?	Yes, we were . / No, we weren't .
Where were they?	
there is (isn't) → there was (wasn't)	
there are (aren't) → there were (weren't)	
Time expressions: <i>last night/weekend, yesterday, two days ago, at ten o'clock</i>	

GRAMMAR TIME > PAGE 124

- 3 **2.07** Complete the dialogue with *was*, *were*, *wasn't* or *weren't*. Write the answers in your notebook. Listen and check.

- Kyle: Where ¹*were* you yesterday, Zadie?
 Zadie: I ²*was* with Midge. We ³*were* at the shops.
 Kyle: ⁴*Were* you at the shops in the centre?
 Zadie: Yes, we ⁵*were*.
 Kyle: ⁶*Was* it busy?
 Zadie: No, it ⁷*wasn't*. There ⁸*weren't* any people there because the shops ⁹*were* closed. It ¹⁰*was* a public holiday. There ¹¹*was* only one shop open, a newsagent's!

- 4 In your notebook, make sentences about the cartoon. Use the words from the box and the correct form of *there was/were*.

There were three chimps in a cage.

chimps not many people old lion giraffe
 not any bears monkeys penguins gift shop

- 5 Work in pairs. Ask your partner questions to find out where he/she was.

AT home school a friend's a party the shops
 the cinema the zoo an aquarium a concert
IN a pet shop the classroom a park a café

When	Where
an hour ago	?
last weekend	?
yesterday at 7 p.m.	?
in the summer	?

A: *Were you at the zoo last weekend?*

B: *No, I wasn't.*

A: *Were you in a café ...?*

- 6 **2.08** Listen and complete the dialogue. Write the answers in your notebook. Then practise the dialogue in pairs.

- A: Where were you last Saturday? B: ¹ ?
 A: Was it fun? B: ² ?
 A: Were there many people there? B: ³ ?
 A: What was the weather like? B: ⁴ ?



- 7 **VOX POPS** Talk to your partner. Where were you last Saturday?

A: *Where were you last Saturday?*
 B: *I was at a party. It was in a ...*



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ANSWER KEY

Exercise 1

The cartoon shows a family at a zoo. It was the twins' birthday yesterday. They were very excited at the zoo.

Exercise 3

Answers on student page.

Exercise 4

Possible answers:
 There weren't many people at the zoo.

There was an old lion.
 There was a giraffe.
 There weren't any bears.
 There were two small monkeys outside the cage.
 There were two penguins.
 There was a gift shop.

Exercise 5

Students' own answers.

Exercise 6

- I was at a concert in the park.
- Yes, it was. There were three groups. The last group was fantastic.
- Yes, there were. It was really busy.
- It was sunny.

I can find specific detail in an article and talk about behaviour.

- 1 In pairs, look at the words and phrases from the box. Which things do teenagers typically do? What about adults?

come home late criticise feel shy do dangerous things
eat/drink too much fight forget things ignore advice
make a lot of noise sleep in front of the TV study
talk about the past

- 2 **2.09** Quickly read the article. What behaviour from Exercise 1 does it mention?

- 3 Read the text again. Are the sentences true, false or the text doesn't say?

- 1 It's impossible to love adolescent dogs. *False*
- 2 Young dogs often change their behaviour. *True*
- 3 All young elephants live with their families. *False*
- 4 Teenage elephants sometimes kill other elephants. *Doesn't say*
- 5 Young sea otters always follow their parents' example. *False*
- 6 Dangerous situations can teach a young animal a lot. *True*

adolescent – (n) a teenager;
(adj) describes the time just before
becoming an adult

**Watch
OUT!**

- 4 **2.10** Match the words from the box with sentences 1–5. Write the answers in your notebook.

Vocabulary **Personality**

adventurous aggressive forgetful
impulsive lovable

- 1 Grandpa often loses his glasses. *forgetful*
- 2 Harry often buys things without thinking. *impulsive*
- 3 The Smiths love travelling to exotic, dangerous places. *adventurous*
- 4 Male rabbits often fight when they live together. *aggressive*
- 5 My puppy is friendly, fun and attractive. *lovable*

- 5 In pairs, ask and answer the questions.

- 1 What do your parents or teachers criticise you for?
- 2 Do you agree with their opinion?

Those difficult teenage years

When Sally was an adolescent, she was noisy. She was adventurous, lovable and sometimes shy. She was often forgetful too. Sally was my dog.

Adolescent dogs (from six months to a year old) are a little bit like human teens. They explore their world and test their own abilities. They love adventures and they often look for attention. One minute they're tired – then suddenly they're lively and energetic. Sometimes it can be hard for others to understand them.

And dogs aren't the only animals with a 'teenage' time in their lives. Between the ages of ten and twenty, male African elephants leave their family groups and live in large male gangs. These young elephants don't always behave well. They can be noisy and aggressive. They sometimes terrorise other groups and in some cases they kill other animals for sport.

Male sea otters also have a 'teenage' stage. They take risks and ignore their parents' advice. Sometimes they swim near dangerous white sharks and sometimes the sharks eat them. But that doesn't stop other adventurous young otters from playing this dangerous game.

For many animals, the time between childhood and adulthood is difficult. They lose the care and protection which they get from their parents. But they need risk and adventure to learn about the dangers of the world. In other words, impulsive or even crazy behaviour is an important part of an animal's education. It is often the key to success as adults. Just like for humans.



Unit 3 33

Lesson 3.3 Reading and Vocabulary

Lead-in

Review of was/were

Tell students to look around the room. Then make one change, e.g. put a bag on your desk or ask two students to swap places. Invite students to say what's different, using *was/were*, e.g. *The bag was on the floor and now it's on the desk. Magda was next to Lucy and now she's next to Peter.*

Ask for a volunteer to leave the room or to close their eyes while the rest of the class make a (fairly obvious) change to the room. When the volunteer returns to the room or opens their eyes, they are to say what the change is, using *was/were* as in the example. The volunteer gets three chances and then the class tells them, again, using *was/were*. Repeat as many times as necessary.

Exercise 1

Before students open their Student's Books, check that they understand *criticise*, *fight* and *ignore advice*.

Exercise 2 **2.09**

Check that students understand *adolescent* and go through the Watch out box. Elicit the names of the animals (*elephants* and *otters*) and what they are doing in the photos.

Exercise 3

As students choose the answers, encourage them to find a passage in the text that helped them decide. Elicit students' answers and their reasons from the text.

Exercise 4 **2.10**

Pause the audio after each word, asking students to repeat the word and to mark the correct stress. When students have completed the activity, get them to make sentences in pairs (e.g. *An adventurous person loves taking risks*). They should then join with another pair to compare their sentences in groups of four. Invite the groups to give their ideas for each adjective.

Exercise 5

If students don't feel comfortable talking about themselves in this activity, they can talk about teenagers in general.

Extra activity

Students work in pairs to write a short dialogue between an adult and a teenager. When the pairs have written and practised their dialogues, invite a few pairs to act them out in front of the class. At the end of the activity, ask students about some of the issues that arose and discuss why teenagers sometimes do things they shouldn't and what they think the most effective way of dealing with this could be.

ANSWER KEY

Possible answers:

Teenagers typically: come home late, feel shy, do dangerous things, eat/drink too much, fight, forget things, ignore advice, make a lot of noise, study

Adults typically: criticise, sleep in front of the TV, talk about the past

Exercise 2

make a lot of noise, feel shy, forget things, fight, ignore advice, do dangerous things

Exercises 3 and 4

Answers on student page.

Exercise 5

Students' own answers.

Further practice

• Workbook, page 31

Lesson 3.4

Grammar

Lead-in

Preparation for the new structure

Write on the board: *Do you use a computer to do your homework?* Elicit the tense used (Present Simple), the auxiliary verb (*do*) and the main verb (*use*).

Exercise 1

Before students open their Student's Books, play the first part of the video and ask: *Whose is the dog in the video?* (Krystal's), *What's the dog's name?* (Daisy). Now ask students to open their Student's Books and look at the photo. Ask them what they think is happening, how they think Lee is feeling and what he might be thinking about. Do not confirm answers yet. If students ask about the red object Lee is holding, explain that it's Daisy's *leash*. Play the video for students to check their predictions, and discuss the answers briefly in open class.

Exercise 3

Check that students understand the meaning of the verbs, then go through the spelling rules:

- Most verbs: add *-ed*
 - Verbs ending in a consonant + *-y*: remove the *-y* and add *-ied*
 - Verbs ending in one vowel + one consonant: double the last letter and add *-ed*. (If verbs have more than one syllable, the last letter is only doubled if the final syllable is stressed.)
 - Verbs ending in *-e*: add *-d*
- As you go through the answers, elicit/explain the spelling rules further as necessary.

Exercise 4

Model and drill the three sounds and the example verbs: *helped*, *carried*, *ended*. In pairs, students discuss their ideas before listening. When students have completed the table, play the audio for students to check, then drill the words.

Video scripts: page 156

Further practice

- Grammar Time, page 125
- Photocopiable Resource 17, page 205
- Workbook, pages 32 and 38

3.4 GRAMMAR Past Simple: regular verbs

I can use the Past Simple of regular verbs to talk about the past.



LOOKING AFTER DAISY

- Lee:** Amy!
- Amy:** Lee! What's wrong?
- Lee:** It's Daisy, Krystal's dog! I can't find her.
- Amy:** Calm down! What's the matter?
- Lee:** Daisy needed to go outside so we walked to the park and when we arrived there, I decided to take off the leash to let her run around, you know. But then I answered a phone call and then when I finished talking, Daisy wasn't there. I looked everywhere but ...
- Amy:** When did this happen?
- Lee:** About an hour ago. Some people helped but we ...
- Amy:** Did you go to Krystal's?
- Lee:** Yes, I did but the dog wasn't there. And then I hurried back here. I didn't know what to do so I phoned you. Krystal gets back from her holiday today! She asked me to look after her dog and I promised to do it but I didn't. Oh!

How do you say these expressions in Polish?

What's wrong? Calm down!
What's the matter?

OUT of class

- 1** **2.11** Describe the photo. Why is Lee worried? Listen and check.

- 2** Read the Grammar box. Find more examples of the Past Simple in the dialogue.

Grammar	Past Simple: regular verbs
+	-
I called Amy.	I didn't call Amy.
She hurried back home.	She didn't hurry back home.
They stopped me.	They didn't stop me.
?	
Did you phone Amy?	Yes, I did ./No, I didn't .
When did he arrive ?	

GRAMMAR TIME > PAGE 125

- 3** Check if you know the meaning of these verbs. Then study the Grammar box and write the Past Simple forms in your notebook.

carry change end happen help invent like
listen live open start study talk try use
want watch work

- 4** **2.12** Copy the table into your notebook. Put the verbs from Exercise 3 in the correct columns. Listen and check.

1 helped /t/	2 carried /d/	3 ended /ɪd/
<i>liked</i>	?	?

- 5** Complete the text with the Past Simple form of the verbs in brackets. Write the answers in your notebook.

Lee ¹*asked* (ask) Amy to help him. She ²*didn't want* (not want) to go out because she ³*needed* (need) to finish some homework. However, Lee was desperate so Amy ⁴*agreed* (agree) to help him. They ⁵*decided* (decide) to meet at the park. They ⁶*shouted* (shout) Daisy's name and ⁷*walked* (walk) around the park but the dog wasn't there. Finally, Lee ⁸*suggested* (suggest) calling the police but Amy ⁹*didn't like* (not like) that idea.

- 6** In your notebook, write questions from the prompts. Then go to page 133 to find the answers.

- 1 Lee / call / police / ?
Did Lee call the police?
- 2 police / help / them / ?
- 3 Lee / Amy / go home / ?
- 4 what / they / do / ?
- 5 what / they / do then / ?
- 6 dog / be / there / ?
- 7 what / Lee / do / ?

- 7** In your notebook, write five sentences in the Past Simple with the verbs in Exercise 3. In pairs, say if your partner's sentences are true or false.

A: *I talked to a police officer last week.*
B: *False.*

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ANSWER KEY

Exercise 1

Lee is in the park. He's worried because he can't find Krystal's dog.

Exercise 3

carried, changed, ended, happened, helped, invented, liked, listened, lived, opened, started, studied, talked, tried, used, wanted, watched, worked

Exercise 4

- 1 talked, watched, worked
2 changed, happened,

listened, lived, opened, studied, tried, used

- 3 invented, started, wanted

Exercise 5

Answers on student page.

Exercise 6

- 1 *Did Lee call the police?* – Yes, Lee called the police. (Yes, he did.)
- 2 *Did the police help them?* – No, the police didn't help them. (No, they didn't.)
- 3 *Did Lee and Amy go home?* – No, Lee and Amy didn't go home. (No, they didn't.)

- 4 *What did they do?* – They looked in the town centre for hours. Then it started to rain.

- 5 *What did they do then?* – It stopped raining so they returned to the park.

- 6 *Was the dog there?* – No, the dog wasn't there (No, it wasn't.)

- 7 *What did Lee do?* – He started to panic and he imagined terrible things.

Exercise 7

Students' own answers.

I can identify specific detail in a conversation and talk about pets.

- 1 2.13 **CLASS VOTE** Read the text. Which of the pets is good for Ali?

- 2 2.14 Check you understand the expressions in the box. Then listen to Ali talking to a friend. In your notebook, write the expressions in the order you hear them.

Word Friends Pets

When you have a pet, you need to ...
feed it take it for a walk train it
take it to the vet's wash it
empty its litter tray brush its fur

- 3 Discuss in pairs. Have you got a pet? If so, who looks after it? Use the expressions in Exercise 2 to help you.

We've got a dog. My mum trained it. I usually take it for a walk.

- 4 2.15 Listen to five dialogues. Choose the correct answers. Write them in your notebook.

- What kind of pet did Ali decide to get?
☐ a a cat ☐ b a dog ☐ c a snake
- How many animals did Jodie offer Ali?
☐ a one ☐ b two ☐ c four
- Ali's dad decided to buy something in a pet shop. How much was it?
☐ a £15 ☐ b £25 ☐ c £50
- What did Ali's dad want her to do?
☐ a take the cat for a walk ☐ b feed it
☒ c empty its litter tray
- Ali and her dad looked for Simba. Where was she?



a



b



c

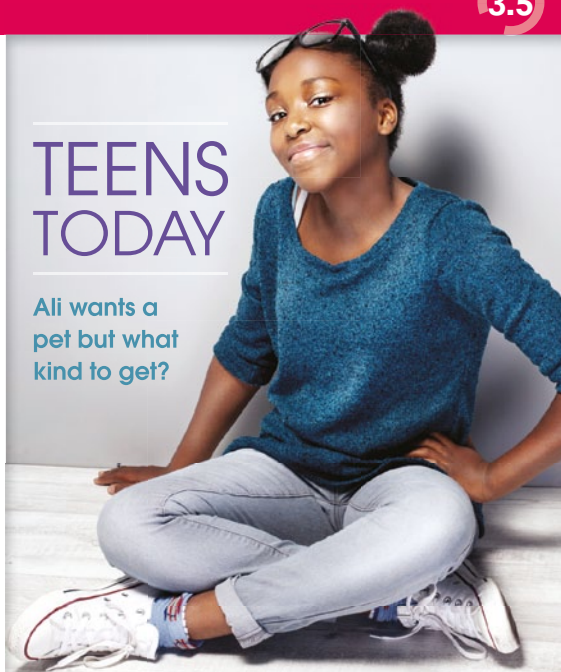
- 5 In groups, say which animal you would like as a pet and why. Use the phrases from the box to help you.

It's fun/clean/quiet/boring/dirty/noisy ...
You can/can't ...
You need to/don't need to ...

I'd like to have a fish. They're quiet and they don't scratch the furniture.

TEENS TODAY

Ali wants a pet but what kind to get?

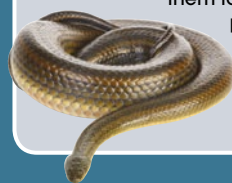
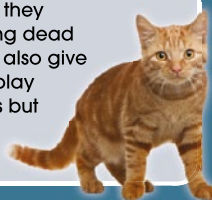


Ali loves animals but she lives in a small city centre apartment. She's very busy and doesn't have much free time. And she hates getting up early. She doesn't have any problems with allergies.



Dogs are fun. You can play with them and they protect your home but you need to train them and take them for a walk. They're great friends but they feel bad if you don't spend time with them.

Cats are cute and clean but they scratch the furniture and bring dead animals into the house. They also give you allergies. They're fun to play with when they're little kittens but they aren't so friendly when they grow up.



Snakes are quiet and you don't need to take them for a walk. But you can't play with them much and they eat live animals. They're beautiful but some people are frightened of them.

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Exercise 2 2.14

When students have checked the Word Friends, ask them to guess what pet they think is being referred to and why.

Exercise 3

Before students discuss the questions, do a class survey of different pets students have got. If some students have got pets like rats, snakes or fish, check they understand related vocabulary: cage, fish tank, etc. It may be a good idea, where possible, to pair up students with the same pets, so that they can talk about the same things. If there are students without pets, join them up with pairs who have pets and ask them to report back to the class about what they found out. This will also give them the opportunity to practise the Word Friends.

Exercise 4 2.15

After students have listened and completed the exercise, ask them why they think the other two choices for each question are not correct (e.g. 1 *You need to get up early to take dogs for a walk and snakes eat live animals.* 2 *Four is the total number of kittens and one is the number of kittens that Ali wants.*).

Exercise 5

Encourage the groups to see if they can add to the phrases before they start their discussion. Elicit ideas from the groups and then get them to discuss different animals using the phrases.

ANSWER KEY

Exercise 1

Either a cat or a snake. She lives in a small flat and doesn't like getting up early, so a dog is not a good idea.

Exercise 2

1 feed it 2 brush its fur
3 wash it 4 take it for a walk
5 train it 6 empty its litter tray
7 take it to the vet's

Exercise 4

Answers on student page.

Exercise 5

Students' own answers.

Audio scripts: page 139

Further practice

• Workbook, page 33

Lesson 3.5 Listening and Vocabulary

Lead-in

Review of Past Simple regular verbs

Tell students to write three answers to Past Simple questions that use verbs from the previous lesson. Give a few examples of answers. Then elicit possible questions that could have been asked, to match these answers. For example:

*It ended at eight o'clock.
No, I didn't.
What time did the film end?
Did you eat pizza yesterday?*
Get students to work in pairs to do 'backwards interviews'. In this activity, instead of asking a question and then answering it, the answer comes first and then the question follows. One student gives an answer and his/her partner has to think of a suitable question as quickly as possible.

Exercise 1 2.13

Before students open their Student's Books, ask them to think of a few animals which make good pets. Elicit advantages and disadvantages for each animal. After students have read the text, elicit which animal they think would be best as a pet for Ali and why one or two of the animals would not be suitable for her.

Lesson 3.6

Speaking

Lead-in

Review of pet vocabulary

Have some pet-related actions written on pieces of paper. Invite a volunteer to select one. They mime the action for the rest of the class to guess what the situation is. Remind students that they are to use the Present Continuous to describe what is happening. For example:

You are cleaning a dirty litter tray.

You are taking a large dog for a walk.

You are training your dog to come to you.

You are washing a dirty dog.

You are brushing a cat's fur.

Exercise 1

Before students open their Student's Books, elicit what happened in the last episode. (*Lee was with Krystal's dog but it disappeared. He looked for it but he doesn't know where it is.*) Put students into pairs to discuss the photos.

Exercise 2

Tell students to close their Student's Books, watch the video and focus on Lee and Krystal's expressions and how they might be feeling. Play the video, then ask students to describe the character's feelings. To introduce the function students will be looking at in the Speaking box, ask: *Is Lee sorry? How do you know? Elicit/Teach apologise.*

Exercise 5

Encourage pairs to plan and write their roleplays before they start practising. Set a time limit for this. Invite different pairs to act out their roleplays in front of the class.

Extra activity

Students think of reasons why they might have to apologise to someone in the class (e.g. *I was hungry and ate your sandwich. I accidentally deleted all your contacts when I borrowed your phone.*) Students mingle and apologise to each other. The second student should respond appropriately.

Video scripts: page 156

Further practice

- Photocopiable Resource 18, page 206
- Workbook, pages 34 ad 39

3.6 SPEAKING Apologising

I can make and respond to apologies.



- Krystal:** Hi, Lee.
Lee: Oh, hi, Krystal. Are you home already?
Krystal: Yes, we're just back! The holiday was wonderful! So, when can you bring Daisy round? I'm missing her so much.
Lee: Er, I'm really sorry but ...
Krystal: Oh no! Don't tell me she's not well!
Lee: I don't know how it happened. We were in the park and Daisy suddenly disappeared. Amy and I looked for her everywhere, in the dark as well, and I even contacted the police but ... I feel terrible. It's all my fault.
Krystal: She's lost? I don't believe it! Lee Marshall, you absolute idiot! How could you be so careless! You promised to look after her! Oh, she's here! Daisy! Oh, my baby! Wait! I'm coming! ... Lee? Look, I'm sorry I was a bit rude.
Lee: No problem. I totally understand. I'm so glad ...
Krystal: Listen, I've got to go now. See you later. Bye!

How do you say these expressions in Polish?

*I'm so glad.
I've got to go now.*

OUT of class

- 1** Look at the photos. How do you think Lee and Krystal are feeling? Why?
2 Listen and check your answers to Exercise 1.

- 3** In your notebook, write the words and phrases from the dialogue.

Speaking Apologising

Apologising

- I'm (really/so) sorry.
- I didn't realise.
- I apologise.
- It's (all) my fault.
- I feel terrible.
- It was an accident.

Accepting apologies

- Never mind.
- No problem.
- I totally understand.
- These things happen.
- It's not your fault.

Not accepting apologies

- How can/could you be so careless?
- You can't be serious!
- You promised to (look after her).
- I'm really angry about this!
- I'll never forgive you!

- 4** **2.17** Use the Speaking box to complete the dialogues. Write the answers in your notebook. Sometimes more than one answer is possible. Listen and check.

1 A: Excuse me. I think you're sitting in my seat.

B: *I'm so sorry.* I didn't realise!

2 A: ? I didn't hear you. Could you repeat that?

B: No problem. It's K-R-Z-Y-S.

3 A: I'm sorry I'm late! My bus didn't arrive on time.

B: ? The buses are terrible these days!

4 A: I'm afraid there was an accident with your bike.

B: What!? ? I'll never forgive you!

- 5** In pairs, follow the instructions. Use the Speaking box to help you.

1 Student A: You borrowed Student B's laptop but you dropped it and it stopped working. Apologise.

Student B: You really need your laptop right now to do your homework. You don't accept Student A's apology.

2 Student B: It was Student A's birthday yesterday. You forgot it. Apologise.

Student A: It was your birthday yesterday but birthdays aren't very important to you. Accept Student B's apology.

ANSWER KEY

Exercises 1 and 5

Students' own answers.

Exercise 2

Lee is feeling sad and embarrassed because he can't find Krystal's dog. Krystal is feeling shocked and sad because Lee lost her dog.

Exercise 3

I'm (really/so) sorry. (Lee)
 It's (all) my fault. (Lee)

I feel terrible. (Lee)
 No problem. (Lee)
 I totally understand. (Lee)
 How can/could you be so careless? (Krystal)
 You promised to (look after her). (Krystal)

Exercise 4

1 (*I apologise* is also possible.)
2 I apologise (*I'm sorry* is also possible.)

3 It's not your fault (*These things happen/Never mind/I totally understand/No problem* are also possible.)
4 How can you be so careless (*You can't be serious/I'm really angry about this* are also possible.)

I can write a biography.



- 1 Steve Irwin was a famous TV presenter and animal expert.
- 2 He was born in Australia in 1962. His parents owned a small zoo. Steve started working with animals when he was nine years old. He didn't go to university but he continued working at the zoo.
- 3 In 1992 Steve married his girlfriend, Terri. On their honeymoon Steve and his new wife looked for crocodiles for their zoo. They recorded this journey for a TV show, *The Crocodile Hunter*. The show was a big success and people in 120 countries watched their adventures.
- 4 Steve died in September 2006 after an attack by a stingray*. The news shocked fans across the world.

*a large sea animal

Writing A biography

- 1 **Say why the person is / was famous**
... is / was a famous ... [job]
... is / was famous for ... [book / film / TV show]
He / She was the first person to ...
He / She discovered ...
- 2 **Mention his / her childhood and family**
He / She was born in ... [place or year]
His / Her parents are / were ... [job]
They lived in ... [place]
- 3 **Mention his / her early career**
He / She studied at ... University.
He / She started working as ... [job]
He / She travelled to ...
- 4 **Mention his / her later life**
He / She married ... in ...
He / She worked on ... [book / film / programme]
... [programme / book] was a big success.
He / She died in ...
He / She is still popular today.

- 5 What do you know about Bear Grylls?
Read the fact box and complete it with the Past Simple form of the verbs in brackets.
Write the answers in your notebook.

- Who is he?
A famous adventurer, TV presenter, writer
- Born 1974
- Childhood
His family ¹lived (live) in Northern Ireland + England.
- Early Career
He ²studied (study) at London University. He was in the British army for 3 years, and then ³climbed (climb) Mount Everest when he ⁴was (be) 23.
- Later Life
Bear ⁵married (marry) Shara (2000).
He ⁶started (start) work as a TV presenter in 2005. In 2009, he was appointed the youngest ever Chief Scout in the UK.

Bear Grylls

- 6 **WRITING TIME** In your notebook, write a short biography (70–100 words) of a famous person you admire. Use the Bear Grylls fact box, the biography of Steve Irwin and the Writing box to help you.

Write about:

- 1 why he/she is famous
- 2 3 his/her childhood and early career
- 4 his/her later life

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(it depends on whether or not the person is still alive). Some of the phrases are not quite as they appear in the Writing box.

Extra activity

Put students into groups of four. Each student in the group is to think of someone famous that they know some information about. They choose one section of the Writing box and use the sentence stems to write sentences about their famous person, leaving out any information they don't know or which isn't applicable (e.g. they may choose section 1, but the famous person they choose may not have discovered anything). Students then take turns to read out their sentences for the rest of the group to guess who the famous person is.

Exercise 6

Write the first sentence about Steve Irwin on the board. *Steve Irwin was a famous TV presenter and animal expert.* Tell students you want them to rewrite this sentence so that it is about Bear Grylls. Start by crossing out the word Steve and writing Bear underneath. Invite a student to make another change in the same way. Continue until the new sentence is correct: *Bear Grylls is a famous adventurer, TV presenter and writer.* Tell students that they will write a biography of famous person they admire by using the Steve Irwin biography and the Bear Grylls fact box as examples.

ANSWER KEY

Exercises 1 and 6

Students' own answers.

Exercises 2, 4 and 5

Answers on student page.

Further practice

- Photocopiable Resource 19, page 207
- Workbook, page 35

Lesson 3.7

Writing

Lead-in

Review of making and responding to apologies

Put students into pairs. Each pair writes a two-line dialogue, an apology and a response, with each line on a separate piece of paper. Collect all the pieces of paper from the pairs and then redistribute them randomly, one paper to each student. Students who

have a paper with the first line (an apology) get up and find a student with a second line (a response). They make their apology and response and, if the two lines work together, the two students sit together as partners. If the two lines don't work together, the student with a first line has to try to find another student with a second line. When all the students have found a partner, elicit the dialogues from each pair.

Exercise 3

When students have found the Past Simple verbs, it may be a good idea to remind them that go is an irregular verb. They will learn more about Past Simple irregular verbs in the next unit.

Exercise 4

Go through the Writing box with students. Elicit the reason why it is possible to write some of the sentences both in the present or in the past

VOCABULARY

- 1 In your notebook, write the names of animals for the definitions.

Animal QUIZ

- 1 It can fly and it can talk. *parrot*
- 2 It's really cute. It's a baby cat. *kitten*
- 3 It's got sharp claws and striped fur. *tiger*
- 4 It's got wings. It can swim but it can't fly. *penguin*
- 5 It's a big bird with pink feathers and long legs. *flamingo*
- 6 It jumps very well and keeps its baby in a pouch. *kangaroo*
- 7 It's from Africa. It eats leaves from the tops of trees. *giraffe*
- 8 It's a dangerous animal with very sharp teeth. It's green. *crocodile*
- 9 It's a farm animal. It's similar to a horse but with long ears. *donkey*

- 2 In your notebook, complete the adjectives in the sentences. In pairs, ask and answer the questions.

- 1 Are you a noisy person or are you *quiet*?
- 2 Do you often forget things? Are you *forgetful*?
- 3 Do you do things suddenly without thinking? Are you *impulsive*?
- 4 Do you shout at people? Are you *aggressive*?
- 5 Do you enjoy taking risks and doing extreme sports? Are you *adventurous*?
- 6 Do a lot of people love you and think you're cute? Are you *lovable*?
- 7 Do you often make mistakes and have lots of accidents? Are you *careless*?
- 8 Do you like doing things? Do you have lots of energy? Are you *energetic*?

- 3 Complete the sentences in your notebook. Then, in pairs, say if the sentences are true for you.

- 1 Animals don't *give* me allergies.
- 2 We have a cat. I sometimes brush its *fur* but I never *empty* its litter tray.
- 3 I never *ignore* my parents' advice.
- 4 My dad's a good driver. He never *takes* risks.
- 5 Mum says I'm noisy but I don't think I *make* a lot of noise.
- 6 We *feed* our pet very well – we never give her our food.
- 7 In the summer holidays I *miss* my school friends.

GRAMMAR

- 4 Complete the sentences with *was*, *wasn't*, *were* or *weren't*. Write the answers in your notebook.

Dolly the sheep

- Why ¹ *was* Dolly famous?
She ² *was* the first animal clone in the world.
- ³ *Was* Dolly from England?
No, she ⁴ *wasn't*. She ⁵ *was* Scottish, from the Roslin Institute near Edinburgh.
- ⁶ *Were* there any other clones at that institute?
Yes, there ⁷ *were* but Dolly ⁸ *was* the first one.
- ⁹ *Were* Dolly's children clones too?
No, they ¹⁰ *weren't* clones.

- 5 Complete the text with the Past Simple form of the verbs from the box. Write the answers in your notebook.

not answer arrive ask call change
hurry need study talk not want

I ¹ *hurried* home yesterday because I ² *needed* to study for my exams. I ³ *arrived* home at ten to six and then I ⁴ *changed* my clothes. From six to eight I ⁵ *studied* Biology. Then Jamie ⁶ *called* me. I ⁷ *didn't want* to talk to him but he ⁸ *asked* me lots of questions about the exam. We ⁹ *talked* for an hour but I ¹⁰ *didn't answer* all his questions.

SPEAKING

- 6 In pairs, role play the situations. Student A, look below. Student B, look at page 134.

Student A

- 1 You argued with Student B. You shouted and called him/her a bad name. Apologise.
- 2 Student B posted an embarrassing photo of you on the internet. You are angry. Don't accept the apology.

DICTIONATION

- 7  2.18 Listen to the recording. Write the sentences in your notebook.

Audio script: page 140

Check yourself!

- ✓ I can talk about animals.
- ✓ I can use *was* and *were* and the Past Simple of regular verbs to talk about the past.
- ✓ I can find specific detail in an article and in a conversation.
- ✓ I can talk about behaviour and about pets.
- ✓ I can make and respond to apologies.
- ✓ I can write a biography.

LESSON 3.1**Animals** Zwierzęta

ant /ænt/ mrówka
bear /beə/ niedźwiedź
bee /bi:/ pszczoła
butterfly /'bʌtəflaɪ/ motyl
cat /kæt/ kot
chicken /'tʃɪkən/ kura
chimp /tʃɪmp/ szympans
cow /kau/ krowa
crocodile /'krɒkədəɪl/ krokodyl
dolphin /'dɒlfɪn/ delfin
donkey /'dɒŋki/ osioł
duck /dʌk/ kaczka
elephant /'eləfənt/ słoń
flamingo /flə'mɪŋɡəʊ/ flaming
fly /flaɪ/ mucha
giraffe /dʒɪ'rɑ:f/ żyrafa
kangaroo /'kæŋɡə'ru:/ kangur
kitten /'kɪtn/ kocię, kociak
lion /'laɪən/ lew
monkey /'mʌŋki/ małpa
parrot /'pærət/ papuga
penguin /'peŋɡwɪn/ pingwin
polar bear /'pəʊlə beə/ niedźwiedź polarny
rabbit /'ræbɪt/ królik
sea otter /si: 'ɒtə/ wydra morska
shark /ʃɑ:k/ rekin
sheep /ʃi:p/ owca
snake /sneɪk/ wąż
tiger /'taɪɡə/ tygrys
tortoise /'tɔ:təs/ żółw lądowy
zebra /'zebrə/ zebra

Animal body parts

Zwierzęta – części ciała

claw /klɔ:/ pazur
feather /'feðə/ pióro
fur /fɜ:/ futro
mouth /maʊθ/ pysk, paszcza
skin /skɪn/ skóra
tail /teɪl/ ogon
wing /wɪŋ/ skrzydło

climb /klaɪm/ wspinać się**cute** /kju:t/ uroczy**dangerous** /'deɪndʒərəs/ niebezpieczny**pet** /pet/ zwierzę domowe**ride** /raɪd/ jeździć**stripe** /straɪp/ pasek**LESSON 3.2****aquarium** /ə'kwɛəriəm/ akwarium, oceanarium**pet shop** /pet ʃɒp/ sklep zoologiczny**LESSON 3.3****Personality** Charakter**adventurous** /əd'ventʃərəs/ lubiący przygody**aggressive** /ə'ɡresɪv/ agresywny**forgetful** /fə'ɡetfəl/ zapominalski**impulsive** /ɪm'pʌlsɪv/ impulsywny**lovable** /'lʌvəbəl/ uroczy, przemiły**adolescent** /ˌædə'lesənt/ nastolatek**adulthood** /'ædəlθud/ dorosłość**behave** /br'heɪv/ zachowywać się**behaviour** /br'heɪvjə/ zachowanie**belong to a gang** /br'lɒŋ tə ə ɡæŋ/ należeć do gangu**childhood** /'tʃaɪldhʊd/ dzieciństwo**criticise** /'krɪtɪsaɪz/ krytykować**do dangerous things** /də 'deɪndʒərəs θɪŋz/ robić niebezpieczne rzeczy**energetic** /ˌenə'dʒetɪk/ energiczny**fight** /faɪt/ walczyć**ignore advice** /ɪɡ'no: əd'vaɪs/ ignorować rady**lively** /'laɪvli/ pełen życia**make a lot of noise** /meɪk ə lɒt əv nɔɪz/ robić dużo hałasu**noisy** /'nɔɪzi/ hałaśliwy**protect your home** /prə'tekt jə hæʊm/ bronić swojego domu**shy** /ʃaɪ/ nieśmiały**take risks** /teɪk 'rɪks/ podejmować ryzyko**LESSON 3.4****Out of class****Calm down!** /ka:m daʊn/ Uspokój się!**What's the matter?** /wɒts ðə 'mætə/ O co chodzi?**What's wrong?** /wɒts 'rɒŋ/ Co się stało?**(dog's) leash** /ˌdɒgz 'li:f/ smycz (dla psa)**hurry** /'hʌri/ śpieszyć się**look after a pet** /'lʊk 'ɑ:ftə ə pet/ opiekować się zwierzęciem**promise** /'prɒmɪs/ obiecać**LESSON 3.5****be fun to play with** /bi fʌn tə pleɪ wɪð/ fajnie się pobawić z**brush a pet's fur** /brʌʃ ə pets fɜ:/ czesać futro zwierzęcia**clean** /kli:n/ czysty**dirty** /'dɜ:ti/ brudny**eat live animals** /i:t laɪv 'ænəməls/ jeść żywe zwierzęta**empty a cat's litter tray** /'empti ə kæts 'lɪtə treɪ/ opróżnić kocią kuwetę**feed a pet** /fi:d ə pet/ karmić zwierzę**give allergies** /ɡɪv 'ælədʒɪs/ spowodować alergię**grow up** /grəʊ ʌp/ dorosnąć**quiet** /'kwaɪət/ cichy**scratch the furniture** /skrætʃ ðə 'fɜ:nɪtʃə/ drapać meble**take a dog for a walk** /teɪk ə dɒɡ fə ə wɔ:k/ zabrać psa na spacer**take a pet to the vet's** /teɪk ə pet tə ðə vɛts/ zabrać zwierzę do weterynarza**train a pet** /treɪn ə pet/ wytresować zwierzę**wash a pet** /wɒʃ ə pet/ umyć zwierzę**LESSON 3.6****Out of class****I'm so glad.** /aɪm sə 'glæd/ Tak się cieszę!**I've got to go now.** /aɪv 'ɡɒt tə ɡəʊ nəʊ/ Muszę już iść.**apologise** /ə'pɒlədʒaɪz/ przeproszać**careless** /'keələs/ nieuważny, niedbały**forgive** /fə'ɡɪv/ przebaczyć**miss sb/sth** /mɪs 'sʌmbədi 'sʌmθɪŋ/ tęsknić za kimś/czymś**rude** /ru:d/ niegrzeczny**LESSON 3.7****animal documentary** /'ænəməl ˌdɒkjə'mentəri/ film dokumentalny o zwierzętach**animal expert** /'ænəməl 'ekspɜ:t/ ekspert w dziedzinie zwierząt**biography** /baɪ'ɒɡrəfi/ biografia**career** /kə'riə/ kariera**die** /daɪ/ umrzeć**discover** /dɪs'kʌvə/ odkryć**famous (for something)** /'feɪməs fə 'sʌmθɪŋ/ znany (z czegoś)**honeymoon** /'hʌnɪmu:n/ miesiąc miodowy**marry** /'mæri/ wyjść za mąż/ożenić się**popular** /'pɒpjələ/ popularny**success** /sək'ses/ sukces**TV presenter** /ˌti: 'vi: prɪ'zentə/ prezydent telewizji**work on a book/film/TV programme** /wɜ:k ən ə bu:k fɪlm ˌti: 'vi: prəʊɡræm/ pracować nad książką/filmem/programem telewizyjnym**zoo** /zu:/ zoo

Poland Haven for Wildlife



1 **CLASS VOTE** Have you got any books about Polish wildlife?

2 **2.19** Look at the cover of the book. Match the animals in the photos with the words in the box. Write the answers in your notebook. Listen and check.

A bison C grey seal B lynx D pond turtle E wolf
F white-tailed eagle

3 **2.20** Listen to a boy talking about his favourite book. Answer the questions.

- Which of the animals in the photos are endangered? *All the animals on the cover except for the white-tailed eagle are endangered in Poland.*
- Which of them live in the wild in the boy's area? *white-tailed eagles, bison, grey seals*
- Do any of the animals in the photos live in your area?

- 5 Work in pairs. Read the quiz. Are the sentences true or false? Write the answers in your notebook.

How much do you know about the white-tailed eagle?



1 Most white-tailed eagles live in the Tatras.

2 White-tailed eagles often feed on fish.

3 There are only about 100 white-tailed eagles in Poland.

4 The white-tailed eagle is not a real eagle – it belongs to a different family of birds.

5 A male eagle weighs more than a female.

6 A white-tailed eagle's nest can be so heavy that it can break a tree.

- 6 2.21 Listen and check your answers.
1 F 2 T 3 F 4 T 5 F 6 T

- 7 Complete the text using the words from the box.
Write the answers in your notebook.

feathers golden symbol red

Polish coat of arms



A coat of arms is a special symbolic design which represents a family, city or country. The coat of arms of Poland is a white eagle on a ¹red background. The eagle has a ²golden crown, beak and talons (these are like claws).

It is hard to say for sure what kind of eagle was the model for our national ³symbol, but the colour of the ⁴feathers suggests that it was probably a white-tailed eagle. The only person who knows the answer is our legendary forefather Lech.

Audio scripts: page 140

- 8 Read the legend of how the eagle became the symbol of Poland. Put the sentences in the correct order. Write the answers in your notebook.



- 6 A He believed that the bird was a good luck symbol so he decided to settle there.
1 B Once upon a time, three brothers: Lech, Czech and Rus wanted to find a new place to live.
3 C In the tree there was a white eagle in its nest.
7 D Lech named his new home Gniezno after the Polish word for nest.
5 E Rus wanted to kill the eagle but Lech stopped him.
2 F After walking through forests for weeks they arrived at a lovely place with a big old tree.
4 G The sun was going down and the eagle looked beautiful and strong against the red sky.

- 9 2.22 Listen and check. Do you know other versions of this legend?

PROJECT

- 10 Work in pairs. Prepare an animal quiz.

- Choose one animal which is endangered in Poland.
- Go online and find four interesting facts about this animal.
- Write a quiz about the animal to test your classmates. Add a photo.
- Give the quiz to your classmates.
- Check your classmates' answers. Everyone gets one point for each correct answer.
- Answer your classmates' questions.
- Work as a class and vote for the best quiz.

Why do parrots talk?

Pets around the world

For a long time, people used animals for food and for work. Today, many of us keep animals in our homes as pets and people all over the world love dogs and cats. In the UK, there are more than nine million pet dogs! Here are some other popular pets that you might find surprising.

Guatemala

A popular pet in Guatemala is the Macaw parrot. It has colourful feathers and can copy words and sounds. These birds live in the rainforest but there aren't many left now. Because of this, people can only buy them from special places.

China

Chinese people like many different animals but one very popular pet is the goldfish. For Chinese people the colour gold means money and they believe goldfish are lucky. People say that the goldfish has a bad memory – they're very forgetful and can only remember things for five seconds!

Japan

In Japan, they like keeping rabbits. Many Japanese people are vegetarian – they don't eat meat – and rabbits are vegetarian too! They're gentle animals with soft fur but when they're angry or frightened, they get aggressive and tap their feet on the ground loudly! They're also very small, which is important for people who live in a small apartment.

The USA

Snakes are very popular in the USA. They can live up to forty years and people don't need to feed them a lot. They don't usually move very much and some snakes sleep for several months every year. Most pet snakes are born in special centres. They're not dangerous or poisonous – unlike the snakes in the wild!

GLOSSARY

gentle (adj) not strong or violent

in the wild (phr) living free in nature

rainforest (n) a forest with tall trees growing in an area where it is hot and it rains a lot

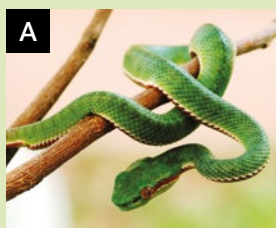
tap (v) to hit lightly

vegetarian (adj) not eating meat

READING

- In pairs, discuss the questions.
 - What's your favourite animal? Why?
 - What are the most popular pets in your country?
 - Do you have a pet? Would you like one?
 - Do any of your friends have an unusual pet?
 - Do you know why parrots talk?
- Which pets do you think are popular in these countries? Match countries 1–4 with photos A–D. Write the answers in your notebook.

1 Guatemala <i>D</i>	3 Japan <i>B</i>
2 China <i>C</i>	4 The USA <i>A</i>



- Read the article and check your ideas in Exercise 2.
- Read the article again and answer the questions in your notebook.

Which animals:

 - can repeat what you tell them? *parrots*
 - bring you good luck? *goldfish*
 - are quite rare? *parrots*
 - don't eat meat? *rabbits*
 - are good for small spaces? *rabbits*
 - are gentle? *rabbits*
- In pairs, discuss if you would like to have one of these pets. Why? / Why not?

LISTENING

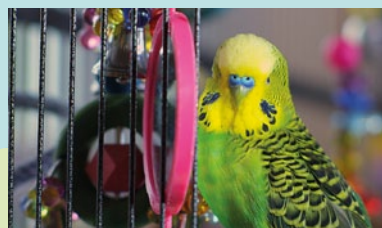
For this section, we recommend using the DVD instead of audio recordings.

- You are going to listen to part of a BBC documentary called *Wild at heart*. Read an advert for the programme. Do you like documentaries about animals?

Wild at heart

This is part of a series of documentaries about animal behaviour. Why do our pets sometimes do strange things? Are they playing games or is there another reason?

- BBC 3** In pairs, look at the photos. What activities do these animals often do? Listen and check your ideas.



talk and copy what people say



play (games)



run a lot

- Answer the questions.
 - How old are the puppies? *7 weeks old*
 - How far do hamsters run every day? *sometimes 10 km*
 - How many words can the parrot speak? *130 words*
- Work in pairs. Which animal do you think is the most interesting? Why?

- BBC 3** Listen again. Answer the questions in your notebook.



- Why do puppies play? *They are practising working together to hunt larger animals.*
- Why do hamsters run? *In the wild they have to escape from bigger animals.*
- Why do hamsters put a lot of food in their mouths? *They store food because they may go for a long time without it.*
- Why do parrots talk? *They communicate with their groups.*
- Work in pairs. Do you think it's a good idea to keep a pet? Why? / Why not?

PROJECT

- Work in groups. Make a digital presentation about pets in your country.
 - Use the internet to find some interesting information about popular pets in your country.
 - Write a short script for your presentation. If you like, include pictures or videos.
 - Share the presentation with your class.

Lesson 4.1

Vocabulary

Lead-in

Review of vocabulary from the previous unit

Put students into groups. Explain that you are going to spell backwards a word from the previous unit and that, working together as a group, students should guess what the word is. As soon as a group thinks they have guessed the word, they put up their hands and say the word. If the group is correct, they win a point, but if they are wrong, the other groups have a chance to guess the word. Do this with a few of the words from the previous unit, e.g. *suoregnad* (dangerous), *esigolopa* (apologise), *doohdlihc* (childhood), *ognimalf* (flamingo), *esiotrot* (tortoise).

Exercise 1

Before students open their Student's Books, ask them to imagine what a classroom would have been like 100 years ago. In pairs or small groups, encourage students to identify items in their classroom that wouldn't have existed 100 years ago. Set a time limit and then elicit ideas from the class.

Exercise 2 2.23

Play the audio and drill the words for word stress and pronunciation. Encourage students to discuss each of the gadgets in turn, answering all four questions about each one. Go through the example exchange before they begin.

Exercise 3

Because some gadgets, such as a smartphone, can do almost every item on the list of activities, ask students to talk about the range of different gadgets they use for each activity and their preferences. For example: Do they take a camera on holiday or do they just use their phone?; Do they prefer playing games on a computer, a tablet, a games console or just on their phone?

Exercise 4

Tell students, in pairs, to talk about what they can see in photos A–D. Students should discuss which of these gadgets they own or if they own any similar gadgets. When answering question 2, students should talk about their own gadgets as well as Preston's.

4

VOCABULARY

Gadgets and technology | Computer equipment

GRAMMAR

Past Simple: irregular verbs | Verb patterns



SPEAKING

Putting events in order



READING

A diary entry and a blog

LISTENING

Favourite websites

ENGLISH IN USE

Relative clauses

SKILLS REVISION

Units 3–4

44 Unit 4

Exercise 5 2.24

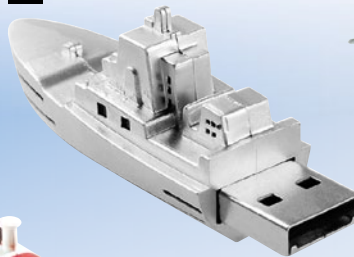
In case there are any translations students don't know, make sure you have these available. Pause the audio after each word, to drill pronunciation and word stress. Check that students know where the main stress is on each word (on the first syllable, except for *USB port*, where it's on the B).

New technology

VOCABULARY Technology

I can talk about technology.

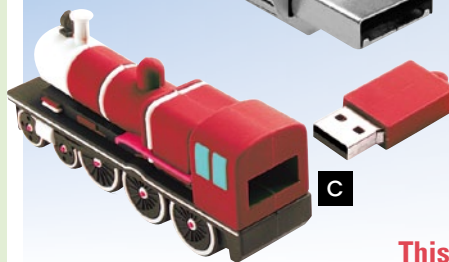
A



B



C



COLLECTOR'S CORNER

This week: **PRESTON JONES**

I collect USB gadgets – they're small gadgets which you plug into your laptop or tablet. They don't need a battery because they charge from your computer's USB port. There are a lot to choose from and they're usually quite cheap. I've got eighteen different gadgets in my collection but I'm always looking for new ones!

Some USB gadgets are practical.

For example, my USB electric gloves. You charge them for two minutes in your USB port and they stay warm for hours. It's very useful when I'm at my keyboard in winter and my hands get cold!

Another useful gadget is my special USB pen drive.

It looks like a boat but it's got 32 GB of memory. I keep all my digital photos on it – I love it.

My favourite gadget is my USB helicopter.

It's got a joystick to control it and it really flies!

D



Exercise 6

This could be done as a drawing activity. Get students to work in pairs. They draw pictures of a computer and computer equipment, but they can only draw items for which they know the words in English. When the pairs have finished, they compare their ideas with another pair and share any words the second pair don't know.

Get the whole class to share their ideas by building up a picture on the board with different students drawing and labelling one item each.

Exercise 7

Check that students understand the verbs *charge* and *type*. Discuss the example sentence with students. Ask them to give ideas about other gadgets they can charge using a USB port.

- 1 How many gadgets can you see and name in the classroom?

- 2 2.23 Look at Vocabulary A. In pairs, ask and answer the questions below.

Vocabulary A Gadgets and technology

CD player digital camera DVD player e-reader
games console MP3 player smartphone tablet

Which gadget(s) from Vocabulary A:

- have you got at home?
- do you use every day?
- would you like to have?
- are important to you?

A: I've got a games console and a DVD player at home. How about you?

- 3 Work in pairs. Which gadgets from Vocabulary A can you use for these activities?

Word Friends Using gadgets

send instant messages listen to music
download files take photos phone a friend
play games make video clips watch films
surf the internet read a novel check emails

You can send instant messages with a smartphone.

Watch OUT!

- 4 Read the text on page 44. In pairs, answer the questions.

- Which gadgets A–D does Preston mention?
- Which gadget do you think is:
 - useful?
 - fun?
 - a waste of money?

- 5 2.24 Find the words from the box in the text. How do you say them in Polish?

Vocabulary B Computer equipment

battery joystick keyboard memory
pen drive USB port

- 6 **I KNOW THAT!** In pairs, add more words to Vocabulary B. Write your ideas in your notebook.

- 7 Choose the correct option. Write the answers in your notebook.

- You can charge this MP3 player from your computer's keyboard / USB port. USB port
- Has your phone got enough photos / memory to download this file?
- I can play this computer game with my keyboard but it's easier to use a joystick / USB port.
- I need to charge the battery / pen drive on my laptop.

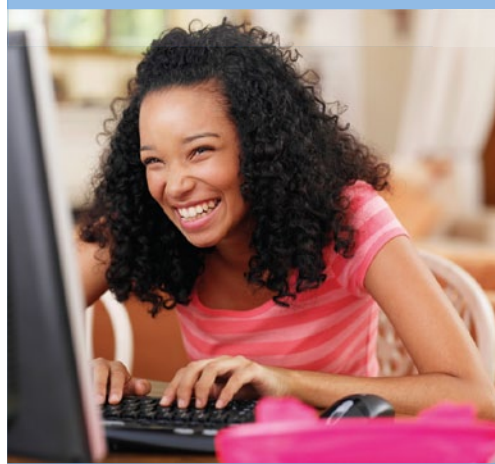
- 8 2.25 Read the quiz. Then listen and decide which three questions Emily answers. Does she answer yes or no?

ARE YOU A computer freak?

Do you ...

- enjoy spending time online more than meeting people face to face?
- prefer instant messages to phone calls?
- often buy gadgets, software or equipment for your computer?
- often play online games?
- have more than one email address?
- know how much memory your computer has?
- sometimes dream about people or situations from your online life?

Five or more 'yes' answers means you definitely are!



- 9 In pairs, do the quiz. Are you a computer freak? Tell the class. Use the language in the quiz to help you.

I think I am a computer freak because I spend all my free time online.

Unit 4 45

Exercise 9

Play the audio again and tell students that when they answer the questions, they should add extra information in the same way that Emily does. Their partner can ask follow-up questions if they feel that the answer is too short. Get students to take turns to answer each question, so that A answers question 1 and B answers the same question before they move on to question 2. Invite students to tell the rest of the class about the most interesting answer their partner gave them.

ANSWER KEY

Exercises 1, 2 and 3
Students' own answers.

Exercise 4
1 A, B and D
2 Students' own answers.

Exercise 6
Possible answers: external hard drive, microphone, monitor, mouse, printer, scanner, screen, speakers.

Exercise 7
Answers on student page.

Exercise 8
Question 3: no
Question 5: no
Question 7: yes

Exercise 9
Students' own answers.

Audio scripts: page 140

Further practice

- Photocopiable Resource 22, page 210
- Workbook, page 40

Encourage students to complete the activity in pairs. When they have finished, elicit the answers and ask follow-up questions (e.g. *How much memory has your phone got? What games are easy to play with a keyboard instead of a joystick? How long does your laptop/phone battery last when it is fully charged? Do you prefer typing on a keyboard or on a touch screen?*).

Exercise 8 2.25

Discuss the Watch out box. Invite students to explain the difference between an adjective and an adverb (an adjective describes a noun – e.g. *what kind of game*; an adverb describes a verb – e.g. *where or how we play*). When students have read the questions and listened to the audio, elicit what further information Emily gave while

she was answering the questions (1 *Emily says why she doesn't often buy them, where she goes to use two gadgets and what she prefers to spend her money on*. 2 *Emily says why another email address might be a good idea*. 3 *Emily describes one of her dreams*).

Lesson 4.2

Grammar

Lead-in

Review of gadget vocabulary
Put students into pairs. They take it in turns to mime using a gadget, for their partner to guess what it is.

Exercise 2 17 2.26

Before students open their Student's Books, ask them if they can remember anything about Lee's sister (her name is Ruby and she is thirteen). Now ask students to open their Student's Books, look at the photo and try to guess why they are arguing. Play the video for them to check their guesses, and ask a few comprehension questions, such as: *Does Lee have Ruby's phone? (no) Where is the phone? (in the pocket of Ruby's jeans) And where are the jeans? (in the washing machine).*

Exercise 5 18 2.27

Ask students to close their Student's Books and watch the video to find out what happened to Ruby's phone in the end. After watching, they open their Student's Books and try to correct the sentences in Exercise 4.

Exercise 6

Before students do this exercise, ask them to look once more at the sentences in Exercise 4 and elicit the questions that could be asked for each sentence.

Exercise 7 19

Before watching, check that students understand *tunel* and *waffle*. Ask them to say what they know about Big Ben, The London Eye, Trafalgar Square and Hampstead Heath. While watching, students should decide which questions from Exercise 6 the speakers answer (1 and 6).

 **Audio scripts:** page 140

 **Video scripts:**
pages 156–157

Further practice

- Grammar Time, page 125
- Photocopiable Resource 23, page 211
- Workbook, pages 42 and 50
- Extra Online Homework: Vox Pops Extra Activities

4.2

GRAMMAR Past Simple: irregular verbs

I can use the Past Simple of irregular verbs to talk about the past.



WHERE'S MY PHONE?

Ruby: Lee! Where's my phone?
Lee: I left it in your room ten minutes ago.
Ruby: No, you didn't!
Lee: Yes, I did!
Ruby: Well, it's not there now! Dad! Lee stole my new smartphone!
Lee: Shut up, Ruby! I didn't steal your phone!
Ruby: You lost it, then! Oh! I only bought it a week ago. It cost a fortune!
Dad: Calm down, Ruby! Lee, did you take your sister's phone?
Lee: No, I didn't! Well, yes, I did. I forgot to top up my phone yesterday so I took Ruby's. I sent Amy one text, then before I went to bed, I gave her the phone back. I only had it for five minutes!
Ruby: Where did you put it?
Lee: I put it in the pocket of your jeans.
Ruby: Which jeans?
Lee: Your black jeans. They were on your chair.
Ruby: What!? Oh no! I saw those jeans in the washing machine. Mum!

How do you say these expressions in Polish?

*It cost a fortune.
I forgot to top up my phone.*

OUT of class

1 In pairs, think of ways you can lose your mobile phone. Then compare your ideas with the class.

*You can leave it on the bus.
Someone can borrow it and not give it back.*

 **17**  **2.26** Describe the photo. Why are Lee and Ruby arguing? Listen to Part 1 and check your answer.

3 Read the Grammar box. Find the past forms of the verbs below in the dialogue.

buy cost do forget go give have
leave lose put see send steal take

buy – bought

Grammar	Past Simple: irregular verbs
+	–
You <u>took</u> my phone.	I <u>didn't take</u> your phone.
?	
Did you <u>take</u> my phone?	Yes, I <u>did</u> ./No, I <u>didn't</u> .
Where <u>did</u> they <u>put</u> it?	

GRAMMAR TIME > PAGE 125

4 In your notebook, complete the sentences with the Past Simple form of the verbs in brackets.

- Ruby bought (buy) a new phone yesterday.
- Mum put (put) Ruby's blue jeans in the washing machine.
- Ruby found (find) the phone in the jeans.
- Lee took (take) the phone out of the jeans.
- Ruby gave (give) mum the phone.
- Mum forgot (forget) where she put the phone.

5  **2.27** Listen to Part 2. In your notebook,  **18** correct the sentences in Exercise 4.

1 *Ruby didn't buy her phone yesterday. She bought it a week ago.*

6 In your notebook, write questions in the Past Simple for these sentences.

- I had toast for breakfast this morning. (What ...?)
What did you have for breakfast this morning?
- I went to France for my holidays. (Where ...?)
- I didn't do anything last weekend. (What ...?)
- I got three presents for my last birthday. (How many ...?)
- I bought my trainers yesterday. (When ...?)
- I left home at 7.30 this morning. (What time ...?)

19

7 **VOX POPS** Talk to your partner. What did you do this morning? What did you have for breakfast this morning? What did you do last Sunday?

A: What did you eat for breakfast this morning?

B: I ate cold pizza.



46 Unit 4

ANSWER KEY

Exercises 1 and 7

Students' own answers.

Exercise 2

Lee borrowed Ruby's mobile phone. Now Ruby can't find it and she's angry because she thinks that Lee still has it. Lee says he only had the phone for a few minutes before giving it back.

Exercise 3

Answers underlined on student page.

Exercise 4

Answers on student page.

Exercise 5

- Mum didn't put Ruby's blue jeans in the washing machine. She put her black jeans in the machine.
- Ruby didn't find the phone in her jeans. Mum found it.
- Lee didn't take the phone out her jeans. Mum took it out.
- Ruby didn't give mum the phone. Mum gave it to her.

6 Mum didn't forget where she put the phone. She made a joke.

Exercise 6

- Where did you go for your holidays?
- What did you do last weekend?
- How many presents did you get for your last birthday?
- When did you buy your trainers?
- What time did you leave home this morning?

I can find specific detail in a text and talk about using technology.

11 May 1984

Today at school we used a computer with 64 kB of memory! Fantastic!

Later, I told my friend Ian about it. He lives in Wales but we keep in touch on the phone. Unfortunately, my dad asked me to hang up after two minutes. And anyway, my mum needed to use the phone.

I heard a new Michael Jackson song on the radio. It was great! I wanted to hear it again so I listened for hours. I'm glad I didn't give up because they played it again and I recorded it on my cassette player.

Technology is great!



Tim

- 1 Do you read or write a regular blog or diary?
- 2 2.28 Read Tim's diary and Tina's blog. Complete gaps 1–4 with sentences a–e. There is one extra sentence. Write the answers in your notebook.
 - 2 a Now I can listen to it any time I want!
 - b That's why I didn't finish it.
 - 3 c Then I played a game on my phone.
 - 1 d Phone calls are expensive!
 - 4 e My friend Cara texted me.
- 3 Read the texts again. In your notebook, complete the sentences with Tim or Tina.
 - 1 Tina worked with a friend.
 - 2 Tim talked to a friend on the phone.
 - 3 Tim used a computer with very little memory.
 - 4 Tina used a phone to do more than one thing.
 - 5 Tina communicated with friends in different ways.
 - 6 Tim waited a long time to hear some music.

www.tinasblog.com

14 April 2017

When I got home from school, I looked at the time on my smartphone. It was early, so I listened to some songs on headphones and downloaded a new app.³ After that I switched on my tablet computer, checked out my Facebook page and wrote some messages to friends. I also read some of my favourite blogs and watched some videos on YouTube.

⁴ She wanted me to help her with her homework. So I called her on Messenger. We looked for some information on Wikipedia together. You can't live today without technology!

- 4 **PHRASAL VERBS** Look at the phrasal verbs highlighted in the texts. Can you guess their meaning from the context? How do you say them in Polish?

- 5 Complete the questions with the correct forms of the phrasal verbs highlighted in the texts. Write the answers in your notebook. Ask and answer the questions in pairs.

- 1 What was the last gadget you switched on last night?
- 2 Where do you usually look for information?
- 3 Did you hang up on anyone yesterday? Why?
- 4 What was the last YouTube clip that you checked out?
- 5 When did you last give up because you couldn't finish a computer game?

- 6 In your notebook, complete the text with the words from the box. There are two extra words. Then, in pairs, write a similar text about technology today.

64 kB cassettes desktop hang keep letter MP4 phone

In 1984 there were only ¹desktop computers. They were big and slow with only ²64 Kb of memory. People contacted their friends by ³letter and they also talked on the ⁴phone. But they didn't ⁵keep in touch with their friends very often. People listened to music on the radio, on ⁶cassettes and on records.

- 7 In pairs, say how you keep in touch with friends. Use the ideas from the box to help you. Say which way you prefer and why.

chat online meet in town call friends text friends send emails
visit friends at home use social networking sites (e.g. Facebook)

I often use Facebook to keep in touch with my friends.

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Exercise 2 2.28

Ask students to read the two texts quickly and to find out if any of their ideas from the extra activity are mentioned before they do the gap-fill activity.

Exercise 3

Encourage students point to passages in the texts where they can find the information needed to answer the questions.

Exercise 5

When students have finished, ask more questions, for additional practice of the phrasal verbs, e.g.:

1 Do you usually switch on all your gadgets in the morning?

Exercise 7

Have a class discussion about the advantages and disadvantages of each form of communication.

Extra activity

Tell students to write three questions relating to keeping in touch (e.g. *What is your favourite way of keeping in touch? How often do you contact friends online? Do you ever send letters by post?*). Students then mingle and ask their three questions to as many different students as possible. Give them a time limit and then get students to write three sentences about what they discovered. Invite students to share their findings with the class.

ANSWER KEY

Exercises 1 and 7

Students' own answers.

Exercises 2, 3, 5 and 6

Answers on student page.

Further practice

- Workbook, page 43

Lesson 4.3

Reading and Vocabulary

Lead-in

Review of the Past Simple: irregular verbs

Put students into groups of three and tell them to keep their Student's Books closed. Give each group a piece of paper. Give a dictation of ten verbs. The groups write down the verbs and then the Past Simple form of each

verb. When the groups have finished, they swap answer sheets with another group. Then read out the correct Past Simple form for each of the ten verbs. Groups correct the answer sheets and give one point for each correct answer.

Exercise 1 Extra activity

Students should keep their Student's Books closed. Have a brief class discussion about how technology has changed

since 1984. Ask questions about computers, listening to music and phones. Then put students into pairs and encourage them to describe what the two people, Tim and Tina, are doing in the photos, how their lives might be different and, if they were to meet, what they might talk about.

Lesson 4.4

Grammar

Lead-in

Review of adjectives

Write the word **SMARTPHONE** vertically on the board. Elicit an adjective beginning with S which could be used to describe a smartphone (e.g. *super, special, shiny*) and write it on the board next to the letter. Put students into groups of three. They should work together to think of suitable adjectives for each of the other letters (e.g. *modern, attractive, reliable, terrific, practical, helpful, old, nice, expensive*). When they have finished, elicit ideas and write the adjectives next to the letters.

Exercise 3 2.29

When students have finished, get them to work in pairs to discuss to what extent they are similar to Jack and to what extent they are different from him.

Exercise 4 2.29

Go through the Grammar box with students. Elicit examples of how we could use each verb in the past form (e.g. *He agreed to help me yesterday. I decided to work harder.*).

Exercise 5

When students discuss the sentences, explain that they shouldn't just say Yes or No. Encourage them to give more information.

Exercise 6 2.30

When students have finished and checked their answers, invite different students to read out one sentence each, including the verb in the correct form.

Extra activity

Dictate some sentence stems (e.g. *I enjoy ..., I hate ..., I want ..., I prefer ..., I don't mind ..., I keep ..., I need ...*) and ask students to complete them so that the sentences are true for them. The first word to be added to the sentence stem should always be a verb, not a noun (e.g. *I hate listening to pop music*, not *I hate pop music*). If students aren't sure whether to use the infinitive or the gerund, encourage them to check the Grammar box. Ask students to write the sentences in their notebooks. When they have finished, encourage them to compare their sentences in pairs and to give reasons for their sentences.

4.4 GRAMMAR Verb patterns

I can make sentences with verbs followed by the *to*-infinitive or the *-ing* form.

- How important is your phone to you?
- Think about your phone. In pairs, say how often you do these things.

make phone calls play games
charge the battery write/receive texts

I make phone calls once or twice a day.

-  2.29 Read the text. Why does Jack think he is addicted to his phone?

Can you live without your phone?



Jack, 15

I use my phone from the minute I wake up. I don't mind talking to people face to face but I prefer texting friends. I also enjoy following my favourite sports stars on Twitter. But I would like to spend less time on my phone. I don't know why I need to check my Facebook page every few minutes. I try to switch it off sometimes. But I notice that I can't stand being without my phone – for example, when I forget to charge it and the battery dies. I think I'm probably addicted to my phone.

- Read the Grammar box. Find examples of the verb patterns in the text in Exercise 3.

Grammar Verb patterns

- We use **to-infinitive** after these verbs: *agree, decide, forget, learn, remember, need, try, want, would/d like*
I try to switch off my phone sometimes.
- We use **verb + -ing** after these verbs: *can't stand, don't mind, enjoy, finish, hate, keep, like, love, prefer, stop*
I love texting my friends.

GRAMMAR TIME > PAGE 126

- Choose the correct option. Write the answers in your notebook. In pairs, say if the sentences are true for you.

- I enjoy to try / *trying* new apps on my smartphone.
I enjoy trying new apps on my smartphone.
- I hate to be / *being* without my phone.
- I would like to buy / *buying* a new smartphone.
- I sometimes forget to charge / *charging* my phone.
- I don't mind to text / *texting* but I can't stand to make / *making* phone calls.

-  2.30 Complete the text with the correct form of the verbs in brackets. Write the answers in your notebook. Listen and check.

I can't stand ¹*checking* (check) my phone all the time. That's why at New Year I decided ²*to stop* (stop) using it in the evenings. That was six months ago. Sometimes I forget ³*to switch* (switch) it off but usually I remember ⁴*to do* (do) it. I'm never bored in the evenings now. I enjoy ⁵*reading* (read) and now I'm reading two or three books a month! I'm also trying ⁶*to learn* (learn) to play the guitar – my friend Tom agreed ⁷*to teach* (teach) me. I like ⁸*having* (have) a phone but I love ⁹*spending* (spend) time offline too.

- In pairs, complete the text with the correct form of the verbs in brackets. Write the answers in your notebook. Which app sounds most interesting?

Abby tells us about her favourite new apps

-  **El Maestro** I really enjoy ¹*drawing* (draw) so I love ²*using* (use) this app to paint on my tablet. It's fun!
-  **Grunge Guitar Guru** I'm learning ³*to play* (play) the guitar – I want ⁴*to be* (be) the next Kurt Cobain! This app is like your own personal guitar teacher – it's great.
-  **Chimp Notes** I hate ⁵*having* (have) lots of different documents for a project or essay so I use this app when I need ⁶*to organise* (organise) my notes in one place. It's really practical and easy to use.
-  **Internet Lock** This app is useful when you want to stop ⁷*wasting* (waste) time online. It's a shame I keep ⁸*forgetting* (forget) that I have this app!

- In pairs, ask and answer the questions. Use Abby's review in Exercise 7 to help you.

- What are your favourite apps?
- Why do you like them and why are they useful?
My favourite app is ... It's fun/easy to use/practical.
I use it when I need/want to ...

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Exercise 7

Get students to practise skimming by asking them to read the texts quickly, without completing the verb forms. Ask students what the purpose of each app is (2 *learning the guitar* 3 *organising notes* 4 *blocking the internet*).

Exercise 8

Following on from the previous activity, elicit examples of other kinds of apps. What can these apps do? When students have

asked and answered in pairs, get them to write a review of apps, similar to Abby's in Exercise 7.

Further practice

- Grammar Time, page 126
- Photocopiable Resource 24, page 212
- Workbook, page 44

ANSWER KEY

Exercises 1, 2 and 8
Students' own answers.

Exercise 3

Jack thinks he's addicted to his phone because he uses it from the minute he wakes up and finds it hard to live without it.

Exercises 5, 6 and 7

Answers on student page.

I can identify specific detail in a conversation and talk about websites.

- 1 CLASS VOTE** Which of these websites do you use the most often?

- Allegro
- Google
- Wikipedia
- YouTube
- Facebook

- 2 Match the websites from Exercise 1 with descriptions 1–5. Write the answers in your notebook.**

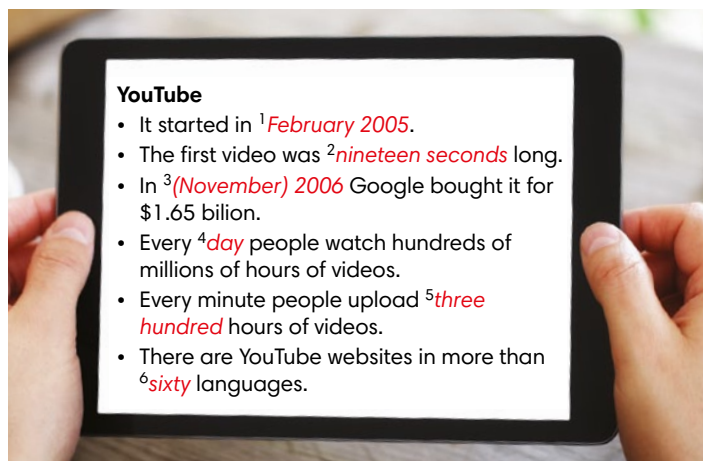
- 1 You can buy and sell things on this website. *Allegro*
- 2 On this website you can view and download videos. You can also upload your own videos to share them with other people. *YouTube*
- 3 You can use this to search the web for other websites that interest you. *Google*
- 4 With this website you can keep in touch with friends and chat online. *Facebook*
- 5 On this website you can read articles and click on links to find out more information. *Wikipedia*

- 3 2.31 WORD FRIENDS** Complete the text with the correct form of the words from the box. Write the answers in your notebook. Listen and check.

chat click download search
share upload view

I needed to find a program for making films so I ¹*searched* the web and found one. I ²*clicked* on the link and saw it was free so I ³*downloaded* the program. After I finished making my film, I wanted to ⁴*share* it with other people so I ⁵*uploaded* my video clip to YouTube. In the first week, three hundred people ⁶*viewed* my video and now some of them want to ⁷*chat* online with me.

- 4 2.32** Listen to a radio interview about YouTube. Complete the notes with one or two words in each gap. Write the answers in your notebook.



- 5 2.33** Listen to the second part of the programme. Choose the correct answers. Write them in your notebook.

- 1 Upload is a
a computer program. b radio programme.
c website.
- 2 Alex likes YouTube because
a he likes watching famous people.
b it's always funny.
c it shows many different kinds of videos.
- 3 How many reasons does Alex give for liking YouTube?
a two b three c four
- 4 Howard Davies-Carr made a very popular
a family video. b music video. c website.
- 5 How many times did people watch *Charlie bit my finger* in nine months?
a 9 million b 12 million c over 800 million

20

- 6 VOX POPS** Talk to your partner. What is your favourite website?

- 1 What kind of website is it?
- 2 What can you do on it?
- 3 How popular is it?
- 4 Do you know how and when it started?
- 5 How often do you visit it?
- 6 Why do you like visiting it?

My favourite website is ... You can use it to ...



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Exercise 3 2.31

To help students, you can explain that in this exercise, every verb which is in the Past Simple is regular.

Exercise 4 2.32

Tell students to look at the gapped text in the photo and to try to guess the missing information. Elicit students' ideas and write them on the board.

After students have listened, find out how well each of the groups guessed in comparison with one another.

Culture notes

Howard Davies-Carr made a video of his baby son biting his older son's finger and he wanted to show it to his sons' grandfather, who was living in the United States. The video was too big to send by email, so he uploaded it to YouTube. The video became an internet sensation and the Davies-Carr family have now uploaded more videos about Charlie, some of which also feature a new baby, Jasper. They have also created 'Charlie Bit My Finger' T-shirts, mugs and calendars.

Exercise 5 2.33

Tell students to read through the questions and choices and ask how many of them have seen the *Charlie bit my finger* video.

Exercise 6 20

Students work on their own at first, and think about their answers before discussing the questions in pairs. Before watching, invite students to guess websites the speakers could mention. After watching, discuss students' ideas and any websites that they didn't guess.

ANSWER KEY

Exercises 1 and 6

Students' own answers.

Exercises 2, 3, 4 and 5

Answers on student page.

Audio scripts: page 140

Video scripts: page 157

Further practice

- Workbook, page 45
- Extra Online Homework: Vox Pops Extra Activities

Lesson 4.5

Listening and Vocabulary

Lead-in

Review of verb patterns

Pre-teach *me too* for agreement and *I don't* for disagreement. Dictate three sentence stems (*I want ...*, *I hate ...*, *I prefer ... to ...*) and tell students to complete them to make true sentences, using either an infinitive or a gerund and any other information necessary.

When students are ready, they should mingle and say one of their sentences to a classmate, noting how he/she responds. When students have found two classmates who agree with each of their statements and two classmates who disagree with each of their statements, stop the activity and elicit some of the sentences that different students wrote.

Exercise 1

Before students open their Student's Books, encourage them to think of reasons for using the internet. When students open their Student's Books, get them to match the websites with the reasons that have been discussed for using the internet.

Lesson 4.6

Speaking

Lead-in

Review of internet vocabulary

Put students into groups of three. Give each group a word from the previous lesson, written on a small piece of paper (e.g. *chat, click, download, search, share, upload, view*). The groups make one or two sentences which indicate the meaning of the word, without actually using the word (e.g. *like – My friend changed his profile picture on Facebook. His new one is great, so I clicked on the little picture of the 'thumb up' to show that it pleased me.*). Invite the groups to read out their sentences while the rest of the class guess the word.

Exercise 2 2.34

Tell students that they are going to watch the video without sound, to check if they were right. Ask them to focus on the flashback (black-and-white) scenes, and Lee's expressions. Play the video and briefly discuss students' ideas. Now tell students that they are going to watch the video again, this time with sound, and tick the problems in Exercise 1 that Lee had. Play the video and check answers after watching.

Exercise 4 2.35

Tell students that they should think carefully about number 2. Explain that Lee has already given a word that says when it happened (*then*), so get them to think about what other information Lee could be giving (*how it happened*).

Exercise 5 2.36

First, get students to put down their pens and listen carefully to the whole text. Then get them to write as they listen.

 **Audio scripts:** page 141

 **Video scripts:** page 157

Further practice

- Photocopiable Resource 25, page 213
- Workbook, pages 46 and 51

4.6

SPEAKING Putting events in order

I can put events in order when talking about the past.



IT ALL WENT WRONG

- Lee: Hi, Amy.
Amy: Hi, Lee. What's up?
Lee: You know my new song?
Amy: Of course I do. You played it a hundred times last weekend!
Lee: Yeah, anyway, I wanted to make a video of the song and upload it to YouTube but it all went wrong. First, the battery in my camera died after only one minute. Then I couldn't find the charger so I had to buy a new battery. After that my microphone didn't work. I didn't know where to plug it in. In the end it worked and finally, I finished recording the song so then I went online to upload it to YouTube.
Amy: Yeah?
Lee: And my computer crashed!
Amy: Oh no!
Lee: Yeah! Listen, I really need to fix it. Do you fancy coming round tomorrow to give me a hand?
Amy: Yeah, OK.
Lee: Thanks, Amy.
Ruby: Lee, do you know ...? Oh! I don't believe it! Mum! Lee's using my phone again!
Lee: Ruby! I can explain. You see, the thing is ...

How do you say these expressions in Polish?

What's up? Anyway, ...
Give me a hand.
Do you fancy (coming)?

OUT of class

- 1 **WORD FRIENDS** What problems can you have with gadgets and computers? Check if your ideas are in the list. In pairs, say when you last had these technical problems:

- My computer crashed.
- My computer got a virus.
- My internet connection stopped working.
- I couldn't download a program.
- I couldn't connect a microphone.
- The battery in my camera/phone died.

My computer got a virus last weekend.

- 2  **2.34** What can you see in the photo?  21 What do you think Lee's problem is? Listen and check. Which of the problems in Exercise 1 did Lee have?

- 3 Read the Speaking box. In your notebook, write down the words and phrases from the dialogue.

Speaking Putting events in order

- At first / First / First of all
- Then / Next / After that / Suddenly
- An hour / A few days / Two weeks later
- Finally / In the end

- 4  **2.35** Use the Speaking box to complete the story of Lee's dream. Write the answers in your notebook. Listen and check.

I dreamt that I uploaded the video of my song on YouTube. At ¹*first*, it wasn't very successful. Only three people viewed the video in the first week. But then ²*suddenly* it became popular. Millions of people saw it. A few days ³*later* I got a call from a music company and I went to London to make a professional video. That was really successful too. ⁴*After* that they asked me to write the music for a Hollywood movie! In the ⁵*end* I won an Oscar for the best original song in a film!

- 5  **2.36** **DICTATION** Listen to Amy's side of the story. In your notebook, write down what she says.

- 6 In pairs, use the Speaking box to tell a story. Choose from the ideas below.

- A time when you had technical problems.
- A day when you invited friends to your house.
- A dream you had.

I had a dream. At first, I was on a train and ...

50 Unit 4

ANSWER KEY

Exercises 1 and 6

Students' own answers.

Exercise 2

In the photo Lee is holding some wires and he looks confused. There is a guitar and a computer in the background. Lee had these problems: *My computer crashed. I couldn't connect a microphone. The battery in my camera/phone died.*

Exercise 4

Answers on student page.

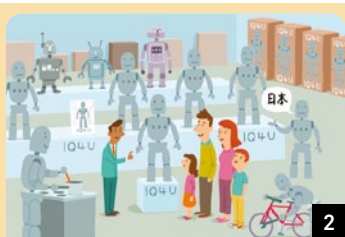
Exercise 5

It was late. I was asleep in bed. Suddenly, the phone rang. It was Lee. He had a computer problem. He asked me for help. In the morning I got up early and went to Lee's house. First of all I fixed his computer. After that I helped him to upload his video. Finally, he told me about a crazy dream. Sometimes I worry about him.

I can be specific about people, things and places.



This is the scientist **who** invented a super-intelligent robot. It's a super-intelligent robot **that** can do a thousand amazing things.



This is a shop **where** they sell the super-intelligent robot. These are some things **which** the robot can do.



These are the people **that** bought the robot. This is the house **where** they live. And these are the things **that** the robot does.

1 Look at the cartoons. What is the robot thinking in picture 3? Choose the best caption.

- 1 'Why can't humans be more like robots?'
- 2 'Housework is so much fun!'
- ③ 'I'm super-intelligent and I'm picking up socks. How depressing!'

2 Read the Language box. Find sentences in the cartoon strip for rules 1–3.

Language Relative clauses

We use relative clauses to say which person, thing or place we are talking about.

- 1 We use *who* or *that* for people.
An inventor is a person **who/that** invents things.
- 2 We use *which* or *that* for things.
This is the machine **which/that** Leonard invented.
- 3 We use *where* for places.
This is the university **where** Leonard works.

3 In your notebook, rewrite the sentences using correct relative pronouns.

- 1 This is a robot. It cleans floors.
This is a robot which/that cleans floors.
- 2 She is a woman. She designs gadgets.
- 3 I bought a clock. It plays music.
- 4 That's the shop. I bought my gloves there.
- 5 Is that your friend? She works for Microsoft?
- 6 Have you got a mouse? You don't need it.
- 7 This is the town. Marie Skłodowska-Curie was born here.

4 Complete the sentences with *who*, *which* or *where*. Then write the correct word for each definition.

- 1 It's a thing **which** you use to charge a phone. **charger**
- 2 It's a place **where** you put USB gadgets. **USB port**
- 3 This is a person **who** collects things. **collector**
- 4 It's a place **where** you can read information online. **website**
- 5 It's a thing **which** takes photos. **camera**
- 6 This is a person **who** works in a laboratory. **scientist**

5 In your notebook, complete the sentences with *who*, *which* or *where*.

- 1 The person **who** I admire the most is ...
- 2 The place **where** I want to live when I'm older is ...
- 3 The next electronic gadget **which** I want to buy is ...
- 4 One place **where** I feel really happy is ...
- 5 The first person **who** I saw this morning was ...
- 6 I'd love to have a robot **which** can ...

6 2.37 Listen. In your notebook, complete the sentences from Exercise 5.

7 In your notebook, complete the sentences in Exercise 5 to make them true for you. Then compare with a partner.

Exercise 4

Point out to students that the rubric doesn't mention the relative pronoun *that*, so they shouldn't use it.

Exercise 5

If you think the class is ready for more information about relative clauses, you could explain that in sentences 1, 3 and 5 the relative pronoun can be omitted because the relative clause refers to the object of the sentence, e.g. *I (= subject) admire (= verb) someone (= object)*. Contrast these with sentence 6, where the relative clause refers to the subject of the sentence: *The robot (= subject) can (= verb)*.

ANSWER KEY

Exercises 1, 4 and 5

Answers on student page.

Exercise 2

Rule 1: This is the scientist **who** invented a super-intelligent robot. (picture 1); These are the people **that** bought the robot. (picture 3)
Rule 2: It's a super-intelligent robot **that** can do a thousand amazing things. (picture 1); These are some things **which** the robot can do. (picture 2); And these are the things **that** the robot does. (picture 3)
Rule 3: This is a shop **where** they sell the super-intelligent robot. (picture 2); This is the house **where** they live. (picture 3)

Exercise 3

- 2 She is a woman **who/that** designs gadgets.
- 3 I bought a clock **which/that** plays music.
- 4 That's the shop **where** I bought my gloves.
- 5 Is that your friend **who/that** works for Microsoft?
- 6 Have you got a mouse **which/that** you don't need?
- 7 This is the town **where** Marie Skłodowska-Curie was born.

Exercise 6

- 1 Bill Gates 2 Italy 3 a new phone 4 bed 5 my mum 6 do my homework for me

Exercise 7

Students' own answers.

Audio scripts: page 141

Further practice

- Photocopiable Resource 26, page 214
- Workbook, page 47

Lesson 4.7
English in Use

Lead-in

Review of putting events in order

Get students to work in groups of four. They have to create a short play in which the characters move through different activities, such as talking, arguing, laughing, questioning, cooking or watching TV. The groups have to perform their plays without

speaking, using mime to indicate what is happening. After each performance, the rest of the class say what they think happened during the play, using *first*, *then*, *next* and *finally*.

Exercise 2

Tell students that although *that* can be used for both people and things, *which* can only be used for things. For animals, sometimes *who* is used to refer to close family pets, but we usually use *which*.

Exercise 3

Discuss the example with students. Explain that either *which* or *that* can be used. Explain or elicit that the relative pronoun refers to the robot. It replaces the subject pronoun (*it*), which also refers to the robot, because we don't need two pronouns together referring to the same thing.

VOCABULARY

- 1 In your notebook, match words from A with words from B to make phrases. In pairs, choose four phrases and make sentences.

A: instant digital USB email pen games

B: address console message drive camera port

digital camera, USB port, email address, pen drive, games console

- 2 Complete the words in the text. Write the answers in your notebook. In pairs, say which course is suitable for:

- 3 a someone who wants to spend time away from the internet.
1 b someone who is interested in making music videos.
2 c grandparents who want to contact their grandchildren.

New short courses for Autumn 2020

- 1 **Online Media (6 weeks; £90)**
During this six-week course students have a chance to ¹*take* photos and make video ²*clips*. Students also learn how to ³*share* their videos and ⁴*upload* files and videos to the internet.
- 2 **Learn to Love Your Computer (4 weeks; £60)**
Do you want to know how to use your smartphone or computer to keep in ⁵*touch* with friends and family? This four-week course is the answer! Learn how to ⁶*send* emails and messages, ⁷*text* friends, and chat ⁸*online*.
- 3 **Vegetable Gardening (8 weeks; £85)**
Do you spend all day surfing the ⁹*internet*? Do you feel you ¹⁰*waste* time online? Are you looking for ways to ¹¹*spend* time offline? Try a new skill and meet ¹²*people* face to face in the fresh air! PS Only for people who don't ¹³*mind* getting wet or dirty!

- 3 Replace the underlined phrases with the phrasal verbs from the box. Write the answers in your notebook.

hang up plug (sth) into look for check out give up

- 1 Wow! Have a look at *check out* these games consoles.
2 Don't stop trying *give up*. You need practice to become a good photographer.
3 Can you help me try to find *look for* my pen drive?
4 He started shouting so I decided to end the phone call *hang up*.
5 I'm not surprised your printer isn't working. You forgot to connect it to *plug (it) into* the USB port.

GRAMMAR

- 4 Complete the text with the Past Simple form of the verbs in brackets. Write the answers in your notebook.

Ada Lovelace lived in England in the early 1800s. She ¹*was* (be) the daughter of Lord Byron, a famous poet. Ada's mother ²*didn't want* (not want) Ada to be a poet like her father so she ³*taught* (teach) her Maths and Science. In 1833, Ada ⁴*met* (meet) Charles Babbage, the inventor of a counting machine (a primitive computer). In 1843, Ada ⁵*wrote* (write) an algorithm for Babbage's machine: perhaps the world's first computer program. So ⁶*did Ada have* (Ada/have) her father's amazing imagination after all?

- 5 Complete the information about the story in Exercise 4. Choose the correct option. Write the answers in your notebook.

- 1 *Ada Lovelace* was the person who / *which* probably became the first computer programmer.
2 *England* was the country that / where Ada lived.
3 *Lord Byron* was the poet who / *which* was Ada's father.
4 *A counting machine* was the early computer where / which Babbage invented.

- 6 Complete the sentences with the correct form of the verbs in brackets. Write the answers in your notebook.

- 1 I often write emails but forget *to send* (send) them.
2 I would like *to spend* (spend) more time offline.
3 I don't mind *writing* (write) texts.
4 I keep *losing* (lose) my phone charger.

SPEAKING

- 7 Work in pairs. Student A, look at page 133. Student B, look at page 134. Then swap roles.

DICTIONARY

- 8  2.38 Listen to the recording. Write the sentences in your notebook.

Audio script: page 141

Check yourself!

- ✓ I can use the Past Simple of irregular verbs to talk about the past.
- ✓ I can make sentences with verbs followed by the to-infinitive or the -ing form.
- ✓ I can find specific detail in a text and in a conversation.
- ✓ I can put events in order when talking about the past.
- ✓ I can be specific about people, things and places.

LESSON 4.1

Gadgets and technology

Gadżety i technologia

CD player /ˈsiː ˈdiː ˈpleɪə/ odtwarzacz płyt CD**digital camera** /ˈdɪdʒətl ˈkæməɹə/ aparat cyfrowy**DVD player** /ˈdiː viː ˈdiː ˈpleɪə/ odtwarzacz płyt DVD**e-reader** /iː ˈriːdə/ czytnik e-booków**games console** /ˈɡeɪmz kənˈsəʊl/ konsola do gier**MP3 player** /ˈem piː ˈθriː ˈpleɪə/ odtwarzacz plików MP3

Computer equipment

Sprzęt komputerowy

battery /ˈbætəri/ bateria, akumulator**joystick** /ˈdʒɔɪstɪk/ dżojstik**keyboard** /ˈkiːbɔːd/ klawiatura**memory** /ˈmeməri/ pamięć**pen drive** /pen draɪv/ pendrive**smartphone** /ˈsmɑːtfəʊn/ smartfon**tablet** /ˈtæblət/ tablet**USB port** /juː es ˈbiː pɔːt/ złącze USB**call / phone a friend** /kɔːl fəʊn ə ˈfrend/ zadzwonić do przyjaciela**check emails / updates** /ˈtʃek ˈiːmeɪlz əpˈdeɪts/ sprawdzać e-maile / powiadomienia**collector** /kəˈlektə/ kolekcjoner**computer freak** /kəmˈpjʊtə ˈfriːk/ maniak komputerowy**download files / videos** /daʊnˌləʊd faɪlz ˈvɪdiəʊz/ ściągać pliki / klipy wideo z internetu**electric** /ˈlektɹɪk/ elektryczny**email address** /ˈiː meɪl əˈdres/ adres e-mail**listen to music** /lɪsən tə ˈmjuːzɪk/ słuchać muzyki**make videos / video clips** /meɪk ˈvɪdiəʊz ˈvɪdiəʊ klɪps/ nagrywać klipy wideo**online** /ˈɒnlaɪn/ w internecie, internetowe**play games** /pleɪ ˈɡeɪmz/ grać w gry
plug in / into /plʌg ɪn ɪntə/ podłączyć do**practical** /ˈpræktɪkəl/ praktyczny**send emails / instant messages** /send ˈiː meɪlz ˈɪnstənt ˈmesɪdʒəs/ wysyłać e-maile / wiadomości**software** /ˈsɒftweə/ oprogramowanie**surf the internet** /sɜːf ðə ˈɪntənət/ surfować po internecie**take photos** /teɪk ˈfəʊtəs/ robić zdjęcia**technology** /tekˈnɒlədʒi/ technologia**watch films** /wɒtʃ ˈfɪlmz/ oglądać filmy

LESSON 4.2

Out of class

I forgot to top up my phone. /aɪ fəˈɡɒt tə tɒp ʌp maɪ fəʊn/ Zapomniałem doładować telefon.**It cost a fortune.** /ɪt kɒst ə ˈfɔːtʃən/ To kosztowało fortunę.**app** /æp/ aplikacja na smartfona**mobile phone** /ˈməʊbaɪl fəʊn/ telefon komórkowy

LESSON 4.3

Phrasal verbs Czasowniki złożone

check out /tʃek aʊt/ sprawdzić**give up** /ɡɪv ʌp/ poddać się**hang up** /hæŋ ʌp/ rozłączyć się**look for** /lʊk fɔː/ szukać czegoś**switch off / on** /swɪtʃ ɒf ɒn/ wyłączyć / włączyć**blog** /blɒg/ blog**cassette** /kəˈset/ kasetta magnetofonowa**cassette player** /kəˈset ˈpleɪə/ magnetofon**desktop computer** /ˈdeskɒp kəmˈpjʊtə/ komputer stacjonarny**keep in touch** /kiːp ɪn ˈtʌtʃ/ być w kontakcie**record** /ˈrekɔːd/ płyta, nagranie**record** /rɪˈkɔːrd/ nagrywać**text friends** /tekst frends/ wysyłać

SMS-y do przyjaciół

unfortunately /ʌnˈfɔːtʃənətli/ niestety

LESSON 4.4

can't stand /kɑːnt stænd/ nie znosić**charge a phone / battery** /tʃɑːdʒ ə ˈfəʊn ˈbætəri/ naładować telefon / baterię**die (e.g. a battery)** /daɪ/ rozładować się (o telefonie, baterii)**don't / doesn't mind** /dəʊnt daɪ(ə)nt ˈmaɪnd/ nie mieć nic przeciwko**follow somebody (on Twitter)** /ˈfɒləʊ ˌsʌmbədi ɒn ˈtwɪtə/ obserwować kogoś (na Twitterze)**make phone calls** /meɪk ˈfəʊn kɔːls/ dzwonić**spend time online / offline** /spend taɪm ɒnˈlaɪn ɒfˈlaɪn/ spędzać czas w internecie / w świecie realnym**waste time** /ˈweɪst taɪm/ marnować czas**write / receive texts** /raɪt rɪˈsiːv teksts/ pisać / otrzymywać SMS-y

LESSON 4.5

website /ˈwebsaɪt/ strona internetowa**chat online** /tʃæt ɒnˈlaɪn/ rozmawiać na czacie internetowym**click on links** /klɪk ɒn ˈlɪŋks/ klikać w linki internetowe**search the web** /sɜːtʃ ðə ˈweb/ przeszukiwać internet**share files / videos** /ʃeə faɪlz ˈvɪdiəʊz/ dzielić się plikami / klipami wideo**upload files / videos** /ʌpˈləʊd faɪlz ˈvɪdiəʊz/ zamieszczać pliki / klipy wideo w internecie**view videos** /ˈvjuː ˈvɪdiəʊz/ oglądać klipy wideo

LESSON 4.6

Out of class

Anyway, ... /ˈəniwei/ W każdym razie, ...**Do you fancy coming?** /duː jə ˈfænsi kʌmɪŋ/ Czy masz ochotę przyjść?**Give me a hand.** /ɡɪv mi ə ˈhænd/ Pomóż mi.**What's up?** /wʌts ʌp/ Co słychać?**after that** /ˈɑːftə ðæt/ następnie**at first** /ət fɜːst/ na początku**charger** /ˈtʃɑːdʒə/ ładowarka**crash (e.g. a computer)** /kræʃ/ zawiesić się (np. o komputerze)**finally** /ˈfaɪnəli/ w końcu**first (of all)** /fɜːst/ najpierw / przede wszystkim**fix** /fiks/ naprawić**get a virus** /get ə ˈvaɪrəs/ zarazić się wirusem**go wrong** /ɡəʊ rɒŋ/ pójść nie tak, popełnić błąd**in the end** /ɪn ðə end/ w końcu**internet connection** /ˈɪntənət kəˈnekʃən/ połączenie internetowe**later** /ˈleɪtə/ później**next** /nekst/ następnie**professional** /prəˈfeʃənəl/ profesjonalny**stop working** /stɒp ˈwɜːkɪŋ/ przestać działać**successful** /səkˈsesfəl/ udany**suddenly** /ˈsʌdnli/ nagle**technical problems** /ˈteknɪkəl ˈprɒbləmz/ problemy techniczne**then** /ðen/ wtedy, potem

LESSON 4.7

admire /ədˈmaɪə/ podziwiać**electronic** /ˌelɪkˈtrɒnɪk/ elektroniczny**invent** /ɪnˈvent/ wynaleźć**inventor** /ɪnˈventə/ wynalazca**mouse** /maʊs/ myszka (komputerowa)**robot** /ˈrəʊbɒt/ robot**scientist** /ˈsaɪəntəst, ˈsaɪəntɪst/ naukowiec

FUNKCJE JĘZYKOWE

- 1 Uzupełnij dialogi angielskimi odpowiednikami wyrażen podanych w nawiasach. Odpowiedzi zapisz w zeszycie.
- 1 A: Kate, my cat is lost.
B: (*Nie mówisz poważnie!*) *You can't be serious!* How did it happen?
A: It's all my fault. I left the door open and she just left.
- 2 A: I think I lost the pen drive with my English class paper!
B: Actually, I've got it here. You left it at my place yesterday.
A: Thank you! (*Cieszę się*) *I'm so glad* you found it!
- 3 A: I can't do this myself!
B: (*Mogę ci pomóc*) *I can give you* a hand if you want.
A: Yes, please. Thank you!
- 4 A: (*Co się stało?*) *What happened?* / *What's the matter?* / *What's wrong?*
B: The battery is dead. I can't call my mum.
- 5 A: Where's my bag?! I can't find it!
B: (*Uspokój się.*) *Calm down.* Where did you last see it?
- 6 A: I'm sorry I broke your camera.
B: (*Nie szkodzi.*) *Never mind.* It was quite old, anyway.

SŁUCHANIE

- 2  2.39 Uzupełnij luki w tekście informacjami z nagrania. Odpowiedzi zapisz w zeszycie.

Strategia

Przeczytaj tekst, który masz uzupełnić i zastanów się, jakiego rodzaju informacji w nim brakuje. Wyrazy do wpisania w luki to zwykle rzeczowniki, przymiotniki, liczebniki, daty i numery telefonu.

ANIMAL CENTRE WITH FRAN

When: ¹ *after school today*
Work: Feed new ² *baby donkeys*
Address: ³ *Water Road*
Fran's number: ⁴ *071 24824723*
Return by: ⁵ *bus*
Wear: ⁶ *(some) old clothes*

CZYTANIE / PRZETWARZANIE JĘZYKOWE

- 3 Przeczytaj dwa teksty: A i B. Na podstawie tych tekstów w zadaniach 1–3 wybierz poprawne odpowiedzi A–C. Następnie uzupełnij luki 4–6 tak, aby wiadomość do Michała była zgodna z przeczytanymi tekstami. Luki należy uzupełnić w języku polskim. W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Odpowiedzi zapisz w zeszycie.

Tekst A

Are you thinking of becoming a smartphone app designer or would just love to talk to one?

Come to the meeting with Nick D'Aloisio, the bright star of app design!

**The Palace of Science
Sunday, 25 June, 5 p.m.**



**Free entry but book your seat now:
bookings@innov.pl
First come, first served!**

Tekst B

About Nick and his application

16-year-old Nick D'Aloisio from London designed an iPhone app called *Summly* in 2011. The app makes the search for information on the Internet simpler. You don't need to read a five-page article, *Summly* will give you a summary of it so you know if the article includes the information you need, or not. The application lets you do your homework or prepare for exams much faster.

Nick is not only creative, but also lucky: a billionaire from China got interested in Nick's idea and invested \$250,000 in the project in 2011. When the young programmer started selling his app on the Internet, over 200,000 people downloaded it. It was a huge success and so in 2012 Nick received even more money: \$1,000,000 to improve the app. This time the investors were international celebrities such as Yoko Ono and Ashton Kutcher. They probably didn't regret their investment because in 2013 *Summly* was sold to Yahoo, one of the biggest Internet companies, for 30 million US dollars!

- Text A is
 - an advertisement of a programming course.
 - an invitation to an event.
 - a note about an author.
- Summly is an app that
 - does homework for you.
 - makes studying easier.
 - finds articles for you to read.
- Nick made a lot of money because
 - famous people advertised his app.
 - a company bought his app.
 - many celebrities downloaded the app.

Michał,

Nick D'Aloisio przyjeżdża! Znasz Summly? To jego aplikacja. Nick dostał pieniądze na rozwój Summly od chińskiego ⁴ *miliardera / biznesmena*, a apka znalazła ponad 200,000 klientów w pierwszym roku sprzedaży. Chętnie posłucham, co Nick ma do powiedzenia. Myślę, że fajnie by było projektować aplikacje. Fajnie też by było zostać milionerką 😊. Bilety ⁵ *sq darmowe / za darmo*, więc tym bardziej warto. Zadzwoń, bo trzeba szybko ⁶ *zarezerwować miejsca*.

Ania

ŚRODKI JĘZYKOWE

- Uzupełnij zdania, używając podanych wyrazów w odpowiedniej formie. Odpowiedzi zapisz w zeszycie.
 - My gran says her *childhood* was very happy – she lived in a small village at the seaside. **CHILD**
 - The teacher was very happy with the *behaviour* of her class. **BEHAVE**
 - It's *dangerous* to ride a bike at night with no lights. **DANGER**
 - Marie Skłodowska Curie was a great Polish *scientist*. **SCIENCE**
 - Do you know who the *inventor* of the DVD player was? **INVENT**
 - For a long time Jack wasn't a very *successful* businessman but then he became rich. **SUCCESS**

- Przetłumacz podane w nawiasach fragmenty na język angielski tak, aby otrzymać logiczne i poprawne gramatycznie zdania. W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Odpowiedzi zapisz w zeszycie.

- Kids often (*robią dużo*) *make a lot of* noise and ignore the advice of their parents.
- It's getting late. (*Muszę*) *I've got* to go now.
- I (*nie mam nic przeciwko*) *I don't mind* walking my dog, but I just hate washing him.
- She can't (*znosi gotowania*) *stand cooking* but she quite likes eating.
- I (*chciałbym napisać SMS do*) *would like to text* my brother but my phone is dead.
- What (*o której wyszedłeś z*) *time did you leave* home?

- Przeczytaj podane pary zdań. Uzupełnij każdą lukę tak, aby zachować znaczenie zdania wyjściowego. Użyj podanych wyrazów, nie zmieniając ich formy. Odpowiedzi zapisz w zeszycie.

- Were you at the cinema last weekend? **DID**
Did you go to the cinema last weekend?
- I'm planning a party next Saturday.
Do you want to come? **FANCY**
I'm planning a party next Saturday.
Do you *fancy coming*?
- I always forget to charge my phone. **KEEP**
I *keep forgetting* to charge my phone.
- My new laptop was very expensive. **FORTUNE**
My new laptop *cost a fortune*.
- I've got a smart robot. It can vacuum the floor. **THAT**
I've got a *robot that can* vacuum the floor.
- His dad taught him to fly a kite. **LEARN**
He *learnt to fly* a kite from his dad.

PISANIE

- Wykonaj poniższe zadanie. Napisz e-mail w zeszycie.

Napisz krótki e-mail do kolegi, który pożyczył ci odtwarzacz DVD. Niestety, sprzęt przestał działać. W e-mailu:

- poinformuj kolegę o sytuacji,
- zaproponuj rozwiązanie tego problemu,
- zaproś kolegę, aby cię odwiedził.

Długość tekstu powinna wynosić od 50 do 100 słów.

Lesson 5.1

Vocabulary

Lead-in

Review of the vocabulary from the previous unit

Tell students to choose one word from the wordlist in Unit 4 and to write a definition for it using relative clauses (*It's a thing which ...*, *It's a person who ...*, *It's a place where ...*). Invite students to mingle and to tell one another their definition, to see how many of their classmates can guess the word. When the activity is over, ask a few students to give their definitions and to say how many of their classmates guessed their word.

Exercise 1

Before students open their Student's Books, ask them to think about a room they really like – it could be in their home, in a friend's home, in a hotel or it could be something they have seen on the internet or on TV. Elicit some ideas and then ask students to look at Exercise 1.

Exercise 2 2.40

Play the audio first and then ask students to work in pairs or small groups, to peer-teach any vocabulary that students may be unsure of. After students have found as many of the words in the photos as they can, go through the meaning of each of the words.

Exercise 3

Get students to work in groups. Explain that they should only add words which they are able to define. Tell them to use the structure: *It's something which ...* when explaining their new words to the rest of their group.

Exercise 4

Tell students that sometimes it may appear that more than one word could be possible to fill a gap.

In these cases, they should consider which things usually go together, e.g. *sofa and armchairs*, *bath and shower*.

Exercise 5

Give students an example before they do the activity. Explain that you are thinking of a household item and that they should ask you questions to find out what the item is, but you can only answer yes or no.

5

VOCABULARY

Things in the house |
Prepositions of place |
Housework | Adjectives to describe a house | Places in town

GRAMMAR

Adverbs of manner |
Modal verbs: *can*, *have to* and *must*



SPEAKING

Advice



READING

A ghost story

LISTENING

Describing your town

WRITING

A personal email

B B C Culture and Skills

Why are there houses on stilts?

56 Unit 5

When the pairs have both taken turns to ask and answer, divide the class into two groups. Each group is to think of one item from the Vocabulary box. They are to repeat the activity, with each group taking turns to ask and answer questions. The winner is the first group to guess the item.

My home, my town

VOCABULARY Things in the house

I can talk about things in the house.

Unusual rooms



A bathroom

This spacious bathroom has really big windows, but there are no curtains so you can always admire a fantastic view of the Caribbean Sea.

1 **CLASS VOTE** Look at the photos. Which room would you most like to visit?

2  2.40 In your notebook, write the things from Vocabulary A that you can see in the photos.

Vocabulary A Things in the house

- **kitchen** cooker cupboard fridge oven sink tap
- **bedroom** bed bedside table chair wardrobe
- **bathroom** bath bidet shower toilet washbasin
- **living room** armchair coffee table fireplace sofa
- **different rooms** ceiling curtains desk floor lamp mirror rug switch table wall

3 **I KNOW THAT!** In pairs, add more words to Vocabulary A. Write your ideas in your notebook.

4 In your notebook, complete the descriptions of the rooms in the photos with words from Vocabulary A.

- A The Caribbean bathroom has a ¹*bath* but no shower. There's a ²*toilet* and a bidet. There's a mirror on the ³*wall* and a ⁴*washbasin* with one tap. On the floor there is a white ⁵*rug*.
- B In the living room in the Ice Hotel, there are two ¹*armchairs* and a round ²*(coffee) table* in front of the ³*fireplace*.
- C The aquarium bedroom has a big ¹*bed*. There is a chair and a low ²*table* near the window and a lamp on the ³*floor*. There are some yellow and green ⁴*curtains* at the window.
- D In the upside down kitchen, there's a ¹*table* and three ²*chairs*. There's a cooker and an ³*oven* for cooking food, a ⁴*fridge* to keep food cold and lots of ⁵*cupboards* for the plates and glasses.

Exercise 6 2.41

Play the audio and go through the meaning of each word, using classroom objects and furniture. Look at the example sentence and ask students which photo this is describing (*D – the man is using a straw to drink from one of them.*). Elicit the answers and the photos each sentence refers to.

Exercise 7 2.42

Discuss the picture with students and elicit what they can see. When students have finished the activity, check they understand the meaning of these words: *astronomy*, *astronomer*, *telescope*. Ask if anyone in the class is interested in astronomy or has a telescope. Encourage a class discussion.



B living room

The armchairs are cold so you need to sit close to the fireplace in the living room of the Ice Hotel near Kiruna, Sweden.



C bedroom

Can't sleep? That's no problem in this underwater hotel bedroom in Dubai. You can get up and watch the fish in the aquarium. It's very relaxing!



D kitchen

No, these people can't fly. They're in the kitchen of the Upside Down House in Moscow, Russia. The furniture is on the ceiling and they are on the floor. Turn the photo round to see!

- 5 In pairs, think of something from Vocabulary A. Ask ten yes/no questions to find out what your partner is thinking of.

A: Is it usually in the living room?

B: Yes, it is.

A: Do you sit on it?

- 6 2.41 Study Vocabulary B. Look at the rooms again and choose the correct option. Write the answers in your notebook.

Vocabulary B Prepositions of place

above behind between in in front of
near next to on opposite under

- There are some drinks near / on the kitchen table.
There are some drinks on the kitchen table.
 - There's a painting above / under the lamp.
 - The bath is in / next to the window.
 - The toilet is between / opposite the bidet and the washbasin.
 - The coffee table is behind / in front of the fireplace.
- 7 2.42 Look at the picture on the right and complete the text with one word in each gap. Write the answers in your notebook. Listen and check.
- 8 In pairs, find four things which are in the same places in your homes. Use Vocabulary A and B to help you.

A: There's a sofa under the window in my living room.

B: No, in my living room the sofa's opposite the window.



This is my room. There's a ¹wardrobe opposite the bed with lots of clothes in it. There's an armchair ²next to the wardrobe and ³behind the armchair is my guitar. I love music. There's a poster of my favourite group ⁴on the wall above my ⁵bed. I like astronomy too. That's my telescope ⁶between the bed and the armchair. My room isn't very tidy. There are lots of shoes ⁷under the bed. That's my computer on the ⁸floor in front ⁹of the wardrobe and that's my games console near the door.

ANSWER KEY

Exercises 1, 5 and 8

Students' own answers.

Exercise 2

Everything is shown in the photos except *bedside table, wardrobe, shower, sofa, desk* and *switch*.

Exercise 3

Possible answers:

kitchen: bin, dishwasher, microwave, washing machine
bedroom: alarm clock, chest of drawers, computer, poster
bathroom: soap, toothbrush, towel

living room: bookcase, bookshelf, DVD player, heater, TV

different rooms: carpet, clock, computer, light, painting, plant

Exercises 4, 6 and 7

Answers on student page.

Further practice

- Photocopiable Resource 29, page 217
- Workbook, page 52

Exercise 8

Remind students of these structures: *There's a ...* and *The ... is ...*. You can write them on the board. Ask students to write ten sentences about different objects in their homes. This will help them with ideas for when they work in pairs. When pairs have finished the activity, elicit how many similarities students found and what they were.

Extra activity

Ask students to work in pairs and give each student two blank pieces of paper. Pre-teach *on the left* and *on the right*. First, students work on their own to draw on one of the pieces of paper. They are to draw a plan of a bedroom and to fill it with objects. Then they are to take turns to describe their plan to their partner, while he/she

tries to draw it on the second piece of paper. When both partners have had a turn, they compare their plans to see how well they understood each other's descriptions.

Lesson 5.2

Grammar

Lead-in

Review of prepositions

Tell students to think of one classroom object and to think about how they can describe its position using prepositions. Give an example (e.g. *It's under my desk.*). Students are to guess what the object is. If they guess incorrectly, make another sentence to describe its position (e.g. *The wastepaper basket? No, it's next to the wastepaper basket.*), until students guess correctly (e.g. *Your bag? Yes.*). Encourage students to mingle and to take turns to guess what classroom object their classmates have chosen. When students have finished the activity, elicit some of the classroom objects they chose, how they described them and their position.

Exercise 4

When students have finished, make sure they understand the difference between adjectives (describing a noun) and adverbs (describing a verb). Discuss how we can change an adjective into an adverb: by adding *-ly* to the adjective, even when it ends in *-l* or *-e*. (e.g. *beautifully, rudely*), and by changing the *-y* to an *-i* and adding *-ly* when the adjective ends in *-y* (e.g. *happily*). Also point out the exceptions noted in the Grammar box.

Exercise 6

Tell students to work together to form the adverbs and to write them on separate pieces of paper. They should put these in a pile, face down on the desk. In their groups, they take turns to take a piece of paper, say the adverb and make a sentence with that adverb about what they did yesterday. The rest of the group is to guess if the sentence is true or false.

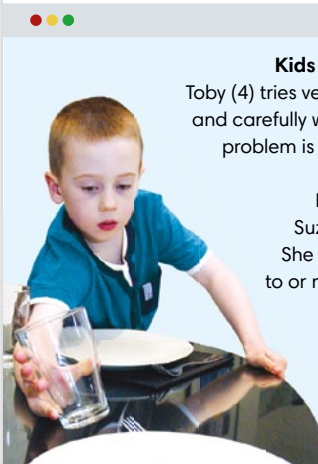
Exercise 8

This could be set for homework. If the activity is done in class, it could involve some pair- or groupwork. For example, students could work in pairs to interview each other about their family and write their report based on what their partner has told them.

5.2 GRAMMAR Adverbs of manner

I can describe how people do things.

- 1 What was the first job you did to help in the house when you were a child?



Kids and housework – your letters

Toby (4) tries very hard. He sets the table slowly and carefully with a smile on his face. The only problem is that he usually gets it wrong. ♥

But he does one thing perfectly. He takes the rubbish out so well!

Suzy (13) tidies her room regularly. She does it once a year if she needs to or not! 😊 She makes her bed really quickly but she does it so badly. She loads the dishwasher every night but she does it noisily and often wakes up the baby!

Jenny, York

- 2  2.43 Read the text above. In your notebook, complete the expressions with words from the text.

Word Friends Housework

- ¹ *make* your bed ² *take* the rubbish out
³ *tidy* your room ⁴ *set* / clear the table
⁵ *load* the dishwasher / washing machine
do the shopping / cooking / ironing
wash / dry the dishes vacuum / sweep the floor

- 3 In pairs, say what housework from Exercise 2 you do or don't do.

I take the rubbish out but I don't do the ironing.

- 4 Read the Grammar box and then read the text again. Say how the two children do their housework.

Suzy makes her bed quickly.

Grammar Adverbs of manner

- adjective* *adverb*
- He is *slow*. → He does things *slowly*.
She is *noisy*. → She does things *noisily*.
- We use *very, really* and *so* before adjectives and adverbs.
- He is *very/really/so careful*.
→ He does things *very/really/so carefully*.
- Some adverbs are the same as the adjectives: *hard, fast, right, wrong, early, late*
 - The adverb for *good* is *well*.

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- 5 Make adverbs from the adjectives in brackets and complete the sentences. Write the answers in your notebook. In pairs, say if the sentences are true for you.

- 1 I make my bed really *badly*. (bad)
2 My dad doesn't cook very *well*. (good)
3 I load the dishwasher very *carefully*. (careful)
4 I tidy my room so *fast*. (fast)
5 I never arrive *late*. (late)
6 I like getting up *early*. (early)
7 My parents do the shopping *slowly*. (slow)
8 My grandfather eats very *noisily*. (noisy)

*I don't make my bed badly. I make it very well.
How about you?*

- 6 In groups, make adverbs from the adjectives in the box. Then use them to talk about what you did yesterday. Are your partners' sentences true or false?

good bad quick slow wrong hard
careful angry happy early late

A: *I sang happily on my way to school.*

B: *I don't believe you. It's false.*

- 7  2.44 Complete the text with one word in each gap. Write the answers in your notebook. Listen and check.

My mum works ¹ *hard* and she's always ² *really* tired when she gets home. So we all help ³ *with* the housework. My brother Tom usually ⁴ *does* the shopping. He can drive so he does it very ⁵ *quickly* – in under an hour. My sister Bea is the cook because she cooks really ⁶ *well*. I set and ⁷ *clear* the table and I vacuum the ⁸ *floor* every Sunday. I take the rubbish ⁹ *out* too. But I don't ¹⁰ *load* the dishwasher any more because Bea says I don't do it very well.

- 8 In your notebook, write a paragraph about who does the housework in your family and how well they do it. Use the text in Exercise 7 to help you.

My parents usually do the cooking. My dad cooks really ...

58 Unit 5

Further practice

- Grammar Time, page 126
- Photocopiable Resource 30, page 218
- Workbook, page 54

ANSWER KEY

Exercise 1, 3 and 8
Students' own answers.

Exercises 2, 5 and 7
Answers on student page.

Exercise 4
Toby sets the table slowly and carefully/happily. He usually gets it wrong. He takes the rubbish out perfectly/well. Suzy tidies her room regularly.

She makes her bed quickly but badly. She loads the dishwasher noisily (and not very carefully).

Exercise 6
good – well, bad – badly, quick – quickly, slow – slowly, wrong – wrong, hard – hard, careful – carefully, angry – angrily, happy – happily, early – early, late – late

I can find specific detail in a text and describe places.

1 CLASS VOTE Answer the questions. What is your favourite film or book about ghosts?

- Do you believe in ghosts?
- Do you enjoy ghost stories?

2 2.45 Read the story. Who is the girl in the drawing?

THE GIRL IN THE PICTURE

I woke up because I heard a cat. I was surprised because my grandmother doesn't have a cat. It was **dark** so I switched on the lamp. I listened really carefully but I didn't hear anything. Maybe it was a dream, I thought.

The next night I heard the noise again but this time there was a black kitten on the bed. It jumped to the floor and ran quickly outside. I followed it along the **narrow** corridor, through the **large** hall and upstairs into the attic. I switched the light on. The room was very **messy**. There were old carpets, curtains, chairs and paintings. I looked everywhere but I couldn't find the kitten. It was a mystery.

In the morning I told Gran about the cat.

'Don't be silly, Tom,' she said impatiently.

That night, a girl came to my room. She was beautiful with long brown hair and soft green eyes. 'You have to help me,' she said. She spoke quietly. It was hard to hear her voice.

She took my hand and I followed her to the garden. She pointed to the roof. I looked up. The kitten was near the chimney. When I turned back, the girl wasn't there.

In the morning I told Gran about the girl.

She turned slowly and took an old photo from the wall. It showed a woman sitting in a **cosy** armchair in an **old-fashioned** room. At her feet was a small black cat. Next to her was a beautiful girl.

'These people lived here a hundred years ago,' Gran explained. 'They sold the house after something terrible happened.'

'What?' I asked.

'The girl fell from the roof and died. She was only thirteen years old.'



3 Read the story again. Are the sentences true, false or the text doesn't say?

- 1 The story takes place in Tom's house. **False**
- 2 The house is near a lake. **Doesn't say**
- 3 Tom heard the cat before he saw it. **True**
- 4 Tom knew how the kitten got out of the attic. **False**
- 5 Tom's grandmother doesn't like cats. **Doesn't say**
- 6 The girl in the photo died in an accident. **True**

4 In pairs, find the furniture and rooms in the story. Write the answers in your notebook.

- Furniture and things in a house
- Rooms and parts of a house

5 2.46 Match the highlighted words in the story with their opposites from the box.

Vocabulary	Adjectives to describe a house
bright – ¹ dark	modern – ⁴ old-fashioned
small – ² large	tidy – ⁵ messy
wide – ³ narrow	uncomfortable – ⁶ cosy

6 In your notebook, complete the description of the house in the story with words from the Vocabulary box.

My gran's house isn't ¹**modern** like ours, it's really ²**old-fashioned**. I'm writing this in front of the fire in the living room, it's ³**cosy**. The house is very ⁴**large** – there are ten bedrooms. It's really ⁵**dark** because the curtains are always closed. The corridors are ⁶**narrow** – you can touch both walls at the same time. Upstairs there is a ⁷**messy** attic full of old furniture.

7 2.47 How do you think the story ends? Choose from endings a–c. Look at page 133 to find out.

- a The boy finds the kitten.
- b The boy falls from the roof.
- c The boy finds out the girl is not a ghost.

8 Use the Vocabulary box to describe your school or bedroom. Compare with a partner.

I think our school is very ...
There is/are ...

Exercise 7 2.47

Before students turn to page 133, put them into groups of three and ask them to work together to write their own ending to the story. When they have finished, invite different groups to read out their endings. Then get students to check the real ending and hold a class vote to decide which ending most students prefer.

Exercise 8

This could be done as a 'good/bad things about our school' activity. Get students to work in pairs to list what they like and dislike about their school.

Extra activity

Get students to write two-sentence horror stories, as are popular on the internet. Give students a few examples to help engage their imaginations and see if they can write something similar.

Possible examples: *I woke up to hear knocking on glass. At first, I thought it was the window, until I heard it come from the mirror; Your parents are out and you get home, ready for a relaxing evening alone. You reach for the light switch, but another hand is already there.*

ANSWER KEY

Exercises 1 and 8

Students' own answers.

Exercise 2

The girl and her family lived in the house 100 ago. She died when she fell from the roof. In Tom's story, she is a ghost.

Exercises 3, 5, 6 and 7

Answers on student page.

Exercise 4

Furniture and things in a house: bed, light, carpets, curtains, chairs, paintings, armchair
Rooms and parts of a house: floor, corridor, hall, attic, garden, roof, chimney, wall

Lesson 5.3 Reading and Vocabulary

Lead-in

Review of adverbs of manner

Make sure that students have a blank piece of paper. Explain that you are going to dictate different adverbs of manner and that on their piece of paper, they should write down the adverb, as well as an activity they do in that manner. Give an example (e.g. *quickly* – cycle). Suggestions for different

adverbs you can use: *well, quickly, carefully, slowly, badly, noisily, regularly, happily*. When students have finished writing, they work in pairs to say an activity for their partner to guess the manner in which they do it. For each adverb, invite different students to say the activities they chose.

Exercise 3

Get students to discuss the sentences in pairs and to help each other remember the details of the story.

Extra activity

Students work in pairs. Tell them to use each word in the Vocabulary box to describe a different room or place in a house (e.g. *My bedroom is quite dark. The window is very small. Our kitchen is very bright*). If, for any adjective, they can't think of an example in a house, tell them to use the adjective to describe something else.

Audio scripts: page 141

Further practice

- Workbook, page 55

Lesson 5.4

Grammar

Lead-in

Preparation for the lesson

Elicit the word *rules*. Tell students to think of different rules in their home and make a list in two columns. Give them an example: ✓ - *make my bed*; ✗ - *use my computer after 10 p.m.* When they have finished, explain that you will return to this later in the lesson.

Exercise 1 22 2.48

Ask students to look at the photo and identify the characters; elicit some information about each character. Ask what students think is happening in the photo, but do not confirm answers yet. Play the first thirty seconds of the video and ask: *So, what do you think is happening?* Pre-teach (or elicit) *have a sleepover*. Go through the questions. Ask students to watch the rest of the video and try to answer them.

Exercise 2

Go through the Grammar box and ask students to find more examples in the dialogue – you could play the audio version while they do this. Refer students to the list they made in the Lead-in activity. Elicit that for the rules in the first column we use *have to*, and for the rules in the second column we use *can't* or *mustn't*. If an item on their list isn't actually a rule, students can say *I can* or *I don't have to*.

Exercise 5

Before students compare sentences in pairs, go through the missing words to make sure they have chosen the correct modal.

Exercise 6 23

Before watching, check that students understand *sharpen pencils*. While watching, students write down rules they hear about bed times, food, politeness and tidiness. After watching, put students into pairs and tell them to compare the rules they have written down. Then discuss as a class.

 **Video scripts:** page 157

5.4 GRAMMAR Modal verbs: *can*, *have to* and *must*

I can talk about permission and obligation.



IT'S NOT FAIR

- Ruby: What time is it?
 Amy: Almost eleven.
 Ruby: Cool! I have to go to bed at ten normally!
 Krystal: Ten! That's early! I don't have to go to bed until eleven ... and I can stay up later at weekends. What time do you have to go to bed, Amy?
 Amy: Any time I want.
 Ruby: You're lucky! My parents are really strict with me. I have to tidy my room. I have to come home straight after school. I mustn't forget to do my homework. I can't wear make-up. I can't stay out late. But Lee can stay out late ...
 Krystal: What time does Lee have to come home?
 Ruby: He doesn't have to come home until ten! They say it's different for boys! It's not fair!
 Amy: Yeah, but you are only thirteen, Ruby. My cousin Meg's thirteen and she has to go to bed at half past nine!
 Ruby: Oh!

How do you say these expressions in Polish?

Cool! You're lucky!
 It's not fair!

OUT of class

22 2.48 Look at the photo. What is happening? Listen and answer the questions.

- Where are the girls?
- What are they doing?
- Why is Ruby not happy?
- Does Amy agree with Ruby? Why?/Why not?

2 Read the Grammar box. Find more examples of modal verbs in the dialogue.

Grammar Modal verbs: *can*, *have to*, *must*

- Can you* stay up late? (= Is it OK?)
I can stay up late at the weekend. (= It's OK.)
I can't stay up late during the week. (= It isn't OK.)
Do I have to go to bed? (= Is it necessary?)
You have to go to bed now. (= It's necessary.)
You don't have to go to bed now. (= It isn't necessary.)
You mustn't leave your clothes on the floor. (= Don't!)

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3 **CLASS VOTE** Do you think Ruby's parents are strict?

4 2.49 Choose the correct option. Write the answers in your notebook. Then listen to Ruby and Krystal and check.

- R: Krystal, ¹*can you* / *do you have to* invite friends to your house any time you want or ²*can you* / *do you have to* ask your parents for permission?
 K: I ³*can* / *have to* invite friends round any time I want, Ruby. I ⁴*don't have to* / *mustn't* ask my parents. But if my parents are at home, I ⁵*don't have to* / *can't* take my friends to the living room. We ⁶*have to* / *mustn't* stay in my room or in the kitchen. And if they're watching TV, we ⁷*don't have to* / *mustn't* make a lot of noise.

1 *can you*

5 In your notebook, complete the sentences to make them true for you. Then compare your answers with a partner.

How strict are your parents?

- I *can* stay up late at weekends.
- I *?* go to bed at *?* o'clock during the week.
- I *?* get up early at weekends.
- I *?* eat with my family on weekdays.
- I *?* go online before I do my homework.
- I *?* do my homework before I watch TV.
- I *?* wear any clothes I like.
- I *?* phone home when I stay out late.
- I *?* ask my parents for permission to invite friends to my house.

23

6 **VOX POPS** Talk to your partner. Are your parents strict? What are the rules for you?

- A: *Can you stay up late at weekends?*
 B: Yes, I can.
 A: *What time do you have to go to bed?*



60 Unit 5

Further practice

- Grammar Time, page 127
- Photocopiable Resource 31, page 219
- Workbook, pages 56 and 62
- Extra Online Homework: Vox Pops Extra Activities

ANSWER KEY

Exercise 1

Possible answers:

- They're in Amy's bedroom.
- They're having a sleepover/ eating pizza/eating popcorn/painting their nails.
- Because she thinks her parents are too strict with her.
- No, because Ruby is only thirteen years old.

Exercises 3, 5 and 6

Students' own answers.

Exercise 4

Answers on student page.

I can identify specific detail in a conversation and talk about my town.



SURVEY RESULTS

Best things about Keswick

- 1 Friendly people
- 2 The beautiful countryside
- 3 Nice old buildings
- 4 Great cafés and shops
- 5 The film festival

Worst things about Keswick

- 1 Nothing to do in the evenings
- 2 Not enough shops
- 3 No public transport in the evenings
- 4 Too much traffic in the town centre
- 5 Everybody knows your business

- 1 Look at the photos. What do they show?
What type of place is Keswick?

village small town city capital city

- 2 **2.50** **I KNOW THAT!** Check you understand the words from the box. Add more words in your notebook.

Vocabulary Places in town

art gallery café castle church
cinema estate hotel library museum
park police station post office
shopping centre station town hall
tourist information centre

- 3 Work in pairs. Give the name of a local place for your partner to guess.

A: Odeon. B: That's a cinema!

- 4 **2.51** Listen to the telephone information line. Complete the gaps with a word or phrase. Write the answers in your notebook.

Trip to Keswick

- For maps, leaflets go to the ¹ *tourist information centre* – open every day, in the old ² *town hall*
- Top attraction – ³ *museum* (the history of pencil making!)
- Small ⁴ *art gallery* with a popular arts ⁵ *café*

- 5 In pairs, look at the results of a survey prepared by Keswick teenagers and answer the questions.

- 1 What are the three biggest problems for young people in Keswick?
- 2 What are the three most popular reasons why Keswick is a good place to live?

- 6 **2.52** Listen and decide which answers from the survey each person mentions. Write them in your notebook.

	Likes	Dislikes
1 Declan	<i>friendly people</i>	?
2 Louise	?	?
3 Annie	?	?
4 Brett	?	?

- 7 **2.52** Listen again and match statements a–e with speakers 1–4. Write the answers in your notebook. There is one extra statement.

1 Declan 2 Louise 3 Annie 4 Brett

- a doesn't ride a bike in town any more.
- b enjoys riding a bike.
- c lived in another town when he/she was younger.
- d is planning to live in a different place.
- e lives outside the town.

- 8 **VOX POPS** Talk to your partner. What are the best and worst things about the place where you live?

For me, the best things about our town are
the nice old buildings and the music festival.
The worst things are ...



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students found someone else with the same sentence.

Exercise 2 **2.50**

Go through the Vocabulary box and ask students to identify which of the places exist in their own town.

Exercise 3

Write on the board the name of a café, restaurant or hotel in the students' own town. Elicit what the different places are.

Exercise 5

Elicit the answers and ask students if they would like to live in Keswick or not. Encourage them to give reasons.

Exercise 8 **24**

Before watching, check that students know where these places are: New York, Tasmania, Toronto, London. Ask for ideas about the best and worst things about each place. After watching, ask if any of the answers surprised students.

ANSWER KEY

Exercise 1

The photos show a lake near Keswick and the town centre. Keswick is a small town.

Exercise 2

Possible answers: car park, cathedral, club, hospital, leisure centre, restaurant, school.

Exercise 3 and 8

Students' own answers.

Exercise 4 and 7

Answers on student page.

Exercise 5

1 nothing to do in the evenings, not enough shops, no public transport in the evenings.

2 friendly people, beautiful countryside, nice old buildings

Exercise 6

Likes: Declan - friendly people, Louise - the beautiful countryside, Annie - nice old buildings, Brett - the beautiful countryside

Dislikes: Declan - not enough shops, Louise - everybody knows your business, Annie - too much traffic in the town centre, Brett - no public transport in the evenings

Audio scripts: page 141

Video scripts: page 158

Further practice

- Workbook, page 57
- Extra Online Homework: Vox Pops Extra Activities

Lesson 5.5

Listening and Vocabulary

Culture notes

The town of Keswick dates back to the 13th century and a weekly market has been held there for 700 years. The pencil-making industry in the town dates back to 1792 and used graphite, which was mined in the area. Keswick and the Lake District started to become a tourist attraction during

the early 19th century, when a group of poets wrote about the area.

Background notes

In Britain, the official definition of a city is a town that has a cathedral. The smallest city in Britain is St David's, in Wales, with a population of 1,800. Reading is the biggest town in Britain. Its population is over 200,000.

Lead-in

Review of modal verbs

Write on the board: *I can ... , I have to ... , I don't have to ... , I can't ...*. Elicit ideas to complete each sentence. Then ask students to complete the four sentences so that they are true for them. Encourage them to mingle and find a classmate who has written at least one sentence the same as theirs. At the end of the activity, elicit how many

Lesson 5.6

Speaking

Lead-in

Review of too and not enough
Write some topics on the board (e.g. TV, school, the English language). Split the class into groups. Groups write a list of problems for their topic, using *too much*, *too many* and *not enough*. Give some examples: (school) *not enough homework*, (English) *too many tenses*. Groups then share their ideas with the class.

Exercise 1 25

Explain to students that they are going to watch Part 1 of the next episode of *Harlow Mill*, without sound. Tell them to focus on the character's expressions. Play the video and ask: *Who do you think the boy is? Do the girls know him? Do they like him? What do you think they are talking about? What questions do you think they ask him?*

Exercise 2 25 2.53

Explain to students that they are going to watch Part 1 again, this time with sound, to check their guesses. Ask them to open their Student's Books and look at Exercise 2. Elicit the questions they would ask to find out this information. Play the video for students to find the questions and answers, then check with the class.

Exercise 3 26 2.54

Ask students to watch Part 2 of the video with their Student's Books closed and be ready to answer some general comprehension questions. Play the video and ask: *Which place does Amy suggest? (the canal) And Krystal? (the shopping centre)*. Then ask them the question from the Student's Book: *Which place is Billy going to visit?*

Exercise 4 2.55

Before going through the Speaking box, ask students the following question to establish the function: *What does Billy ask for in the video? (ideas/advice)*.

Exercise 5

Ask students to work in groups and elicit some advice ideas. The writing task can be set as homework.

Exercise 6 Extra activity

Get students to work in small groups to make a poster that gives advice. The poster can

5.6 SPEAKING Advice

I can ask for, give and receive advice.



I MOVED IN THIS MORNING

1 Krystal and Amy meet a new neighbour. In pairs, say what questions you think they ask him.

What's your name?

2 2.53 Listen to Part 1. Write the information in your notebook. What questions do the girls ask?

1 Name: *Billy Smith*

3 Age: *Fifteen*

2 Place of birth: *New York*

4 Birthday: *27 March*

3 2.54 Listen to Part 2. Which place is Billy going to visit today? *the shopping centre*

Krystal: Hi, Billy.

Billy: Hi.

Krystal: Where are you going?

Billy: I want to explore my new town. Can you give me some advice about what to do?

Amy: I think you should go for a walk by the canal. It's pretty.

Krystal: You're kidding, right? That's a terrible idea, Amy. You shouldn't go to the canal, Billy. It's not safe there.

Billy: Yeah, I don't think that's a good idea.

What do you think I should do, Krystal? Where should I go?

Krystal: Why don't you go to the shopping centre? It's a good place to hang out.

Billy: That's a good idea, thanks.

Krystal: We're going there now. Do you want to come?

Billy: Yeah, why not? OK!

How do you say these expressions in Polish?

You're kidding, right?
It's a good place to hang out.

OUT of class

4 2.55 Look at the Speaking box. In your notebook, complete the dialogues below. Listen and check.

1 Amy: You ¹ *shouldn't* argue with Peter. He gets angry very easily.

Billy: Thanks ² *for* the advice, Amy.

2 Billy: Can you give me some ¹ *advice* about how to do better in French?

Teacher: I think you ² *should* do extra homework.

Billy: That's a good ³ *idea*. Thanks.

3 Dad: I don't think you ¹ *should* stay in bed so late. Why ² *don't* you help me wash the car?

Billy: That's a ³ *terrible* idea! You ⁴ *should* take it to the car wash.

Speaking Advice

Asking for advice

- Where should I ...?
- What do you think I should ...?
- Can you give me some advice about ...?

Giving advice

- You should/shouldn't ...
- Why don't you ...?
- I think/don't think you should ...

Accepting advice

- That's a good idea.
- Thanks for the advice.

Rejecting advice

- That's a terrible idea!
- I don't think that's a good idea.

5 Read the message. In your notebook, write advice for Josh.

Hi everybody, I'm new in this town and in this school. Can you give me some advice about what clothes I should wear (or perhaps not wear!) at school? Secondly, where do you think I should hang out with friends in our free time? Are there perhaps any places I should avoid?

Josh

[add a comment](#)

6 Work in pairs. Imagine you are new in town. Ask for advice and respond to the advice you get. Use your ideas from Exercise 5 and the Speaking box to help you.

Where should I meet friends after school?

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be for their school, their town, a club or any other place. Get students to brainstorm five pieces of advice for their chosen place and to make an eye-catching poster to display.

Audio scripts: page 142

Video scripts: page 158

Further practice

- Photocopiable Resource 32, page 220
- Workbook, pages 58 and 63

ANSWER KEY

Exercise 1

Possible answers: Where are you from? Where do you live? What's your phone number? How old are you? What school do you go to?

Exercises 2, 3 and 4

Answers on student page.

Exercises 5 and 6

Students' own answers.

I can write a personal email.

1 In pairs, ask and answer the questions.

- 1 How often do you write emails?
- 2 Who do you write emails to?

2 Read the email. Who wrote it and what is his/her big news?

3 Read the Writing box. Find the phrases which are in the email.

Writing A personal email describing a place

1 Greeting

Hello/Hi

Ask for / Give news

How are you?
How are things?
I hope you're well.
Everything's fine here.
We're all well.
Guess what!
Big news!

Describe the place

The town is called ...
It's in the south of England.
It's near ... / not far from ...
It's very big / quite small.
It seems nice / isn't very interesting.
There's a great park.
There are some cool shops.
The flat / house isn't very big / modern.
It's on the seventh floor.
It's in a quiet street.

Close your email

It's time to finish.
I have to go now because ...

Closing phrase

See you! / Cheers!
Best wishes, / All the best,
Love, / Take care!

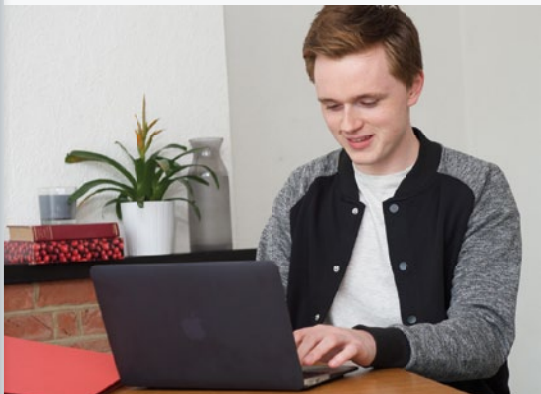
4 Find these words in the email. How do you say them in Polish? In your notebook, use them to complete the sentences below.

and **but** because so

- 1 My town isn't very big **but** there are lots of things to do.
- 2 We live in Canada **so** we get a lot of snow in winter.
- 3 I can walk to school **because** it isn't far.
- 4 I like the park **and** I like the canal too.

From: billysmith321@gmail.com
To: coolcal99@gmail.com
Subject: big news!

1 Hi Callum,
2 How are things? I hope you're well and that your dad is out of hospital now. Big news!
3 My dad changed jobs so last week we moved to a new flat in a new town.
The town is called Harlow Mill. It's in the south of England, not far from London. It's quite small (about 40,000 people) but it seems nice. There's a canal, a great park and a really cool shopping centre. The flat isn't very big but it's bright and modern. It's on the seventh floor so there's a great view over the park from the living room.
4 I have to go now because I'm going for a walk along the canal with a girl that I met yesterday :-). Her name is Krystal and she lives in the flat next door!
5 All the best,
Billy



5 WRITING TIME Imagine you moved to a new town last week. Write an email to tell your friend about the town. Use Billy's email and the Writing box to help you.

- 1 2** greet your friend, ask for and give news
- 3** describe the place
- 4 5** close the email

Connect your ideas with linking words (*and, but, because, so*).

Watch OUT!

Unit 5 63

Exercise 4

Follow up the activity with extra practice of the four words. Write these sentence stems on the board:

I love music ...
I don't know anyone here ...
Put students into small groups and ask them to finish the sentences using *and, but, because* and *so*. For example:
I love music and I love art.
I love music but I can't play an instrument.
I love music because it makes me feel good.
I love music, so I listen to MP3s all the time.

Exercise 5

This writing activity could be done on five separate pieces of paper. Students write each section of the email on a separate piece of paper. When they have finished writing, ask them to jumble up the pieces of paper. They should swap their pieces of paper with a partner and then order their partner's email. Invite students to read out their partner's email.

Activity for fast finishers

Students work in pairs and look at Billy's email. They should imagine they are Callum and think of more information they would like to find out about. In pairs, students should develop a roleplay of a telephone conversation between Callum and Billy, in which Callum thanks Billy for his email and asks questions to find out more information. Invite students to act out their roleplays in front of the class.

ANSWER KEY

Exercise 1 and 5

Students' own answers.

Exercise 2

Billy wrote the email. His big news is that last week he moved to a new town.

Exercise 4

Answers on student page.

Lesson 5.7
Writing

Lead-in

Review of asking for and giving advice

Give each student a blank piece of paper. In the top half, they should write a sentence asking for advice. The advice doesn't have to relate to a real problem and students shouldn't write their name on their paper. Collect all the

pieces of paper and then redistribute them around the class, making sure that no one gets their original paper. Ask students to read the problem on the piece of paper and to write below it a sentence giving a piece of advice. Collect the pieces of paper again and redistribute them once more. This time, ask students to read the problem and the first piece of advice and then to write a sentence

giving a different piece of advice. Collect the pieces of paper again and redistribute them a final time. Ask students to read the problem and to choose which piece of advice they think is the best. Invite different students to read out the problem and the advice they chose.

Further practice

- Photocopiable Resource 33, page 221
- Workbook, page 59

VOCABULARY

1 Complete the sentences in your notebook. In pairs, make the sentences true for you.

- I don't like cities. I prefer the **countryside**.
- I always put my clothes in the **wardrobe**.
- I don't look at myself in the **mirror** very often.
- We haven't got a bath in our bathroom. We have a **shower**.
- Public transport** is expensive here so people go by car.
- The **capital city** of my favourite country is Dublin.
- There's one **tap** for water in our kitchen **sink**.
- I often borrow books from the **library**.
- I can't sleep with the **light** on, so I switch it off.

2 In your notebook, complete the questions with the opposites of the underlined words. In pairs, ask and answer the questions.

- Is your bedroom messy or **tidy**?
- Are the corridors in your school narrow or **wide**?
- Is your kitchen dark or **bright**?
- Is your living room cosy or **uncomfortable**?
- Do you live in a small or **big** town?
- Do you prefer modern or **old-fashioned** buildings?
- What's on the wall above your bed? And what do you keep **under** your bed?

3 Complete the text with one word in each gap. Write the answers in your notebook. Then write sentences to say what housework from the text you did and didn't do last week.

First, I ¹ **made** my bed. Then I set the ² **table** for breakfast. After eating, I ³ **cleared** the table and ⁴ **washed** the dishes. I didn't ⁵ **dry** the dishes, I left them in the sink. After that I loaded the ⁶ **washing** machine and vacuumed the ⁷ **floor/carpet**. After lunch I did the ⁸ **shopping** at the supermarket and then I ⁹ **did** the ironing. I don't enjoy doing ¹⁰ **the** housework so my parents were really surprised!

GRAMMAR

4 In your notebook, complete the questions with the correct form of the words in brackets. In pairs, ask and answer the questions.

- Do you work very **hard** (hard) at school?
- Do you eat **quickly** (quick) or **slowly** (slow)?
- Did you get up **early** (early) last Sunday?
- Did you sleep **well** (good) or **badly** (bad) last night?
- Do you sometimes get up really **late** (late)?
- Do you usually get Maths problems **right** (right)?
- Do you write text messages **carefully** (careful)?

5 Choose the correct option. Write the answers in your notebook.

Dear Mum and Dad,

You ¹ **can** / **have to** come into my room but you

² **have to** / **mustn't** knock first.

You ³ **don't have to** / **mustn't** touch my computer without permission.

You ⁴ **can't** / **have to** try to remember my friends' names.

You ⁵ **can't** / **have to** stay in my room when my friends are here.

You ⁶ **don't have to** / **mustn't** bring us drinks but you

⁷ **can** / **can't** if you like.

You ⁸ **have to** / **mustn't** ask me to do the housework when I've got homework.

Love, Teri

PS ⁹ **Can you** / **Do you have to** call me 'baby' in front of my friends? It's embarrassing!

SPEAKING

6 Do a role play in pairs. Student A, look at page 133. Student B, look at page 134. Then swap roles.

DICTION

7  **2.56** Listen to the recording. Write the sentences in your notebook.

Audio script: page 142

Check yourself!

- ✓ I can talk about things in the house.
- ✓ I can describe how people do things.
- ✓ I can talk about permission and obligation.
- ✓ I can find specific detail in a text and in a conversation.
- ✓ I can describe places and talk about my town.
- ✓ I can ask for, give and receive advice.
- ✓ I can write a personal email.

LESSON 5.1

Rooms and things in the house

Pomieszczenia i przedmioty w domu

armchair /'a:mtʃeə/ fotel
bath /bɑ:θ/ wanna
bathroom /'bɑ:θru:m/ łazienka
bed /bed/ łóżko
bedroom /'bedru:m/ sypialnia
bedside table /'bedsaɪd 'teɪbəl/ stolik nocny
bidet /'bi:deɪ/ bidet
ceiling /'si:lɪŋ/ sufit
chair /tʃeə/ krzesło
coffee table /'kɒfi 'teɪbəl/ stolik do kawy
cooker /'kʊkə/ kuchenka
cupboard /'kʌbəd/ szafka
curtains /'kɜ:tənz/ zasłony
desk /desk/ biurko
fireplace /'faɪəpleɪs/ kominek
floor /flo:/ podłoga
fridge /frɪdʒ/ lodówka
furniture /'fɜ:nɪtʃə/ meble
kitchen /'kɪtʃən/ kuchnia
lamp /læmp/ lampka
living room /'lɪvɪŋ ru:m/ salon
mirror /'mɪrə/ lustro
oven /'ʌvən/ piekarnik
room /ru:m/ pokój
rug /rʌg/ dywanik
shower /'ʃaʊə/ prysznic
sink /sɪŋk/ zlew
sofa /'səʊfə/ sofa, kanapa
switch /swɪtʃ/ przełącznik
table /'teɪbəl/ stół
tap /tæp/ kran
toilet /'tɔɪlət/ toaleta
wall /wɔ:l/ ściana
wardrobe /'wɔ:drəʊb/ szafa
washbasin /'wɒʃbeɪsən/ umywalka
window /'wɪndəʊ/ okno

light /laɪt/ światło, lampa
spacious /'speɪʃəs/ przestronny
view /'vju:/ widok

Prepositions of place

Przymiotniki określające położenie

above /ə'baʊv/ nad
behind /br'hænd/ za
between /br'twi:n/ pomiędzy
in /ɪn/ w
in front of /ɪn frʌnt əv/ przed
near /nɪə/ blisko
next to /nekst tə/ obok
on /ɒn/ na
opposite /'ɒpəzət, 'ɒpəzɪt/ naprzeciwko
under /'ʌndə/ pod

LESSON 5.2

Housework

Prace domowe
clear the table /'kliə ðə 'teɪbəl/ posprzątać ze stołu

do the cooking /du ðə 'kʊkɪŋ/ gotować
do the housework /du ðə 'haʊswɜ:k/ wykonywać prace domowe
do the ironing /,di: ði 'aɪəniŋ/ prasować
do the shopping /du ðə 'ʃɒpiŋ/ robić zakupy
dry the dishes /draɪ ðə 'dɪʃɪz/ wytrzeć naczynia
load the dishwasher / washing machine /,ləʊd ðə 'dɪʃwɒʃə 'wɒʃɪŋ məʃi:n/ załadować zmywarkę / pralkę
make your bed /,meɪk jə 'bed/ pościelić łóżko
set the table /set ðə 'teɪbəl/ nakryć do stołu
sweep the floor /,swi:p ðə 'flo:/ zamieść podłogę
take the rubbish out /,teɪk ðə 'rʌbɪʃ aut/ wynieść śmieci
tidy your room /,taɪdi jə 'ru:m/ posprzątać w pokoju
vacuum the floor /,vækjuəm ðə 'flo:/ odkurzyć podłogę
wash the dishes /,wɒʃ ðə 'dɪʃɪz/ pozmywać naczynia

LESSON 5.3

Adjectives to describe a house

Przymiotniki opisujące dom

bright /braɪt/ jasny
cosy /'kəʊzi/ przytulny
dark /dɑ:k/ ciemny
large /la:dʒ/ wielki
messy /'mesi/ zabałaganiony
modern /'mɒdn/ nowoczesny
narrow /'nærəʊ/ wąski
old-fashioned /,əʊld 'fæʃənd/ staroświecki
round /raʊnd/ okrągły
small /smɔ:l/ mały
tidy /'taɪdi/ schludny
uncomfortable /ʌn'kʌmfətbəl/ niewygodny
wide /waɪd/ szeroki

attic /'ætɪk/ strych
carpet /'kɑ:pət/ dywan
chimney /'tʃɪmni/ komin
garden /'gɑ:dn/ ogród
hall /hɔ:l/ przedpokój, korytarz
roof /ru:f/ dach
upstairs /,ʌp'steəz/ na górce

LESSON 5.4

Out of class

Cool! /ku:l/ Fajnie!
It's not fair! /ɪts nɒt 'feə/ To niesprawiedliwe!
You're lucky! /jə: 'lʌki/ Szczęściarz z ciebie!

stay out late /ster 'aʊt leɪt/ przebywać do późna poza domem
stay up late /ster 'ʌp leɪt/ kłaść się późno spać

LESSON 5.5

Places in town

Miejsca w mieście
art gallery /ɑ:t 'gæləri/ galeria sztuki
café /'kæfeɪ/ kawiarnia
castle /'kɑ:səl/ zamek
church /tʃɜ:tʃ/ kościół
cinema /'sɪnəmə/ kino
estate /'ɪsteɪt/ posiadłość
hotel /həʊ'tel/ hotel
library /'laɪbrəri/ biblioteka
museum /mju:'ziəm/ muzeum
park /pa:k/ park
police station /pə'li:s 'steɪʃən/ komisariat policji
post office /pəʊst 'ɒfɪs/ poczta
shopping centre /'ʃɒpiŋ 'sentə/ centrum handlowe
station /'steɪʃən/ stacja
tourist information centre /'tuəɪst ɪnfə'meɪʃən 'sentə/ biuro informacji turystycznej
town hall /taʊn 'hɔ:l/ ratusz

building /'bɪldɪŋ/ budynek
capital city /'kæpɪtəl 'sɪti/ stolica
city /'sɪti/ miasto
countryside /'kʌntrisaɪd/ wieś
public transport /'pʌblɪk 'trænspɔ:t/ transport publiczny
town /taʊn/ miasteczko
town centre /taʊn 'sentə/ centrum miasta
traffic /'træfɪk/ ruch uliczny
village /'vɪlɪdʒ/ wioska

LESSON 5.6

Out of class

You're kidding, right? /jə: 'kɪdɪŋ ,raɪt/ Żartujesz, prawda?
It's a good place to hang out. /ɪts ə 'ɡʊd pleɪs tə ,hæŋ aut/ To dobre miejsce na spotkanie.

canal /kə'næl/ kanał
neighbour /'neɪbə/ sąsiad

LESSON 5.7

flat /flæt/ mieszkanie
live next door /'lɪv nekst dɔ:/ mieszkać po sąsiedzku
move to a new flat / house / town /mu:v tə ə nju: 'flæt 'haʊs 'taʊn/ przeprowadzić się do nowego mieszkania / domu / miasta
street /stri:t/ ulica

Why are there houses on stilts?



HOUSES AROUND THE WORLD

In the UK, people often live in brick houses with two floors and a garden. In the USA and Australia, people's houses are often made of wood from trees. In some countries, the houses are very different. Is there a reason for this?

Underground houses

People in North Africa and southern Europe started to live in underground houses a long time ago, in the seventh century. Underground houses kept them safe from enemies – people who wanted to hurt them – and the hot sun. Today in Adelaide, South Australia, some people still live in underground houses that miners made a hundred years ago. Adelaide can get very hot and these houses are nice and cool.

Snow houses

In some very cold parts of the world like the Arctic, Alaska and Greenland, people build their houses from blocks of snow. It's strange but inside the snow walls the temperature can be fifteen degrees when outside it's minus forty!

Stilt houses

In some parts of Asia, South America and West Africa, people live in stilt houses. The stilts lift the houses above the ground or the water. This protects the houses when the sea level rises in bad weather. Sometimes the sea gets very high. On land, the stilts stop animals, like rats and mice, getting into the house. And over or near the water, the stilts stop dangerous animals, like crocodiles.

People everywhere build houses to protect them from different dangers, like the weather, enemies and animals. It seems that the shape and the size of our houses depends on what we need.

GLOSSARY

brick (n) a hard block of material for building walls, houses

enemy (n) someone who wants to harm you

miners (n) people who work underground

protect (v) to keep something safe

stilt (n) a long stick made of wood

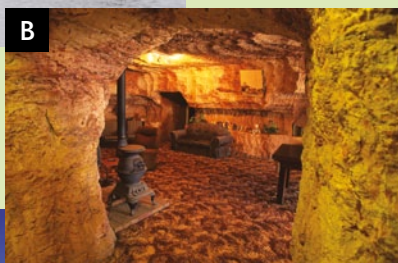
READING

1 In pairs, discuss the questions.

- 1 What sort of house do you live in?
- 2 Are there some unusual houses in your country?
- 3 Why do you think houses aren't the same in every country?

2 Read the article and match the houses from the text 1–3 with photos A–C. Write the answers in your notebook.

- 1 underground house **B**
- 2 snow house **C**
- 3 stilt house **A**



3 Read the article again and answer the questions. Write the answers in your notebook.

Which house:

- 1 is good when the weather is cold? *the snow house*
- 2 is good when the weather is hot? *the underground house*
- 3 is safe from animals? *the stilt house*
- 4 is good for rainy and stormy weather? *the stilt house*

4 How do houses in your country protect people from the cold and the heat?

5 You are going to listen to part of a BBC programme about room makeovers. Read an advert for the programme. Do you have programmes like this in your country? Do you like them?

I want my own room!

Every week the team at *I want my own room!* help kids to design the room of their dreams.

LISTENING

For this section, we recommend using the DVD instead of audio recordings.

6 **BBC 4** Listen to Part 1. In pairs, answer the questions.

- 1 What is Freya's hobby? *sewing*
- 2 What is Hattie's hobby? *making films*
- 3 What is their mum's hobby? *making and painting plates*
- 4 Why do the girls want to change their room? *they need more space for their hobbies*
- 5 What is Michelle's job? *she's an artist and designer*

7 What would you like to change about your room?

8 **BBC 5** Listen to Part 2. Are the sentences true or false?

- 1 The girls paint pictures for the walls. *False*
- 2 Their mum throws away everything in the front room. *False*
- 3 The girls put photographs on the wallpaper. *True*

9 **BBC 6** Listen to Part 3. Which of the things below are in the room? What other things are there?

- 1 a blue cupboard ✓
- 2 butterflies on the walls ✓
- 3 an orange wardrobe
- 4 a pink blind ✓
- 5 a doorstep ✓
- 6 a purple rug
- 7 a sofa bed ✓
- 8 some cushions ✓
- 9 three chairs

10 In pairs, discuss the questions.

- 1 What's your favourite thing in the room?
- 2 What do you not like? Why?

PROJECT

11 Work in groups. Prepare a presentation about unusual buildings.

- 1 Use the internet to research two unusual buildings in your country.
- 2 Find out why people built them like this.
- 3 Write a short script for your presentation and include some photos and videos.
- 4 Share it with your class.

Video scripts: page 158

Lesson 6.1

Vocabulary

Lead-in

Review of vocabulary from the previous unit

Prepare these three sentences, with each word written in large writing on a separate piece of card: *I really enjoy taking photos of buildings. I would like to go to the Cinema next weekend. Melanie didn't want to talk to her sister so she shut her bedroom door.* Starting with the shortest sentence, invite seven students to come to the front of the class and give them one card each. Students are to look at their own word but not at anyone else's. They should hold up their words so that the rest of the class can see them. The class tells the students at the front where they should stand so that their words form a sentence. Then the students at the front are to say their words in order so that they can find out what sentence they have formed. Repeat with the other two sentences (using ten students and fourteen students).

Exercise 1

Before students open their Student's Books, give each pair a piece of paper. Read out the task from the Student's Book. Pairs write words on their piece of paper. After a minute, ask the pairs to join up with another pair and share their ideas. Ask each group to say how many words they have got altogether. Invite the group with the most words to read out all their words. Other groups should add to their lists any words they haven't got.

Exercise 2

After students have completed the exercise, ask if there were any new words that they hadn't thought of before and discuss the meaning of each word. Discuss the plural forms of *foot* and *tooth*. Remind them that hair is usually uncountable. We don't say: *She has got blond hairs.* However, we can say: *There's a hair in my food.*

Exercise 3 3.01

When students have finished, discuss the different pronunciation of *-ow* in *elbow* and *eyebrow*, as well as the silent *-k* in *knee*. Elicit and drill other words with the same sounds (e.g. *elbow*: *know*, *snow*; *eyebrow*: *how*, *down*; silent *k*: *know*, *knife*, *knot*).

6

VOCABULARY

Parts of the body | Accidents and injuries | Keeping fit | Snacks | Sleep | Symptoms and illnesses

GRAMMAR

Countable and uncountable nouns | Quantifiers | Past Continuous and Past Simple



SPEAKING

Health and illness



READING

Sleep problems

LISTENING

Symptoms and illnesses

ENGLISH IN USE

Phrasal verbs

POLAND

Home-cooked?

SKILLS REVISION

Units 5–6

68 Unit 6

Exercise 4 3.02

Discuss each fact with the class. Then put students into small groups. Give each group one of these parts of the body: the brain, bones, skin, the heart, eyes/ears/nose, muscles, stomach, arms/legs. The groups should research online to find out interesting facts about that part of the body. If there is internet access in the classroom, this can be done during the lesson. If not, it can

Take care

VOCABULARY The body

I can talk about the body, injuries and keeping fit.

Our amazing bodies!



- It takes seven seconds for food to get from your mouth to your **stomach** – even when you stand on your head!
- A typical man grows about ten metres of **beard** in his lifetime.
- In your lifetime, you lose about eighteen kilograms of **skin**.
- A ballet dancer can stand on her big toe and carry 150 kilograms at the same time.
- Your **heart** beats about three billion times in your lifetime.
- Your nose and ears grow all the time!
- The **muscles** in your eyes are very hard-working – they move about 100,000 times a day.
- A rugby player uses about 24,000 calories in a game of rugby – that's the energy you get from 200 large bananas!
- Your **brain** is 80 percent water – that's why it's important to drink a lot of water!
- A quarter of your **bones** are in your feet.

be done for homework. Groups then tell the class about their interesting facts.

Exercise 5

When students have finished, discuss the sentences with them and ask follow-up questions (e.g. *Who has got curly hair? What other exercises are good for stomach muscles? Who likes sunbathing on holiday?*). Give students the word *lap* (which is where *laptop* gets its name from).

Exercise 6 3.03

Discuss the picture with students. Ask which sports they know of that use a ball shaped like this (e.g. *rugby*, *American football*) and which activities they could do in the clothes the girl is wearing (e.g. *dancing*, *ballet*). Ask students if they have ever been in hospital or hurt themselves doing a sport or other activity.

1 **I KNOW THAT!** Work in pairs. How many parts of the body can you name in a minute?

2 Work in pairs. In your notebook, put the letters in the correct order to make the names of the parts of the body.

- | | | |
|--------------------------|-----------------------|------------------------|
| 1 r a m arm | 5 y e e eye | 9 a r e ear |
| 2 h o t u m mouth | 6 o s e n nose | 10 a r h i hair |
| 3 t e t e h teeth | 7 f o t o foot | 11 c a b k back |
| 4 g e l leg | 8 h a d e head | 12 d a h n hand |

3 **3.01** Match the words from the box with the parts of the body 1–9 in the photos on page 68. Write the answers in your notebook. Listen and check.

Vocabulary Parts of the body

ankle elbow eyebrow finger knee lips
neck shoulder toes

4 **3.02** Read the information in *Our Amazing Bodies* on page 68 and follow the instructions.

- Listen and repeat the highlighted words. How do you say them in Polish?
- Which facts do you find interesting?

5 In your notebook, complete the sentences with the correct form of the words from the text and Exercises 2 and 3.

- An adult usually has thirty-two **teeth**.
- The **heart** is a symbol of love.
- Hair** can be straight, wavy or curly.
- Yoga exercises are great for your stomach **muscles**.
- I have to be careful in sunny weather – my **skin** burns very easily.
- I never work at my desk – I always sit with my laptop on my **knee/knees**.

6 **3.03** Look at the picture and say what you can see. Listen and answer the questions.

- What type of exercise do Ellen and Owen do?
- Why are they in the hospital?



7 **3.03** **WORD FRIENDS** Listen again.

Choose the correct option. Write the answers in your notebook.

- This morning Ellen hurt **her back** / **her knee**.
This morning Ellen hurt her back.
- Last week she fell and twisted **her knee** / **her ankle**.
- Owen says it's easy to break **your arm** / **your leg** when you play rugby.
- Owen cut **his knee** / **his finger**.

8 In pairs, say the last time you had one of the injuries from Exercise 7.

A: *I broke my leg on a skiing holiday two years ago.*

B: *I broke my arm when I was a child.*

9 **3.04** Listen and decide who trains harder – Owen or Ellen?



10 **3.04** **WORD FRIENDS** Listen again. In your notebook, complete the sentences with the words from the box.

do (3x) have go (3x) **keep** play

- It's important for me to **keep** fit.
- I **play** rugby (football/basketball) every week.
- I **do** exercises at home every morning.
- I **go** to the gym regularly.
- I **do** weight training.
- I **go** running (cycling).
- I **do** yoga (Tai Chi).
- I **have** fitness classes (PE lessons) every day/week.
- I **go** swimming once a week.

11 In your notebook, change the sentences in Exercise 10 to make them true for you.

I don't do exercises at home but I go to the gym once a week.

Exercise 9 **3.04**

Before playing the audio, ask students what information they think they should be listening out for to help them to answer the question (e.g. *days spent training, hours a day*). Elicit the answer and the explanation for it.

Exercise 10 **3.04**

When students have finished, discuss any useful rules about which verb to use for which activity. Generally, we use *play* + ball sports, *go* + activities ending in *-ing* (although we do weight training), *go* to + a place, *do* + other activities.

Exercise 11

When students have finished, invite different pairs to say how they are similar or different.

ANSWER KEY

Exercises 1, 4, 8 and 11
Students' own answers.

Exercises 2, 3, 5, 7 and 10
Answers on student page.

Exercise 6

- Ellen does ballet and Owen plays rugby.
- Ellen fell and hurt her back doing ballet. Owen cut his finger on a can of cola.

Exercise 9

Ellen trains harder – she trains for about thirty-five hours a week. Owen does about ten hours a week.

Audio scripts: page 142

Further practice

- Photocopiable Resource 36, page 224
- Workbook, page 64

Exercise 7 **3.03**

Ask students to read the sentences and to try to remember what they heard. After they have completed the exercise, discuss what the highlighted words mean. Point out that we can say *I hurt my back* and *my back hurts*.

Exercise 8

Students haven't yet learnt the Present Perfect and won't be able to form the sentence: *I have never broken/twisted... etc.*, so tell them to only talk about things that have happened to them, saying when. To give students practice of forming Past Simple questions, get them to work alone to make a note of the injuries they have experienced.

When they have finished, they are to show their notes to their partner so that he/she can ask about the injuries (e.g. *When did you hurt your back? How did it happen? Did you go to the doctor? Did you have to stay in hospital?*).

Lesson 6.2

Grammar

Lead-in

Review of vocabulary for parts of the body

On the board, draw a circle, quite high up. Add the label: *head*. Invite a student to come to the board to add to the picture by drawing another body part, which they also label. They then invite another student to do the same. Continue until no one can think of any more parts of the body for which they know the English word.

Exercise 2



3.06

Ask students to close their Student's Books and play the introduction of the video. Ask a few quick questions about the previous episode, e.g. *What's the boy's name? Who is he? Do the girls like him? Where does he go to school?* Students open their Student's Books and describe the photo. At this point, you might want to explain that in Britain, school days are often from 9 a.m. to 3.30 p.m., with an hour's lunch break. Go through the questions and ask students to watch the video and be ready to answer them.

Exercise 3

Remind students that uncountable nouns refer to things we can't count and that they don't have a plural form.

Exercise 6

Discuss the example with students and elicit why *many* is the incorrect quantifier in this sentence (*many* is used with countable nouns and meat is uncountable). When students have finished, elicit the answers and explanations.

Exercise 7

Tell the pairs that they should work together to find five facts about what they both do eat and drink or don't eat and drink. If they can't find five similarities using the words in the box, encourage them to think of other kinds of food and drink to discuss.

Video scripts: page 158

Further practice

- Grammar Time, page 127
- Photocopiable Resource 37, page 225
- Workbook, pages 66 and 74

6.2

GRAMMAR Countable and uncountable nouns | Quantifiers

I can talk about quantities of food.



WHAT'S IN YOUR LUNCH?

- Billy: Ah lunchtime! I'm starving!
 Amy: Some crisps and a banana! You never have any healthy food for lunch, some sandwiches, some salad or some soup.
 Billy: Bananas are healthy! I don't have any time to make sandwiches – I've always got too many things to do before school!
 Amy: Nonsense! It doesn't take much time to make a nice lunch! Today I've got some chicken sandwiches and some delicious Thai soup.
 Billy: Amy, how many sandwiches have you got today? I haven't got much food.
 Amy: Three! And I want them all! But I've got a lot of soup. Do you want some?
 Billy: Yes! Thanks!
 Amy: Help yourself. Careful, it's hot ... Billy! Are you OK?

How do you say these expressions in Polish?

I'm starving! Help yourself.

OUT of class

- 1 **3.05 CLASS VOTE** Which snacks do you usually eat at school?

Vocabulary Snacks

cake crisps chocolate bars fruit
 hamburgers hot dogs nuts salad
 sandwiches soup

I sometimes eat crisps but I never eat cake.

- 2 **3.06** Describe the photo. Listen and answer the questions.

- Are Billy's lunches usually healthy?
- What is Amy having for lunch today?

- 3 **I KNOW THAT!** In pairs, say if the underlined words in the dialogue are countable or uncountable. Then think of more countable and uncountable items of food.

- 4 Read the Grammar box. Find more quantifiers with nouns in the dialogue.

Grammar	Quantifiers
Countable	Uncountable
some sandwiches	some salad
a lot of vegetables	a lot of fresh fruit
too many chips	too much chocolate
not many things	not much time
not any sweets	not any bread
how many burgers?	how much salad?

GRAMMAR TIME > PAGE 127

- 5 Look at what Amy and Billy eat for lunch in one week. In your notebook, complete the sentences with quantifiers. There is often more than one possible answer.

Amy

2 apples, 3 kiwi fruit,
 4 bananas, 1 orange,
 0 chocolate bars,
 10 salami sandwiches

Billy

1 banana,
 7 chocolate bars,
 5 packets of crisps,
 0 sandwiches

- Amy eats ¹a lot of fruit. She doesn't eat ²any chocolate bars. She doesn't eat ³many/a lot of oranges.
- Billy eats ⁴a lot of/too much chocolate. He doesn't eat ⁵much/a lot of fruit. He doesn't eat ⁶any sandwiches.

- 6 Find one incorrect quantifier in each sentence.

- Adam doesn't eat any / much / many meat. *many*
- A lot of / Some / Too much salt is bad for you.
- There's any / some / too much sugar in my tea – it's really sweet!
- Is there any / many / much bread on the table?
- Of course you're not hungry. You ate much / a lot of / too many cakes!
- There aren't any / many / some vegetarian things on the menu here.

- 7 In pairs, say how much of these things you eat and drink.

tea coffee water fruit juice cola
 meat fruit vegetables snacks sweets

I don't drink much coffee. What about you?

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ANSWER KEY

Exercises 1 and 7

Students' own answers.

Exercise 2

The photo shows Billy and Amy eating their lunch.

- No, they aren't. Today Billy's eating crisps and a banana and Amy complains that he never has any healthy food.
- Today Amy's having chicken sandwiches and Thai soup for lunch.

Exercise 3

Countable: banana, sandwiches

Uncountable: salad, soup
 Possible additional items of food:

Countable: apples, biscuits, chips, chocolate bars, eggs, grapes, oranges, pizzas, potatoes, tomatoes, vegetables

Uncountable: bread, butter, cheese, chocolate, coffee, cola, fish, ice cream, lasagna, meat, milk, pasta, rice, spaghetti, sugar, tea, water

Exercises 5 and 6

Answers on student page.

I can find specific detail in a text and talk about sleeping habits.

1 CLASS VOTE Do you agree with statements a–c?

- a It's hard to get up in the morning.
- b I sleep more than my parents.
- c I never want to go to bed at 11.00 p.m.

2 3.07 Read the text. What's Polly's advice a) for weekdays, b) for the weekend?

3 Read the text again. Choose the correct answers. Write them in your notebook.

- 1 Karl says that last night he fell asleep
 - a very quickly.
 - b** after his parents.
 - c before his parents.
- 2 Karl's mother woke him up last Saturday because
 - a she needed his help.
 - b he wanted to get up early.
 - c** she thinks it's wrong to stay in bed late.
- 3 Karl is writing to Polly because
 - a he wants to get up early.
 - b** he disagrees with his parents.
 - c he can't sleep.
- 4 Polly says
 - a** teenagers need a lot of sleep.
 - b adults need a lot of sleep.
 - c adults think teenagers are lazy.
- 5 Teens like staying up late and getting up late because
 - a** they make hormones differently from adults.
 - b they watch too many TV programmes.
 - c it's better for their health.

4 Look at the text and complete the expressions from the box. Write the answers in your notebook.

Word Friends

Sleeping habits

feel tired / ¹sleepy
fall ²asleep
get ³ready for bed
go to ⁴bed / sleep

get / wake up ⁵early / late
sleep ⁶well / badly
have a dream
stay in bed / up ⁷late

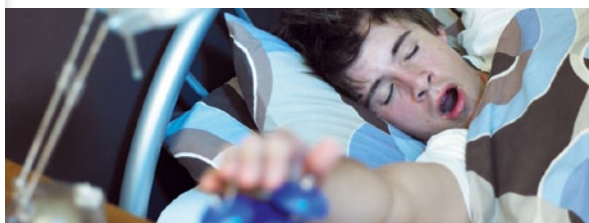
5 Read the Sleep Quiz and choose the correct option. Write the answers in your notebook.

SLEEP QUIZ

- 1 What time did you go / sleep to bed last night?
- 2 What time did you get / stay up last Saturday morning?
- 3 What do you do when you can't fall / wake asleep?
- 4 What do you do to help you go / wake up early?
- 5 How many hours do you usually fall / sleep at night?
- 6 Do you sometimes feel / stay up after midnight?
- 7 Do you ever feel / go sleepy in class?
- 8 Do you often have / sleep bad dreams?

Dear Polly,
Last night at ten o'clock I was online when my dad told me to **get ready for bed**. Two hours later I was in bed with my eyes open. I didn't feel sleepy so I got up. My parents were on the sofa. They always **fall asleep** in front of the TV. They don't go to bed when they are sleepy so why do I have to **go to bed** when I'm not sleepy? Then last Saturday my mum woke me up at 11.00 a.m. She says I'm lazy but that's not fair. I always **feel tired** in the morning but I **get up early** and work hard all week so why can't I stay in bed at the weekend?

Karl, 15



Hi Karl,
Your parents don't want you to **stay up late** because they think you need to sleep. And they're right! Teenagers need a lot of sleep. How much? That depends on the person but usually about nine hours a night – that's more than adults!

But it's difficult for teens to wake up early and to **go to sleep** early. Often they feel lively at night when adults **feel sleepy**. That's because teenagers' brains produce melatonin* later in the day. When you see bright lights, your brain stops making melatonin. That means you can't **sleep well**. So during the school week you shouldn't surf the internet or watch too many TV programmes before bedtime. It's better to read or listen to music. And during the day don't drink too much tea or coffee.

Sleep is important for our health. If you don't get much sleep, your memory and concentration suffer. So try to go to bed early during the week but tell your parents you need to **stay in bed late** at weekends.

Polly

*a hormone which makes you sleepy



6 3.08 Listen and match speakers A–D with questions from the Sleep Quiz in Exercise 5. Write the answers in your notebook.



7 VOX POPS Talk to your partner. In pairs, do the Sleep Quiz in Exercise 5.

- A: What time did you go to bed last night?
- B: I went to bed early because ...



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Exercise 5

Discuss the example with students and ask them why they think *sleep* is wrong (e.g. We say go to bed, not sleep to bed.). When students have finished, elicit the answers.

Exercise 6 3.08

Tell students to look at the first question in the quiz and to answer it in pairs. Invite students to tell you their answers and then explain that they are going to listen to different people, each answering one of the other questions from the survey.

Exercise 7 31

Before watching, check that students understand *shifts* (shift work). While watching, students should tick the questions that the speakers were asked.

Extra activity

Students work in pairs. Each pair should write an imaginary problem similar to Karl's about some aspect of sleeping (e.g. *having bad dreams, falling asleep during the daytime*). They swap problems with the other pair, read another pair's problem and discuss some advice they could give. Then the two pairs join up and take turns to tell each other their advice.

ANSWER KEY

Exercises 1 and 7

Students' own answers.

Exercise 2

- a Polly says he should try to go to bed earlier, he should avoid the internet and TV before going to bed and shouldn't drink too much tea or coffee.
- b Polly says he should tell his parents that he needs to sleep longer at the weekend.

Exercise 3, 4 and 5

Answers on student page.

Exercise 6

A 4 B 2 C 3 D 8

Audio scripts: page 142

Video scripts: page 159

Further practice

- Workbook, page 67
- Extra Online Homework: Vox Pops Extra Activities

Lesson 6.3

Reading and Vocabulary

Lead-in

Review of quantifiers

Tell students to write a sentence about themselves using a quantifier from the last lesson and a food item (e.g. *I eat too many sweets. I don't drink any fizzy drinks.*). Put students into groups of four. Tell them not to show each other their sentences.

Students take turns to read out their sentence but, instead of saying the food item, they say the *blank/ blanks* (e.g. *I eat too many blanks.*). The other three students in the group take turns to guess the correct word. The student that guesses correctly wins a point. However, if all three students are incorrect, the student who read their sentence gets a point.

Exercise 1

Tell students not to open their Student's Books. Read out each of the statements and ask students to put up their hands if they agree. Ask students who don't raise their hands why they disagree.

Exercise 2 3.07

Before students read the text, tell them to look at the picture and to try to guess what the problem is.

Lesson 6.4

Grammar

Lead-in

Preparation for the lesson

Divide the class into two groups. Explain that students from each group should take turns to mime an activity to the rest of the class. Students who are watching should use the Present Continuous to describe what the student is doing. Each group should mime at least five activities. Don't give any explanation to students about why they are doing this.

Exercise 1

Before students open their Student's Books, write the word *accident* on the board. Elicit what the word means, get students to open their Student's Books and to discuss the questions in pairs.

Exercise 2 3.09

When students have finished, explain that the text contains two different past forms: the Past Simple and the Past Continuous. Elicit from the text how we form the Past Continuous (the past form of the verb *to be* and the *-ing* form of the verb).

Exercise 3

Go through the Grammar box with the class. When students have found the examples in the text, draw two timelines on the board, one timeline for Wayne and one timeline for Stephanie. Explain that we use the Past Continuous for the longer activity that was in progress and we use the Past Simple for a shorter action which interrupted the longer activity. Point out to students that we can use *while* or *when* before the Past Continuous but we can only use *when* before the Past Simple.

Exercise 6 3.10

When students have finished but before they listen to check, ask them to work in pairs to draw timelines for the different activities and actions in the dialogue.

Exercise 7 32

Before watching, check that students understand *cuts* and *bruises*, *pain*, *doorframe*, *misjudge*, *tube* (underground), *nan* (grandmother) and *thorn bush*. Put students into groups of four. Tell one student in each group to listen for the speakers' answers to question 1, one student to listen for the answers

6.4 GRAMMAR Past Continuous and Past Simple

I can talk about an event in the past and what was happening around it.

ACCIDENTS!

We asked some people to describe accidents they had.
What were you doing when the accident happened?

WAYNE

Yesterday afternoon I was painting the ceiling. My little brother was holding the ladder but he wasn't paying attention. While I was coming down, the ladder moved and I fell. I cut my hand, hurt my back and broke my arm. It was really painful.

STEPHANIE

My basketball team was playing a match. We weren't playing well and the other team was really good. They were winning 34–21 when I got the ball. Unfortunately, when I was trying to score a basket, I twisted my ankle and fell. I hit my head and broke my nose. I was lucky I didn't break my neck.

1 What's happening in the photo? Why do you think it's happening?

2  3.09 Read the text to check your ideas. Then say what happened to Wayne and Stephanie.

Wayne fell off a ladder. He cut ...

3 Read the Grammar box. Find more examples of the Past Continuous in the text.

Grammar	Past Continuous and Past Simple
+	-
I was playing .	I wasn't running .
They were playing .	They weren't running .
?	
Were you playing? Yes, I was . / No, I wasn't .	
Were they playing? Yes, they were . / No, they weren't .	
What was she doing yesterday at 5 p.m.?	
Past Continuous and Past Simple	
While / When I was coming down the ladder, I fell .	
I was coming down the ladder when I fell .	

GRAMMAR TIME > PAGE 128

4 In pairs, ask and answer the questions.

What were you doing ...

- at 8.00 p.m. last Friday?
- at 6.00 a.m. this morning?
- last week at this time?
- an hour ago?
- on Sunday at 12.30?
- 24 hours ago?

A: *What were you doing at 8.00 p.m. last Friday?*

B: *I was watching a film. What about you?*

5 Choose the correct option.

Write the answers in your notebook.

- 1 My cousin *had / was having* an accident when he *rode / was riding* a motorbike.
My cousin had an accident when he was riding a motorbike.
- 2 My mum *(hit) / was hitting* her head when she got */ was getting* into the car.
- 3 While my dad *played / was playing* tennis, he *(hurt) / was hurting* his back.
- 4 When we danced */ were dancing*, we *(fell) / were falling*.
- 5 I *(twisted) / was twisting* my ankle when I ran */ was running* to school.

6  3.10 Complete the dialogue with the correct form of the verbs in brackets. Write the answers in your notebook. Listen and check.

A: What ¹*were you doing* (you/do) when the accident ²*happened* (happen)?

B: I ³*was driving* (drive) my kids to school when they ⁴*began* (begin) to shout. They ⁵*were making* (make) a lot of noise so I ⁶*told* (tell) them to be quiet. I ⁷*wasn't looking* (not look) at the road so I ⁸*didn't see* (not see) the dog. It ⁹*was crossing* (cross) the road. I ¹⁰*drove* (drive) into a tree. Fortunately, nobody was hurt.

32

7 **VOX POPS** Talk to your partner. Describe an accident you had when you were younger.

- 1 How old were you?
- 2 What were you doing when the accident happened?
- 3 What happened after that?
- 4 Were you hurt?

I was ten years old. I was walking to school when ...



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to question 2, one student to listen for the answers to question 3 and one student to listen for the answers to question 4. After watching, in their groups, students should take turns to tell each other what they heard.

 Video scripts: page 159

Further practice

- Grammar Time, page 128
- Photocopiable Resource 38, page 226
- Workbook, page 68
- Extra Online Homework: Vox Pops Extra Activities

ANSWER KEY

Exercises 1, 4 and 7
Students' own answers.

Exercise 2

Wayne fell off a ladder. He cut his hand, hurt his back and broke his arm. Stephanie was playing basketball. She twisted her ankle, fell, hit her head and broke her nose.

Exercise 5 and 6

Answers on student page.

I can identify specific detail in a conversation and talk about illnesses.

- 1 Look at the picture. Why is tomorrow a big day for Bridgeton United?



- 2 3.11 How do you say the phrases from the box in Polish?

Vocabulary Symptoms and illnesses

Symptoms

- feel sick/ill
- have a headache/a stomachache/a sore throat/a high temperature/a cough
- cough/sneeze

Illnesses

- I've got hay fever/the flu/a cold/a food allergy.

- 3 3.12 What symptoms have the players in the picture got? Complete the sentences in your notebook. Then listen to Jerry and check.

- 1 Nathan is *sneezing*.
- 2 James has got a *(bad) stomachache*.
- 3 Ben has got a *sore throat* and a high *temperature*.
- 4 Chris has got a *cough*.

- 4 In pairs, say what the symptoms are for these illnesses.

a cold hay fever the flu

When you have a cold, you sneeze a lot and ...

- 5 Complete the sentences in your notebook. Use the Vocabulary box to help you.

- 1 If you *sneeze* when you're near flowers, maybe you have *hay fever*.
- 2 You've got a very *high temperature*, 40° Celsius! I think you have the *flu*.
- 3 I ate too much and now I have a *stomachache*.
- 4 Please cover your mouth when you *cough*!
- 5 I was shouting and now I've got a *sore throat*.

- 6 3.13 Listen. In pairs, answer the questions.

- 1 Why couldn't Ben play?
- 2 Why was Nathan sneezing?
- 3 Why did James have a stomachache?
- 4 Why couldn't Chris play?
- 5 What did Tom get at the end?

- 7 3.14 Listen to Jerry talking to a friend about the football match. Choose the correct answers. Write them in your notebook.

- 1 They played the match on
a Wednesday. b Saturday. c Sunday.
- 2 While Jerry was visiting friends, he got
a a cold. b the flu.
c hay fever.
- 3 On the day of the match, Jerry felt
a great. b ill.
c very well.
- 4 Ben didn't finish the match because he
a twisted his ankle. b broke his leg.
c hurt his back.
- 5 Jerry's team won the match
a 2-1. b 3-1. c 3-2.

- 8 In pairs, ask and answer the questions.

- How often do you have a cold or the flu?
- Are you allergic to anything?
- What kind of things can give you a headache?

I have a cold once or twice a year.

Exercise 6 3.13

Check that students understand coach (= trainer) and goalkeeper. Check answers and elicit ideas about how Jerry might cope on his own in the match.

Exercise 7 3.14

Before students listen, ask them to read the questions and options. Then ask what they think happened in the match. Play the audio twice, elicit the answers and then ask follow-up questions to see how much students have understood, e.g. *When did Jerry's coach want to play the match?* (on Sunday); *What did Jerry's dad think was wrong with him?* (hay fever); *How long was Jerry in bed for?* (two days); *Who scored two goals?* (Chris).

Exercise 8

Encourage students to look again at the Vocabulary box and to think of other questions that they can ask each other about illnesses (e.g. *Who in your family gets ill most often?*).

ANSWER KEY

Exercise 1

Bridgeton United (a five-a-side football team) are playing in the cup final tomorrow.

Exercises 3, 5 and 7

Answers on student page.

Exercise 4

Possible answers:

A cold: you sneeze a lot, have a cough and a sore throat.
Hay fever: you sneeze a lot and have a sore throat.
The flu: you feel ill, have a high temperature, a headache and a cough.

Exercise 6

- 1 He had the flu.
- 2 He had hay fever.
- 3 He had a food allergy.
- 4 He took the wrong train.
- 5 He got a headache.

Exercise 8

Students' own answers.

Lesson 6.5

Listening and Vocabulary

Lead-in

Review of Past Continuous and Past Simple

Tell students to work in pairs to write the beginning of a sentence starting: *I was ... when ...* (e.g. *I was playing football, when .../I was walking to school, when ...*).

Ask them to see how many ways they can think of to finish their sentence (e.g. *... I broke my leg/I scored a goal/a plane crashed near the football pitch/I saw smoke coming from the school*). Invite a pair to read out the beginning of their sentence. Invite the rest of the class to finish it and then ask the first pair for the ideas they thought of. Do the same with other pairs.

Exercise 3 3.12

Encourage students to think of collocations to help them fill the gaps (e.g. *sore throat, high temperature*).

Exercise 4

When the pairs have finished, ask if any students have recently had a cold or the flu or suffer from hay fever; encourage them to describe what symptoms they experienced.

Lesson 6.6

Speaking

Lead-in

Review of illnesses and symptoms

Ask students to choose one of the illnesses from the previous lesson. They should mingle and mime their illness without saying anything (some students can cough, some can hold their heads or stomachs, etc.). After a couple of minutes, put students into groups of four. The groups should try to remember the illnesses of as many other students in the class as possible. After they have discussed, invite different groups to say what they can remember.

Exercise 1 33

Before students open their Student's Books, play the introduction of the video and ask a few questions about the previous episode, e.g. *What did Billy eat?* (a banana, some crisps and some soup) *What happened?* (he started coughing). Ask students what they think is going to happen next. Get them to open their Student's Books and discuss the photo in pairs, but do not confirm answers yet.

Exercise 2 33 3.15

When students have answered the question, discuss what the nurse told Billy and ask students if they think he should go back to lessons or be allowed to go home.

Exercise 3 34 3.16

Play Part 2 without the sound and ask students to try to guess what Billy and Amy are saying. Invite different students to share their ideas with the class. Then play the video again, this time with sound, for students to check their guesses and find out what Billy's problem was.

Exercise 6

Encourage students to think of as many pieces of advice as possible for each illness. Tell them they can also include negatives.

Exercise 7

Ask the pairs to think of a context for their roleplay and encourage them to use their imagination.

Extra activity

Ask students if they have ever looked online for advice about their health. Encourage a class

6.6 SPEAKING Talking about health and illnesses

I can talk about feeling ill and ask about how someone is feeling.



WHAT'S THE MATTER?

- Nurse: William! What's the matter?
 Billy: I feel terrible.
 Nurse: Mmm, well you haven't got a high temperature. Are you feeling sick?
 Billy: No, I'm not. I've got a really bad stomachache.
 Nurse: Well, when did you start feeling ill?
 Billy: Just after lunch.
 Nurse: I see. What did you have for lunch?
 Billy: Just the usual – some crisps and a banana. Oh, hold on, and some of Amy's Thai soup ...
 Nurse: Ah! You're probably allergic to something. Here, have some water. You should drink a lot of water. And perhaps you should make an appointment with your doctor immediately ... after school. OK! I think you can go back to class now.
 Billy: Oh!

How do you say these expressions in Polish?

I see. Just the usual.

OUT of class

- 1 In pairs, look at the photo. What do you think is happening?
 33  3.15 Listen to Part 1. Why did Billy go to see the school nurse?
 34  3.16 Listen to Part 2. What was Billy's problem?

- 4 Read the Speaking box. Find the words and phrases from the dialogue.

Speaking Health and illness

Asking what the problem is

- What's the matter?
- What's wrong?
- How are you feeling?

Talking about symptoms

- I feel sick/ill/terrible.
- I've got a stomachache/a headache/toothache/a temperature/a sore throat/a cold/the flu.
- My leg/back hurts.

Advice

- Sit down.
- Have some water.
- You should lie down/stay in bed/make an appointment with the doctor/go to hospital.
- You should take an aspirin/a tablet/some medicine.

- 5  3.17 In your notebook, complete the dialogues with one word in each gap. Listen and check.

- 1 A: What's the *matter*?
 B: I've got a temperature.
 A: I think you should *lie* down.
 2 A: *What's* wrong?
 B: My leg hurts. Perhaps it's broken.
 A: I think you *should* go to hospital.
 3 A: *How* are you feeling?
 B: I've got a really sore throat.
 A: You should make an *appointment* with the doctor.

- 6 Suggest what the people should do. Use the Speaking box to help you.

- 1 Billy's got the flu. *Billy should take an aspirin.*
 2 Lee's got hay fever.
 3 Amy's tooth hurts.
 4 Krystal's stomach hurts.
 5 Perhaps Ruby's got a broken arm.

- 7 In pairs, follow the instructions. Use the Speaking box and Exercise 5 to help you.

- 1 **Student A** – ask how Student B is feeling. Listen and give advice.
 2 **Student B** – you feel ill. Tell Student A your symptoms.
 3 Change roles.

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discussion about whether getting advice online is a good or bad idea and why.

 **Audio scripts:** page 143

 **Video scripts:** page 159

Further practice

- Photocopiable Resource 39, page 227
- Workbook, pages 70 and 75

ANSWER KEY

Exercise 1

Billy is feeling ill. A (school) nurse is trying to find out what the problem is.

Exercise 2

Billy went to see the nurse because he felt terrible and had a really bad stomachache.

Exercise 3

There was fish in Amy's soup and Billy is allergic to fish.

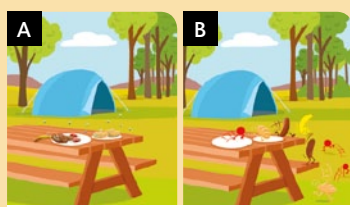
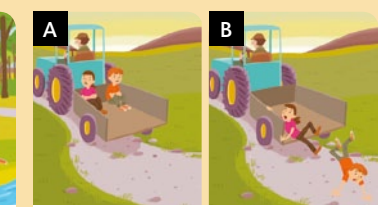
Exercise 4 and 5

Answers on student page.

Exercise 6 and 7

Students' own answers.

I can use phrasal verbs to talk about health.

A  I'm Eric. Last week I went camping with my sister, Effie. Unfortunately, everything went wrong. First, we left our food in the sun and it went off.	B  Then I picked up an illness. I felt terrible so we decided to go home.	A  We got a lift from a farmer on a tractor. But while we were going home, my sister said it was all my fault and we fell out.
--	--	--

1 Look at the cartoons. Which version, A or B, matches the text? Read the information about phrasal verbs to check your answers.

Language Phrasal verbs

Phrasal verbs are verbs with two parts, e.g. *pick + up*. Sometimes the meaning of phrasal verbs is clear from the words in them, e.g. *pick up a pencil*. But often the meaning is not clear: *Eric picked up an illness*. = He became ill. *The food went off*. = It became bad. *Eric and Effie fell out*. = They had an argument.

2 Match the phrasal verbs in sentences 1–9 with meanings a–i. Write the answers in your notebook.

- 1 If you want to **find out** your perfect weight, consult our website. **b**
 - c** 2 The doctor told me to **take up** a sport.
 - a** 3 My dad wants to **give up** smoking.
 - f** 4 A: What's **going on**? B: Nothing much.
 - e** 5 Can you give me £10 to **top up** my phone, please, mum?
 - d** 6 Do you **get on** with your brother?
 - h** 7 We often **hang out** at the shopping centre.
 - g** 8 Use your phone to **check out** what's on at the cinema.
 - i** 9 When I was ill, my gran **looked after** me.
- | | |
|-----------------------------------|-----------------------------|
| a stop doing something | e put money in |
| b discover, learn | f happen |
| c start a hobby/activity | g see, read, consult |
| d have a good relationship | h spend time |
| | i take care of |

3 **3.18** Complete the text with one word in each gap. Write the answers in your notebook. Listen and check.

www.dansblog.com

21 March

'It's not easy to keep fit but I know what to do. I should ¹**look** after my body. I shouldn't hang ²**out** at the shops every day. I should go to a gym or take ³**up** a sport. I should ⁴**give** up 'energy' drinks – they aren't good for you. I shouldn't eat fast food. But yesterday I saw a newspaper headline. It said 'Chocolate is good for you!' I checked ⁵**out** the article and I ⁶**found** out some excellent news. Dark chocolate is good for your health. I love dark chocolate.'

Comments (5)

4 **3.19** In your notebook, complete the sentences with phrasal verbs. Listen and check.

- 1 Could you **give up** (stop) eating sweets?
- 2 What do you do to **look after** (take care of) your body?
- 3 What sport or hobby would you like to **take up** (start doing)?
- 4 How often do you **hang out** (spend time) in the park with your friends?
- 5 When you're ill, do you **check out** (consult) your symptoms on the internet to **find out** (learn) what illness you have?

5 In groups, ask and answer the questions in Exercise 4.

A: *Could you give up eating sweets?*
B: *Yes, I could. And you?*

Exercise 3 3.18

Before students do the exercise, ask them to read the blog quickly and to say what it is about (*Dan wants to keep fit*). When they have finished the exercise, ask students what they think the five comments might say. Ask students to write their own comment in their notebooks, with advice about what to give up, take up or check out.

Exercise 4 3.19

When students have finished, ask them to think about how they would answer the questions and make notes. This will help them to prepare for the next exercise.

Exercise 5

Encourage students to give specific examples where possible (e.g. *Could you give up eating sweets? Yes, I could. I gave up eating chocolate for three months last year. I also gave up putting sugar in my tea and now I hate sweet tea.*).

Extra activity

Tell students they are going to carry out a class survey using one of the phrasal verbs from this lesson. As an example, write on the board: *Where do you usually hang out with friends?* Ask various students and show that you are making a note of their answers. Then report to the class that most students hang out in the park, shopping centre or whatever the most popular answer is. Students should work in groups of four and decide which question they want to ask (using a phrasal verb). They should ask as many classmates as possible and make a note of their answers. When they have finished, invite groups to report their findings to the rest of the class.

Lesson 6.7
English in Use

Lead-in

Review of talking about health and illnesses

Put students into groups of four. Three students in the group imagine that they aren't feeling well (refer them to the Speaking box from the previous lesson if necessary). The other student plays the role of the school nurse.

The group should work together to discuss the details of each student's illness (how long they have felt like that, what might have caused the illness, etc.) and to think of advice that the nurse could give. When students are ready, invite the groups to act out their roleplays in front of the class.

Exercise 2

When students have finished, they should work in pairs to try to write a sentence for each phrasal verb which shows its meaning.

ANSWER KEY

Exercise 1

Version A matches the text.

Exercise 2, 3 and 4

Answers on student page.

Exercise 5

Students' own answers.

Further practice

- Photocopiable Resource 40, page 228
- Workbook, page 71

VOCABULARY

1 In your notebook, write the correct word for each definition.

- 1 A bad one can wake you up! **dream**
- 2 You do this when you have hay fever.
sneeze
- 3 This can be high when you have the flu.
temperature
- 4 It can stop you eating some foods.
allergy
- 5 You take it when you're ill. **medicine**
- 6 He/She looks after your teeth.
dentist
- 7 This can hurt when you eat too quickly.
stomach
- 8 Feeling well, not ill. **healthy**

2 Read the text and choose the correct option. Write the answers in your notebook.

Grandpa George never forgot that he was in the army for thirty years. He ¹**fell asleep / woke up** early at the same time every morning. ²**did / made** exercises and he was proud that he could still touch his ³**head / toes**, even when he was seventy. He had five golden rules: don't talk with food in your ⁴**beard / mouth**, don't put your ⁵**elbows / neck** on the table when you're eating, walk with your ⁶**fingers / shoulders** straight, brush your ⁷**hair / teeth** every morning and, most important of all, cut it every two weeks.

3 Complete the text with the verbs from the box. Write the answers in your notebook.

cut had (x2) hit hurt twisted

Our holiday in the mountains was a disaster. First of all, my mum ¹**twisted** her ankle when we were climbing a mountain – she couldn't walk for days. Granddad ²**hurt** his back from carrying a heavy rucksack. My sister ³**had** a very bad stomachache after she ate a sheep's cheese pizza. My dad ⁴**hit** his head every time he stood up in the tent. I ⁵**cut** my finger when I was opening a can of soup. And finally my gran ⁶**had** a sore throat from shouting at all of us!

GRAMMAR

4 Choose the correct option. Write the answers in your notebook.

- A: I'm so hungry! Is there anything to eat?
B: Well, we've got ¹**any / some** cheese.
A: Good! Have we got ²**any / some** bread?
B: No, we haven't got ³**any / some**. But we've got ⁴**any / some** eggs.
A: Excellent! How ⁵**many / much** eggs?
B: Four.
A: That's ⁶**not much / not many**!
B: But we've got ⁷**a lot of / any** potatoes.
A: Great! So we can have fried eggs and chips!

5 In your notebook, complete the text with the Past Simple or the Past Continuous form of the verbs in brackets.

Yesterday I ¹**was studying** (study) in my room when suddenly I ²**heard** (hear) a noise from the living room. I ³**ran** (run) into the room and saw that my dad ⁴**was lying** (lie) on the floor.
'Are you OK?' I ⁵**asked** (ask) dad.
'My ankle hurts. I think I twisted it!'
'What ⁶**were you doing** (you/do) ?'
'I ⁷**was looking** (look) for a book! I ⁸**was standing** (stand) on a chair but I ⁹**wasn't paying** (not pay) attention and the chair moved and I fell.'

SPEAKING

6 In pairs, talk about feeling ill. Student A, look below. Student B, look at page 134.

Student A

- 1 Say hello to Student B. Ask him / her how he / she is feeling. Listen to Student B's news.
- 2 Give some advice: Take an aspirin. / Make an appointment with the dentist.

DICTIONATION

7  3.20 Listen to the recording. Write the sentences in your notebook.

Audio script: page 143

Check yourself!

- ✓ I can talk about the body, injuries and keeping fit.
- ✓ I can talk about health, illnesses and sleeping habits.
- ✓ I can talk about quantities of food.
- ✓ I can talk about an event in the past.
- ✓ I can find specific detail in a text and in a conversation.
- ✓ I can talk about feeling ill and ask about how someone is feeling.

LESSON 6.1

Parts of the body Części ciała

ankle /'æŋkəl/ kostka
arm /ɑ:m/ ramię
back /bæk/ plecy
beard /brəd/ broda
bone /bəʊn/ kość
brain /breɪn/ mózg
ear /ɪə/ ucho
elbow /'elbəʊ/ łokieć
eye /aɪ/ oko
eyebrow /'aɪbrəʊ/ brew
finger /'fɪŋgə/ palec (u ręki)
foot/feet /fʊt fi:t/ stopa/stopy
hair /heə/ włosy
hand /hænd/ ręka, dłoń
head /hed/ głowa
heart /ha:t/ serce
knee /ni:/ kolano
leg /leg/ noga
lips /lɪps/ usta, wargi
mouth /maʊθ/ usta, buzia
muscle /'mʌsəl/ mięsień
neck /nek/ szyja
nose /nəʊz/ nos
shoulder /'ʃəʊldə/ ramię
skin /skɪn/ skóra
stomach /'stʌmək/ żołądek
toe /təʊ/ palec (u nogi)
tooth/teeth /tu:θ ti:θ/ ząb/zęby

break your arm/leg /breɪk jə ɑ:m leg/ złamać rękę/nogę
burn /bɜ:n/ oparzyć się
calorie /'kæləri/ kaloria
cut your knee/finger /kʌt jə ni: 'fɪŋgə/ skaleczyć się w kolano/palec
do exercises /du: 'eksəsaɪzəz/ wykonywać ćwiczenia, ćwiczyć
do weight training /du: 'weɪt 'treɪnɪŋ/ podnosić ciężary
do yoga/Tai Chi /du: 'jəʊgə taɪ tʃi/ uprawiać jogę/tai chi
go running/cycling/swimming /gəʊ 'rʌnɪŋ 'saɪklɪŋ 'swɪmɪŋ/ iść pobiegać/ pojeździć na rowerze/popływać
go to the gym /gəʊ tə ðə 'dʒɪm/ chodzić na siłownię
have fitness classes/PE lessons /hæv 'fɪtnəs 'kla:səz pi: 'ɪ: 'lesənz/ mieć zajęcia fitness/wychowania fizycznego
hurt your hand/back /hɜ:t jə hænd bæk/ zranić się w rękę/plecy
keep fit /ki:p 'fɪt/ utrzymywać dobrą kondycję
play rugby/football/basketball/tennis /pleɪ 'rʌɡbi 'fʊtbɔ:l 'bɑ:sketbɔ:l 'tenɪs/ grać w rugby/piłkę nożną/koszykówkę/tenisa
train /treɪn/ trenować

twist your ankle/leg /twɪst jə 'æŋkəl leg/ skręcić kostkę/nogę

LESSON 6.2

Out of class

Help yourself. /help jə'self/ Poczęstuj się.

I'm starving! /əm 'sta:vɪŋ/ Umieram z głodu!

Snacks Przekąski

cake /keɪk/ ciasto
chocolate bar /'tʃɒklət bɑ:/ batonik czekoladowy
crisps /kɪsps/ chipsy
fruit /fru:t/ owoce
hamburger /'hæmbɜ:gə/ hamburger
hot dog /hɒt dɒg/ hot dog
nuts /nʌts/ orzechy
salad /'sæləd/ sałatka
sandwich /'sænwɪdʒ/ kanapka
soup /su:p/ zupa

delicious /drɪ'ʃəs/ smaczny, pyszny
fruit juice /fru:t dʒu:s/ sok owocowy
healthy /'helθi/ zdrowy
meat /mi:t/ mięso
menu /'menju:/ menu
salt /sɔ:lt/ sól
sugar /'ʃʊgə/ cukier
sweets /swi:ts/ słodkizy
tea /ti:/ herbata
vegetable /'vedʒtəbəl/ warzywo
vegetarian /'vedʒə'teəriən/ wegetariański
water /'wɔ:tə/ woda

LESSON 6.3

fall asleep /fɔ:l ə'sli:p/ zasnąć
feel ill/sick /fi:l ɪl sɪk/ czuć się chorym
feel terrible/tired /fi:l 'terəbəl 'taɪəd/ czuć się źle/zmęczonym
get ready for bed /get 'redi fə 'bed/ szykować się do snu
get up early/late /get ʌp 'ɜ:li 'leɪt/ wstawać wcześnie/późno
go to bed/sleep /gəʊ tə 'bed 'sli:p/ iść do łóżka/spać
have a dream /hæv ə dri:m/ mieć sen, śnić
sleep easily/well/badly /sli:p 'i:zili 'wel 'bædli/ zasypiać z łatwością/dobrze/źle sypiać
sleepy /'sli:pi/ senny
stay in bed late /steɪ ɪn bed 'leɪt/ wylegiwać się, późno wstawać
stay up late /steɪ ʌp 'leɪt/ późno chodzić spać
wake up early/late /weɪk ʌp 'ɜ:li 'leɪt/ budzić się wcześnie/późno

LESSON 6.4

accident /'æksɪdənt/ wypadek
pay attention to sth /peɪ ə'tenʃən tu: 'sʌmθɪŋ/ zwracać uwagę na coś

LESSON 6.5

Symptoms and illnesses

Choroby i ich objawy
(food) allergy /fu:d 'ælədʒi/ alergia (pokarmowa)
cold /'kəʊld/ przeziębienie
cough /kɒf/ kaszel, kasłać
hay fever /heɪ 'fi:və/ katar sienny
headache /'hedeɪk/ ból głowy
high temperature /haɪ 'tempərətʃə/ wysoka temperatura
sneeze /sni:z/ mieć katar, kichać
sore throat /sɔ: 'θrəʊt/ ból gardła
stomachache /'stʌmək'eɪk/ ból brzucha
the flu /ðə flu:/ grypa

LESSON 6.6

Out of class

I see. /aɪ 'si:/ Rozumiem.
Just the usual. /dʒʌst ðə 'ju:ʒuəl/ To, co zwykle.

aspirin /'æsprɪn/ aspiryna
doctor's appointment /'dɒktəz ə'pɔɪntmənt/ wizyta u lekarza
health /helθ/ zdrowie
illness /'ɪlnəs/ choroba
make an appointment with the doctor /meɪk ən ə'pɔɪntmənt wɪð ðə 'dɒktə/ umówić wizytę u lekarza
medicine /'medsən/ leki
tablet /'tæblət/ tabletki
toothache /'tu:θeɪk/ ból zęba

LESSON 6.7

check out /tʃek aʊt/ sprawdzić
fall out /fɔ:l aʊt/ pokłócić się
find out /faɪnd aʊt/ dowiedzieć się
get on with sb /get ɒn wɪð 'sʌmbɒdi/ dobrze się z kimś rozumieć
give up /ɡɪv ʌp/ przestać coś robić, poddać się
go off /gəʊ ɒf/ zepsuć się (np. o jedzeniu)
go on /gəʊ ɒn/ działać się
hang out /hæŋ aʊt/ spędzać z kimś czas
look after /lʊk 'ɑ:ftə/ opiekować się
pick up (illness) /pɪk ʌp/ złapać (chorobę)
take up /teɪk ʌp/ zacząć uprawiać (sport)
top up /tɒp ʌp/ doładować telefon

Poland Home-cooked?



1 **broccoli**



2 **peppers**



3 **beetroots**

- 1 **CLASS VOTE** Raise your hand if you ...
- had a traditional Polish dish for lunch last Sunday.
 - ate lunch at a restaurant last month.
 - ordered take away food last week.
 - prefer foreign dishes to Polish food.

- 2 **3.21** Match the words in the box with photos 1–6. Write the answers in your notebook. Listen and check.

beetroots 3 broccoli 1 cabbage 4 noodles 5
pearl barley 6 peppers 2

- 3 Look at the menu. What would you like to have? Tell your partner.



Starters

chicken soup with noodles
broccoli soup with carrots
beetroot soup with dumplings

Mains

pork chops with potatoes
chicken meatballs with tomato sauce
and pearl barley
peppers stuffed with mushrooms and rice

Sides

cabbage salad
boiled red cabbage
steamed carrots and broccoli

- 4 Look at photos 1–6 again. Guess which of the vegetables were not popular in Poland in the 1960s. Read Tomek's blog post and check.

myheartbeatsforbeets.com

My heart beats for beets!

I talked to my grandma about changes in Polish eating habits. Here's what she told me.

When I was a teenager, in the 1960s, my family always had Sunday lunch together. We usually had chicken soup with fresh noodles which my mum made herself. She was a great cook but she only prepared traditional Polish food. Back then we didn't eat meat every day. We ate a lot of potatoes and pearl barley. Cabbage, beetroot and carrots were the most popular vegetables, but we didn't eat them raw. We never went to a restaurant to have lunch. I didn't eat any fast food either. A typical snack for me was an apple or a sandwich. I never ate bananas or other exotic fruits because there weren't any in the shops.

Now Polish cuisine is different. We use many different kinds of fruit, vegetables and spices which were not available when I was young. For example, peppers first arrived in Poland in the 1970s, and I ate my first kiwi and broccoli in the 1990s. Naturally, the way I cook is different from my mother's. I still make traditional Polish dishes but I also like trying new recipes from around the world.

Posted by Tomek the Teenage Chef on 20 Feb, Mon

- 5 Read the text again and answer the questions. Write the answers in your notebook.

- 1 What did Tomek's grandmother often eat when she was a teenager? *chicken soup with fresh noodles, potatoes and pearl barley, apples, sandwiches*
- 2 How often did she eat out? *never*
- 3 Why is Polish food different now from what it was like in the 1960s? *Students' own answers*



4 cabbage



5 noodles



6 pearl barley

6 3.22 Listen to Tomek talking about his Sunday lunches. Are the sentences true or false? Write the answers in your notebook.

- 1 Tomek had a traditional Polish lunch last Sunday. *False*
- 2 Tomek and his family sometimes go to a restaurant on Sundays. *True*
- 3 Tomek's family like foreign food. *True*
- 4 Tomek's grandma invites his family over for lunch every Sunday. *False*

7 Work in pairs. Compare your family's eating habits to Tomek's. Are there any similarities?

8 Read another text from Tomek's blog. Find the words to describe the dishes in the photos.

9 What do you usually have for Christmas Eve dinner? Which dishes do you like? Which ones don't you like?

PROJECT

10 Work individually. Prepare a survey on the breakfast eating habits of Polish teenagers in the past.

- 1 Interview two adults: one from the generation of your parents, and one from the generation of your grandparents.
- 2 Ask them these questions:
 - What did you eat and drink for breakfast when you were a child?
 - Did you eat breakfast every day?
 - Do you think your breakfast was healthy?
 - What kind of snacks did you take to school?
- 3 Write the answers in your notebook and compare them to your own breakfast eating habits.
- 4 Report your conclusions to the rest of the class.



myheartbeatsforbeets.com

My heart beats for beets!



Polish cuisine is changing, but one thing stays the same – the menu for dinner on Christmas Eve.

We start with a beetroot soup with *uszka* (a kind of dumplings), mushroom soup with noodles, or fish soup – it depends on the region of Poland. Traditionally, people don't eat red meat or poultry on Christmas Eve so the main course is fish, usually carp. There are also *pierogi* and all sorts of dishes with cabbage. For dessert, you can have noodles with poppyseed – my favourite! My grandma also makes a special dried fruit drink which I don't really like very much. By tradition, there should be twelve dishes on the table and an empty plate for an unexpected guest. Everyone is welcome!

Posted by Tomek the Teenage Chef on 19 Dec, Mon

A noodles with poppyseed



B dried fruit drink



C beetroot soup with uszka



D fish (carp)



FUNKCJE JĘZYKOWE

1 Uzupełnij dialogi angielskimi odpowiednikami wyrażen podanych w nawiasach. Odpowiedzi zapisz w zeszyście.

- 1 A: I think you should dye your hair green!
B: (Żartujesz sobie) *You're kidding*, right?
- 2 A: I'm going out with Bartek tonight. What should I wear?
B: (Dlaczego nie nałożysz) *Why don't you wear* that T-shirt with a pink dinosaur?
- 3 A: You should avoid this area. It's not safe there.
B: Oh, I didn't know that. (Dzięki za radę) *Thanks for the advice*.
- 4 A: Oh, this cake looks delicious! Can I have some?
B: Sure, (poczęstuj się!) *help yourself!*
- 5 A: I feel weak and tired.
B: What did you eat today?
A: (To, co zwykle) *Just the usual*: some crisps and ice cream.
- 6 A: I've got a stomachache and a high temperature.
B: You (powinieneś umówić wizytę) *should make an appointment* with the doctor.

SŁUCHANIE

2  3.23 Usłyszysz wypowiedź recepcjonistki pracującej w ośrodku zdrowia. Dopasuj pytania 1–5 do osób A–F. Jedna osoba została podana dodatkowo i nie pasuje do żadnego pytania. Odpowiedzi zapisz w zeszyście.

Strategia

W zadaniu tego typu kolejność pytań odpowiada kolejności, w jakiej podane są informacje w nagraniu. Zanim wysłuchasz nagrania, przeczytaj uważnie pytania. Pamiętaj, że w nagraniu mogą wystąpić synonimy słów, które pojawiły się w pytaniach.

- 1 Who suffers from a toothache? *D*
 - 2 Who has got a high temperature? *E*
 - 3 Who had the flu a month ago? *A*
 - 4 Who has got allergy? *F*
 - 5 Who has got a stomachache? *C*
- A Peter D Henry
B Anna E Adam
C Mrs Wilson F Mary

CZYTANIE / PRZETWARZANIE JĘZYKOWE

3 Wybierasz się z rodzicami na wycieczkę do Wielkiej Brytanii. Znalazłeś/Znalazłaś w internecie miejsce, które chciałbyś/chciałabyś odwiedzić. Przeczytaj ulotkę, a następnie uzupełnij luki 1–3 w e-mailu do taty, zgodnie z informacjami w ulotce. Luki należy uzupełnić w języku polskim. W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Odpowiedzi zapisz w zeszyście.



Visit **Blair Castle** and go on a journey into the fascinating past of Scotland.

The castle has had some remarkable guests, for example Mary Queen of Scots or Queen Victoria, whose famous stay led to the creation of Europe's only private army, the Atholl Highlanders.

The last weekend of May is a perfect time to visit the castle as the Highland Games* take place there. The Atholl Highlanders officially open the Games with their march. There are also lots of other attractions: competitions with heavy weights, highland dancing events, solo piping.

Gates from 10 a.m.
The March at 11.15 a.m.
Heavy weights events from 12.30 p.m.

Admission: Adults £7 • Seniors £5 •
Children 5–16 £3 • under 5s free

Location: Castle grounds

Parking: free

Accommodation: 2 or 3-bedroom lodges located near the Castle, or Caravan Park for motorhomes

For more information please contact the Blair Castle offices on 01796 481 207.

*The Highland Games are outdoor cultural and sporting events celebrating Scottish traditions organised across Scotland in summer.

From: Ania
To: Tata

Tato,

Gdy będziemy u cioci w Anglii, może zobaczylibyśmy w ¹ostatni weekend maja paradę szkockich żołnierzy w zamku Blair? Nazywają się Atholl Highlanders i są jedyną prywatną armią w Europie. Tego dnia odbywają się tam też inne wydarzenia. To tylko 200 km od cioci, a parada zaczyna się ²o 11:15 / kwadrans po 11, więc nawet nie trzeba szukać noclegu. Bilety: 7 funtów za dorosłego, za mnie 3, a za babcię ³5 (funtów). Załączam zdjęcie z ubiegłorocznej parady. Co o tym myślisz?

Ania



ŚRODKI JĘZYKOWE

4 Uzupełnij zdania, używając podanych wyrazów w odpowiedniej formie. Odpowiedzi zapisz w zeszycie.

- 1 He can iron very *well*, his shirt looks great! **GOOD**
- 2 We usually have dinner in the *living* room. **LIFE**
- 3 I don't like loading the *dishwasher*, I prefer to do the washing-up myself. **WASH**
- 4 I'm feeling really bad. I have a sore throat and a *headache*. **HEAD**
- 5 My dad started sneezing and coughing so he *decided* to get some flu medicine at the pharmacy. **DECISION**
- 6 Try to be *careful* with these glasses, please. Don't break them. **CARE**

5 Przetłumacz podane w nawiasach fragmenty na język angielski tak, aby otrzymać logiczne i poprawne gramatycznie zdania. W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Odpowiedzi zapisz w zeszycie.

- 1 (*Ile soku*) *How much juice* is there in the fridge?
- 2 (*Nie wolno ci*) *You can't / mustn't* be late for school.
- 3 She (*nie powinna*) *should not* hang out with those people.
- 4 (*Ile sałatek*) *How much salad* would you like?
- 5 Ewa doesn't eat any sweets but she usually has (*dużo owoców*) *a lot of fruit*.
- 6 Mum! Is dinner ready? (*Umieram z głodu*) *I'm starving!*

6 Przeczytaj podane pary zdań. Uzupełnij każdą lukę tak, aby zachować znaczenie zdania wyjściowego. Odpowiedzi zapisz w zeszycie.

- 1 Don't forget about your homework!
You must *not forget* about your homework.
- 2 Is it necessary for me to get up so early on Sunday?
Do *I have to* get up so early on Sunday?
- 3 It is not necessary for him to go to the doctor's.
He does *not have to* go to the doctor's.
- 4 Is it OK if I vacuum later, please?
Can I vacuum later, please?
- 5 My brother became ill when he was abroad.
My brother picked *up some illness* when he was abroad.
- 6 The milk turned bad so I threw it away.
The milk *went off* so I threw it away.

PISANIE

7 Wykonaj poniższe zadanie. Napisz e-mail w zeszycie.

Chciałbyś/Chciałabyś bardziej o siebie zadbać i trochę schudnąć. Napisz e-mail do cioci, dietetyczki i trenerki fitness, w którym:

- zapytasz o najlepszą dietę dla uczniów szkoły podstawowej,
- poprosisz o radę w sprawie wyboru sportu, który chciałbyś/chciałabyś zacząć uprawiać,
- zapytasz, czy możesz przyjść na zajęcia fitness prowadzone przez ciocię.

Długość tekstu powinna wynosić od 50 do 100 słów.

Lesson 7.1

Vocabulary

Lead-in

Review of vocabulary from the previous unit

Divide the class into two groups and put students into pairs within their groups. Give a time limit of one minute. The pairs in one group should think of as many countable food or drink items as they can and the pairs in the other group should think of as many uncountable food or drink items as they can.

After one minute, two pairs from the same group (i.e. both pairs either countable or uncountable) join up. The pairs should take turns to say one of their words. They can't repeat words used by the other pair. When one pair has run out of words to say, the other pair wins.

Then change the activity by joining pairs from different groups (i.e. one pair countable and the other pair uncountable). The pairs should take turns to say one of their words, but this time they don't have to worry about repeating the other pair's words. Again, when one pair has run out of words to say, the other pair wins.

At any time, students can challenge a word if they think it is wrong (i.e. a countable pair have used an uncountable word or vice versa). At the end of the activity, invite different pairs to tell the rest of the class some of the countable and uncountable words they used.

Exercise 1

When students have discussed the questions, invite a student to say what the last thing he/ she bought was.

Encourage them to say: *I bought a/some ...*. Then invite a second student to do the same and then adding what the first student said (i.e. *I bought a/some ... and ... bought a/some ...*). Continue inviting different students to add their own information alongside trying to remember what was said before. If any student has difficulty remembering, encourage the rest of the class to help. Try to continue so that everyone in the class has a turn, and the last student to speak repeats what everyone else in the class has said.

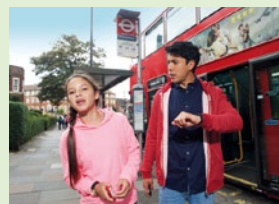
7

VOCABULARY

Types of shops | Containers | Shopping centres | Money

GRAMMAR

Comparatives and superlatives of adjectives | *going to* and the Present Continuous



SPEAKING

Shopping for clothes



READING

The history of shopping centres

LISTENING

A radio interview about how to save money

WRITING

Notes (making arrangements)

BBC Culture and Skills

Where can you buy a town?

82 Unit 7

Shopping around

VOCABULARY Types of shops | Containers

I can talk about shops and what they sell.



1 In pairs, ask and answer the questions.

- When was the last time you went shopping?
- What did you buy?

2 3.24 I KNOW THAT! How do you say the words from the box in Polish? Add more words in your notebook.

Vocabulary Types of shops

bakery bookshop butcher's clothes shop florist's greengrocer's newsagent's pharmacy shoe shop

I went to the **florist's**. (florist's = place)
The **florist** helped me choose some flowers.
(florist = person)

Watch OUT!



Exercise 2 3.24

Remind students of apostrophes and how we use them in possessives (e.g. *my dad's shirt, Mike's book*). Point out that sometimes we use this structure when talking about shops, because the shop belongs to the person working there (or traditionally this used to be the case). We sometimes say *the baker's* rather than *the bakery* and *the chemist's* rather than *the chemist/pharmacy*.

Exercise 3

Discuss the first sentence with students and invite them to say which shop they think it is and how they know this. Remind students of these prepositions: *between, next to*. Elicit the answers and ask additional questions about the information in the exercise (e.g. *What kind of shop sells fruit and vegetables? What is a special offer? Is there a bakery in our town where we can sit and eat or drink?*).

Exercise 4

When the groups have discussed the questions, ask students how often they or their families use the different kinds of shops. Tell them about yourself first (e.g. *I go to my local bakery for bread but I usually buy fruit and vegetables in the market or supermarket*). Invite different students to tell the rest of the class about their family's shopping habits.

3 In pairs, use the clues below to label shops A–I with the words from the Vocabulary box. Write the answers in your notebook.

- The shoe shop is closed at the moment.
- There's a shop which sells fruit and vegetables between the bookshop and the newsagent's.
- There are a lot of special offers at the clothes shop.
- The shop between the shoe shop and the florist's sells meat.
- The bakery is next to the pharmacy and it's always very busy.

4 Which shops from the Vocabulary box have you got in your neighbourhood? Which shops haven't you got? Discuss in groups.

We've got a bakery but we haven't got a bookshop.

5 How do you say the words in bold in Polish?

Word Friends Containers

a **bag** of apples a **bar** of chocolate a **bunch** of flowers
a **bottle** of shampoo a **box** of cream cakes a **can** of cola
a **jar** of jam a **loaf** of bread a **packet** of crisps

6 3.25 Listen and complete Jas's shopping list. Write the answers in your notebook. What did she forget to buy?

Shopping List

- greengrocer's – apples
- baker's – ¹a loaf of bread, cream cakes
- ²pharmacy – shampoo
- newsagent's – crisps, ³(a bar of) chocolate, ⁴(a can of) cola
- florist's – ⁵(a bunch of) flowers

She forgot to buy (a jar of) jam.

7 Choose the correct option. Write the answers in your notebook.

- 1 a bottle / jar of coffee
- 2 a bag / can of sugar
- 3 a jar / bottle of water
- 4 a bar / packet of biscuits
- 5 a bunch / box of matches
- 6 a can / box of lemonade

8 3.26 Match questions 1–5 with answers a–e. Write the answers in your notebook. Listen and check.

- 1 What's its name? **c**
 - 2 Where is it? **e**
 - 3 What does it sell? **a**
 - 4 How often do you go there? **b**
 - 5 Why do you like it? **d**
- a It sells computer games.
b I go there about once a month.
c My favourite shop is called Go2 Games.
d They've got a good choice of games and the people who work there are very helpful.
e It's in the shopping centre in the town centre.



9 **VOX POPS** Talk to your partner. What is your favourite shop?

My favourite shop is called ...



each shop might have a good choice of (e.g. a bakery might have a good choice of cakes, a bookshop might have a good choice of manga comic books).

Exercise 9 35

Elicit ideas about why someone might like a shop (e.g. it is cheap, they often have special offers, there are lots of different things to look at). Give the pairs a time limit to interview each other. When they have finished, invite different students to say what they found out about their partner.

Before watching, check that students understand kitchen appliances, represent, remind, brands, discounted prices. After watching, put students into pairs and tell them to take turns to say which shop they think sounds the most interesting and why.

Extra activity

Keep students in pairs. Tell each pair to think of five things students their age like to buy after school (e.g. sweets, drinks, cakes, books). They then join up with another pair for a roleplay. One pair plays the role of a new student who has just moved to the area. They should ask the other pair where they can buy the five things they have identified. The second pair should tell them the name of a suitable shop and where they can find each thing. The pairs then swap roles and repeat. When they have finished, invite different groups to act out their roleplay in front of the class.

ANSWER KEY

Exercises 1, 4, 5 and 9
Students' own answers.

Exercise 2

Possible answers:
beauty salon, chain store, charity shop, corner shop, games shop, gift shop, hardware shop, hypermarket, music shop, sports shop, supermarket

Exercises 3, 5, 6, 7 and 8
Answers on student page.

Audio scripts: page 144

Video scripts: page 159

Further practice

- Photocopiable Resource 43, page 231
- Workbook, page 76
- Extra Online Homework: Vox Pops Extra Activities



Unit 7 83

Exercise 5

Remind students about the difference between countable and uncountable food items and what it means if something is uncountable, e.g. we can't say *three milks*; we have to say *some milk*. Explain to students that we can make milk countable by adding the container it comes in, e.g. we can say *a glass/carton of milk*. Elicit the answers and check that students know the plural form of *bunch* and *box* (add

-es) and *loaf* (*loaves*). It may be useful to look at other instances using the same containers, as they may be different in the student's own language (e.g. *a bunch of bananas/grapes, a can of cold drink* but *a tin of fish/meat*).

Exercise 6 3.25

Before students listen, tell them to look at the list. Where the kind of shop is given, students should guess what specific items might be bought there.

Where the specific items are given, students should guess what kind of shop it is. The first time students listen, tell them not to write anything, and just listen out for the item that Jas has forgotten.

Exercise 8 3.26

When students have finished, check that they understand a *good choice of*. Ask them to look at the shops in the Vocabulary box from Exercise 2 and say what

Lesson 7.2

Grammar

Lead-in

Review of vocabulary for shops and containers

Draw a loaf of bread on the board. Elicit what it is and where you can buy it (a bakery). Invite a student to come to the board and draw a food item. The rest of the class should guess what the item is and say where you can buy it. Repeat with different students.

Language notes

Make sure students follow these spelling rules for comparatives and superlatives:

- For most adjectives, add *-er/-est*.
- For adjectives ending in *-e*, add *-r/-st*.
- For adjectives ending with one vowel and one consonant, double the final consonant before adding *-er/-est*.
- For adjectives ending in a consonant + *-y*, change the *-y* to *-i* and add *-er/-est*.
- For adjectives with two or more syllables, except two-syllable adjectives ending in *-y*, use *more/most* + adjective.

Exercise 4

Remind students that because we use comparatives to compare two things, all the sentences they make should refer to two phones only (A and B, B and C or A and C).

Exercise 5

Remind students that because we use superlatives to describe more than two things, in this case they should refer to all three phones.

Exercise 8

Before students ask and answer in their pairs, ask them to work individually to write five adjectives that could describe something they have bought (e.g. *big, expensive, good, beautiful, interesting*). They should use these adjectives to ask their partner questions (e.g. *What was the biggest/most expensive/best/most beautiful/most interesting thing you bought last year?*).

Further practice

- Grammar Time, page 129
- Photocopiable Resource 44, page 232
- Workbook, page 78

7.2

GRAMMAR Comparatives and superlatives of adjectives

I can compare things.

- CLASS VOTE** Imagine that you want to buy some headphones. Who do you ask and where do you get information before you buy them?
friends magazine the internet shop assistant
- 3.27** Check you understand these adjectives. Then read the text. Do people generally have a good opinion of the headphones? *Yes, people have a good opinion about them.*
enjoyable heavy low trendy (un)comfortable

- In pairs, compare phones A-C on page 133. Use the adjectives from the box or your own ideas.

thin modern old big
small ugly trendy

Phone B is trendier than phone A.

- In your notebook, make sentences with superlatives about phones A-C on page 133.

Phone A is the biggest.

- Complete the review with the comparatives or superlatives of the adjectives in brackets. Write the answers in your notebook.

HENNSIZER M13 HEADPHONES

Just £18.99 - lowest ever price

OWEN ★★★★★

This is my second pair of Henssizer headphones - I'm their biggest fan! They're heavier and bigger than my old ones but the most important thing is that they sound fantastic!

ROSIE ★★★★★

They really are the trendiest headphones! They're comfortable and they look good - my journey to school is definitely more enjoyable these days. One small problem - they're too big for my pocket!

LEAH ★★★★★

You can buy cheaper headphones but they aren't as good as these. They're definitely better than the headphones that came with my MP3 player.



CALLY ★★★★★

My Henssizer FL40 headphones stopped working. The M13 headphones are ¹*more expensive* (expensive) but I bought them. That was my ²*biggest* (big) mistake! They're ³*more uncomfortable* (uncomfortable) than my old headphones. I think the quality isn't as good as the FL40 and the sound is ⁴*worse* (bad) too. The ⁵*most annoying* (annoying) thing is that the cable is too long! I was ⁶*happier* (happy) with my ⁷*cheaper* (cheap) headphones!

- Read the Grammar box. Find more examples of comparatives and superlatives in the text in Exercise 2.

Grammar	Comparatives and superlatives of adjectives	
old	older	the oldest
nice	nicer	the nicest
thin	thinner	the thinnest
pretty	prettier	the prettiest
important	more important	the most important
good	better	the best
bad	worse	the worst
They are bigger than my old headphones. They are not as good as my old headphones.		

GRAMMAR TIME > PAGE 129

We don't use *the* after *my/your/their*, etc.
She's my best friend. NOT *She's my the best friend.*

Watch OUT!

84 Unit 7

ANSWER KEY

Exercises 1, 2 and 8

Students' own answers.

Exercises 2 and 6

Answers on student page.

Exercise 4

Possible answers:

Phone C is thinner than phone A.
Phone B is more modern than phone C.
Phone A is older than phone B.
Phone A is bigger than phone C.

Phone C is smaller than phone A.

Phone C is uglier than phone B.

Exercise 5

Possible answers:

Phone B is the most modern.
Phone B is the thinnest.
Phone C is the smallest. Phone A is the oldest.
Phone B is the trendiest. Phone A is the ugliest.

Exercise 7

2 The prices in the bookshop aren't as low as (the prices) on the internet.

3 The MP3 player isn't as expensive as the iPod.

4 The choice of magazines at the supermarket isn't as good as at the newsagent's./ The choice of magazines isn't as good at the supermarket as at the newsagent's.

I can find specific detail in a text and talk about shopping centres.

1 CLASS VOTE Where do you prefer to spend your free time?

- the park
- the shopping centre
- the town centre

2 In pairs, answer the questions about shopping centres. Check your answers on page 133.

Why ...

- 1 is there nowhere to sit down?
- 2 do they play music all the time?
- 3 is it hard to find the exit?
- 4 is it a long way from the up escalators to the down escalators?

3 **3.28** Read the text and answer the questions.

- 1 What was Victor Gruen's profession?
- 2 When and where did he build Southdale?
- 3 Was Southdale a success?

4 Read the text again. Are the sentences true, false or the text doesn't say?

- 1 Victor Gruen wanted shopping centres to be more than just a place to shop. **True**
- 2 Southdale wasn't as nice as other shopping centres. **False**
- 3 Southdale was the busiest shopping centre in the USA. **Doesn't say**
- 4 Victor got a pleasant surprise when he went back to Vienna. **False**
- 5 His invention didn't do what he wanted. **True**

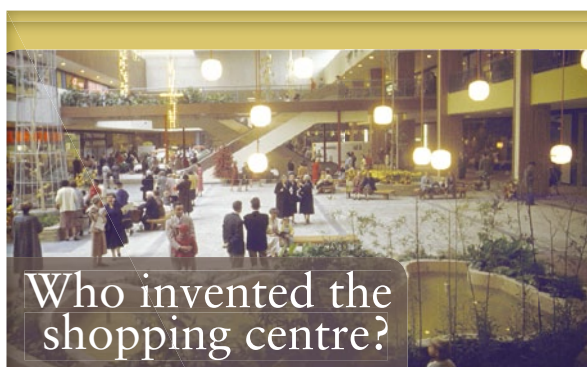
5 **3.29** Find the words and phrases from the box in the text. How do you say them in Polish?

Vocabulary Shopping centres

car park department store escalator
food court multi-screen cinema
public toilets shopper trolley

6 Complete the definitions in your notebook. Use the Vocabulary box to help you.

- 1 You put your shopping in it: **trolley**
- 2 A large shop which sells lots of things: **department store**
- 3 A way to move from one level to another: **escalator**
- 4 An area with restaurants and bars: **food court**
- 5 A place to see films: **multi-screen Cinema**



Who invented the shopping centre?

In 1938, an Austrian architect called Victor Gruen arrived in New York with eight dollars and no English. He started designing shops and quickly became one of the most successful architects in the city.

Victor thought American cities were uglier than European cities like Vienna. He wanted to make them more beautiful. His dream was to make shopping centres like traditional European town centres, lovely places with parks, schools and homes around them. So in 1956, he built Southdale, a shopping centre near Minneapolis. It had the usual shops, department stores, public toilets and a big car park. But Southdale was more pleasant than other shopping centres. All the shops were under the same roof. It was on two levels with escalators to take shoppers and their trolleys up and down. And in the middle was a garden with a café.

Southdale was very popular. Afterwards, most new shopping centres followed the Southdale model. Unfortunately, they didn't become the centre of beautiful new towns. Instead, they were ugly out-of-town buildings with seas of cars around them.

In 1978, Victor went back to Austria but what did he find in Vienna? A large ugly shopping centre with a multi-screen cinema and a food court! It was more popular than the traditional shops and many of them had to close.

Victor Gruen invented the modern shopping centre to make the USA more like Vienna but in the end his invention made Vienna more like the USA.



7 VOX POPS Talk to your partner. Do you like shopping centres? How often do you go to shopping centers? Who do you go with?

*I enjoy going to shopping centres.
I usually go ...*



Unit 7 85

Lesson 7.3 Reading and Vocabulary

Lead-in

Review of comparatives and superlatives

Think of a famous person (e.g. Cristiano Ronaldo) and tell students that you are thinking of a famous man and that they have to find out who it is by guessing his name. Explain that you can only respond by comparing your famous person with the person they

have guessed. For example: Someone guesses George Clooney. You say *No, my person is younger than George Clooney*. Someone else guesses Daniel Radcliffe. You say *No, my person is fitter than Daniel Radcliffe*. If students find it difficult to guess, give them a more specific clue using the comparative form, such as *My person is a better footballer than ...* or *My person is better at Portuguese than ...*. When a student

guesses correctly, get students to play the same guessing game in pairs.

Exercise 3 3.28

Discuss the photo with students. Ask them whether they think the shopping centre looks attractive or not, giving reasons. You can also ask if they think shopping centres look attractive from the outside as well as from the inside.

Exercise 4

When students give their answers, encourage them to correct the wrong statements and justify the ones that are right. Discuss the final paragraph with students. Ask if they think shopping centres look the same in every country or if there are still some things which are unique to their country.

Exercise 5 3.29

Invite students to use the words in the Vocabulary box to talk about places in their town.

Exercise 6

It may be a good idea to extend students' vocabulary by introducing additional words (e.g. 1 *basket*; 2 *supermarket*, *hypermarket*; 3 *lift*, *elevator*; 5 *multiplex*).

Exercise 7 36

Before watching, check that students understand *loathe* and *variety*. After watching, invite students to say which speaker's opinion is most like their own, giving reasons.

Extra activity

In groups of three, students should create an advert for an imaginary shopping centre. They should give it a name and write attention-grabbing sentences about why customers will want to shop there. When the groups have finished, invite them to present their adverts to the rest of the class.

ANSWER KEY

Exercise 1

Students' own answers.

Exercise 2

- 1 If people are sitting, they aren't shopping.
- 2 Because then people relax and stay longer.
- 3 It's because if people can't get out easily, they stay longer and spend more money.
- 4 Because then shoppers walk past more shops.

Exercise 3

- 1 He was an architect.
- 2 in 1956, near Minneapolis
- 3 Yes, it was.

Exercise 4 and 6

Answers on student page.

Video scripts: page 159

Further practice

- Workbook, page 79
- Extra Online Homework: Vox Pops Extra Activities

Lesson 7.4

Grammar

Lead-in

Review of comparatives and superlatives

Remind students about the video story so far. Elicit the names of the characters (Amy, Krystal, Lee, Ruby, Billy) and write them on the board. Put students into pairs and tell them to write five sentences comparing the five characters. Students must use at least one comparative and one (not) as ... as. When they have finished, two pairs should join together to compare their sentences. Invite pairs to share their sentences with the class.

Exercise 1 3.30

Ask questions about the photo (e.g. *Who can you see? Where are they? What is Lee doing? What do you think Ruby is looking at?*). After checking answers, ask some follow-up questions.

Exercise 2 3.31

After checking answers, ask why at first Amy is upset with Lee but later seems much happier (*She's upset because Lee didn't tell her they're not taking the train. She seems happier when she finds out Billy's going to be there.*).

Exercise 3 3.32

Before watching or listening to Part 3, discuss the question with students. Elicit a few ideas and then put students into pairs to talk about what they think could be wrong. Remind them to look at the photo at the top of the page. Invite different pairs to share their ideas with the class and then play the video for them to check.

Exercise 6

Remind students that the *going to* sentences should refer to personal plans which don't involve other people and the Present Continuous sentences should refer to arrangements or agreements with other people. When the groups have finished, invite them to report back about the most interesting sentences they came up with.

 **Audio scripts:** page 144

 **Video scripts:** page 160

7.4 GRAMMAR *Going to and the Present Continuous*

I can talk about intentions and arrangements.



ARE YOU COMING WITH US?

(Part 1)

Lee: Hi, Amy. Listen – it's my mum's fortieth birthday next Tuesday and Ruby and I want to buy her something special. So we're going to take the train to Clearwater shopping centre on Saturday, get mum a present and then we're going to see a film at the Multiplex. Oh, and I'm going to buy some trainers and Ruby's going to buy some posters. Are you going to study again or can you come with us? Hope so! Oh, we're not going to tell anybody – it's a surprise.

(Part 2)

Amy: Hi, Lee.

Lee: Hey, Amy! Are you coming with us tomorrow?

Amy: Yes, but what time are we taking the train? I can't remember.

Lee: We're not taking the train.

Amy: Thanks for telling me!

Lee: Sorry. The bus is cheaper. So we're taking the X4 bus from the bus stop on Mandela Avenue at 10.15. Oh and I checked the films. They're showing *Shrek 8* at the Multiplex at 2.30. Billy's meeting us there.

Amy: Great! See you tomorrow at 10.15!

How do you say these expressions in Polish?

*It's a surprise.
Thanks for telling me!*

OUT of class

- 1  **3.30** Describe the photo. Listen to Part 1. Which things do Lee and Ruby plan to do on Saturday?

take a train watch a film go ice-skating
go for a pizza do some shopping

- 2  **3.31** Listen to Part 2. Answer the questions.

- Is Amy going with Lee and Ruby on Saturday?
- How are they travelling to Clearwater?
- What time are they meeting in the morning?

- 3  **3.32** Listen to Part 3. What's the problem? Where's Amy?

- 4 Read the Grammar box. Find more examples of *going to* and the Present Continuous in the voicemail message and dialogue.

Grammar Talking about the future

Intentions and plans

I'm going to buy some trainers.
We're not going to tell anybody.
Are you going to study?

Arrangements

They're showing *Shrek 8* at 2.30.
We're not taking the train tomorrow.
Are you coming with us?

GRAMMAR TIME > PAGE 129

- 5  **3.33** Complete the sentences with *going to* and the verbs in brackets. Write the answers in your notebook. Then listen to Ruby and Lee and check.

- I'm going to buy* (buy) something to drink.
- He's *going to come* (come) with me to the shoe shop.
- Are you going to come* (you/come) with us?
- I'm going to go* (go) to the bookshop first.
- We *'re going to buy* (buy) a nice present for mum.
- I *'m not going to spend* (not spend) all my money.

- 6 In your notebook, write three intentions for the near future using *going to*. Then use the Present Continuous to write about three arrangements for next week. In groups, compare your sentences.

I'm going to start running.
My sister's singing in a concert next week.

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Further practice

- Grammar Time, page 129
- Photocopiable Resource 45, page 233
- Workbook, pages 80 and 86

ANSWER KEY

Exercises 1

Lee and Ruby are at a bus stop. They plan to take a train, watch a film and do some shopping.

Exercise 2

- Yes, she is.
- by bus
- at 10.15

Exercise 3

Amy's on the wrong bus.

Exercise 5

Answers on student page.

Exercise 6

Students' own answers.

I can identify specific detail in a conversation and talk about money.

How important is MONEY to you?

- One day you **get** £10 pocket money and **earn** £20 babysitting. Do you put the money ...
a in a piggy bank?
b in your purse / wallet / pocket?
- You get £50 for your birthday. Do you ...
a save some and **spend** the rest?
b spend it all immediately?
- You get too much change in a shop. Do you ...
a keep the money?
b tell the shop assistant?
- You need a new pair of jeans. Do you ...
a wait for the sales?
b buy the pair you like without looking at the price?
- Some friends want to **borrow** £30. Do you ...
a tell them you never **lend** money?
b give them the money and say they can **pay you back** any time?

borrow – take something from someone else and give it back later
lend – give something to someone for some time

Watch OUT!

- 1 CLASS VOTE** Does money make people happy? Vote yes or no and then say why.

A: Yes, it does because with money you can buy things that make you happy.

B: No, it doesn't. Money can't buy love!

- 2 3.34** Read the quiz. Then listen. In your notebook, write down Greg's answers. What does he ask Gemma for at the end?
- 3 3.35** Find the words and phrases from the box in the quiz. Then, in pairs, complete the sentences. Write them in your notebook.

Vocabulary Money

change piggy bank pocket money price
purse sales wallet

- My dad has a **wallet** but I keep my money in my pocket.
 - The price of a book is £6.69 and you pay £10. How much **change** do you get?
 - How much **pocket money** do you get a week?
 - Prices are always lower in the summer **sales**.
 - I have a **piggy bank** on a shelf in my room.
- 4 WORD FRIENDS** In your notebook, complete the sentences with the highlighted verbs in the quiz.
- I think I should **get** more pocket money.
 - It's better to **save** money than to spend it.
 - I sometimes **lend** money to my friends.
 - When I **borrow** money, I always pay it back.
 - Teenagers should work to **earn** their money.
- 5** In pairs, do the quiz. Check your answers on page 133.

- 6 3.36** Listen to a radio phone-in about money. Are the sentences true or false?
- Penny has to work to get pocket money. **True**
 - She has a lot of money in her piggy bank. **False**
 - She never buys any clothes in the shops. **False**
 - She doesn't lend money to her friends. **False**
 - She thinks it's good to save money before you buy things. **True**
 - She's saving her money for something special. **True**
- 7 3.37** Listen to an interview with an expert on saving money. Choose the correct answers. Write them in your notebook.
- Molly thinks Penny
a is intelligent.
b should spend more money.
c isn't telling the truth.
 - Molly thinks it's good to
a earn more money.
b make a list.
c spend nothing.
 - Molly says it's a good idea to
a stop using your mobile phone.
b go shopping often.
c find the lowest prices.

- 8** In pairs, discuss the sentences from Exercise 4.

A: Do you think you should get more pocket money?

B: I think ...

Exercise 4

Before students do the task, elicit the difference between *save* and *spend*, *get* and *earn*, *lend* and *borrow*, *pay* and *pay back*.

Exercise 6 3.36

Before students listen, tell them to read the sentences. Ask: If Penny has to work for her pocket money, what kind of work do you think she does? If she doesn't buy clothes in shops, where do you think she buys them? If she is saving money for something special, what do you think she is saving for? After listening, elicit the answers and encourage students to give an explanation for each (e.g. 1 She does housework and other jobs to earn her pocket money).

Exercise 7 3.37

Before students listen, ask them to read the questions and choices and to predict the answers from what they heard Penny say in the previous exercise. When students have finished the exercise, ask them if they agree with the money-saving expert, giving reasons.

Exercise 8

It may be better to avoid talking about how much pocket money students get, in case this causes resentment or jealousy between students. So, before students start, tell them not to mention the amount they get as pocket money but just whether they think they get enough and, if not, why they would like more pocket money.

ANSWER KEY

Exercises 1, 5 and 8
Students' own answers.

Exercise 2

Greg's answers on student page. At the end, he asks Gemma to lend him ten pounds.

Exercises 3, 4, 6 and 7
Answers on student page.

Audio scripts: page 144

Further practice

• Workbook, page 81

Lesson 7.5 Listening and Vocabulary

Lead-in

Review of going to and Present Continuous

Put students into pairs to ask each other about any plans and arrangements they might have, (e.g. *What are you doing this weekend? What are you going to do in the summer holidays?*).

Exercise 1

To help students with ideas, put them into groups and give each group a quotation written on a piece of paper. Students should discuss what the quotation means and whether or not they agree with it. When the groups have finished, invite them to tell the class about their quotation and what they discussed. Then ask the question from the Student's Book and have a class vote.

Suggestions for quotations:

- When I was young, I thought that money was the most important thing in life. Now that I am old, I know that it is. (Oscar Wilde)
- Anybody who thinks money will make you happy, hasn't got money. (David Geffen)
- Money equals freedom. (Kevin O'Leary)
- My favourite things in life don't cost any money. It's really clear that the most precious resource we all have is time. (Steve Jobs)

Lesson 7.6

Speaking

Lead-in

Review of money vocabulary

Put students into pairs and tell them to write two different amounts of money on two separate pieces of paper. They can be anything from £50 to £1,000. The pairs should fold up the pieces of paper and swap them with another pair. Then each student should take one of the pieces of paper and open it. Tell them that this is the amount of money they have won in a competition. They should take turns to tell their partner how much of the money they will save and why they want to save, and how much they will spend and what they will spend it on. When both students have had a chance to speak, invite different students to tell the rest of the class.

Exercise 1 40 3.38

Before students open their Student's Books, elicit what happened in the last episode, where Lee and Ruby were going (to the Clearwater shopping centre), what their plans were (to go shopping and see a film) and what happened to Amy (She got on the wrong bus.). Then ask students to open their Student's Books and to read the question. Elicit ideas and ask students what they think of the trainers. Go through the Out of class box and elicit other ways to say the same things (Just a second: Hang on a minute, Just a minute, Wait a minute; I'm fed up: I'm bored). Explain that we can use either minute or second to mean 'a very short time'. Ask students why Amy is fed up in the video (It's taking Lee too long to decide - this is the fifth shop they've been to.).

Exercise 3 3.39

Get students to complete this exercise in pairs. When they think they have chosen the correct phrases, invite a pair to act out their dialogue in front of the class. If any pairs think the first pair has chosen incorrect phrases, give them a chance to act out their own dialogue in front of the class. When they have finished, play the audio so that students hear the correct dialogue.

Exercise 4 Extra activity

Get students to work in pairs. Tell each pair to identify

7.6 SPEAKING Shopping for clothes

I can shop for clothes and other things.



NEW SHOES

Shop Assistant (SA): Can I help you?
 Lee: Yes, I'm looking for a pair of trainers.
 SA: These ones are on sale.
 Lee: How much are they?
 SA: Nineteen ninety-nine.
 Amy: That's a good price, Lee. You should get them.
 Lee: Can I try them on, please?
 SA: Of course. What size are you?
 Lee: Forty-one.
 Two minutes later
 Lee: Oh! They're too small ... Excuse me! Have you got them in a bigger size?
 SA: I think so ... Just a second ... Here you are.
 Two minutes later
 Lee: These ones are the right size ...
 Amy: Great, because I'm fed up! This is the fifth shop we ...
 Lee: ... but I don't like the colour. Excuse me! Have you got these in blue?
 Amy: Lee! Are you going to buy them or not?
 Lee: Yes! I'll take them. Here you are ...
 Amy! Wait for me!
 SA: Don't forget your change!

How do you say these expressions in Polish?

Just a second.
 I'm fed up!

OUT of class

-  3.38 In pairs, describe the photo. Is Lee going to buy the red trainers? Listen and check.  40
- Read the Speaking box. In your notebook, write down ten phrases that are in the dialogue.

Speaking Shopping for clothes

Selling clothes

- Can I help you?
- These ones are on sale.
- What size are you?
- The changing rooms are over there.
- Don't forget your change.

Buying clothes

- I'm looking for ...
- How much is it/are they?
- Can I try it/them on, please?
- It's/They're too big/small.
- Have you got it/them in a smaller/bigger size/another colour?
- I'll take it/the blue one.
- I'll take them/these ones.

-  3.39 In your notebook, complete the dialogue with the phrases from the Speaking box. Listen and check.

Shop Assistant: Hello, can I help you?

Customer: *I'm looking for a T-shirt.*

SA: This one's on sale.

C: ² *How much is it?*

SA: Nine pounds ninety-nine.

C: ³ *Can I try it on, please?*

SA: Yes, of course. The changing rooms are over there ... Oh! It's too big.

C: ⁴ *Have you got it in a smaller size?*

SA: Yes, here you are. ... Oh, yes, that's better.

C: ⁵ *I'll take it.*

SA: Great. Don't forget your change. Goodbye.

- In your notebook, complete the sentences with **one** or **ones**.

- Do you want the black shoes or the brown **ones**?
- This belt is too small. Have you got a bigger **one**?
- I'll take the pink shirt but I don't want the green **one**.
- My headphones aren't as good as these **ones**.

- In pairs, buy and sell the things from the box. Student A is the customer, Student B is the shop assistant. Then change roles. Use the Speaking box to help you.

a hat a pair of jeans a coat/jacket

A: Good morning! Can I help you?

B: Yes, I'm looking for ...

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objects in the classroom of which there are more than one (e.g. desks, chairs, windows, books). Choose one of the objects (e.g. window) and write the word on the board. Walk over to the (window) and say: *This window is clean but that one is dirty.* Tell students that they should make similar sentences, using **one** so that they don't repeat the word in the same sentence.

 Video scripts: page 160

Further practice

- Photocopiable Resource 46, page 234
- Workbook, pages 82 and 87

ANSWER KEY

Exercise 1

Possible answers:
 In the photo, Lee and Amy are in a shoe shop. Lee wants to buy a pair of trainers. He is trying on a pair of red trainers. Amy looks a little frustrated.

Exercises 2, 3 and 4

Answers on student page.

Exercise 5

Students' own answers.

I can write notes and messages to make arrangements.

1 Work in pairs. What is the best format a–d for your messages in situations 1–4?

- a** 1 You're working on a school project and your bedroom is very untidy. You leave a message asking your mum not to tidy up your papers.
- c** 2 You're meeting a friend but your bus is late. You want to let him/her know.
- b** 3 It's your birthday next week and you decide to invite all your friends to a party.
- d** 4 You need to tell your trainer that you're ill and can't go to judo classes next week.
 - a** a note on a piece of paper
 - b** an update or tweet on Facebook/Twitter
 - c** text or message sent on your phone
 - d** an email

2 Read Lee's messages, A and B. Which one includes an invitation and makes an arrangement? Which one only gives information?

A

Hi Amy,

- 1 I'm going into town to buy some guitar strings.
- 2 Would you like to come?
- 3 I should be outside the shopping centre at 2.30.
- 4 Let me know!

Lee

B

Hi mum,

- 1 I'm at the music shop buying some new guitar strings! I should be back about 5.00.
- 4 See you soon!

Lee XXX

3 Read the Writing box. Find the phrases which are in Lee's messages.

4 Read messages C and D from Amy. Which message is a reply to Lee's invitation? What surprise is Amy planning?

C

Hi,
Sorry but I'm really busy right now. Perhaps we could meet tonight? See you soon. Amy XXX

D

Hi,
It's Lee's birthday today and I want to organise a surprise party for him at my house. Would you like to come? The party's starting at 7 p.m.
Love Amy

Writing Notes (making arrangements)

The information you want the other person to know

- 1 I'm having a party.
I'm going into town.
Help! I don't understand my homework.
I'm really ill – I can't come.
The bus is really late 😞

A request, offer or invitation (optional)

- 2 Would you like to come?
Can you help?
Perhaps we could meet tomorrow?
Please wait for me.

Arrangements

- I should be outside the shop at 2.30.
Let's meet in front of the cinema at 8.00.
The party's starting at 10.00.
I'm planning to be online at 9.00.

Ending

- 4 See you there! / See you soon!
Let me know!
I hope you can come / help.



5 WRITING TIME In your notebook, write a note to a friend.

- 1 2 say you want to see a film at the cinema this weekend and ask your friend if he/she would like to come
- 3 suggest a time/place to meet
- 4 close your message

We often use imperatives (e.g. *Don't call at .../Please come/wait ...*) in notes.

Watch OUT!

into town (informing about a plan); to buy some guitar strings (giving a reason); Would you like to come (giving an invitation) and so on.

Exercise 5

Put students into pairs. Explain that they should write their partner's name at the top of their note and that they should write the note on their own. When students have finished writing, they should swap their notes with their partner. Now tell students to imagine that they can't meet their partner at the time or on the day suggested, but they would like to go to the cinema with them. Students should respond to their partner's note, explaining and suggesting a new time/day. When they have finished writing, they should swap notes again with their partner and then write a final note agreeing to the new time/day. (Students should write three notes in total: one note to invite, one to respond with a new time/day and one to agree to the new time/day.)

Extra activity

Put students into small groups. Get them to discuss the last time they wrote a note, sent a text message, sent an email or updated their Facebook or other social media profile. Invite the groups to report back about the most interesting or unusual messages they discussed.

ANSWER KEY

Exercise 1

Answers on student page.

Exercise 2

Message A includes both an invitation and an arrangement. Message B only gives information.

Exercise 3

Answers underlined on student page.

Exercise 4

Message C is a reply to Lee's invitation. Amy is planning a surprise birthday party for Lee.

Exercise 5

Students' own answers.

Lesson 7.7
Writing

Lead-in

Review of shopping vocabulary

Put students into pairs and give each pair a piece of paper. Explain to students that they should write a dialogue set in a clothes shop, with one half of the dialogue (spoken by the shop assistant) written on one piece of paper and the other

half of the dialogue (spoken by the customer) written on the other piece of paper. When they have finished writing, ask the pairs to swap the customer part of the dialogue with another pair. They should complete the dialogue by adding what they think the shop assistant has said. The two pairs then join together to compare their ideas with the original dialogues.

Exercise 2

Elicit what Lee is inviting Amy to do (*go to the shops with him*) and what the arrangement is (*where and when to meet – outside the shopping centre at 2.30*).

Exercise 3

Before students look at the Writing box, go through both messages with students, asking what the purpose of each phrase is: *I'm going*

Further practice

- Photocopiable Resource 47, page 235
- Workbook, page 83

VOCABULARY

1 In your notebook, complete the sentences with one word in each gap.

- It costs £5.49 and you have a £10 note. How much **change** do you get?
- It's not the right **size**. It's too big!
- I bought a **bunch** of flowers at the florist's.
- There's a **bar** of chocolate in my bag.
- Can you get a **box** of cream cakes from the baker's?
- I got some nice sausages at the **butcher's**.

2 In your notebook, complete the text with the words and phrases from the box. There are two extra items.

car park department store escalator exit
food court shoppers public toilets
multi-screen cinema trolleys

It wasn't a good shopping trip. Firstly, the ¹**escalator** wasn't working so we had to use the stairs. We went to all the shops and a big ²**department store** but I didn't find anything to buy. There weren't any free tables in the ³**food court** so we didn't eat anything. There wasn't anything good on at the ⁴**multi-screen cinema** so we didn't see a film. And at the supermarket there weren't any ⁵**trolleys** so we had to carry a heavy basket. Finally, we spent ten minutes looking for our car in the ⁶**car park** and then we couldn't find the ⁷**exit**!

3 In pairs, talk about the last time you went to a shopping centre.

4 Choose the correct option. Write the answers in your notebook. Then, in pairs, read the conversation.

- A: Let's go ¹**for** to a pizza.
B: Good idea but can you ²**borrow** / **lend** me five pounds?
A: What? But you ³**borrowed** / **lent** ten pounds from me yesterday!
B: I know but I promise to pay you ⁴**back** / **for** tomorrow.
A: Why do you always ⁵**earn** / **spend** all your money? You should try to ⁶**save** / **spend** some money.
B: I haven't got a job so I don't ⁷**earn** / **pay** any money and I don't get much ⁸**pocket** / **wallet** money. But I ⁹**got** / **made** you a present with the money you lent me. Here you are.

GRAMMAR

5 Compare the shops with the words in brackets and **than** or **as ... as**. Write the sentences in your notebook.

	Ali's	Lido	C2
How big is the shop?	60m ²	500m ²	3500m ²
How much does a typical shopper spend there?	£37.85	£29.49	£33.10
How popular is the shop?	★★★★★	★★★★★	★★★★★

- Lido / Ali's (big)
- Lido / C2 (small)
- Ali's / C2 (expensive)
- Lido / C2 (cheap)
- Ali's / Lido (popular)
- Ali's / C2 (popular)

Possible answers: 1 Lido is bigger than Ali's. 2 Lido is smaller than C2. 3 Ali's is more expensive than C2. 4 C2 is not as cheap as Lido. 5 Lido is as popular as Ali's. 6 C2 is not as popular as Ali's.

6 In your notebook, write superlative sentences about the three shops with the adjectives in brackets above.

Ali's is the smallest shop. Ali's is the most expensive shop. Lido is the cheapest shop. Ali's and Lido are the most popular shops. C2 is the least popular shop.

7 Choose the correct option. Write the answers in your notebook.

- I'm winning / **going to win** the Nobel Prize.
- I'm lying / **going to lie down** when I get home. I'm really tired.
- I'm **meeting** / **going to meet** some friends at my house tonight. Do you want to come?
- They're **showing** / **going to show** an interesting film on Channel 3 at 6 p.m.

SPEAKING

8 Do a role play in pairs. Student A, look at page 133. Student B, look at page 134. Then swap roles.

DICTATION

9  3.40 Listen to the recording. Write the sentences in your notebook.

Audio script: page 145

Check yourself!

- ✓ I can talk about shops and what they sell.
- ✓ I can talk about money and shopping centres.
- ✓ I can compare things.
- ✓ I can talk about intentions and arrangements.
- ✓ I can find specific detail in a text and in a conversation.
- ✓ I can shop for clothes and other things.
- ✓ I can write notes and messages to make arrangements.

LESSON 7.1**Types of shops** Rodzaje sklepów

bakery /'beɪkəri/ piekarnia
bookshop /'bʊkʃɒp/ księgarnia
butcher's /'bʊtʃəz/ sklep mięsny
clothes shop /kləʊðz ʃɒp/ sklep odzieżowy
florist's /'flɒrɪsts/ kwaciarnia
greengrocer's /'ɡriːn,ɡrəʊsəz/ sklep z warzywami
newsagent's /'njuːz,edʒənts/ kiosk
pharmacy /'fɑːməsi/ apteka
shoe shop /ʃuː ʃɒp/ sklep obuwniczy

Containers Określanie ilości rzeczowników niepoliczalnych

a bag of apples/sugar /ə bæɡ əv 'æpəlz 'ʃʊɡə/ torebka jabłek/cukru
a bar of chocolate /ə bɑː əv 'tʃɒklət/ tabliczka czekolady
a bottle of shampoo/water /ə 'bɒtl əv ʃæm'puː 'wɔːtə/ butelka szamponu/wody
a box of cream cakes/matches /ə bɒks əv kɹiːm keɪks mætʃɪs/ pudełko ciastek z kremem/zapałek
a bunch of flowers /ə bʌntʃ əv 'flaʊəz/ bukiet kwiatów
a can of cola/lemonade /ə kæn əv 'kəʊlə lemə'neɪd/ puszka coli/lemoniady
a jar of jam/coffee /ə dʒɑː əv dʒæm 'kɒfi/ słoik dżemu/kawy
a loaf of bread /ə ləʊf əv bred/ bochenek chleba
a packet of crisps/biscuits /ə 'pækɪt əv kɹɪspz bɪskɪts/ paczka chipsów/herbatników

busy /'bɪzi/ zajęty
buy /baɪ/ kupować
closed /kləʊzd/ zamknięty
neighbourhood /'neɪbəhʊd/ sąsiedztwo, okolica
sell /sel/ sprzedawać
shopping /'ʃɒpɪŋ/ robienie zakupów
shopping list /'ʃɒpɪŋ lɪst/ lista zakupów
special offer /'speʃəl 'ɒfə/ oferta specjalna

LESSON 7.2

cheap /tʃiːp/ tani
comfortable /'kʌmfɪtəbəl/ wygodny
enjoyable /ɪn'dʒɔɪəbəl/ przyjemny, miły
expensive /ɪk'spensɪv/ drogi, kosztowny
headphones /'hedfəʊnz/ słuchawki
heavy /'hevi/ ciężki
journey /'dʒɜːni/ podróż
light /laɪt/ lekki
low /ləʊ/ niski
mistake /mɪ'steɪk/ błąd

modern /'mɒdn/ nowoczesny
opinion /ə'pɪnjən/ opinia
pocket /'pɒkɪt/ kieszeń
quality /'kwɒləti/ jakość
shop assistant /ʃɒp ə'sɪstənt/ sprzedawca w sklepie
sound /saʊnd/ brzmieć, dźwięk
supermarket /'suːpə,maɪkət/ supermarket
trendy /'trendi/ modny
uncomfortable /ʌn'kʌmfɪtəbəl/ niewygodny
waste of money /ə 'weɪst əv 'mʌni/ strata pieniędzy

LESSON 7.3**Shopping centres** Centra handlowe

car park /kɑː pɑːk/ parking
department store /dɪ'pɑːtmənt stɔː/ dom handlowy
escalator /'eskəleɪtə/ ruchome schody
food court /fuːd kɔːt/ część restauracyjna w centrum handlowym
multi-screen cinema /mʌlti 'skriːn 'sɪnəmə/ multikino
public toilets /'pʌblɪk 'tɔɪləts/ toalety publiczne
shopper /'ʃɒpə/ osoba robiąca zakupy
trolley /'trɒli/ wózek sklepowy

exit /'egɪt/ wyjście
invention /ɪn'venʃən/ wynalazek
level /'levəl/ poziom
out-of-town /aʊt əv 'taʊn/ podmiejski
popular /'pɒpjələ/ popularny
surprise /sə'praɪz/ niespodzianka
traditional /trə'dɪʃənəl/ tradycyjny

LESSON 7.4**Out of class**

It's a surprise. /ɪts ə sə'praɪz/ To niespodzianka.
Thanks for telling me! /θæŋks fə telɪŋ mi/ Dziękuję, że mi powiedziałeś!

do some shopping /du səm 'ʃɒpɪŋ/ robić zakupy
get sb a present /get 'sʌmbədi ə 'prezənt/ kupić komuś prezent
go for a pizza /gəʊ fə ə piːtsə/ iść na pizzę
go ice-skating /gəʊ 'aɪs 'skeɪtɪŋ/ iść na lodowisko
show a film /ʃəʊ ə fɪlm/ pokazywać film
take a train /teɪk ə treɪn/ pojechać pociągami
voicemail message /'vɔɪsmel 'mesɪdʒ/ wiadomość na poczcie głosowej

LESSON 7.5**Money** Pieniądże

change /tʃeɪndʒ/ drobne, reszta
piggy bank /'pɪɡi bæŋk/ skarbonka
pocket money /'pɒkət 'mʌni/ kieszonkowe
price /praɪs/ cena
purse /pɜːs/ portmonetka
sales /seɪəlz/ wyprzedaże
wallet /'wɒlət/ portfel

earn money /ɜːn 'mʌni/ zarabiać pieniądze
borrow money from sb /'bɒrəʊ 'mʌni frəm 'sʌmbədi/ pożyczyć pieniądze od kogoś
get pocket money /get 'pɒkət 'mʌni/ dostawać kieszonkowe
go shopping /gəʊ 'ʃɒpɪŋ/ iść na zakupy
lend money to sb/lend sb money /lend 'mʌni tə 'sʌmbədi lend 'sʌmbədi 'mʌni/ pożyczyć komuś pieniądze
make a list /meɪk ə lɪst/ zrobić listę
pay /peɪ/ płacić
pay (sb) back /peɪ 'sʌmbədi bæk/ oddać komuś pieniądze
save money /seɪv 'mʌni/ oszczędzać pieniądze
spend money /spend 'mʌni/ wydawać pieniądze

LESSON 7.6**Out of class**

I'm fed up! /aɪm fed ʌp/ Mam dość!
Just a second. /dʒʌst ə 'sekənd/ Chwileczkę.

a good/high/low price /ə gud haɪ ləʊ praɪs/ dobra/wysoka/niska cena
changing rooms /'tʃeɪndʒɪŋ ruːmz/ przymierzalnia
on sale /ɒn 'seɪl/ na wyprzedaży
size /saɪz/ rozmiar
try on /'traɪ ɒn/ przymierzać

LESSON 7.7

give information /ɡɪv ɪnfə'meɪʃən/ podawać informacje
invitation /ɪnvə'teɪʃən/ zaproszenie
invite friends to your house /ɪn'vaɪt frendz tə jə haʊs/ zaprosić przyjaciół do domu
leave a message /liːv ə 'mesɪdʒ/ zostawić wiadomość
music shop /'mjuːzɪk ʃɒp/ sklep muzyczny
note /nəʊt/ notatka
organise a surprise party /'ɔːɡənaɪz ə sə'praɪz 'paːti/ organizować przyjęcie-niespodziankę
reply /rɪ'plaɪ/ odpowiedź, odpowiedzieć
update /ʌp'det/ uaktualnienie

Where can you buy a town?

Amazing things sold on eBay

Most people love shopping. It's a popular hobby but our shopping habits don't always stay the same. They change. Today we can buy things in many places and more and more people are buying things online. There are lots of websites where you can buy normal things but if you want something really unusual, go to an online auction site, like eBay. The company started in the USA but now operates in thirty different countries. It celebrated its twentieth birthday in 2015. Here are some of the amazing things people sold on the site.

Bridgeville

In 2008, the small town of Bridgeville in California was for sale and someone paid 1.25 million dollars for it! It's a very small place and in 2008 it had only thirty people, eight houses, a post office, a café and a cemetery. The town needed a lot of money and work and the new owner sold it again a few years later.

A life

Ian Usher was very sad after his wife left him. He decided to put his whole life for sale on eBay! He sold everything that he had – his house, his car, introductions to his friends and his job. Someone paid 300,000 dollars and Ian started a new life with the money.

A forehead

Kari Smith sold her forehead for advertising space! A company paid her 10,000 dollars to tattoo the name of their company on her forehead!

A yacht

One of the most expensive things for sale on eBay was a big yacht. Roman Abramovich (who owned Chelsea football club) bought it for 168 million dollars. It had a gym, a cinema, a spa and a lift.

Have you got something unusual you would like to sell on eBay?



GLOSSARY

auction (n) a public sale where things are sold to the person who offers the most money for them

cemetery (n) a piece of land in which dead people are buried

forehead (n) the part of your face above your eyes and below your hair

introductions (n pl) telling two people each other's names when they first meet and explain who they are

operate (v) to work

READING

1 In pairs, discuss the questions.

- 1 Do you prefer to buy things online or in shops? Why?
- 2 Have you got a favourite shopping website or shop?
- 3 What's the most interesting thing you bought last month?
- 4 Do you know someone who recently bought something unusual? What did they buy?

2 Read the article. In pairs, answer the questions.

- 1 How old is eBay? *eBay was twenty years old in 2015.*
- 2 Why was the town for sale again after a few years? *it needed a lot of money and work*
- 3 Why was the life for sale? *Ian was sad after his wife left him*
- 4 How much did the life sell for? *300,000 dollars*
- 5 Why did a woman sell her forehead? *for advertising space; to earn money*
- 6 Who bought the yacht? *Roman Abramovich*

3 In pairs, discuss the final question in the article.



LISTENING

For this section, we recommend using the DVD instead of audio recordings.

- 4 You are going to listen to part of a BBC programme about shopping in different cities. Read an advert for the programme and answer the question.

City shopping

Some big cities have famous places to go shopping. Do you know any? This programme is about some of them.

- 5 **BBC 7** Listen to Part 1. Are the sentences true or false?

41

- 1 In Oxford Street, everything costs a lot of money. *False*
- 2 People go to a special event in Oxford Street in November. *True*
- 3 The air in Oxford Street is very clean. *False*
- 4 In Portobello Road, there is a big market every day. *False*
- 5 You can buy old clothes in Portobello market. *True*

- 6 Work in pairs. In your opinion, which is better – a day in Oxford Street or a day in Portobello Road? Why?

- 7 **BBC 8** Listen to Part 2. In your notebook, complete the sentences.

42

- 1 The Apple Store on Fifth Avenue is interesting because *it is a wonderful glass cube.*
 - 2 You might get tired in Macy's because *you need to walk a lot to see it all.*
 - 3 Shibuya Crossing is famous because *when the traffic lights go red, they stop all the cars.*
 - 4 Trendy young people go to Shibuya because *it's full of shops, game stores, restaurants and clubs.*
- 8 Work in pairs. Imagine you have £4,000 to spend. Will you go to London, New York or Tokyo? Why? What are you going to spend your money on?

PROJECT

- 9 Work in groups. Prepare a presentation about a shopping area.
- 1 Use the internet to research a popular shopping centre or shopping area in your country.
 - 2 Find interesting facts and figures.
 - 3 Write a short script for your presentation.
 - 4 Include some photos or video.
 - 5 Share your presentation with the class.

Video scripts: page 160

Lesson 8.1

Vocabulary

Lead-in

Review of vocabulary from the previous unit

Elicit vocabulary for different kinds of shops, different kinds of containers and different kinds of facilities we can find in shopping centres and write the words on the board. Invite a student to come to the front of the class. Write the word *escalator* on a piece of paper and show it to him/her. The student should mime being on an escalator and the rest of the class should guess where he/she is or what he/she is doing. Then put students into groups and explain that each student should choose from the words on the board (or any other words they learnt in the previous unit) and take turns to mime (being in the shop, using the container or using the facility in a shopping centre), while the rest of the group guess what word is being mimed. When the groups have finished, invite each group to mime one of their words for the rest of the class to guess.

Exercise 1

When students have finished, check that they understand what is entailed for each job in the Vocabulary box. Then put students into groups and tell them to take turns to describe a job for the rest of the class to guess.

Exercise 2

Ask students if they have any ideas about what job they would like to do in the future. Tell them to look at the job chart and to choose the orange circle they think includes the best jobs for them. In pairs, students tell their partner which job they would like and why. They follow the job chart and find out if it takes them to the same orange circle. Invite different students to say which jobs they chose initially and which jobs the chart took them to.

Exercise 3

When the pairs have finished discussing the questions, they should join up with another pair and share their ideas. Invite each group to report their ideas to the class.

Extra activity

Dictate these jobs: *accountant, chef, electrician, farmer, IT specialist, journalist, postman/*

8

VOCABULARY

Jobs | Work and jobs |
School and education

GRAMMAR

Will for future predictions |
First Conditional



SPEAKING

Probability



READING

First job

LISTENING

An unusual school

ENGLISH IN USE

Adjectives with prepositions

SKILLS REVISION

Units 7-8

94 Unit 8

woman, secondary school teacher, shop assistant, train driver, pilot, waiter/waitress. Ask students to work in pairs to put the jobs in order, from the highest paid job to the lowest paid job. When they have finished, invite different pairs to share their ideas with the class. Then tell students the actual order (see answers below). Have a class discussion about which jobs students think are overpaid and which jobs they think are underpaid.

Learning to work

VOCABULARY Jobs

I can talk about people and their jobs.

WHAT JOBS ARE GOOD FOR YOU?

Do the flow chart to find out.



1 **4.01** I KNOW THAT! Work in groups. Which jobs from the box are in the photos? Add more jobs in your notebook.

Vocabulary Jobs

accountant architect artist bike courier builder chef doctor
driver electrician farmer firefighter gardener hairdresser
IT specialist journalist lawyer mechanic nurse pilot politician
police officer postman/woman receptionist secretary shop assistant
soldier tour guide waiter/waitress

Exercise 4

Tell fast finishers to think of more jobs for each category (e.g. accountants, chefs and receptionists may also work in hospitals; police officers sometimes help people on holiday, e.g. when they lose their way).

Exercise 5

Before students listen to the audio, write on the board: *teacher*. Invite students to think of things teachers often say

- 2 Follow the job chart to find a good job for you. In pairs, compare your jobs.

A: What jobs does the flow chart give you?

B: Artist, chef or hairdresser.

A: What do you think of them?

B: I'd like to be a chef because ...

- 3 **CLASS VOTE** In pairs, answer the questions.

- In your opinion, which job from the Vocabulary box is...
 - the most dangerous?
 - the best paid?
 - the easiest?
 - the most stressful?
- Which job would you most like to have?

- 4 Find jobs from the Vocabulary box for the people in the sentences below. Write the answers in your notebook. He/She ...

- works in a hospital. *doctor/nurse*
- helps people on holiday. *tour guide*
- draws pictures of buildings for builders. *architect*
- makes parks look beautiful. *gardener*
- answers the phone in an office or a hotel. *receptionist*

- 5 **4.02** Listen and guess which jobs from the Vocabulary box each speaker has. Write the answers in your notebook.

- Nicola *IT specialist*
- Ruth *secretary*
- Ewan *mechanic*
- Carrie *bike courier*
- Darren *sales assistant*
- Eddie *chef*

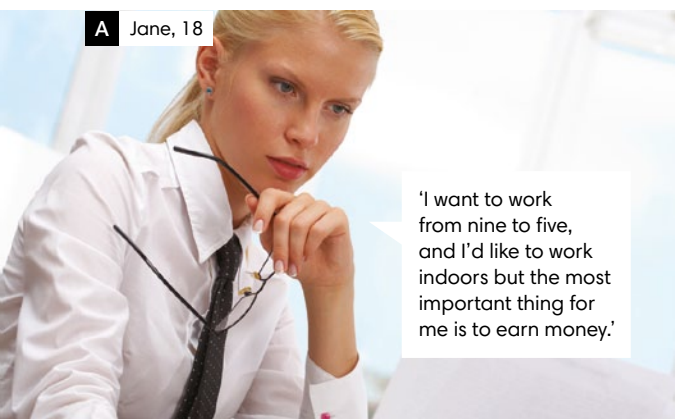
- 6 **4.03** Listen to the complete conversations and check your answers to Exercise 5.

- 7 Check you understand the expressions in the box. Then read about Jane, Brett and Charlotte. What jobs would be good for them?

Word Friends Work

work from nine to five be happy at work
work indoors/outdoors work in a team
get to work on time work at the weekend
earn (good) money wear a uniform work alone

A Jane, 18



'I want to work from nine to five, and I'd like to work indoors but the most important thing for me is to earn money.'



C Charlotte, 17

'I want to be happy at work. I enjoy working alone. I don't mind working at the weekend.'



B Brett, 16

'I want to wear a uniform and work outdoors. I'd like to work in a team too. It's no problem for me to get to work on time.'



during their working day (e.g. *Open your books. Be quiet.*). After listening, elicit what students think each person's job is and why. Don't confirm answers at this stage.

Exercise 6 **4.03**

When students have finished the exercise, put them into pairs and ask them to choose another job from the Vocabulary box. They should work together to write a short dialogue between two people

doing the same job. Their dialogues should include the kind of work they do in their job but without actually naming the job.

Exercise 7

In pairs, students roleplay an interview with a careers advisor asking questions using the Word Friends in the exercise (e.g. *Would you like to work from nine to five? Would you like to work outdoors?*). Give them a time limit and

at the end of the interview, the careers advisor should recommend a job for their partner.

Exercise 8 **4.04**

Remind students to refer to the Word Friends in Exercise 7 while they are doing this exercise. When they have finished, invite students to guess the speaker's job, giving reasons for their guess.

- 8 **4.04** In your notebook, complete the text with the correct expressions from Exercise 7. Guess the speaker's job. Listen and check. *a fireman*

I don't ¹earn much money but I don't mind because I'm ²happy at work. I really like working in a ³team. My workmates are great. I don't work from nine to ⁴five. Sometimes I work during the day and sometimes at night. I have to wear a ⁵uniform but that's all right. I look good in it! In my job it's really important to get to work on ⁶time because people can die if you're late.

- 9 In pairs, choose a job from the Vocabulary box. Find out your partner's job in ten questions. You can only answer yes or no.

A: Do you work indoors?

B: Yes, I do.

A: Do you wear a uniform?

B: No, I don't.

- 10 Think of people that you know. What jobs do they have? Do they like their jobs? Why? / Why not? Discuss in groups.

My uncle works in a café. He's a waiter.

He loves his job because ...

Exercise 9

Tell students to imagine they are a firefighter. Ask questions and explain that they can only answer yes or no (e.g. *Do you earn a lot of money?* No; *Do you work in a team?* Yes; *Do you work at night?* Yes; *Do you wear a uniform?* Yes; *Are you a police officer?* No; *Are you a firefighter?* Yes). Tell students they are going to work in pairs to ask and answer in the same way about other jobs.

Exercise 10

Give students a couple of minutes to work on their own to think about people they know and the jobs that they do. When students have discussed in groups, invite each group to name a job that someone likes doing and a job that someone doesn't like doing.

ANSWER KEY

Exercise 1

Jobs shown in the photos: firefighter, chef, doctor, mechanic, pilot

Possible additional jobs: actor, baker, banker, bodyguard, bricklayer, butcher, carpenter, cleaner, cook, delivery man, detective, disc jockey, engineer, housewife, judge, model, painter, pharmacist, photographer, plumber, reporter, sailor, translator, travel agent

Exercises 2, 3, 9 and 10 Students' own answers.

Exercises 4, 5 and 8 Answers on student page.

Exercise 7

Possible answers:

Jane: lawyer, accountant, IT specialist, architect
Brett: soldier, firefighter, police officer
Charlotte: artist, journalist, postwoman

Audio scripts:
pages 145–146

Further practice

- Photocopiable Resource 50, page 238
- Workbook, page 88

Lesson 8.2

Grammar

Lead-in

Review vocabulary for jobs

Write *teacher* on the board. Ask students to give one word which would help to identify this job (e.g. *students*). Invite students to give other ideas (e.g. *school, homework, whiteboard, English, exam*). Put students into groups. Students should take turns to think of a job and tell the group one related word. The rest of the group should guess what the job is.

Exercise 1

Tell students not to open their Student's Books yet. Write the following words and phrases on the board: *break time, lunchtime, home time, P.E., start of the school day*. Elicit what each word or phrase means and ask students to say their favourite part of the school day.

Exercise 2 4.05

Students should keep their Student's Books closed. Ask them what they think schools will be like in the year 2035. Invite different students to share their ideas with the class and then ask them to open their Student's Books. Tell students to look at the list and, again, to predict what they think these things will be like in 2035.

Exercise 3

When students have found the examples in the text, ask them how sure they are about what schools will be like in the year 2035 (*of course, they can't be sure at all*). Explain to students that we can use *will* for predictions, even when there is no evidence for our predictions and they are only our opinions. We can indicate this by starting the prediction with *I think, In my opinion, It's possible that* and so on.

Exercise 5

Discuss with students the use of *in* and *by*. Elicit or explain that we use *in* + a number of years/months/days and *by* + a specific year/a specific date.

Exercise 6

Discuss with students the activities in the exercise. Ask them by which age people usually do each of these things.

Exercise 7

Before students ask and answer in pairs, remind them

8.2 GRAMMAR Will for future predictions

I can use *will* to talk about future predictions.

- CLASS VOTE** What is your favourite part of the school day? Why?
- 4.05** Read the text. Which things from the box does the writer mention? Would you like all your lessons at home?

break classroom homework test school uniform
course book timetable

A school day in 2035?

Higson Corporation Global Schools –
Monday 5 May 2035, 08.57 a.m.

Good morning, Emily!
Your Maths test will start in three minutes. There's an online meeting with your Chinese teacher at 10 a.m. Have a nice day!

Education will be very important in 2035 but children won't go to school. So how will they learn? They will study in their bedrooms at home. Computers will organise the timetable for each day. Pupils will do all their homework and tests online, because we won't have paper course books. They'll only have contact with their teachers through the internet. But will they enjoy their lessons? No, they won't – some things will never change!

- Read the Grammar box. Find more examples of *will/won't* in the text in Exercise 2.

Grammar	Will for future predictions
+	-
I will work hard. They will play.	I won't work hard. They won't play.
?	
Will you study a lot?	Yes, I will . / No, I won't .
Will children play games?	Yes, they will . / No, they won't .
How will they learn?	
Time expressions: <i>in 2035/twenty years' time/the next five years/the future</i> <i>by (= before) 2035/Christmas/my twentieth birthday</i>	
I don't think this will happen. NOT I think this won't happen.	

GRAMMAR TIME > PAGE 130

- Complete the text with *will* or *won't* and the verbs in brackets. Write the answers in your notebook.

English ¹*won't be* (not be) so popular in 2035. But Chinese and Portuguese ²*will become* (become) very important. Pupils ³*won't learn* (not learn) with CDs and DVDs: instead pupils ⁴*will chat* (chat) to students their age in other countries to practise languages. In the future students ⁵*won't have* (not have) the chance to gossip with friends between lessons because everyone ⁶*will learn* (learn) at home. So ⁷*will* students in 2035 *feel* (feel) lonely?

- In pairs, say if and when you think these predictions will come true. Use time expressions with *in* or *by*.

- Schools will give laptops to all their pupils.
I think this will happen by 2030.
I don't agree. I don't think this will happen.
- Students won't learn languages – everyone will use computers to translate.
- Many people will decide to study abroad.
- Students will use the internet in exams.
- Robots will do all the hard, unpleasant jobs.
- Pupils won't use paper books any more.

- Which things do you think you will do before your twentieth birthday?

- learn to drive
- go to university
- get married
- work or study abroad
- buy a house or flat

- Work in pairs. Ask each other questions about the activities from Exercise 6.

A: *Will you learn to drive before your twentieth birthday?*

B: *Yes, I will./No, I won't.*

that we use *going to* for intentions or plans. If they don't have any definite plans about the things listed in Exercise 6, it is natural to use *will/won't* to make predictions. If they do have definite plans or intentions, it would be more natural to use *going to*.

Activity for fast finishers

Tell students to think of five more things that their partner might do before their twentieth birthday (e.g. *Will you pay back*

the five pounds I lent you before your twentieth birthday? Will you buy a new mobile phone before your twentieth birthday?). Invite different pairs to ask and answer in front of the class.

Further practice

- Grammar Time, page 130
- Photocopiable Resource 51, page 239
- Workbook, page 90

ANSWER KEY

Exercises 1, 3, 6 and 7
Students' own answers.

Exercises 2 and 4
Answers on student page.

I can find specific detail in a text and talk about jobs.



Johnny Depp,
pen salesman

BEYONCÉ CUT MY HAIR

Some celebrities know what it's like to look for a job and to work from nine to five. For example, did you know that Johnny Depp sold pens in a call centre before he became an actor? It's hard to believe but it's true.

And Johnny Depp is not the only famous person who had a normal job before becoming famous. Model Megan Fox worked as a waitress. Beyoncé helped out at her mother's beauty salon. Jennifer Lopez (JLo) had a temporary job in a lawyer's office. And Tom Cruise had a part-time job delivering newspapers.

Some celebrities had jobs that don't seem surprising. Writer J.K. Rowling was an English teacher. She had a full-time job in a school in Portugal before she wrote about Harry Potter.

But other famous people had more surprising jobs. Brad Pitt, for example, once got a very strange job. He had to dress up as a giant chicken to attract customers to a restaurant! It was better than being unemployed but I'm sure he wasn't upset when he lost that job.

It shows that people with ordinary jobs can become famous. Perhaps your postman will win a TV talent show. Maybe the sales assistant in the games shop will win a Nobel Prize one day. And perhaps that young waitress with a summer job in your local café will become a film star. Who knows?



Beyoncé, hairdresser's assistant

- 1 CLASS VOTE** Which of these famous people is the most popular in the class?

Johnny Depp Megan Fox Beyoncé Jennifer Lopez
Tom Cruise J.K. Rowling Brad Pitt

- 2 4.06** Read the text. What jobs did the people in Exercise 1 have when they were young?

Johnny Depp worked in a call centre.

- 3** Read the text again. Are the sentences true, false or the text doesn't say?

- In the writer's opinion famous people don't know about normal people's lives. **False**
- Johnny Depp sold the writer a pen. **Doesn't say**
- JLo's mother helped her get a job. **Doesn't say**
- J.K. Rowling taught English when she was younger. **True**
- Brad Pitt once had a very unusual job. **True**
- The writer is sure the waitress in his local café will become a film star. **False**

- 4 4.07** Find the phrases from the box in the text. How do you say them in Polish? There are two extra phrases.

Word Friends Work and types of jobs

Types of jobs

full-time job part-time job summer job temporary job

Work

work in an office work for a company look for a job
work as a waitress be unemployed get/have/lose a job

- 5 4.08** Use the expressions from Exercise 4 to complete the text. Write the answers in your notebook. Listen and check.

I don't have a full-time job. I have two ¹part-time jobs. In the morning, I work ²for the town council. I'm a gardener. And in the evening, I work ³as a waiter in a café. It's tiring but I don't want to be ⁴unemployed. I want to earn more money so I'm ⁵looking for a new job but it's difficult to ⁶get a good job. Last year I had a ⁷temporary job for the summer in a restaurant at the beach. The money was great! Unfortunately, I ⁸lost my job when autumn came.

- 6** In pairs, choose two summer jobs you would both like to do in the future.

babysitter
bike courier
fruit picker on a farm
lifeguard at a swimming pool
guide in a local museum
activity instructor in a summer camp

A: I'd like to work as a lifeguard at a swimming pool. What about you?

B: No, I can't swim very well.

Exercise 4 4.07

Invite students to extend the phrases in the Vocabulary box by thinking of more phrases using *work in*, *work for* and *work as* (e.g. *work in a shop/a café*; *work for a good boss/the government*; *work as a doctor/a teacher*).

Exercise 6

Students first decide individually which jobs they would like to do. Then, in pairs, they take turns to ask if their partner would like to do one of the jobs they like. When they have found three jobs they would both like to do, they should discuss why they think these would be interesting or enjoyable jobs to do.

Extra activity

Discuss job interviews with the class and the sorts of questions interviewers might ask (avoiding questions using the Present Perfect). For example: (bike courier) *Are you fit? Have you got a bike? Do you know the city well?* Put students into pairs to roleplay a job interview. Each student should choose a summer job they would like to do and tell their partner. Both partners should work on their own to think of some questions in order to interview their partner. They then take turns to interview each other. Invite different pairs to act out their roleplays to the class.

ANSWER KEY

Exercises 1 and 6

Students' own answers.

Exercise 2

Megan Fox worked as a waitress.
Beyoncé worked in her mother's beauty salon.
Jennifer Lopez had a temporary job in a lawyer's office.
Tom Cruise had a part-time job delivering newspapers.
J.K. Rowling was an English teacher.

Brad Pitt dressed up as a giant chicken to attract customers to a restaurant.

Exercises 3 and 5

Answers on student page.

Further practice

• Workbook, page 91

Lesson 8.3 Reading and Vocabulary

Lead-in

Review of will for future predictions

Talk to students about famous people from history and some wrong predictions that they might have made. For example: *Christopher Columbus: I will cross the Atlantic and get to India. Neil Armstrong: I'll come back to the moon in a few years' time.*

Mick Jagger: I won't be the singer of the Rolling Stones after my thirtieth birthday. Put students into groups of three or four. Tell them to think of other historical figures and to write some imaginary predictions they might have made. Invite the groups to read out their predictions for the class to guess who the historical characters are.

Exercise 2 4.06

Tell students to look at the title of the text and elicit what job Beyoncé must have had before she was famous (*hairdresser*). Before students read the text, ask them to guess which jobs the other celebrities had.

Lesson 8.4

Grammar

Lead-in

Review of will for predictions

Put students into groups of three. Tell each group to choose a topic (e.g. *travel, health*). The groups discuss three predictions about their topic for the year 2050, then feed back to the class. Does the class agree?

Exercise 1

Ask students what they and their parents disagree about (e.g. *clothes, going out, bedtimes*). Then get students to open their Student's Books. In pairs, they should discuss what Lee and his mum might be talking about. Elicit ideas from different students.

Exercise 4 4.3 4.10

Remind students of their ideas in Exercise 1. Tell students to close their Student's Books and play Part 1 of the video without sound. Then ask students what they think happened in the video. Play Part 1 again, this time with sound. Ask students how similar or different Lee and his mum's conversation was to one that they might have with their own parents or guardians.

Exercise 5

Go through the Grammar box. Point out the following:

- The sentence can be split into two halves: the likely future situation/event and the result.
- The *if* clause does not use the future form.
- The two clauses can be written in either order. When we start with the *if* clause, we separate the two clauses with a comma. When we start with the result clause, we don't use a comma. For example: *If I'm late, my parents will be angry. My parents will be angry if I'm late.*

Exercise 6 4.4 4.11

Discuss why *get up* is the correct choice in the example (we use the Present Simple in the *if* clause).

Exercise 7

Have students compare answers in pairs before checking as a class.

Exercise 8 4.5

When students have compared sentences, invite different students to share their ideas with the class. Before watching, check that students understand *Netflix* and *public*

8.4 GRAMMAR First Conditional

I can use the First Conditional to talk about probability.



Mum: Where do you think you're going?

Lee: I'm just going to see Billy and Krystal.

Mum: Oh no, you're not, Lee Marshall! Your end of year tests are starting on Thursday. You can go back to your room and start revising! If you don't study, you won't pass your tests – it's as simple as that! These tests are important.

Lee: Billy's mum lets him go out in the evenings! It's not fair!

Mum: Billy always gets better marks than you. You'll have to repeat the year if you don't get better marks. And if you have to repeat the year, you won't be with your friends at all.

Lee: OK! OK! I get the message!

Mum: I won't tell you again! Oh, and another thing ...

How do you say these expressions in Polish?

It's as simple as that!
I get the message!

OUT of class

1 What's happening in the photograph? What do you think Lee's mum is saying?

2  4.09 How do you say these expressions in Polish? Listen. In your notebook, write down the phrases Krystal uses.

Word Friends School and studying

study / revise for a test get the results of a test
have / take a test pass / fail a test
cheat in a test get a good / bad mark

3 In pairs, talk about your last big test. What happened? Use the expressions from Exercise 2.

 4.3  4.10 Listen to Part 1. Why is Lee's mum angry with him?

98 Unit 8

5 Read the Grammar box. Find more examples of the First Conditional in the dialogue in Exercise 4.

Grammar First Conditional

if + Present Simple, *will* + verb

If I **get** a bad mark in the test, my parents **will be** angry.
You'll **have** to repeat the year **if you don't get** better marks.

GRAMMAR TIME > PAGE 131

6  4.11 Choose the correct option.  4.4

Write the answers in your notebook.

Then listen to Part 2 and check.

Amy: Hi Lee! How's your History revision going?

Lee: Terrible! And I'm really tired now.

Amy: So go to bed! If you ¹ *get up* / *'ll get up* early tomorrow, you ² *feel* / *'ll feel* fresher and you'll remember more.

Lee: Yes, maybe. But I had a great idea. I wrote all the dates for the History test on the back of my ruler! If I ³ *forget* / *'ll forget* something in the test, I ⁴ *check* / *'ll check* it on my ruler.

Amy: You can't do that! That's cheating! And I'm sure they ⁵ *catch* / *'ll catch* you if you ⁶ *cheat* / *'ll cheat*. And if they ⁷ *catch* / *'ll catch* you, you ⁸ *have* / *'ll have* to repeat the year. Don't be an idiot, Lee! Please!

1 *get up*

7 In your notebook, complete the sentences with the correct form of the verbs in brackets.

- If I *pass* (pass) all my exams, I'll be so happy!
- If I get good marks, my gran *will* / *'ll buy* (buy) me a laptop!
- If Tiggy *gets* (get) the results of the test, she'll phone me.
- My mum won't be pleased if I *don't get* (not get) a good mark.
- We'll have to phone the doctor if she *doesn't feel* (not feel) better soon.
- If you break it, I *won't lend* (not lend) you anything again!

 4.5

8 **VOX POPS** Talk to your partner. Finish the sentences to make them true for you. Then compare in pairs.

- If there's nothing good on TV tonight, I *read a book*.
- If I get some money for my birthday, I *?*
- If I don't understand my homework, I *?*
- If my phone stops working, I *?*



phone. While watching, ask students to listen for three words/phrases the speakers use when the answer is not definite. After watching, check answers (*I'll probably ...*, *Maybe I'll ...*, *I think I'll ...*) and encourage students to use these phrases in their own answers.

 **Audio scripts:** page 146

 **Video scripts:**
pages 160–161

ANSWER KEY

Exercises 1, 2 and 8
Students' own answers.

Exercise 2

Krystal uses all the phrases except *cheat in a test*.

Exercise 4

She's angry because Lee has important tests at school soon and needs to study, but he wants to go out in the evening.

Exercises 6 and 7

Answers on student page.

Further practice

- Grammar Time, page 131
- Photocopiable Resource 52, page 240
- Workbook, pages 92 and 98
- Extra Online Homework: Vox Pops Extra Activities

I can identify specific detail in a conversation and talk about education.



1 In pairs, look at the photo. Is there anything strange about the school playground?

2 **4.12** In pairs, check you understand the words from the box. Then listen and check your ideas from Exercise 1.

gymnasium library pupil science lab
secondary school sports field

3 **4.12** Listen again and choose the correct answers. Write them in your notebook.

- Skerries School
 - has only one classroom.
 - has a gymnasium.
 - is near a Sports Hall.
- Pupils at Skerries School
 - start school at half past nine.
 - do the same things as other British pupils.
 - don't have exams.
- The island
 - is in the North Sea.
 - has a large town on it.
 - doesn't have an airport.
- This school year Skerries School
 - doesn't have a teacher.
 - has only one student.
 - only teaches children from the same family.

4 Work in pairs. Would you like to be the only pupil in your school? Why?/Why not?

5 **4.13** Copy the table into your notebook and add the words from Exercise 2 to the correct category. Listen and check.

Vocabulary School and education

Places of learning: college primary school

¹secondary school university

People in schools: classmates form tutor head teacher

Maths/English teacher ²pupil

Places/rooms at school: classroom cloakroom

³gymnasium ⁴library playground

⁵science lab ⁶sports field staff room

6 In your notebook, complete the sentences with words from the Vocabulary box.

- Luke was late for school so he had to see the *head teacher*.
- The *cloakroom* is busy on wet days because everyone wants to leave their coats.
- I changed class last year. My new *classmates* are a lot nicer.
- We play football on the school *sports field* but when it's wet we play in the *gymnasium*.
- The teachers relax in the *staff room* between lessons.

7 **4.14 WORD FRIENDS** In pairs, choose the correct option. Write the answers in your notebook. Listen and check.

- The best way to revise is to *get* / *make* notes. *make notes*
- We *do* / *make* a lot of grammar exercises in English lessons!
- I'm quite shy so I feel nervous before I *give* / *show* presentations.
- I always *do* / *make* my homework after I get home from school.
- It's hard to *draw* / *write* essays in class.

8 In pairs, ask and answer the questions.

- How often do you
 - talk to your head teacher or form tutor?
 - use the school library or computer room?
- What are your favourite subjects at school?

Exercise 2 **4.12**

Point out that we can shorten *gymnasium* to *gym* and that *lab* is short for *laboratory*.

Exercise 3 **4.12**

Before students listen again, ask them to read the sentences and to see if they can remember which of the choices are correct.

Exercise 7 **4.14**

When students have finished, ask if the sentences are true for them. If not, they should rewrite the sentences to make them true.

Exercise 8

Tell students to think of other questions they could ask about the topics (e.g. *What sort of things do you talk to the head teacher about? Why is ... your favourite subject?*). Invite individual students to come to the front and encourage the rest of the class to ask them the questions from the exercise (or any other related questions).

Extra activity

Keep students in pairs. Tell them to imagine they are the only student at the school in Skerries and that they are writing a blog post about a day at school. Explain that they can write about any aspect of the school day. When the pairs have finished, display their blog posts in the classroom so students can read each other's writing.

ANSWER KEY

Exercises 1, 4 and 8

Students' own answers.

Exercise 2

The school is unusual because it's very small and doesn't have many pupils (it has more teachers and other staff than pupils). It's on a small island in the North Sea, between Scotland and Norway.

Exercises 3, 5, 6 and 7

Answers on student page.

Audio scripts: page 146

Further practice

• Workbook, page 93

Lesson 8.5

Listening and Vocabulary

Lead-in

Review of the First Conditional

Write on the board: *If you cheat, they will catch you. If they catch you, you'll have to repeat the year.* Continue by starting the next sentence with the second clause of the previous sentence: *If you have to repeat the year, ...* Elicit an ending and start the next sentence with this. Continue

for as long as possible. Then ask students to do the same in pairs, starting with this sentence: *If I do well in my exams, I'll go to university. If I go to university, ...* Give students a time limit and when they have finished, invite different pairs to read out their sentences.

Background notes

The Shetland Islands are a group of over 100 islands, fifteen of which are inhabited.

The total population is about 22,000 and the main city is Lerwick, with a population of about 7,500. The islands are closer to Norway than they are to mainland Britain. The population of Out Skerries is only seventy-three and the secondary school did end up closing in 2014, although the primary school is still open. Secondary students living in Out Skerries now have to attend Anderson School in Lerwick.

Lesson 8.6

Speaking

Lead-in

Review of vocabulary for school and education

Describe a word from the Vocabulary box in Lesson 8.5. Students should guess the word. Put students into groups of three. Each group should choose one word from the Vocabulary box and work together to describe it. Invite each group to describe their word for the rest of the class to guess.

Exercise 3 4.15

Play Part 1 and elicit the answers to the questions in Exercise 2.

Exercise 4 4.16

Have a class discussion about why students think Lee is so confident. Ask questions to get them thinking (e.g. *Did Lee cheat? Do you think he studied a lot? Can you think of any other reason why he could be so confident?*). First, play Part 2 without sound. Ask again for students' opinions about why Lee is so confident. Play the video again, this time with sound, and pause after Lee says he didn't cheat and Billy asks him how he did it. Ask students if they can now guess what really happened. Now play the whole of Part 2, from the start and with the sound switched on, and elicit the answer.

Exercise 5 4.17

Before you play Part 3, have a class discussion about camping. When students have watched Part 3, explain where the Scottish Highlands and Brighton are in the United Kingdom.

Exercise 6 4.17

Remind students about the correct word order when using *definitely* and *probably*. Tell them to check the Speaking box if they aren't sure.

Exercise 8 4.9

Tell students to write sentences about themselves and then to share their ideas with their partner. Invite different students to share their ideas with the class. While watching, students should identify which of the five questions was not answered. After watching, discuss the use of *will be living*. Explain that students don't need to use this structure yet and should keep using *will* + infinitive.

8.6 SPEAKING Probability

I can talk about probability.



- Amy: Gosh! That was a really difficult test.
 Billy: Yes! That last question? What a nightmare! I couldn't remember any of the dates. I probably won't get any points for it!
 Amy: I definitely won't! I didn't even answer that question – I didn't have time!
 Billy: Oh, don't worry, Amy. You'll probably pass!
 Amy: I don't know. I might pass. Fingers crossed! How about you, Lee?
 Lee: I thought it was easy! I'll definitely pass! In fact, I think I may get a ten.
 Amy: But History's your worst subject. You didn't cheat, did you? Because they'll definitely see from your answers that you cheated!
 Lee: No, I didn't cheat!
 Billy: So, how did you do it?

How do you say these expressions in Polish?

Gosh! What a nightmare!
 Fingers crossed!

OUT of class

- CLASS VOTE** How do you feel before an important exam?
 • relaxed • nervous • frightened
- Look at the photo. Who do you think looks most relaxed: Amy, Lee or Billy? What do you think they're talking about?
-  **4.15** Listen to Part 1. Then find examples of the phrases from the box in the dialogue. Who is most confident about passing the exam?

Speaking Probability

- I *will definitely/probably* pass.
- I *may/might* pass.
- I *definitely/probably won't* pass.

-  **4.16** Why do you think Lee found the test so easy? Listen to Part 2 and check. 

-  **4.17** Listen to Part 3. Where would Billy like to go camping this summer? 

-  **4.17** In your notebook, complete the sentences with the words in brackets. Listen to Part 3 again and check.

- Brighton *will probably be* expensive. (be / will / probably)
- Billy's uncle *will definitely let* them camp on his farm. (let / will / definitely)
- There *will definitely be* space in Amy's tent for Krystal. (be / will / definitely)
- Krystal *probably won't want* to stay in a tent. (want / won't / probably)
- Krystal *might want* to stay in a hotel. (want / might)
- Lee *may have to* borrow money for his train ticket. (have to / may)

- 7** Say if these things will come true in your country in the next ten years. Use the Speaking box to help you.

- People will stop using banknotes and coins.
 - Food will be cheaper.
 - Our football team will win the World Cup.
 - Newspapers will still be popular.
 - People will live longer.
 - Everyone will use public transport.
- People may stop using banknotes and coins.*



- VOX POPS** Talk to your partner. What do you think will happen to you in the next ten years?

Will you ...

- learn a new language?
- be famous?
- buy a car/motorbike?
- still live in your hometown?
- become a fantastic cook?

I will definitely learn a new language.



100 Unit 8

 **Audio scripts:** page 146

 **Video scripts:** page 161

Further practice

- Photocopiable Resource 53, page 241
- Workbook, pages 94 and 99
- Extra Online Homework: Vox Pops Extra Activities

ANSWER KEY

Exercises 1, 7 and 8
 Students' own answers.

Exercise 2

Lee looks most relaxed. They are talking about the test they have just done.

Exercise 3

Lee is the most confident about passing the exam.

Exercise 4

Lee wrote the dates on his ruler and then on his hand and this helped him to remember them in the exam.

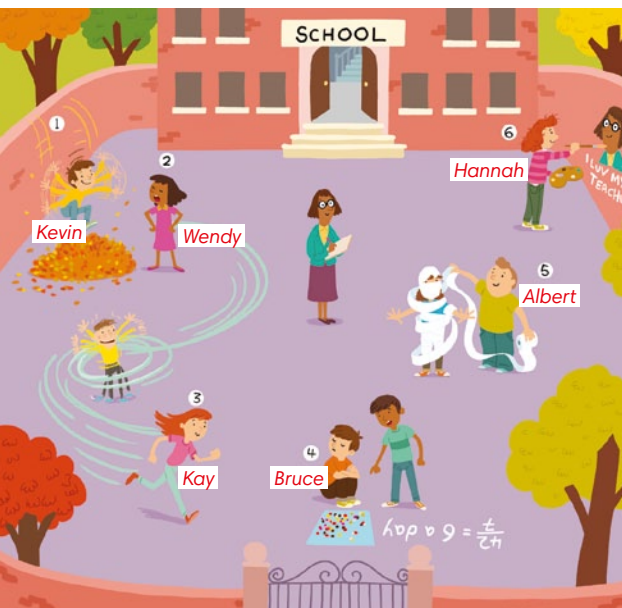
Exercise 5

He'd like to go on his uncle's farm in the Scottish Highlands.

Exercise 6

Answers on student page.

I can talk about people's skills and emotions.



- 1 What can you see in the drawing?
- 2 Read the teacher's notes. In your notebook, write the names of the children in the drawing.

Bruce is good at counting but he isn't very good at sharing things.
 Wendy is fond of talking. She enjoys telling the other children what to do.
 Kevin isn't afraid of taking risks and he's really interested in planes.
 Hannah is brilliant at drawing but she's hopeless at spelling.
 Albert is keen on helping other people. He's always the first to come when someone's in trouble.
 Kay is crazy about running. She's the fastest in the class.

- 3 Read the Language box. Find examples of the adjectives with prepositions in Exercise 2.

Language Adjectives with prepositions

After these phrases we add verb + -ing:
 (not very) good at crazy about keen on
 (really) bad at afraid of fond of hopeless at
 brilliant at interested in
 Bruce is good at counting.
 Wendy is fond of talking.

- 4 In pairs, use the teacher's notes and these jobs to make predictions about the children in the picture.

accountant artist athlete
 astronaut doctor nurse pilot
 police officer politician

Bruce is good at counting. I think he'll be an accountant.

- 5 4.18 Read the text and choose the correct option. Write the answers in your notebook. Listen and check.

My son loves watching car races on TV but he's afraid ¹of / in / on going fast in the car. He's brilliant ²about / at / of learning languages but he's really bad ³on / to / at remembering people's names. He's keen ⁴about / in / on doing Sudoku puzzles but he's not very ⁵fond / good / afraid at doing Maths problems. He's ⁶crazy / keen / brilliant about playing the guitar but he's hopeless at ⁷sing / singing / to sing. He's ⁸good / keen / crazy at working with his hands and he's fond ⁹at / on / of working in the garden but he thinks he'll work in an office when he's older. I don't understand him.

1 of

- 6 In your notebook, write a paragraph that an adult you know could write about you.

My daughter is really interested in reading science books but she ...

- 7 In pairs, use the phrases in Exercise 3 and the skills from the box to ask and answer questions.

learn languages talk do Maths problems
 watch car races work with your hands
 save money play the guitar dance
 read science books drive fast sing
 remember things do Sudoku puzzles

A: Are you good at dancing?

B: No, I'm not good at dancing but I'm good at singing.

pairs. Give each pair two of the texts, making sure you don't give them their own texts. Ask students to read the texts and try to guess who in the class wrote them. Invite different students to read out the texts and to give their guesses. Find out who actually wrote each text, to see if they were correct.

Exercise 7

As pairs discuss, encourage them to use both the sentence stems *Are you good at ...* and *Are you interested in ...*, to help give a wider range of answers. When they have finished, discuss each phrase with the class and, if students say they are interested in one of the things, encourage other students to ask follow-up questions.

ANSWER KEY

Exercise 1

The drawing shows a school playground. There are nine pupils and a teacher. One boy (1) is jumping on a pile of leaves. A girl (2) is telling him to stop. Another girl (3) is running. Two boys (4) are talking. One is doing Maths with some counters. The other boy is asking if he can help him but the boy with the counters doesn't want to share. A boy (5) is covering a girl in toilet paper. A girl (6) is painting on the wall.

Exercises 2, 3 and 5

Answers on student page.

Exercise 4

Possible answers:
 Wendy: a politician or a police officer
 Kevin: an astronaut or a pilot
 Hannah: an artist
 Albert: a doctor or a nurse
 Kay: an athlete

Exercises 6 and 7

Students' own answers.

Lesson 8.7

English in Use

Lead-in

Review of talking about probability

Put students into five groups. Give each group a topic: *sport, music, transport, our school, our town*. Each group should make five sentences about their topic, using *definitely will, probably will, may/might, probably won't* and *definitely won't*.

When the groups have finished, make new groups made up of one student from each of the original groups. In their new groups, students take turns to tell one another their five predictions about their particular topic. Invite the groups to tell the rest of the class what they think are the most interesting predictions for each topic.

Exercise 4

Discuss the different jobs with students. Elicit what you have to be good at and interested in to be able to do each job (e.g. *accountant – good at Maths, interested in numbers and money*).

Exercise 6

Give each student a blank piece of paper to write their texts on. When they have finished writing, collect all the texts and put students into

Further practice

- Photocopiable Resource 54, page 242
- Workbook, page 95

VOCABULARY

1 In your notebook, complete the words in the sentences.

- 1 My big brother was **unemployed** for six months. But now he's got a **part-time** job.
- 2 An expensive **architect** is designing the Beckham's new house.
- 3 I love cooking – I want to work as a **chef** when I'm older.
- 4 I started **secondary** school last week. My form **tutor** is really nice.
- 5 During breaks most pupils play outside in the **playground**.
- 6 The pupils enjoy learning about computer technology in the **science** lab.

2 In your notebook, complete the text with the correct expressions.

First, I wanted to be a lawyer but you need to study a lot and I'm not crazy about revising for ¹**exams**. After that I wanted to be a journalist but I realised that I wasn't interested in ²**writing** articles. Next I thought about becoming a driver but I couldn't ³**pass** my driving test. I started working in a call centre but I really hated answering the ⁴**phone**! It wasn't a surprise when I ⁵**lost** my job. After that I was a hotel receptionist for a month but I couldn't get to work ⁶**on** time. Then I worked ⁷**as** a bike courier but found out I don't like ⁸**working** alone. Finally, I have the perfect job – I walk dogs for a living. I love it!

3 In pairs, talk about adults you know and the jobs they have. Why do you think they chose these jobs?

4 In your notebook, rewrite the second sentence so that it means the same as the first one.

- 1 Helen enjoys working abroad.
Helen is keen **on working abroad**.
- 2 Magda loves learning languages.
Magda is crazy **about learning languages**.
- 3 Jack works really badly in a team.
Jack is hopeless **at working in a team**.
- 4 Mary doesn't enjoy working indoors.
Mary isn't interested **in working indoors**.

GRAMMAR

5 In your notebook, complete the text with **will** or **won't** and the words in brackets. Then, in pairs, write predictions about today's school day.

Our first class today is English. I'm sure we ¹**'ll talk** (talk) a lot in English and we ²**'ll play** (play) some cool games. Then it's History. ³**Will we watch** (we/watch) a film? I hope so! This afternoon isn't so good. Our first class after lunch is Maths. We ⁴**'ll probably do** (probably/do) a lot of exercises and I'm sure I ⁵**won't understand** (not understand) anything. After that it's Rugby. I'm sure that somebody ⁶**will forget** (forget) his rugby boots and Mr Hodd ⁷**will shout** (shout) at us.

6 In your notebook, complete the dialogue with the correct form of the First Conditional.

Ann: How are you getting to your job interview?

Bea: By bike. The farm isn't far from town.

Ann: But what ¹**will you do** (you/do) if the weather ²**is** (be) bad?

Bea: If it ³**rains** (rain), I ⁴**'ll take** (take) the ten o'clock bus.

Ann: But if the bus ⁵**arrives** (arrive) late, how ⁶**will you get** (you/get) there then?

Bea: I ⁷**'ll phone** (phone) for a taxi if something ⁸**goes** (go) wrong.

Ann: But if there ⁹**isn't** (not be) a signal, you ¹⁰**won't be able to phone** (not able to phone) for a taxi.

Bea: You worry too much!

SPEAKING

7 In pairs, talk about careers. Student A, look below. Student B, look at page 134.

Student A

- 1 You work in a Student Careers office. Ask Student B what he/she likes doing.
- 2 Ask Student B about his/her career plans.
- 3 Give advice: *You definitely/probably won't enjoy being a ... / You might be good at ...*

DICTATION

8  4.19 Listen to the recording. Write the sentences in your notebook.

Audio script: page 146

Check yourself!

- ✓ I can talk about people, jobs and education.
- ✓ I can talk about people's skills and emotions.
- ✓ I can use *will* to talk about future predictions.
- ✓ I can use the First Conditional to talk about probability.
- ✓ I can find specific detail in a text and in a conversation.

LESSON 8.1

Jobs Zawody

accountant /ə'kauntənt/ księgowy/księgowca

architect /'ɑ:kətekt/ architekt

artist /'ɑ:tɪst/ artysta/artystka

bike courier /baɪk 'kuriə/ kurierrowerowy

builder /'bɪldə/ pracownik budowlany

chef /ʃef/ szef kuchni

doctor /'dɒktə/ lekarz/lekarka

driver /'draɪvə/ kierowca

electrician /ɪ'lek'trɪʃən/ elektryk

farmer /'fɑ:mə/ rolnik

firefighter /'faɪə'faɪtə/ strażak

gardener /'gɑ:dənə/ ogrodnik/ogrodniczka

hairstylist /'heə'dresə/ fryzjer/fryzjerka

IT specialist /aɪ 'ti: 'speʃjəlɪst/ specjalista/specjalistka IT

journalist /'dʒɜ:nəlɪst/ dziennikarz/dziennikarka

lawyer /'lɔ:jə/ prawnik/prawniczka

mechanic /mɪ'kænik/ mechanik

nurse /nɜ:s/ pielęgniarz/pielęgniarka

pilot /'paɪlət/ pilot

police officer /pə'li:s 'ɒfɪsə/ policjant/policjantka

politician /pə'lɪtɪʃən/ polityk

postman/postwoman /'pəʊstmən, 'pəʊstwʊmən/ listonosz/listonoszka

receptionist /rɪ'sepʃənɪst/

recepjonista/recepjonistka

secretary /'sekrətri/ sekretarz/sekretarka

shop/sales assistant /'ʃɒp 'seɪlz ə'sɪstənt/ sprzedawca/sprzedawczyni w sklepie

soldier /'səʊldʒə/ żołnierz

tour guide /'tuə 'gaɪd/ przewodnik/przewodniczka

waiter/waitress /'weɪtə 'weɪtrəs/ kelner/kelnerka

be happy at work /bi 'hæpi ət wɜ:k/ być zadowolonym z pracy

challenging /'tʃæləndʒɪŋ/ wymagający

creative /kri'eɪtɪv/ kreatywny

dangerous /'deɪndʒərəs/ niebezpieczny

earn (good) money /ɜ:n gud 'mʌni/ dobrze zarabiać

get to work on time /get tə wɜ:k ən taɪm/ przychodzić punktualnie do pracy

stressful /'stresfəl/ stresujący

wear a uniform /weə ə 'ju:nəfɔ:m/ nosić mundur

well/best paid /wel best 'peɪd/ dobrze/najlepiej płatna

work at the weekend /wɜ:k ət ðə wi:k'end/ pracować w weekend

work from nine to five /wɜ:k frəm naɪn tə faɪv/ mieć regularne godziny pracy, pracować od dziewiętej do piątej

work in a team/alone /wɜ:k ɪn ə 'ti:m ə'ləʊn/ pracować w zespole/samemu

work indoors/outdoors /wɜ:k ɪn 'dɔ:z aʊt'dɔ:z/ pracować wewnątrz/na zewnątrz

LESSON 8.2

school uniform /sku:l 'ju:nəfɔ:m/ mundurki szkolny

timetable /'taɪm'teɪbəl/ rozkład zajęć

translate /træns'leɪt/ tłumaczyć

unpleasant /ʌn'plezənt/ nieprzyjemny

work/study abroad /wɜ:k stadi ə'brɔ:d/ pracować/studiować za granicą

LESSON 8.3

full-time job /fʊl taɪm 'dʒɒb/ praca na pełen etat

get/have/lose a job /get hæv lu:z ə'dʒɒb/ dostać/mieć/stracić pracę

look for a job /lʊk fə ə'dʒɒb/ szukać pracy

part-time job /pɑ:t taɪm 'dʒɒb/ praca na pół etatu

summer job /'sʌmə dʒɒb/ praca sezonowa/na lato

temporary job /'tempərəri dʒɒb/ praca tymczasowa

unemployed /ʌnɪm'plɔɪd/ bezrobotny

work as a waitress /wɜ:k əs ə 'weɪtrəs/ pracować jako kelnerka

work for a company /wɜ:k fə ə 'kʌmpəni/ pracować dla firmy

work in an office /wɜ:k ɪn ən 'ɒfɪs/ pracować w biurze

babysitter /'beɪbɪ,sɪtə/ opiekunka do dziecka

call centre /kɔ:l 'sentə/ telefoniczne centrum obsługi klienta

lifeguard /'laɪfgɑ:d/ ratownik

ordinary /'ɔ:dənəri/ zwyczajny

LESSON 8.4

Out of class

I get the message! /aɪ get ðə 'mesɪdʒ/ Rozumiem, co chcesz powiedzieć!

It's as simple as that! /ɪts əs sɪmpəl əs ðæt/ To naprawdę proste!

cheat in a test /tʃi:t ɪn ə test/ ściągać na teście

get a good/bad mark /get ə gud bæd mɑ:k/ dostać dobrą/złą ocenę

get the results of a test /get ðə rɪ'zʌltz əv ə test/ otrzymać wyniki testu

have/take a test/an exam /hæv teɪk ə test ən ɪg'zæm/ mieć/podejść do testu/egzaminu

pass/fail an exam /pɑ:s feɪl ən ɪg'zæm/ zdać egzamin/nie zdać egzaminu

repeat /rɪ'pi:t/ powtarzać (np. klasę)

revision /rɪ'vɪʒən/ powtórka materiału

study /'stʌdi/ uczyć się

revise for a test/an exam /rɪ'vaɪz fə test ən ɪg'zæm/ powtarzać materiał przed testem/egzaminem

LESSON 8.5

School and education

Szkoła i edukacja

classmate /'kla:smet/

kolega/koleżanka z klasy

cloakroom /'kləʊkrʊm/ szatnia

college /'kɒlɪdʒ/ szkoła wyższa, uniwersytet

form tutor /fɔ:m 'tju:tə/ wychowawca klasy

gymnasium /dʒɪm'neɪzjəm/ sala gimnastyczna

head teacher /hed 'ti:tʃə/ dyrektor szkoły

library /'laɪbrəri/ biblioteka

make notes /meɪk 'nəʊts/ robić notatki

Maths/English teacher /mæθs ɪŋɡlɪʃ 'ti:tʃə/ nauczyciel matematyki/języka angielskiego

playground /'pleɪgraʊnd/ plac zabaw, boisko szkolne

primary school /'praɪməri sku:l/ szkoła podstawowa

pupil /'pjʊ:pəl/ uczeń/uczenica

science lab /'saɪəns læb/ pracownia naukowa

secondary school /'sekəndəri sku:l/ szkoła średnia

sports field /spɔ:ts fi:ld/ boisko sportowe

staff room /sta:f ru:m/ pokój nauczycielski

subject /'sʌbdʒɪkt/ przedmiot szkolny

university /ju:nə'vɜ:səti/ uniwersytet

LESSON 8.6

Out of class

Fingers crossed! /'fɪŋgəz krɒst/ Trzymam kciuki!

Gosh! /gɒʃ/ Ojej!

What a nightmare! /wɒt ə 'naɪtmɛə/ Co za koszmar!

LESSON 8.7

be bad/hopeless at /bi bæd 'həʊpləs ət/ być kiepskim/beznadziejnym z czegoś

be afraid of /bi ə'freɪd əf/ obawiać się czegoś

be crazy about /bi 'kreɪzi ə'baʊt/ szaleć na punkcie czegoś

be fond of /bi 'fɒnd əf/ lubić coś, mieć do czegoś słabość

be good/brilliant at /bi gud 'brɪljənt ət/ być dobrym/świetnym z czegoś

be keen on /bi 'ki:n ɒn/ bardzo coś lubić

FUNKCJE JĘZYKOWE

1 Uzupełnij dialogi angielskimi odpowiednikami wyrażen podanych w nawiasach. Odpowiedzi zapisz w zeszycie.

- 1 A: This coat is nice, isn't it?
B: Yes, it is. And the price is good, too.
A: It's on sale! (*Kupuję go!*) *I'll take it!*
- 2 A: We're not going to Marta's today.
B: Oh, I didn't know that. (*Dziękuję, że mi powiedziałeś!*) *Thanks for telling me!*
- 3 A: (*Mam dość!*) *I'm fed up!* I want to go home!
B: That's the last shop and we can go.
I just need to get some dog food.
- 4 A: Excuse me. Have you got these in red?
B: Just a second ... Yes, (*proszę bardzo*) *here you are.*
- 5 A: I like these shoes. Can I try them on, please?
B: (*Jaki nosi pani rozmiar?*) *What size are you?*
A: Thirty-nine.
- 6 A: You look really stressed out. What's wrong?
B: We're having a Maths test today.
A: Don't worry, everything's going to be all right. (*Trzymam kciuki!*) *Fingers crossed!*

SŁUCHANIE

2  4.20 Uzupełnij luki w tekście informacjami z nagrania. Odpowiedzi zapisz w zeszycie.

Strategia

Pamiętaj, że w zadaniu tego typu kolejność pytań odpowiada kolejności informacji na ich temat w nagraniu.

SUMMER JOB

Time: *July/August*
Job: ¹ *an assistant*
Place: ² *sports* shop
Pay: ³ £ *10* an hour (call and check)
Phone number: ⁴ *02385698024*
Speak to: Mr ⁵ *Collins*

CZYTANIE

3 Przeczytaj poniższe teksty. Z podanych odpowiedzi a, b i c wybierz właściwą, zgodną z treścią poszczególnych tekstów. Odpowiedzi zapisz w zeszycie.

Strategia

W zadaniu tego typu pytania dotyczą szczegółowych informacji, intencji autora lub głównej myśli tekstu.

1

Are you looking for organic fruit and vegetables?

Contact us at Clara's Orchard! We deliver fresh food to your door directly from local farms. We also sell tropical fruit and fresh juices. No one will give you a better price!



If you want to have a healthy lifestyle, buy your fruit and vegetables from us!

- 1 Clara's Orchard
 - a sells fruit and vegetables to local farms.
 - b** is cheaper than other places.
 - c offers only local fruit and vegetables.

2

Mike

Wendy, I'm at Clarkson's at the moment. There's 50% off everything today! They've got some really great bargains. Why don't you come? I'm sure you will like the bags they sell!

- 2 Mike wants to
 - a** tell Wendy about a special offer.
 - b ask Wendy for advice.
 - c buy a bag for Wendy.

3

PRO SPORT

We are happy to announce that Pro Sport is opening a new shop on Bexford High Street
**on Saturday
4th November.**

On our first day we are offering
80% off all trainers to our first 100 customers.



Doors open at 10 a.m.!

- 3 ProSport is
- offering special prices to all customers.
 - inviting** customers to a new shop.
 - advertising a weekend sale.

ŚRODKI JĘZYKOWE

4 Uzupełnij zdania, używając podanych wyrazów w odpowiedniej formie. Odpowiedzi zapisz w zeszycie.

- Your new shoes look cool! They are really **trendy**, too!
TREND
- I'd like to try this T-shirt on. Where's the **changing** room?
CHANGE
- My brother likes saving money – whenever he gets some, he puts it in a **piggy** bank.
PIG
- I like going to school with my friends. It's much more **enjoyable** than walking alone.
ENJOY
- Chemistry is my favourite subject because we spend a lot of time at the **science** lab.
SCIENTIST
- Christy is taking dancing classes but I don't think it'll help her – she's really **hopeless** at dancing.
HOPE

5 Przetłumacz podane w nawiasach fragmenty na język angielski tak, aby otrzymać logiczne i poprawne gramatycznie zdania. W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Odpowiedzi zapisz w zeszycie.

- What time (spotykają się w) **are they meeting at** the cinema?
- She (zamierza się uczyć) **is going to study** again tonight.
- If you (będziesz ściągając) **cheat**, the teacher will catch you.
- I believe the best way to revise is to (robić notatki) **make/take notes**.
- He likes spending time alone, he's (nie lubi się spotykać) **not keen on / fond of meeting** people at all.
- I think in the next ten years people (przestaną używać) **will stop using** banknotes and coins.

6 Przeczytaj podane pary zdań. Uzupełnij każdą lukę tak, aby zachować znaczenie zdania wyjściowego. Odpowiedzi zapisz w zeszycie.

- This mobile was the most expensive thing I got last year.
I didn't **get anything as expensive as** this mobile.
- I remember that I lent you £10 last month.
I remember that **you borrowed** £10 from me last month.
- My old headphones are better than the new ones.
The new headphones are **worse than** my old ones.
- You will not pass this test because you are not revising for it.
If you **don't revise** for the test, you will not pass it.
- You made only one mistake on your Maths test.
You won't fail for sure!
You made only one mistake on your Maths test.
You **will definitely** pass!
- He enjoys music so much that he wants to be a DJ.
He is **so keen on / fond of / crazy about** music that he wants to be a DJ.

PISANIE

7 Wykonaj poniższe zadanie. Napisz wiadomość w zeszycie.

Wybierasz się na zakupy do centrum handlowego. Napisz do kolegi/koleżanki wiadomość, w której:

- poinformujesz go/ją o swoich planach,
- zapytasz, czy chciałby/chciałaby ci towarzyszyć,
- poprosisz go/ją o SMS z potwierdzeniem.

Długość tekstu powinna wynosić od 50 do 100 słów.

Lesson 9.1 Vocabulary

Lead-in

Review of vocabulary from the previous unit

Tell students that you have got a new job. Describe your job (e.g. *I am here to check your blood pressure and to make sure that you aren't ill.*). Then ask: *What's my new job?* (a doctor).

Put students into groups of four. Each student chooses a job from the previous unit and describes it for the rest of the group to guess. When everyone in the groups has had a turn, invite different students to describe their job for the class to guess.

Exercise 1

Put students into pairs. Tell them to think of four places they would choose to show the landscapes of their country (i.e. not *the sea*, but a specific place on the coast of their country). Tell them not to share their ideas with the class yet.

Culture notes

There are three islands in the Aran Islands group, with a total population of 1,200. The islands are off the west coast of Ireland, near Galway. The islands never get very hot or very cold, so they have a very long growing season for farmers. Karymsky Volcano is the most active volcano on Russia's Kamchatka Peninsula, in the far east of the country. It has been erupting almost constantly since 1996. The highest temperature ever recorded in Algeria is 54°C. The name 'Iguazu' comes from the Gurani or Tupi words *y*, which means 'water', and *úasú*, which means 'big'. The first European to discover the Iguazu Falls was the Spanish explorer Álvarez Núñez Cabeza de Vaca in 1541.

Exercise 2 4.21

Have a class vote to see which place is the most popular.

Exercise 3 4.22

Discuss the different geographical features mentioned in the texts in Exercise 2: *island, ocean, coast, volcano, desert, (water)falls*.

Exercise 5

When pairs have finished, tell them to draw an outline of an island. On the picture of their island, they should draw five features from the Vocabulary

9

VOCABULARY

Landscapes and natural features | Talking about countries | Phrasal verbs | Outdoor activities | Sporting equipment

GRAMMAR

Present Perfect – all forms | Present Perfect with *just/already/yet*



SPEAKING

Asking for, giving and refusing permission



READING

A true story

LISTENING

Outdoor activities

WRITING

A postcard

POLAND

The longest river

B B C Culture and Skills

How many fish ...?

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box. Then they should swap pictures with another pair and label the features on the other pair's picture. They should hand the pictures back and then check that their picture has been labelled correctly.

Exercise 6 4.23

When the groups have finished, you can extend this activity by asking them to discuss where in the world each place is (see answers in brackets below). Elicit ideas and then ask the

Close to nature

VOCABULARY Landscapes and countries

I can talk about landscapes, natural features and countries.



The Aran Islands in the Atlantic Ocean near the coast of Ireland. Most of the population work in farming.

1 Look at the photos. Do you have places like this in your country?

2  4.21 Listen and read about the places in photos A–D. Which place would you most like to visit?

I'd like to visit the Sahara.

3  4.22 **I KNOW THAT!** In pairs, use the letters to make words connected with landscape. Complete Vocabulary A with your words. Write the answers in your notebook. Listen and check.

1 cheab *beach* 3 kale 5 revir
2 deerst 4 inomutan 6 ase

Vocabulary A Landscapes and natural features

¹*beach* cliff coast ²*desert* field forest island jungle ³*lake*
⁴*mountain* ocean rainforest ⁵*river* rocks ⁶*sea* volcano waterfall

4 How do you say the words in Vocabulary A in Polish? Which of the features can you find near your hometown?

5 Work in pairs. Match features 1–4 with photos A–D. Write the answers in your notebook.

1 mountains, a lake *B* 3 fields, cliffs, a beach *A*
2 rainforest, a river, waterfalls *D* 4 desert, rocks *C*

6  4.23 Work in groups. Match these places with a feature from Vocabulary A. Listen and check.

1 The Sahara 4 The Mississippi 7 The Baltic
2 Loch Ness 5 Great Britain 8 Niagara Falls
3 Mount Everest 6 The Pacific 9 Etna

groups to think of another desert, lake, mountain, etc. somewhere else in the world. Invite groups to read out their places and ask the other students to say where they are.

Exercise 7

Ask students to think of different phrases they could make with the prepositions and geographical features (e.g. *a house in a forest, a swim in the sea, an island in a lake*). Explain or elicit the difference

between *in a lake/the sea* (in the water) and *by a lake/the sea* (next to the water).

Extra activity

Tell students to think about a holiday they have had. Ask them to write a short paragraph describing where they were, where they stayed and what they did, using as many of the phrases from Exercise 7 as possible. When they have finished, invite students to read out their texts.



B Karymsky Volcano in east Siberia in Russia is about 6,000 kilometres from Moscow, the capital city.



C

The 'Great Eastern Sand Sea' in the Sahara Desert in Algeria – one of the hottest places on Earth.



D

Iguazu Falls are on the border between Argentina and Brazil. They are seventy metres high and almost three kilometres across. Nearly two million tourists visit them every year.

7 Complete the text with the correct prepositions. Write the answers in your notebook.

- in** a forest/a field/a lake/the mountains/the sea
on a beach/an island/the coast
by a lake/a river/the sea

We had a fantastic holiday. We stayed ¹ *on* the north coast of Spain. We camped ² *in* a field ³ *by* a small river. In the mornings, we swam ⁴ *in* the sea and mum and dad sunbathed ⁵ *on* the beach. On hot days we spent our time ⁶ *in* the mountains.

8 Where is your favourite place in the countryside? Tell the class. Use the expressions from Exercise 7.

I love being in the mountains/by the sea.

9 **4.24** How do you say these words in Polish?

Vocabulary B Countries

border capital city country flag
 official language population

10 **4.25** Listen and answer the questions about Ander's country. Can you guess where he comes from?

- What is the country's population?
(about) five million
- What are the colours of the national flag?
- What is the country famous for?
- Which countries does it share a border with?
- What is its capital city?
- What is the official language?

11 **4.26** Listen again. Check your answers to Exercise 10.



12 **VOX POPS** Talk to your partner. Where are you from? In pairs, answer the questions in Exercise 10 for your country.

Our country's population is about forty million.



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Exercise 12 **50**

Encourage students to add more questions (e.g. *What's the population of our capital city? Which is our longest border?*). Invite different groups to give their answers and then provide the official information if there is disagreement. While watching, pause the video before each of the speakers mentions the country they are from. Ask students if they can identify the countries, and which clues helped them to guess. After watching, ask which of the Seven Wonders of the World is in Peru (*Machu Picchu*).

ANSWER KEY

Exercises 1, 2, 4, 8, 9 and 12

Students' own answers.

Exercise 3, 5 and 7

Answers on student page.

Exercise 6

- The Sahara* – desert (North Africa)
- Loch Ness* – lake (Scotland)
- Mount Everest* – mountain (Nepal)
- The Mississippi* – river (the USA)
- Great Britain* – island
- The Pacific* – ocean (between America and Asia)
- The Baltic* – sea (enclosed by Germany, Poland, Lithuania, Russia, Latvia, Estonia, Finland, Sweden, Norway and Denmark)
- Niagara Falls* – waterfall (between Canada and the USA)
- Etna* – volcano (Sicily, Italy)

Exercise 10

- blue and white
- beautiful natural features, especially lakes and forests
- Sweden and Russia
- Helsinki
- There are two official languages – Swedish and Finnish.
- Ander is from Finland.

Audio scripts: page 147

Video scripts: page 161

Further practice

- Photocopiable Resource 57, page 245
- Workbook, page 100
- Extra Online Homework: Vox Pops Extra Activities

Exercise 8

After students have described their favourite places in the countryside, say that you want to go camping and ask them which they think would be the best location for a camping holiday: in the mountains, by the sea, in a forest or by a lake. Students in the groups should work together to list the advantages of this location for a camping holiday.

Exercise 10 **4.25**

After each new piece of information, pause the audio and encourage students to guess the country the information relates to. Don't tell students if their answers are right or wrong but do allow their classmates to contradict them (e.g. *It can't be Poland. Their population is much more than five million*).

Exercise 11 **4.26**

After listening, elicit the answers to the questions in Exercise 10 and ask if anyone in the class has been to Finland or knows anything else about it (e.g. *It is famous for its saunas and it is 'home' to Santa Claus.*).

Lesson 9.2

Grammar

Lead-in

Review of vocabulary from the previous lesson

Write the following on the board: *Thames, Everest, Nile, Amazon, Danube*. Ask students which item is the odd one out (*Everest – it's a mountain and the rest are rivers*). Students work in groups to do the same for landscapes, natural features and countries from the previous unit. Invite different groups to read out their lists for the class to guess the odd one out.

Exercise 3

Explain how we use the Present Perfect when we talk about past experiences. Say that if we want to talk about a specific experience that took place at a time in the past, we use the Past Simple, but if we want to want to talk more generally about experiences we've had during our lives, we use the Present Perfect. For example: *I've been to the USA twice (in my life). I went in 2008 and in 2014.* Point out the form *have/has + past participle*. Elicit that to form questions, we swap the order of *have/has* and the subject (i.e. *You have been .../Have you been ...?*). When students have found the examples of the Present Perfect in the text, ask if the text tells us when Todd Morden did any of these things (*No, it doesn't – it only tells us that these things have happened at some point during his life.*).

Exercise 5

Elicit the answers and then ask students what they can say about the writer's gran in sentence 4 (*she is still alive*). Elicit what the sentence would be if the writer's gran was no longer alive (*My gran never left her hometown!*).

Exercise 6

Remind students about how to give a short answer: *Yes, I have./No, I haven't*. Make sure they that they don't use the main verb in short answers.

Exercise 7

To make this activity quicker, ask students to tell the class the most interesting fact about their partner, rather than everything they found out about them. To extend the activity, ask pairs to write their questions and answers in the form of an interview. They can also write a short introduction

9.2

GRAMMAR Present Perfect – all forms

I can use the Present Perfect to talk about experience.

- CLASS VOTE** Do you think it's better to go on holiday abroad or to stay in your own country?
- 4.27** Read the text. How many countries does Todd Morden still have to visit? Which were his favourite places?

Todd Morden is hoping to become the youngest person to visit every country in the world. The twenty-four-year-old Canadian has visited 290 of them and he hasn't finished (there are 321 countries in total)! Planet Discovery talked to Todd.



PD: Tell us about your most exciting experience.
Todd: Where to start? I've swum with dolphins off the coast of Ireland, I've played with bears in Romania and climbed Mount Kilimanjaro.
PD: Have you ever had any bad experiences?
Todd: No, I haven't. Well, I've had some problems with visas. But I've never had any really bad experiences.
PD: Which countries have you enjoyed most?
Todd: I think I've enjoyed Thailand and Libya most – they're so interesting. But in every country people have been nice to me. I've met a lot of very kind people, especially in Africa.
PD: Have you learnt a lot from travelling?
Todd: Yes, I have. I've learnt that people everywhere are good and basically the same!

- Read the Grammar box. Find all the examples of the Present Perfect in the text.

Grammar	Present Perfect – all forms
+	–
I've (have) swum with dolphins.	I haven't visited Africa.
He's (has) visited 290 countries.	She hasn't finished.
They've (have) learnt a lot.	They haven't had problems.
?	
Have you learnt a lot?	Yes, I have./No, I haven't.
Has he enjoyed Libya?	Yes, he has./No, he hasn't.
Have they finished?	Yes, they have./No, they haven't.
Which countries have you enjoyed most?	

GRAMMAR TIME > PAGE 131

- What are the Past Simple and Present Perfect forms of these verbs? Are they the same or different? Write the answers in your notebook. Use the verb list on page 135 to help you.

buy come drink eat forget have look
 meet see sleep travel visit watch write

buy – bought, bought (the same)
 come – came, come (different)

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about their partner's plans or dreams about future travels.

Exercise 8

Alternatively, you can ask students to write their surprising experience down. Collect these in and then read out to the class the different experiences. Students should vote on the most interesting or surprising experience. At the end of the activity, students should say which experience was theirs.

Further practice

- Grammar Time, page 131
- Photocopiable Resource 58, page 246
- Workbook, page 102

- Complete the sentences with the correct Present Perfect form of the verbs in brackets. Write the answers in your notebook.

- I *have met* (meet) people from all over the world.
- My friend, Gill, *has written* (write) a blog about his travels.
- My parents *haven't visited* (not visit) the USA but they *have been* (be) to Canada.
- My gran *has never left* (never leave) her hometown!
- Brett *hasn't eaten* (not eat) Indian food before.
- I *have spent* (spend) a lot of time in London but I *haven't seen* (not see) Buckingham Palace.

- Complete the questions with the correct form of the verbs in brackets. Write the answers in your notebook. Then ask and answer in pairs. Write down your partner's answers.

- Have you ever *been* (be) to New York?
- How many countries have you *visited* (visit)?
- How many times have you *flown* (flow) in a plane?
- Have you ever *eaten* (eat) something really unusual?
- Have you ever *swum* (swim) in the ocean?
- Have you ever *climbed* (climb) a mountain more than 4,000 metres high?

A: *Have you ever been to New York?*

B: *Yes, I have./No, I haven't.*

- Use your notes from Exercise 6 to tell the class about your partner.
Kasia's never been to New York.

- Tell the class about a surprising thing you have done in your life. Use the ideas below. Whose fact was most surprising?

I've met/seen/won/lived in/been to/played ...

ANSWER KEY

Exercises 1, 7 and 8
 Students' own answers.

Exercise 2
 Countries still to visit: 31 (321 minus 290)
 Favourite places: Thailand and Libya

Exercise 4
 See the verb list on SB page 135.

Exercises 5 and 6
 Answers on student page.

I can find specific detail in a text and talk about personal adventures.

Alone in the jungle

It was Christmas Eve. Juliane Koepcke, a seventeen-year-old German girl, was travelling home with her mother for Christmas. They were flying over the rainforest of Peru when suddenly there was a storm and the pilot lost control of the plane. Many of the passengers started crying but Juliane calmly held her mother's hand. After that, the plane blew up. Juliane found herself outside the plane but still in her seat, high above the earth. She fell more than three kilometres. She remembered seeing the rainforest below her but after that she fainted.

The next day Juliane woke up. She had a broken shoulder bone and cuts on her leg. She was completely alone. Although she felt afraid, she knew she couldn't give up. Juliane came

to a river and started walking down it – she hoped it would take her to civilisation. She walked for nine days. At night it was very cold and Juliane was wearing only a short dress. She had no food, except one bag of sweets.

On the tenth day, Juliane felt very weak and had to stop walking. But she came across an empty boat and knew that people must be near. She slept near the boat and the next day she heard men's voices. When the men saw the thin, hungry girl they were very frightened. But Juliane knew some Spanish and she told them about the accident. The men took her to a doctor. She later found out that all the other ninety-one passengers on the plane were dead.

This took place forty years ago. There have been two films about Juliane's adventure and many newspapers and magazines have written about her. Juliane has also written a book, 'When I Fell From The Sky'. She now works as a zoologist but has often gone back to the rainforest in Peru. She has tried to have a normal life but she has often asked herself, "Why was I the only person to survive?"



1 **4.28** In pairs, look at the photo and the title of the article. Answer the questions. Then read the article and check.

- 1 What do you think the story is about?
- 2 Do you think the story has a happy ending?

2 Read the text again. Choose the correct answers. Write the answers in your notebook.

- 1 On Christmas Eve, Juliane
 - a was travelling to see her mother.
 - b was flying to the rainforest.
 - c** was going home.
- 2 When the plane hit bad weather,
 - a** they were over the rainforest.
 - b everyone was crying.
 - c Juliane started to panic.
- 3 When Juliane woke up in the jungle,
 - a she was in good health.
 - b** there was nobody around.
 - c she had a lot of warm clothes.
- 4 On the tenth day after the accident, Juliane
 - a** wasn't well.
 - b borrowed a boat.
 - c spoke to some men.
- 5 Today Juliane
 - a lives in Peru.
 - b** often thinks about the accident.
 - c is afraid of travelling.

3 **4.29** **PHRASAL VERBS** Find the phrasal verbs from the box in the text. Can you guess their meaning from the context? How do you say them in Polish?

blow up come across find out
give up go back

4 Complete the sentences with the correct forms of the phrasal verbs from Exercise 3. Write them in your notebook.

- 1 I can't answer your question. I **give up**!
- 2 It's hard to **go back** to school after the summer.
- 3 I **came across** an old diary when I was tidying my desk.
- 4 Luckily the bomb didn't **blow up**.
- 5 I must **find out** the train times.

5 **VOX POPS** Talk to your partner about a time when you were completely lost. Use the questions below to help you.

- 1 What happened?
- 2 How did you feel?
- 3 Did you ask for help?

I got lost once when I was hiking in the mountains. It was getting dark and ...



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Lesson 9.3 Reading and Vocabulary

Lead-in

Review of Present Perfect

Write on the board the short answer *Yes, I have*. Encourage the class to ask you questions about things you have done in your life, which they think will elicit this answer (e.g. *Have you ever flown in a plane?*). Then invite a student to come to the front of the class, facing

the other students. Write on the board: *No, I haven't*. Encourage the class to ask him/ her questions about things they have done in their life until he/she gives this answer. Continue in the same way, writing on the board further short answers (e.g. *Yes, he/she has./No, they haven't.*), inviting different students to the front of the class and encouraging the class to ask questions about things they have done in their lives.

Exercise 1 **4.28**

Before students open their Student's Books, write the title of the story on the board: *Alone in the jungle*. Ask students what they think the story could be about. Then ask them to open their Student's Books and to look at the photo, to see if they now have a different opinion. Ask the second question about whether they think the story has a happy ending.

Exercise 2

Before students read the story again, encourage them to read the questions and choices, and to discuss with their partner which choices they think are correct. Students should then find the information in the story and decide why they think the other two choices are wrong.

Exercise 4

Remind students to make sure they use the correct tenses.

Extra activity

Remind students about how we ask questions using the Present Perfect: *Have you ever ...?* Then ask them to work in pairs to think of questions they can ask other students, using the Present Perfect and the phrasal verbs from the Vocabulary box (e.g. *Have you ever come across anything interesting while you were tidying your bedroom?*).

When students are ready, join two pairs together to make groups of four. The pairs should take turns to ask one another their questions. Invite different pairs to ask their questions to the whole class, who should respond using short answers.

Exercise 5 **51**

Put students into pairs. Explain that they can either tell each other about something that really happened to them or they can make up a story. When the pairs have finished telling their stories, invite different students to share them with the class. After watching, put students into groups of four. Tell them to discuss what they can remember about each story and which story they found the most interesting, giving reasons. Invite groups to share their ideas with the class.

ANSWER KEY

Exercises 1 and 5

Students' own answers.

Exercises 2 and 4

Answers on student page.

Video scripts: page 162

Further practice

- Workbook, page 103
- Extra Online Homework: Vox Pops Extra Activities

Lesson 9.4

Grammar

Lead-in

Review of Present Perfect

Put students into pairs and give each pair a blank piece of paper. Dictate these ten verbs: *see, take, go, do, give, drink, eat, put, buy, write*. One student from each pair writes the verbs in a vertical list. Then tell students to write next to each verb the Past Simple form and the Present Perfect form (i.e. the past participle). Students in their pairs can take turns to write each form. Don't allow students to look up these forms in their Student's Books or online. When the pairs have finished, tell them to swap their papers with another pair and to use the irregular verbs list in the back of their Student's Books to check answers. Ask the class if any pair got all the forms correct.

Exercise 2

Before students watch Part 1, ask them to look at Lee's list. Ask them which things they would do first and which things they would leave until last. After students have watched the video, ask if they think Lee has done things in a sensible order.

Exercise 3

When students have found the examples, discuss the differences in meaning between *already*, *just* and *yet*:

- already* emphasises that the action happened at some unspecified time before now.
- just* means 'a very short time ago'.
- yet* means that we expect the action to happen, but it hasn't happened up until now.

Exercise 6

Tell students to close their Student's Books. Play Part 2 of the video without sound, up until the point where they see Billy's uncle. Ask students who they think Lee is talking to on the phone and what they think he is talking about. Elicit ideas and then tell students to open their Student's Books and complete the exercise. Play the whole video, this time with sound.

Exercise 7

Remind students about the different uses of *already*, *just* and *yet*. When they have finished, invite different students to say one of their sentences to the rest of the class.

9.4 GRAMMAR Present Perfect with *already/just/yet*

I can use the Present Perfect to talk about recent events.



HAVE YOU BOUGHT THE TICKETS?

- Lee: Hi, Amy! What's up?
 Amy: Have you bought the train tickets yet?
 Lee: Well, I know exactly what train we want to catch – I've **already** checked the timetable. But I haven't actually bought the tickets yet ... I've bought a map of the Scottish Highlands! ... And I've **just** cleaned both the tents.
 Amy: So you haven't started packing yet?
 Lee: Give me a break! I've **already** told you – we haven't bought all the food yet so it's too early to start packing. Anyway, have you heard from Billy yet?
 Amy: Yes, I have – he's **just** phoned to say his uncle will pick us up from the station.
 Lee: Great! This'll be a fantastic holiday!

How do you say these expressions in Polish?

Give me a break! Great!

OUT of class

- 1 Look at the photo. What are Amy and Lee planning?
 2 Listen to Part 1. Check your answer to Exercise 1. Which things has Lee done?

Holiday in Scotland

- check train timetable ✓
- clean the tents ✓
- buy train tickets
- buy food
- buy a map ✓
- pack rucksacks

- 3 Read the Grammar box. Find other examples of *already*, *just* and *yet* in the dialogue.

Grammar Present Perfect with *already/just/yet*

- +
 I've **already** checked the timetable.
 He's **just** phoned.
 –
 We haven't bought all the food **yet**.
 ?
 Have you bought the tickets **yet**?

GRAMMAR TIME > PAGE 132

- 4 Read the dialogue again. In your notebook, write five sentences about what Lee has/hasn't done.

Lee's *hasn't bought the train tickets yet*.

- 5 In your notebook, complete the sentences with *already*, *just* or *yet*.

- 1 A: *Shrek 5* is on TV now. Why don't we watch it?
 B: Sorry but I've **already** seen it twice!
 2 Have you finished on the computer **yet**? I want to check the train timetable.
 3 A: You look cold and tired!
 B: Yes, we've **just** been for a long walk.
 4 Don't take my plate. I haven't finished **yet**!
 5 Raj has **just** phoned – he's missed the bus!
 6 You're slow – Jo has **already** finished the exercise!

- 6 Choose the correct option. 53

Write the answers in your notebook. Listen to Part 2 and check.

Lee: Hi, mum! Yes, we've ¹*just* / *yet* arrived. No, we haven't seen Billy's uncle ²*already* / *yet*. We've ³*yet* / *just* got off the train. Yeah, everyone's fine. Yes, we've ⁴*already* / *yet* had our sandwiches. Delicious, thanks! The weather's OK – it hasn't rained ⁵*already* / *yet*! I have to go, mum. Bye! Billy, has your uncle arrived ⁶*just* / *yet*?

Billy: No, he hasn't. Oh, I've ⁷*just* / *yet* seen him!

1 *just*

- 7 In your notebook, write five sentences about your news and recent activities. Compare with a partner.

I've already finished the History project.

I haven't ... yet. I've just ...

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Video scripts: page 162

Further practice

- Grammar Time, page 132
- Photocopiable Resource 59, page 247
- Workbook, pages 104 and 110

ANSWER KEY

Exercise 1

Possible answers:
 They're planning to go on a trip (to Scotland). They may be planning how to get there, what to do when they are there, etc.

Exercises 2, 5 and 6

Answers on student page.

Exercises 3 and 7

Students' own answers.

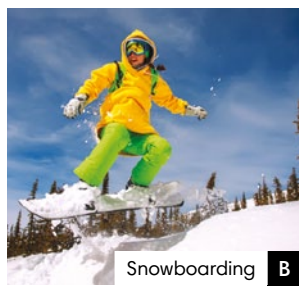
Exercise 4

Lee has already checked the train timetable. He's bought a map of the Scottish Highlands. He's just cleaned both tents. He hasn't started packing yet. He hasn't bought all the food yet.

I can identify specific detail in a conversation and talk about outdoor activities.



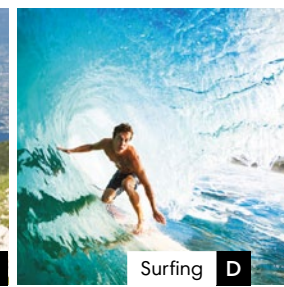
Kayaking A



Snowboarding B



Mountain biking C



Surfing D

1 Look at the photos. Which activity would you like to do? Why?

2 **4.32** Look at the photos and listen. Which activity A–D does each speaker think is the most exciting? What do you think?

- 1 Tony C 3 Sue B
2 Lucy D 4 Glenn A

I think mountain biking is the most exciting activity.

3 **4.33** Check you understand the words from the box. In your notebook, write each activity in the correct category – water or land.

Vocabulary A Outdoor activities

cycling fishing hiking kayaking
mountain biking pony trekking rock climbing
scuba diving skiing snowboarding surfing
swimming windsurfing

WATER: *kayaking, surfing, ...*

LAND: *mountain biking, snowboarding, ...*

4 In groups, discuss which activities in Vocabulary A are popular / unpopular in your country.

5 **4.34** Listen and match statements a–e with speakers 1–4. Write the answers in your notebook. There is one extra statement.

- a He/She says the activity can be dangerous. **2**
b He/She is very good at the activity. **4**
c He/She talks about the last time he/she did the activity.
d He/She talks about when he/she did the activity for the first time. **1**
e He/She describes the good and bad sides of the activity. **3**

6 **4.35** How do you say the words from the box in Polish?

Vocabulary B Sporting equipment

bike boots compass gloves goggles
helmet kayak life jacket map paddle
snowboard surfboard wetsuit

7 **4.36** In your notebook, complete the sentences with the correct items of equipment from Vocabulary B. Listen and check.

- **Pony trekking** – you need a ¹helmet for your head and a map and a ²compass so you don't get lost.
- **Windsurfing** – you need a ³life jacket to float in the water and a ⁴wetsuit to keep you warm.
- **Skiing** – you need skis, ski poles, ski boots, ⁵goggles to protect your eyes and ⁶gloves for your hands.

8 **4.37** Listen to four people talking about sports activities. Are the sentences true or false?

- 1 Surfing started in islands in the Pacific. **True**
2 It's easy to go the wrong way in a kayak. **True**
3 A good mountain bike costs a minimum of €1,000. **False**
4 Snowboarding started in the 1970s. **False**

9 In pairs, ask and answer the questions about the different activities in Vocabulary A.

- 1 Have you ever tried ...?
2 When was the last time?
3 Did you enjoy it?
4 Which of the activities would you like to try?

A: *Have you ever tried surfing?*

B: *Yes, I have.*

Lesson 9.5

Listening and Vocabulary

Lead-in

Review of Present Perfect

Tell students that they should work on their own to write about the following topics:

- a film that you haven't seen yet but would like to see
- some school work that you have already done that other people probably haven't finished yet

- something you have just thought about
- somewhere you haven't been yet that you would like to go to

Then put students into groups of four and explain that they should take turns to tell each other what they wrote for each topic. When they have finished, invite groups to share their most interesting ideas with the class.

Exercise 3 **4.33**

Go through the words and make sure students understand exactly what the different activities are.

Exercise 4

As students talk about the different activities, encourage them to give their opinions.

Exercise 5 **4.34**

Before students listen, ask them to look at the statements and to think of different words that could be used to convey the same meaning. Play the audio again and elicit the answers as well as the words that helped students match the statements with the speakers (1 *last year, at first, learn to*; 2 *not a game, lots of accidents, can die*; 3 *can be horrible, tiring, difficult, brilliant, exciting*; 4 *won a championship*).

Exercise 6 **4.35**

When students have discussed the words, make sure they understand them by checking which activities each item is needed for and the reasons why (e.g. *compass* – *cycling, hiking, mountain biking* – *so that people know in which direction they are going*).

Exercise 7 **4.36**

When students have finished, put them into pairs. They should choose another activity from the Vocabulary box and write a similar text about what you need for the activity and why.

Exercise 8 **4.37**

Before listening, tell students to read the sentences in pairs and to discuss whether they think they are true or false. Ask students to explain their answers.

Exercise 9

When the pairs have finished, invite different students to tell the class what they found out about their partner.

ANSWER KEY

Exercises 1, 4 and 9

Students' own answers.

Exercises 2, 5, 7 and 8

Answers on student page.

Exercise 3

Water: *kayaking, surfing, fishing, scuba diving, swimming, windsurfing*
Land: *mountain biking, snowboarding, cycling, hiking, pony trekking, rock climbing, skiing*

Audio scripts: page 147

Further practice

- Workbook, page 105

Lesson 9.6

Speaking

Lead-in

Review of vocabulary for activities and sporting equipment

Write words on small pieces of paper. Put students into pairs or groups of three and give each pair or group a piece of paper. Invite students to come to the board to draw the equipment. The other students guess the item and give an example of an activity which requires this equipment.

Words to use: *boots, compass, gloves, goggles, helmet, kayak, life jacket, map, paddle, surfboard, wetsuit.*

Exercise 1 54 4.38

Before students open their Student's Books, ask questions about the end of the last episode. After watching, ask: *What's wrong with the first place they want to camp? (There's a bull.) What's wrong with the second place? (There's a lot of water.) What does Krystal ask? (Can we dry our clothes in the house?).*

Exercise 3 4.39

Tell students to cover the Speaking box while they work. Encourage them to work in pairs to complete the exercise.

Exercise 5 4.40

Before listening, ask students what they think will happen next. Ask what they think the four friends will do and how they think they will spend the night. Elicit the answer and ask why the four friends can't sleep in the tents (*It's cold and Billy snores.*).

Extra activity

Put students into groups of four. Ask them to take turns to talk about a time when they couldn't get to sleep. The rest of the group ask questions to find out as much as possible about the problem and what happened next. Invite different groups to share the most interesting story with the class.

Exercise 6

Tell students to use a variety of ways of asking for permission and to respond by sometimes giving permission and other times refusing permission. Invite different pairs to act out one of their dialogues in front of the class.

9.6

SPEAKING Asking for, giving and refusing permission

I can ask for, give and refuse permission.



CAN I ASK A FAVOUR?

- Billy: Is it OK to put our tents up here, Uncle Ally?
- Ally: I'm afraid that's not possible, Billy. There's a big bull in this field. He won't like it.
- Billy: What about that field? Can we camp in there?
- Ally: I'm afraid that's not a good idea, either. There's a lot of water over there at the moment. You'll wake up swimming in your tents!
- Lee: So is it all right to camp next to the farmhouse?
- Ally: Yes, of course. Good idea.
- Krystal: Can I ask a favour? Can we dry our clothes in the house? All my things are soaking!
- Ally: No problem. Let's go and have a cup of tea. You all look so unhappy!

How do you say these expressions in Polish?

Can I ask a favour?

OUT of class

-  54  4.38 In pairs, look at the photo. Do you think the people are having a good time? Listen and check.
- 2 Find examples of the phrases from the Speaking box in the dialogue.

Speaking

Asking for, giving and refusing permission

Asking for permission

- Can I/we ...?
- Is it OK (for me/us) to ...?
- Is it all right to ...?

Giving permission

- Yes, of course.
- No problem.
- Sure – go ahead. (informal)

Refusing permission

- I'm sorry but you can't.
- I'm afraid that's not possible.
- I'm afraid that's not a good idea.

- 3  4.39 In your notebook, complete the dialogues with one word in each gap. Listen and check.

- 1 Lee: Is it OK ¹for me to use your toilet?
- Ally: Sure – go ²ahead.
- 2 Amy: Sorry, but can I make myself a cup of tea and a snack?
- Ally: ³No problem! The kitchen's on the left.
- 3 Krystal: Is it ⁴OK for me to have a hot bath?
- Ally: Yes, ⁵of course!
- Krystal: Oh, and ⁶can I borrow a hairdryer?
- Ally: I'm afraid that's not ⁷possible. We haven't got one!

- 4 Work in pairs. Replace the highlighted phrases in Exercise 3 with another phrase from the Speaking box. Write the answers in your notebook. Then practise reading your dialogue.

- 5  4.40 Listen to the end of the story. How many people spent the night in the tents?

- 6 In pairs, ask for permission. Use the ideas from the box or your own ideas.

borrow a pen?
leave my bag here?
use your mobile?
look at your student's book?
ask you a favour?
visit you this weekend?

A: *Is it OK for me to borrow a pen?*

B: *Sure – go ahead.*

- 7 Work in pairs. Read the situations. Student A – ask your partner for permission. Student B – give or refuse permission. Then change roles.

Student A

- 1 You want to check a website. Your friend has his/her laptop with him/her.
- 2 You're on the bus. There's a free seat next to your friend.

Student B

- 1 You want to check a word. Your friend has a dictionary.
- 2 You're on the bus. One of the windows is open and it's very cold.

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 Audio scripts: page 148

 Video scripts: page 162

Further practice

- Photocopiable Resource 60, page 248
- Workbook, pages 106 and 111

ANSWER KEY

Exercise 1

Lee, Amy, Krystal and Billy don't seem to be having a good time. The weather isn't great and they don't know where to put their tents. Uncle Ally seems to be enjoying himself.

Exercises 2 and 3

Answers on student page.

Exercises 4, 6 and 7

Students' own answers.

Exercise 5

Nobody sleeps in the tents. They all sleep in the house.

I can write a postcard.

Writing A postcard

Dear/Hi + person's name

Say where you are

- 1 I'm writing from ...
We're having a great/nice time in ...
Here we are in ...

Describe the weather

- 2 It hasn't rained yet!
The weather has been terrible.

Say what you've done

- 3 We've been to ...
We've visited/walked/swam/sunbathed/
had/seen ...

Talk about your plans

- 4 This afternoon/Tomorrow we're going to ...
We're coming home on Sunday.

Ending

- 5 See you soon!
Miss you!
(Lots of) love
- 6 PS: If you want, you can add a PS
(postscript) for funny information or gossip!

Dear Auntie Linda,
I hope you're well. ① We're having a great time in Scotland. ② Actually, the weather has been terrible but it hasn't stopped us! ③ We've had some lovely walks, we've visited the castle and we've helped Billy's uncle with the sheep! ④ Tomorrow we're going to try kayaking - I'm so nervous!
⑤ See you soon!
Lots of love
Amy
⑥ PS: Lee is so annoying. He wants to be with me all the time. I think Billy is nicer :-)

Linda
Flat
Bath
19 C
Hav
Ess
CM

- 1 In pairs, talk about the last time you sent or received a postcard. Answer the questions.

- 1 Who sent it?/Who did you send it to?
- 2 Where was it from?
- 3 Did you keep it?

- 2 Read Amy's postcard. Is she having a good holiday?

- 3 In your notebook, write down the phrases from the Writing box which are in Amy's postcard.

- 4 Read the sentences. Has the weather been good or bad?

- 1 The weather has been amazing. *good*
- 2 It's been very cold and windy. *bad*
- 3 It hasn't rained at all. *good*
- 4 It's so cold and wet! *bad*
- 5 It's been lovely and warm. *good*
- 6 It hasn't stopped raining. *bad*

- 5 Choose four activities you like doing most when you're on holiday. Compare with a partner.

buy clothes/souvenirs eat ice cream go to the cinema
have a barbecue sunbathe have a long walk
make friends with people your own age watch the sunset
read a novel swim in the sea visit a museum/castle

- 6 Imagine you're on holiday at the moment. In your notebook, write a sentence about what you've done so far. Use the ideas from Exercise 5 and the Present Perfect.

I've swum in the sea, watched the sunset ...

- 7 **WRITING TIME** Imagine you are on holiday at a popular tourist resort. In your notebook, write a postcard to your friend.

- ① ② ③ mention the place, the weather and what you have done so far
- ④ write about your plans
- ⑤ include an ending

Exercise 6 Extra activity

Put students into pairs. Ask them to go online to find a holiday destination that their classmates may not have heard of and write a postcard from that place. When the pairs have written their postcards, they read them to the rest of the class. When all the pairs have read their postcards, have a class vote to decide which place sounds the most interesting.

Exercise 7

To make this activity more realistic, ask students to find a photo of a resort (either online or from a magazine) and to stick the photo to one side of a piece of card or white paper. They should write on the back of it, as if they were writing a real postcard.

Extra activity

Put students into pairs. Ask them to imagine they are a tourist in their own town. Ask what local landmark or beautiful place they would buy a postcard of. Then ask the pairs to work together to write the postcard, describing the town and what they have done there as tourists. When they have finished, invite students to read their postcards to the class.

ANSWER KEY

Exercise 1, 5, 6 and 7
Students' own answers.

Exercise 2
Yes, she is. She's having a great time (but the weather's terrible and Lee is annoying).

Exercises 3 and 4
Answers on student page.

Further practice

- Photocopiable Resource 61, page 249
- Workbook, page 107

Lesson 9.7
Writing

Lead-in

Review of asking for, giving and refusing permission

Put students into groups of three. Each group should think of five different things a student might ask their teacher permission for (e.g. *Can I go to the toilet? Is it all right if I leave early? Can we have more homework, please?*). When they are ready, invite one

group to start. One student in the group should come to the front of the class and roleplay the teacher. The two other members of the group have a turn to ask the teacher for permission and the teacher either gives or refuses permission. Repeat with other groups.

Exercise 2

Before students read the postcard, ask them whether they think Amy will enjoy being

on holiday in Scotland. Ask students what they think she will like and won't like. Elicit different ideas and then ask students to read the postcard. Elicit what Amy said that gave them the answer (*We're having a great time in Scotland.*).

Exercise 3

Explain to students that each number on the postcard indicates one phrase from the Writing box.

VOCABULARY

- 1 Choose the correct option. Write the answers in your notebook. Then write a similar text about your hometown.

St Andrews is a university town ¹by / in / on the east coast of Scotland. It has a ²border / flag / population of about 17,000 people. The town is a popular tourist ³hometown / landscape / resort because of its famous golf course and its long sandy ⁴beaches / cliffs / fields. A few miles north of the town is a bridge over the ⁵ocean / river / water Tay. Edinburgh, the ⁶capital / country / official city of Scotland, is about fifty miles to the south.

- 2 In your notebook, match the activities from the box with the groups of words. Then, in pairs say which activity you think is the most a) dangerous, b) tiring, c) difficult.

hiking kayaking mountain biking skiing
snowboarding surfing

- 1 surfing – sea, board, wetsuit
- 2 snowboarding – goggles, mountains, board
- 3 mountain biking – helmet, cycling, countryside
- 4 kayaking – life jacket, river, paddle
- 5 hiking – map, forest, boots
- 6 skiing – mountains, poles, gloves

- 3 In your notebook, complete the text with the correct words.

I went ¹on holiday last week. It started very badly. I ²got off the bus at the wrong stop! Then I went the ³wrong way! So I arrived late at the station and ⁴missed my train. I had to ⁵catch a slower train so it was very late when I got to the hotel. Then I ⁶had a BIG problem. The receptionist said there was no reservation in my name! He said, 'I can ⁷put up a tent in the garden for you.' I said, 'There's no way I'm going to ⁸spend the night in a tent!' I almost gave ⁹up and went home. But my story had a ¹⁰happy ending. The receptionist was joking! I ¹¹made friends with him. We've had a great ¹²time together. Last night, we ¹³watched the sunset on the beach. It was so romantic!

GRAMMAR

- 4 Complete the text with the Present Perfect form of the verbs in brackets. Write the answers in your notebook.

I ¹haven't been (not be) on a fitness holiday before. I hope I'll enjoy it.

6 a.m. – We ²have just eaten (just/eat) breakfast! Julie says she ³has never got (never/get) up so early!

10 a.m. – We ⁴have already run (already/run) ten kilometres and we ⁵haven't finished yet (not/yet/finish)! I ⁶have never felt (never/feel) so tired!

1 p.m. – They ⁷have just brought (just/bring) us lunch – salad and an apple! Andy ⁸has already finished (already/finish). He's still hungry. He ⁹has never had (never/have) lunch without pudding before!

- 5 In your notebook, write questions in the Present Perfect. Then, in pairs, ask your questions and answer with *already*, *just* or *yet*.

- 1 you / ever / be / to / England / ?
Have you ever been to England?
- 2 you / visit / capital city / your country / ?
Have you visited the capital city of your country?
- 3 your brother (or sister) / leave / school / ?
Has your brother (or sister) left school?
- 4 you / climb / highest mountain / your country / ?
Have you climbed the highest mountain in your country?
- 5 you / send / text / friend / today / ?
Have you sent a text to a friend today?

SPEAKING

- 6 In pairs, role play the situations. Student A, look below. Student B, look at page 134.

Student A

- 1 You want to go mountain biking. Student B has a better bike than yours. Ask for permission to use it. You haven't got a helmet. Try to borrow one from Student B.
- 2 Student B asks for permission to go on a camping trip with you. Give permission. Ask if Student B has a tent. Student B wants to share your tent. Refuse permission – it's a small tent.

DICTATION

- 7  4.41 Listen to the recording. Write the sentences in your notebook.

Audio script: page 148

Check yourself!

- ✓ I can talk about landscapes, natural features and countries.
- ✓ I can talk about personal adventures and outdoor activities.
- ✓ I can use the Present Perfect to talk about experience and recent events.
- ✓ I can find specific detail in a text and in a conversation.
- ✓ I can ask for, give and refuse permission.
- ✓ I can write a postcard.

LESSON 9.1**Landscape and natural features**

Krajobraz i rzeźba terenu

beach /bi:tʃ/ plaża**cliff** /klɪf/ klif**coast** /kəʊst/ wybrzeże**desert** /'dezət/ pustynia**field** /fi:ld/ pole**forest** /'fɒrɪst/ las**island** /'aɪlənd/ wyspa**jungle** /'dʒʌŋɡəl/ dżungla**lake** /leɪk/ jezioro**mountain** /'maʊntən/ góra**ocean** /'əʊʃən/ ocean**rainforest** /'reɪnfɒrɪst/ las deszczowy**river** /'rɪvə/ rzeka**rocks** /rɒks/ skały**sea** /si:/ morze**volcano** /vɒl'keɪnəʊ/ wulkan**waterfall** /'wɔ:təfɔ:l/ wodospad**Countries** Państwa**border** /'bɔ:də/ granica**capital city** /'kæpətl 'sɪti/ stolica**country** /'kʌntri/ państwo**flag** /flæg/ flaga**official language** /ə'fɪʃəl 'læŋɡwɪdʒ/ język urzędowy**population** /ˌpɒpjə'leɪʃən/ populacja**by a lake / a river / the sea** /baɪ ə leɪk ə 'rɪvə ðə si:/ nad jeziorem/rzeką/morzem**Earth** /z:θ/ Ziemia (planeta)**hometown** /ˌhəʊm 'taʊn/ miasto rodzinne**in a forest / a field / the mountains / the sea** /ɪn ə 'fɒrɪst ə fi:ld ðə 'maʊntɪnz ðə si:/ w lesie/na polu/w górach/w morzu**on a beach / an island / the coast** /ən ə bi:tʃ ən 'aɪlənd ðə kəʊst/ na plaży/wyspie/wybrzeżu**place** /pleɪs/ miejsce**sand** /sænd/ piasek**sunbathe** /'sʌnbæð/ opalać się**LESSON 9.2****climb a mountain** /klaɪm ə 'maʊntɪn/ wspiąć się na górę**fly in a plane** /flaɪ ɪn ə 'pleɪn/ lecieć samolotem**go on holiday** /gəʊ ɒn 'hɒlədi/ jechać na urlop**have a good / bad holiday** /hæv ə 'ɡʊd bæd 'hɒlədi/ mieć udane/nieudane wakacje**travel** /'trævl/ podróżować**visa** /'vi:zə/ wiza**LESSON 9.3****Phrasal verbs** Czasowniki złożone**blow up** /bləʊ ʌp/ wybuchnąć**come across** /kʌm ə'krɒs/ natknąć się na coś**find out** /faɪnd aʊt/ dowiedzieć się**give up** /ɡɪv ʌp/ poddać się**go back** /gəʊ bæk/ wrócić**adventure** /əd'ventʃə/ przygoda**alone** /ə'ləʊn/ samotnie**boat** /bəʊt/ łódź**civilisation** /ˌsɪvəlaɪ'zeɪʃən/ cywilizacja**cut** /kʌt/ rana cięta, skaleczenie**dead** /ded/ martwy**earth** /z:θ/ ziemia, grunt**faint** /feɪnt/ zemdleć**happy ending** /'hæpi 'endɪŋ/ szczęśliwe zakończenie**passenger** /'pæsɪndʒə/ pasażer**pilot** /'paɪlət/ pilot**plane** /pleɪn/ samolot**sky** /skaɪ/ niebo**storm** /stɔ:m/ burza**survive** /sə'vaɪv/ przeżyć**take place** /teɪk pleɪs/ odbywać się**true story** /tru: 'stɔ:ri/ prawdziwa historia**warm** /wɔ:m/ ciepły**LESSON 9.4****Out of class****Give me a break!** /ɡɪv mi ə breɪk/ Przestań się czepiać!**Great!** /greɪt/ Znakomicie!**catch a bus / train** /kætʃ ə bʌs treɪn/ złapać autobus / pociąg**check a timetable** /tʃek ə 'taɪm,teɪbəl/ sprawdzić rozkład jazdy**get off a bus / train** /get 'ɒf ə bʌs treɪn/ wysiąść z autobusu / pociągu**miss a bus / train** /mɪs ə bʌs treɪn/ spóźnić się na autobus / pociąg**pack a rucksack** /pæk ə 'rʌksæk/ pakować plecak**pick sb up** /pɪk 'sʌmbədi ʌp/ odebrać kogoś**tent** /tent/ namiot**train ticket** /'treɪn 'tɪkət/ bilet na pociąg**LESSON 9.5****Outdoor activities** Aktywności na świeżym powietrzu**cycling** /'saɪklɪŋ/ jazda na rowerze**fishing** /'fɪʃɪŋ/ łowienie ryb**hiking** /'haɪkɪŋ/ wędrowanie**kayaking** /'kaɪækɪŋ/ pływanie kajakiem**mountain biking** /'maʊntən 'baɪk ɪŋ/ jazda rowerem górskim**pony trekking** /'pəʊni 'trekɪŋ/ wakacje w siodle**rock climbing** /rɒk 'klaɪmɪŋ/ wspinaczka skałkowa**scuba diving** /'sku:bə 'daɪvɪŋ/ nurkowanie z akwalungiem**skiing** /'ski:ɪŋ/ jazda na nartach**snowboarding** /'snəʊbɔ:ɪdɪŋ/ snowboarding**surfing** /'sɜ:ɪŋ/ surfing**swimming** /'swɪmɪŋ/ pływanie**windsurfing** /'wɪndzɜ:ɪŋ/ windsurfing**Sporting equipment** Sprzęt sportowy**boots** /'bu:ts/ buty do wędrówek**compass** /'kæmpəs/ kompas**gloves** /glʌvz/ rękawice**goggles** /'gɒɡəlz/ gogle**helmet** /'helmət/ hełm**kayak** /'kaɪæk/ kajak**life jacket** /laɪf 'dʒækət/ kamizelka ratunkowa**map** /mæp/ mapa**paddle** /'pædl/ wiosło**snowboard** /'snəʊbɔ:d/ snowboard**surfboard** /'sɜ:fbɔ:d/ deska surfingowa**wetsuit** /'wet,su:t/ pianka do nurkowania**float** /fləʊt/ unosić się na wodzie**get lost** /get lɒst/ zgubić się**go the wrong way** /gəʊ ðə 'rɒŋ weɪ/ pójść złą drogą**land** /lænd/ ląd**mountain bike** /'maʊntən baɪk/ rower górski**water** /'wɔ:tə/ woda**LESSON 9.6****Out of class****Can I ask a favour?** /kæn aɪ ɑ:sk ə 'feɪvə/ Czy mógłbyś coś dla mnie zrobić?**camp** /kæmp/ obóz**dry** /draɪ/ wysuszyć**farmhouse** /'fɑ:mhaʊs/ dom w gospodarstwie**put up a tent** /put ʌp ə tent/ rozbić namiot**soaking** /'səʊkɪŋ/ przemoczony**LESSON 9.7****amazing** /ə'meɪzɪŋ/ wspaniały**buy a souvenir** /baɪ ə su:və'nɪə/ kupić pamiątkę**gossip** /'ɡɒsɪp/ plotki**have a good / great time** /hæv ə ɡʊd greɪt 'taɪm/ dobrze/świetnie się bawić**holiday** /'hɒlədeɪ/ wakacje, urlop**make friends** /meɪk frendz/ zaprzyjaźnić się**receive / send / write a postcard** /rɪ'si:v send raɪt ə 'pəʊstka:ɪd/ otrzymać / wysłać / napisać pocztówkę**ski poles** /ski: 'pəʊlz/ kijki do nart**skis** /ski:z/ narty**swim in the sea** /swɪm ɪn ðə si:/ pływać w morzu**tourist resort** /'tuəɪst rɪ'zɔ:t/ kurort turystyczny**watch the sunset** /wɒtʃ ðə 'sʌnsət/ oglądać zachód słońca**weather** /'weðə/ pogoda**wet** /wet/ mokry**windy** /'wɪndi/ wietrznie

Poland The Longest River



1 Warsaw



2 Gdańsk

- 1 Look at the map of Poland. Match cities A-E to pictures 1-5. What do the cities have in common?
The Vistula River flows through all these cities.



- 2 Match the sentences to the cities.

- 1 The symbol of the city is a mermaid. *Warsaw*
- 2 This city is famous for gingerbread. *Toruń*
- 3 The city is home to the oldest university in Poland. *Cracow*
- 4 The Vistula ends here and flows into the Baltic Sea. *Gdańsk*
- 5 This town is often called Little Rome because it lies on seven hills. *Sandomierz*

- 3 **CLASS VOTE** Which of these cities have you been to? Which of them would you like to visit?

- 4 Do the Vistula River Quiz in pairs.

- 5  4.42 Listen to the recording and check your answers.

The Vistula River Quiz

catfish



- 1 The Vistula starts in ?
 a Slovakia b Poland
- 2 The Vistula is ? 1,000 km long.
 a almost b over
- 3 We often call it the ? of Polish rivers.
 a Queen b Princess
- 4 There are over ? bridges across the Vistula.
 a 60 b 120
- 5 In some places you can take a ferry to cross the Vistula.
 a True b False
- 6 There are ? islands on the Vistula.
 a many b no
- 7 The ? is the biggest fish that lives in the Vistula.
 a carp b catfish



3 Sandomierz



4 Toruń

- 6 Read Bartek's blog post. What is the Three Peaks Challenge? *It's a popular challenge in the UK: climb the highest mountains of England, Scotland and Wales within 24 hours.*



Adventurer

Bartek's blog

The Vistula River Cities Challenge

My English friends have recently completed the Three Peaks Challenge. It's very popular in the UK although it's quite difficult: you have to climb the highest mountains of England, Scotland and Wales within 24 hours. I really like the idea because it encourages people to get to know their own country better. We don't have such challenges in Poland, but we can change this! Here is my idea for the Vistula River Cities Challenge. You have 8 hours to do these things:

- tell the legend of the Wawel Dragon to three foreign tourists in Cracow,
- take selfies with two monuments of the mermaid in Warsaw,
- eat gingerbread ice cream on the Vistula bank in Toruń.

Do you want to take up the challenge?

 Audio scripts: page 148

- 7 Do you like Bartek's challenge? Do you think it's possible to complete it within 8 hours?

- 8  4.43 Imagine that you take part in a similar challenge.

- You start in Warsaw. You have 24 hours to do three tasks in different locations in Poland.
- Choose three numbers from 1 to 10.
- Listen to the recording and note down the tasks you have to do.

- 9 Work in pairs. Discuss your challenge with your partner. Is it possible to complete it in 24 hours?

PROJECT

- 10 Work in pairs. Prepare a challenge to encourage tourists to visit the area where you live.

- 1 Choose three places that you think are interesting.
- 2 Think of three tasks that tourists could do there.
- 3 Set a time limit for the challenge.
- 4 Make a map for the challenge with short descriptions of the places and the tasks.
- 5 Present the challenge to your class. Use your map.
- 6 Encourage your classmates to take your challenge and report the results to the class.



5 Cracow

How many fish ...?

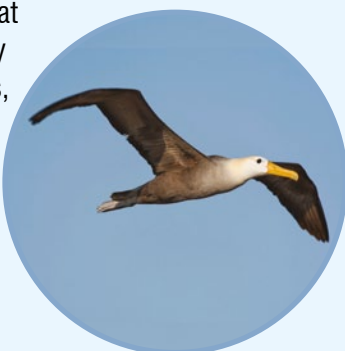
Sea life numbers

Fish is a popular meal for many people. It's healthy, tasty and often cheap because there are lots of fish in the sea. But are there? Perhaps you've noticed that sometimes we can't buy our favourite fish. The reason is that in the last thirty years we've taken too many fish out of the sea. Fishermen must stop catching some fish for a while and catch others instead. Man has caused lots of problems to other sea animals too.

There aren't many sea turtles left in the world. People kill them for food and many also die when they get caught in fishermen's nets. What's worse, people have built houses and hotels on the coast, which makes it difficult for turtles to lay their eggs on the beach. When the baby turtles come out of their eggs, they need to get to the sea. But many of them don't survive, they get lost or sea birds kill them. Today in many places, like Cancun in Mexico, people help them to get to the sea.



Sea birds are also becoming rarer. Beautiful birds, like the albatross, spend nearly all their lives in the air and eat fish to live. Some types of fishing are very dangerous for these birds. Like the turtles, they get caught in fishing nets and drown. Some areas, like South Georgia, have created big protected areas to help these birds. Also conservation groups are encouraging fishermen to use new fishing techniques.



All sea birds need to catch fish to live.
So for them and for us we need to control fishing.



GLOSSARY

conservation group (n phr) people who work to protect animals, plants etc.

drown (v) to die from being under water for too long

get caught (v phr) to be in a situation that you cannot easily get out of

lay their eggs (v phr) to produce eggs

net (n) something used for catching animals, e.g. fish or insects

rare (adj) not common

READING

- 1 In pairs, discuss the questions.
 - 1 Do you like eating fish?
 - 2 Do people in your country eat a lot of fish?
 - 3 Has the type of fish that people eat changed in recent years? How?
- 2 Read the article. Are the sentences true for turtles, seabirds or both?
 - 1 People eat them. *turtles*
 - 2 Fishermen catch them accidentally. *both*
 - 3 Today, there are buildings in the places where they always left their eggs in the past. *turtles*
 - 4 Their young often die soon after birth. *turtles*
- 3 In pairs, discuss the questions.
 - 1 Is it important to know how many fish there are in the sea? Why? *Yes. It helps us to know how many we should catch and where we should catch them.*
 - 2 Is it possible to count them? *Not exactly, but we can make estimates from observing what is happening in different areas.*

LISTENING

For this section, we recommend using the DVD instead of audio recordings.

- 4 You are going to listen to part of a BBC programme about fishing. Read an advert for the programme. Is fishing an important industry in your country?

Coast

The series Coast is about different ways that humans relate to the sea. This episode asks the question, 'How many fish are in the sea?'

- 5 Work in pairs. What do you think 'overfishing' means?
- 6  **BBC 9** Listen to Part 1 and check your answer in Exercise 5. *Overfishing is when too many fish have been caught so that the number of fish remaining becomes too low.*
- 7 Choose the correct answers. Write them in your notebook.
 - 1 What is the main job of the people on the Scotia?
 - a to catch lots of fish
 - b** to get information about fish
 - 2 Why was the Explorer an important ship?
 - a she carried lots of scientists
 - b** she had new electronic equipment

- 8 Work in pairs. Do you think life on the Explorer was interesting? Why? / Why not?

- 9  **BBC 9** Listen again. In your notebook, correct the information in sentences 1-4. 

- 1 Ullapool is in England. *Ullapool is in Scotland.*
- 2 They check the fish twice a year. *They check the fish once a year.*
- 3 They built the Explorer in 1966. *They built the Explorer in 1956.*
- 4 On the Explorer, the scientists had to write everything. *On the Explorer, the scientists didn't have to write everything. They had a computer.*

- 10  **BBC 10** Listen to Part 2 and answer the questions. 

- 1 What information do the scientists need about the fish?
 - a** how many there are
 - b** how big they are
 - c** how old they are
 - d how fast they swim
 - e how deep they live
- 2 Why do they look at a fish's ear bone? *To find out its age.*
- 3 Why do normal fishermen and the Scotia travel to different parts of the ocean? *Normal fishermen go to places where there are lots of fish, but the Scotia must also go to areas where there aren't a lot of fish any more.*
- 4 What do the results today show? *That fish numbers are increasing a little in the North Sea.*

- 11 Work in pairs. Do you think the future for fish is good or bad? Why?

I think it's good because scientists can change things.
I think it's bad because people are very greedy.

PROJECT

- 12 Work in groups. Create a presentation about an environmental problem.
 - 1 Use the internet to research a problem connected with an area of natural beauty in your country.
 - 2 Find out what people are doing about the problem.
 - 3 Write a short script and include some photos or video.
 - 4 Present the problem and possible answers to the class.

 **Video scripts:** page 162

FUNKCJE JĘZYKOWE

- 1 Uzupełnij dialogi angielskimi odpowiednikami wyrażeń podanych w nawiasach. Odpowiedzi zapisz w zeszycie.
 - A: Where were you yesterday? Why didn't you answer my calls?
B: Oh, (*przestań się czepiać!*) *give me a break!* I had an accident.
 - A: Mike, (*czy mógłbyś coś dla mnie zrobić?*) *can I ask a favour?*
B: Sure, no problem. What do you want me to do?
 - A: Is it OK if I watch some TV?
B: (*Obawiam się, że to niemożliwe.*) *I'm afraid that's not possible.* The TV is broken.
 - A: Could I use your mobile as a Wi-Fi hotspot, please?
B: Sure, (*śmiało*) *go ahead!*
 - A: (*Czy dostałeś wiadomości*) *Have you heard* from Mark yet?
B: Yes, I have. He's just called to say he's coming to visit us next week.
 - A: How was your flight, Adam?
B: There was a bomb on the plane, but luckily it (*nie wybuchła*) *didn't blow up*.

SŁUCHANIE

- 2  4.44 Usłyszysz dwukrotnie komunikat. Zdecyduj, które ze zdań 1–5 są zgodne z treścią nagrania, a które nie. Odpowiedzi zapisz w zeszycie.

Strategia

Przeanalizuj podane zdania i zastanów się, które ich elementy mogą różnić się od informacji podanych w nagraniu. Jeśli w zdaniu podano datę lub godzinę jakiegoś wydarzenia, sprawdź, czy w nagraniu jest ta sama data lub godzina i czy odnosi się ona do tego samego wydarzenia. Jeśli zdanie określa, kim jest mówiąca osoba, sprawdź, czy z całej wypowiedzi faktycznie wynika, że spełnia ona właśnie tę rolę.

- 1 The flight is at 8.15 on Wednesday. *false*
- 2 You are going to stay in a busy resort on the island of Flores. *false*
- 3 The trip to Komodo includes travelling by boat. *true*
- 4 On Komodo, you sleep on the boat. *true*
- 5 The speaker is a traveller. *false*

CZYTANIE / PRZETWARZANIE JĘZYKOWE

- 3 Kasia pojechała na kurs języka angielskiego do Anglii. Przeczytaj ogłoszenie i e-mail, a następnie uzupełnij w języku polskim notatkę Kasi. Odpowiedzi zapisz w zeszycie.

Strategia

Do rozwiązywania zadania tego typu nie będziesz potrzebować wszystkich informacji podanych w ogłoszeniu i e-mailu. Dokładnie przeczytaj notatkę, którą masz uzupełnić, i zastanów się, jakie informacje musisz odnaleźć w tekstach.



School trip to Winchester

For all students of the Young Talk School

We leave at 8.15 from school and get back at 5.30.

Morning – visit to the castle.

Lunch – your choice.

Afternoon – the cathedral and shopping!

Only £15!

Sign list below by Friday



From: Jon
To: Kasia

There's one space left on the coach for the Winchester trip. It's next Saturday. Miss Parks is looking for someone – do you want to go? Phone her on 09874653210. I hope you can come. Dan and I are going to have lunch at the Sushi bar in the centre. It's great!
Jon

WYCIEZKA!

Gdzie: Winchester

Dzień: ¹ **sobota**

Godzina powrotu: ² **5:30**

Środek transportu: ³ **autobus**

Cena: ⁴ **15 funtów**

Rano zwiedzamy zamek, po obiedzie zwiedzamy katedrę i robimy ⁵ **zakupy**

ŚRODKI JĘZYKOWE

4 Uzupełnij zdania, używając podanych wyrazów w odpowiedniej formie. Odpowiedzi zapisz w zeszyście.

- I've checked the **timetable** – we're taking the 9:15 train.
TIME
- If you want to go windsurfing, you need a **wetsuit** to be safe and warm.
SUIT
- The view from the plane was **amazing**: all the lights, the clouds and the mountains!
AMAZE
- I was the only **passenger** on the bus to Gdańsk and I felt a bit strange.
PASS
- The **population** of Poland was around 38.5 million in 2016.
POPULATE
- The **official** languages of Canada are French and English.
OFFICE

5 Przetłumacz podane w nawiasach fragmenty na język angielski tak, aby otrzymać logiczne i poprawne gramatycznie zdania. W każdą lukę możesz wpisać maksymalnie cztery wyrazy. Odpowiedzi zapisz w zeszyście.

- He knows he (*nie może się poddać*) **can't give up** now.
- (*Czy kupiłeś*) **Have you bought** the concert tickets yet?
- I haven't (*widziałem tego filmu jeszcze*) **seen that film yet**.
- He (*już spakował*) **has already packed** the rucksacks.
- She thinks mountain biking is (*najbardziej ekscytującym sportem*) **the most exciting sport**.
- (*Obawiam się, że spanie*) **I'm afraid that sleeping** in a tent is not the best idea because of the rain.

6 Przeczytaj podane pary zdań. Uzupełnij każdą lukę tak, aby zachować znaczenie zdania wyjściowego. Odpowiedzi zapisz w zeszyście.

- Can I use your phone?
Is **it OK if I** use your phone?
- I'm really sorry but you can't leave your bags here. I'm afraid it **isn't possible to / is forbidden to** leave your bags here.
- The kitchen is clean – I finished cleaning it a minute ago.
I've **just cleaned** the kitchen.
- Fortunately she found some people who helped her. Fortunately **she came** across some people who helped her.
- My mother learnt about my rude behaviour from the head teacher.
My mother found out about my rude behaviour from the head teacher.
- He wanted to return to the desert Island.
He **wanted to go** back to the desert Island.

PISANIE

7 Wykonaj poniższe zadanie. Napisz e-mail w zeszyście.

Wybierasz się z kolegą/koleżanką na wycieczkę do Oxfordu. Napisz do znajomych twoich rodziców, którzy tam mieszkają, e-mail, w którym:

- poinformujesz ich o swoich planach,
- zapytasz, czy przenocują was u siebie,
- przekazesz informację od rodziców, którzy zapraszają ich do Polski.

Długość tekstu powinna wynosić od 50 do 100 słów.

1.2 Czas Present Simple: zdania twierdzące i przeczenia | Przysłówki częstotliwości

Czasu Present Simple używamy, aby opisać fakty lub regularnie wykonywane czynności.

+	I/You/We/They	live	in a small town.
	He/She/It	watches	films on TV.
-	I/You/We/They	don't (do not) live	in a small town.
	He/She/It	doesn't (does not) watch	films on TV.

Zasady pisowni

W zdaniach twierdzących w 3. os. liczby pojedynczej (*he, she, it*) do czasownika dodajemy końcówkę *-s, -es* lub *-ies*.

- Do większości czasowników dodajemy *-s*: *live – lives*
- Do czasowników zakończonych na *-o, -ch, -sh, -ss* oraz *-x*, dodajemy *-es*:
go – goes, watch – watches, wash – washes
- W przypadku czasowników zakończonych na spółgłoskę oraz *-y*, zamieniamy *-y* na *-i* oraz dodajemy *-es*:
study – studies

Przysłówki częstotliwości

W języku angielskim przysłówki częstotliwości występują przed czasownikami, ale po czasowniku *to be*.

always	usually	often	sometimes	never
--------	---------	-------	-----------	-------

I **always** listen to music on my phone.
We don't **often** watch films at school.
He is **never** funny.

1 Order the words to make sentences. Write the answers in your notebook.

- the guitar / a rock group / I / in / play
I play the guitar in a rock group.
- American / films / often / watch / we
We often watch American films.
- busy / she / always / is
She is always busy.
- go out / don't / on Mondays / usually / I
I don't usually go out on Mondays.
- comics / doesn't / my / read / sister
My sister doesn't read comics.

2 Complete the text with the correct form of the words in brackets. Write the answers in your notebook.

Sandi has a very unusual life ...

Sandi ¹*lives* (live) in an igloo in the Arctic. She ²*gets* (get) up at 4 a.m. every day. She ³*often eats* (often/eat) pizza for breakfast. She ⁴*flies* (fly) to school in a helicopter every day. After school she ⁵*studies* (study) car mechanics. She ⁶*always goes* (always/go) to bed at 7 p.m.

- ★3 Compare your life to Sandi's from Exercise 2.
I don't live in an igloo in the Arctic. I live in ...

1.4 Czas Present Simple: pytania i odpowiedzi

Pytania ogólne i krótkie odpowiedzi

?	Do	I/you/we/they	read novels?	Yes, I/you/we/they do . No, I/you/we/they don't .
	Does	he/she/it	live in Hollywood?	Yes, he/she/it does . No, he/she/it doesn't .

Pytania szczegółowe i odpowiedzi

How often **do** you **go** to the cinema?
Every Sunday. / I **go** to the cinema every Sunday.
I **never go** to the cinema.

What time **does** the film **start**?
At 8 p.m. / It **starts** at 8 p.m.

Where do they live?
In Harlow Mill. / They **live** in Harlow Mill.

Określenia czasu stosowane z czasem Present Simple

every day/week/month
at the weekend
once/twice/three times a month
on Mondays
in the morning/afternoon/evening
at 8 o'clock

1 In your notebook, make Yes/No questions in the Present Simple. Then ask and answer the questions in pairs.

- like / taking photographs / you / ?
- songs / write / your favourite singer / ?
Does your favourite singer write songs?
- music videos / on TV / watch / your parents / ?
Do your parents watch music videos on TV?
- dancing / like / you and your friends / ?
Do you and your friends like dancing?
- in a big house / in Hollywood / live / you / ?
Do you live in a big house in Hollywood?
- draw / sometimes / on the board / pictures / your English teacher / ?
Does your English teacher sometimes draw pictures on the board?

A: *Do you like taking photographs?*

B: *Yes, I do.*

2 In your notebook, write questions for these answers. Sometimes there is more than one possible question.

- Where does your aunt live?*
My aunt lives in Italy.
- How does Jon get to school?* Jon walks to school.
- When/What time does the concert finish?*
The concert finishes at 11.30.
- Do your parents sometimes go dancing?*
My parents never go dancing.
- Do you like drawing?* No, I don't. I hate drawing.
- Does she enjoy studying English?* Yes, she does.
She enjoys studying English.

- ★3 Imagine you are interviewing a favourite star/celebrity. In your notebook, write seven questions about his/her life. Use the ideas from the box to help you. Do you know any of the answers?

How often ? ? When ? ?
Who ? with? Where ? ?
What type of ? prefer?
Do you like ? ?

*Do you like listening to music?
Where do you go on holiday?
What type of car do you prefer?*

2.2 Czas Present Continuous

Czasu Present Continuous używamy, aby opisać czynności, które mają miejsce w momencie, w którym o nich mówimy.

+	I You/We/They He/She/It	'm (am) reading a book. 're (are) playing a game. 's (is) sleeping.
-	I You/We/They He/She/It	'm not (am not) reading a book. aren't (are not) playing a game. isn't (is not) sleeping.
?	Am I Are you/we/they Is he/she/it	reading a book? Yes, I am. No, I'm not. playing a game? Yes, you/we/they are. No, you/we/they aren't. sleeping? Yes, he/she/it is. No, he/she/it isn't.
	Where are you What is he	going? doing?

Zasady pisowni

- Do większości czasowników dodajemy *-ing*: go – **going**, look – **looking**
- Jeśli czasownik zakończony jest na *-e*, odejmujemy końcówkę *-e* i dodajemy końcówkę *-ing*: live – **living**
- Jeśli czasownik zakończony jest na jedną samogłoskę i spółgłoskę, podwajamy końcową spółgłoskę: sit – **sitting**, swim – **swimming**
- Jeśli czasownik zakończony jest na *-ie*, to końcówkę *-ie* zamieniamy na *-y*: lie – **lying**

Określenia czasu stosowane z czasem Present Continuous

now at the moment
right now today

- 1 In pairs, use the phrases from the box to describe what is happening in the picture on page 18.

read/book sing/karaoke sit/on the sofa cut/pizza
talk/phone write/text message dance
wear/earrings play table tennis

Leo is reading a book. Gran is talking on the phone and cutting pizza. Jade is singing karaoke. Layla is singing and dancing. Eric is playing table tennis. Tony is writing a text message. Angela and Chris are sitting on the sofa.

- 2 Complete the dialogue with the Present Continuous form of the verbs in brackets. Write the answers in your notebook.

Mum: Tom! Where are you?

Tom: Hi, mum. I **'m sitting** (sit) in the park.

Mum: What **²are you doing** (you/do)? **³Are you having** (you/have) fun?

Tom: No, I **⁴'m not**. I **⁵'m studying** (study) for an exam.

Mum: I can hear Matt! **⁶Is he studying** (he/study) too?

Tom: Yes, he **⁷is**.

Mum: Really? We **⁸'re driving** (drive) past the park now. You **⁹aren't reading** (not read)! You **¹⁰'re playing** (play) football!

Tom: Yes, we **¹¹'re getting** (get) ready for our PE exam!

- ★3 Imagine you are having a party. In your notebook, write ten sentences about what is happening. Use the Present Continuous.

I'm sitting on the sofa with my friend Joanna.

2.4 Czasy Present Simple oraz Present Continuous

- Czasu Present Simple używamy, aby opisać fakty lub regularnie wykonywane czynności.
Bro lives in Hollywood.
Lee plays his guitar every day.
Amy doesn't tidy her room.
What time do you get up?
- Czasu Present Continuous używamy, aby opisać czynności, które mają miejsce w momencie, w którym o nich mówimy.
- Czasu Present Continuous używamy także z określeniami czasu, takimi jak *these days*, *at the moment*, *this week/month*, aby opisać czynności, które mają miejsce w chwili obecnej, ale niekoniecznie w momencie, w którym o nich mówimy.
Is she enjoying school **at the moment**?
He isn't talking to his dad **these days**.

- 1 In your notebook, complete the sentences with the correct form of the words in brackets.

1 Oh no, it's **raining** (rain) again!

2 I **live** (live) in Berlin but I **'m visiting** (visit) London now.

3 He's **saving** (save) money at the moment to buy a leather jacket.

4 Gemma **often goes** (often/go) to Tenerife on holiday.

5 Jim **doesn't speak** (not speak) French but he **knows** (know) a little Spanish.

2 In your notebook, complete the sentences to make them true for you. In pairs, ask and answer questions about your sentences.

Free time 	I always ? [activity] after school. Now I'm not ? , I'm ? .
Clothes 	I often wear ? [item of clothing]. I never wear ? . At the moment I'm wearing ? .
Music 	I usually listen to ? [type of music]. These days, I'm listening to ? [group/artist/composer] a lot.

A: What do you do after school?

B: I always run in the park after school.

A: What are you doing now?

★3a In your notebook, write about your typical Sunday afternoon. Use the Present Simple.

On a typical Sunday afternoon, I usually sit on the sofa at home and ...

★3b Now imagine you are spending an unusual Sunday afternoon. Write about it in your notebook. Use the Present Continuous.

This is an unusual Sunday afternoon. I'm not sitting on the sofa at home, I'm ...

3.2 Czasownik to be w czasie Past Simple: was/were

Czasu Past Simple używamy, aby mówić o wydarzeniach i sytuacjach z przeszłości. W czasie Past Simple występują dwie formy czasownika *to be*: *was* i *were*.

+	I/He/She/It You/We/They	was at school. were at home.
-	I/He/She/It You/We/They	wasn't (was not) hungry. weren't (were not) late.
?	Was	I/he/she/it hungry? Yes, I/he/she/it was. No, I/he/she/it wasn't.
	Were	you/we/they tired? Yes, you/we/they were. No, you/we/they weren't.
	When Where	was she born? were you yesterday?

Wyrażenia *there is/there are* w czasie Past Simple przyjmują formę *there was/there were*.

+	There	was	a lion in a cage.
	There	were	two tigers.
-	There	wasn't (was not)	time.
	There	weren't (were not)	any people.
?	Was	there	a gift shop? Yes, there was. No, there wasn't.
	Were	there	many people? Yes, there was. No, there wasn't.

Określenia czasu stosowane z czasem Past Simple

yesterday at one o'clock
last Tuesday/week/month/year in June/2004
two days/a week ago

1 In your notebook, complete the questions with *was/were*. Then ask and answer in pairs.

1 How *was* your last English test?

2 *Was* it cold yesterday?

3 Where *were* you born?

4 *Were* you at a party last weekend?

5 Where *were* you five hours ago?

6 How old *were* you in 2010?

7 *Were* you late for school on Monday?

A: How *was* your last English test?

B: It *was* easy!

2 In your notebook, rewrite the sentences in the Past Simple.

1 'Are you bored?' 'Yes, I am.'
'Were you bored?' 'Yes, I was.'

2 'Is it cold?' 'Yes, it is.'
'Was it cold?' 'Yes, it was.'

3 'Are you at home?' 'No, I'm not.'
'Were you at home?' 'No, I wasn't.'

4 My neighbours are irritating.
My neighbours were irritating.

5 'Is there a letter for me?' 'No, there isn't.'
'Was there a letter for me?' 'No, there wasn't.'

6 We aren't very hungry.
We weren't very hungry.

7 There aren't any tickets.
There weren't any tickets.

★3 In your notebook, write ten sentences about a recent day out (concert or sports game).

*Last Saturday I was at a Coldplay concert. I was with ... It was at ...
There were hundreds of fans.
The weather was perfect ...*

3.4 Czas Past Simple: czasowniki regularne

+	I/You/He/She/It/We/They	watched TV.
-	I/You/He/She/It/We/They	didn't (did not) read.
?	Did	I/you/he/she/it/we/they sleep? Yes, I/you/he/she/it/we/they did. No, I/you/he/she/it/we/they didn't.
	When	did he arrive?
	What	did they watch?

Zasady pisowni

- W przypadku większości czasowników dodajemy -ed: watch – watch**ed**
- Jeśli czasownik zakończony jest na -e, dodajemy -d: live – live**d**
- Jeśli czasownik zakończony jest na spółgłoskę oraz -y, to końcówkę -y zamieniamy na -i i dodajemy -ed: try – tri**ed**
- Jeśli czasownik zakończony jest na jedną samogłoskę i spółgłoskę, podwajamy końcową spółgłoskę i dodajemy -ed: stop – stop**ped**

1 In your notebook, write the Past Simple form of the verbs below.

- | | |
|------------------------|------------------------|
| 1 cook cooked | 4 help helped |
| 2 carry carried | 5 drop dropped |
| 3 play played | 6 marry married |

2 Complete the sentences with the Past Simple form of the verbs in brackets. Write the answers in your notebook.

- Mel **tidied** (tidy) her room.
- '**Did they like** (they/like) the film?' 'No, they **didn't**.'
- I **didn't watch** (not watch) TV last night.
- '**Did you finish** (you/finish) your work?' 'Yes, I **did**.'
- We **didn't talk** (not talk) to her yesterday.
- He **dropped** (drop) his phone and it **stopped** (stop) working.

3 Use the ideas below to make questions about yesterday. Write them in your notebook. Then ask and answer the questions in pairs.

Did you ...?

- tidy your room
- listen to music
- cook a meal
- stay at home all day
- wash your hair
- argue with someone
- rest
- study English
- watch a film
- phone a friend

A: *Did you tidy your room yesterday?*

B: *No, I didn't.*

★4 In your notebook, write five things you did last weekend and five things you didn't. Use the ideas in Exercise 3 to help you.

I tidied my room, I ...

I didn't cook a meal, ...

4.2 Czas Past Simple: czasowniki nieregularne

+	I/You/He/She/It/We/They	took my camera.
-	I/You/He/She/It/We/They	didn't (did not) take my camera.
?	Did	I/you/he/she/it/we/they take the camera? Yes, I/you/he/she/it/we/they did. No, I/you/he/she/it/we/they didn't.
	Where	did you put it?

1 In your notebook, write the Past Simple form of the verbs below.

- | | |
|----------------------|-----------------------|
| 1 come came | 8 make made |
| 2 drink drank | 9 meet met |
| 3 drive drove | 10 read read |
| 4 eat ate | 11 run ran |
| 5 find found | 12 speak spoke |
| 6 go went | 13 take took |
| 7 leave left | 14 write wrote |

2a In your notebook, write six sentences about last weekend. Use the verbs in Exercise 1.

1 *Last weekend I spoke to my gran on the phone.*

2b In pairs, ask and answer the questions about your sentences.

A: *Did you speak to your gran on the phone last weekend?*

B: *No, I didn't. But we went to her house on Saturday.*

3 In your notebook, complete Amy's story with the Past Simple form of the verbs from the box.

fall feel get ~~have~~ hit hurt sit

I was in the bathroom. I ¹**had** my MP4 player with me. On the way out I ²**hit** my head on the door. It really ³**hurt**. I ⁴**felt** bad so I ⁵**sat** down on the bath and my MP4 player ⁶**fell** in the toilet! I didn't want to put my hand in the water so I called my dad and he ⁷**got** it out for me.

- ★4 In your notebook, write about something funny that happened to you. Use the story in Exercise 3 to help you.

I was in a shop with my parents. A dog ran into the shop. I ...

4.4 Formy czasowników

- Po tych czasownikach używamy bezokolicznika z *to*: *agree, decide, forget, learn, remember, need, try, want, would'd like*
We **agreed to switch off** our phones.
- Po tych czasownikach używamy formy czasownika z końcówką *-ing*: *can't stand, don't mind, enjoy, finish, hate, keep, like, love, prefer, stop*
I **prefer texting** to writing emails.

- 1 In your notebook, complete the sentences with the correct form of the verbs in brackets.

- I'm learning **to type** (type) without looking.
- When did you finish **doing** (do) your homework?
- Denise never forgets **to do** (do) her homework.
- Sue keeps **sending** (send) me videos of cats.
- My dad can't stand **talking** (talk) on the phone.
- We tried **to spend** (spend) a day without our phones.

- 2a In your notebook, write six true and six false sentences about you.

I often forget to charge my phone. (true)
I can't stand playing video games. (false)

- 2b In pairs, read your sentences and decide if your partner's sentences are true or false.

A: *I often forget to charge my phone.*
B: *True.*
A: *I can't stand playing video games.*
B: *False, you love playing video games.*

- ★3 Think of a person you know very well. In your notebook, write six sentences about him/her.

My best friend always tries to help other people. She enjoys ...

5.2 Przysłówki sposobu

Przymiotniki opisują rzeczowniki, a przysłówki opisują czasowniki.

- Aby utworzyć przysłówek, do większości przymiotników należy dodać końcówkę *-ly*:
She is quiet. She speaks **quietly**.
- W przypadku przymiotników zakończonych na *-y*, końcówkę *-y* zamieniamy na *-i* i dodajemy *-ly*:
The rain is heavy. It's raining **heavily**.
- Niektóre przysłówki nieregularne mają taką samą formę jak przymiotniki: **hard, fast, right, wrong, early, late, high, last, best, wide**.
He's a **fast** runner. He runs **fast**.
- Przysłówek utworzony od przymiotnika **good** ma formę **well**.

Określ *very, really* oraz *so* używamy przed przymiotnikami i przysłówkami.

She is **very** slow.

Children learn **really** quickly.

She wakes up **so** slowly.

- 1 In your notebook, complete the sentences with the correct form of the adjectives in brackets. Then, in pairs, complete the sentences with the name of someone you both know.

- Chris** always talks very **quickly** (quick).
- ?** speaks English really **well** (good).
- ?** often laughs **noisily** (noisy).
- ?** speaks **quietly** (quiet).
- ?** often comes to class **late** (late).
- ?** always drives **carefully** (careful).

- 2 In your notebook, complete the sentences with the correct form of the adjectives.

- I'm a **bad** dancer. I dance so **badly**! BAD
- Sarah's a **good** singer. She sings really **well**. GOOD
- Polly learns so **fast**! She's definitely a **fast** learner. FAST
- I'm sure Tim will arrive **early**. He's always **early**. EARLY
- The boys are very **unkind** to Eva. They always laugh **unkindly** at her. UNKIND
- It's snowing really **heavily**. The snow isn't usually so **heavy**. HEAVY
- He's a **happy** baby. He smiles **happily** every time I see him. HAPPY

- ★3 In your notebook, write six sentences about what you did this morning. Use as many verbs and adverbs as possible.

I woke up late, I got dressed quickly ...

5.4 Czasowniki modalne: can, have to oraz must

Can

Czasownika *can* używamy, aby powiedzieć, że mamy pozwolenie, aby coś zrobić.

I can go online when I want. (*Mogę, mam pozwolenie.*)

I can't watch TV after 10 p.m. (*Nie mogę, nie mam pozwolenia.*)

Can you invite friends to stay? (*Czy możesz?*)

Have to

Czasownika *have to* używamy, aby powiedzieć, że coś należy zrobić, a *don't have to*, aby powiedzieć, że zrobienie czegoś nie jest konieczne.

You have to come home straight after school.

(*Musisz, to konieczne.*)

You don't have to come home straight after school.

(*Nie musisz, to nie jest konieczne.*)

Do I have to come home straight after school?

(*Czy muszę?*)

+	I/You/We/They He/She/It	have to help. has to clean.
-	I/You/We/They He/She/It	don't (do not) have to help. doesn't (does not) have to clean.
?	Do I/you/we/ they	have to help? Yes, I/you/we/they do . No, I/you/we/they don't .
	Does he/she/it	have to clean? Yes, he/she/it does . No, he/she/it doesn't .

Must

Czasownik *must* ma podobne znaczenie do *have to*.

I have to / must cook dinner.

Przeczenia *mustn't (must not)* używamy, aby mówić o tym, co jest zabronione.

You mustn't stay up late. (*Nie wolno ci tego zrobić.*)

Wyrażenia *don't have to* oraz *mustn't* mają zupełnie inne znaczenia.

You don't have to go there. (*Możesz, ale nie jest to konieczne – nie musisz.*)

You mustn't go there. (*Nie możesz – nie wolno ci.*)

-	I/You/He/She/It/ We/They	mustn't (must not)	talk!
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- 1** In pairs, say where you can find these signs. Then make sentences in your notebook with *you have to* or *you mustn't* for each sign.

You mustn't park here.



- 2** In pairs, choose the verb which makes the sentence true for your school. Write the answers in your notebook.

- 1 You *can* / *mustn't* borrow books from the library.
- 2 You *can* / *mustn't* run in the corridor.
- 3 You *have to* / *don't have to* learn a foreign language.
- 4 You *can* / *mustn't* use a mobile phone in class.
- 5 You *have to* / *don't have to* stand up when the teacher enters the room.

- 3** Choose one situation below. In your notebook, write six sentences with rules about what you *can*, *can't*, *have to* and *mustn't* do. Write rules:

- for a visitor to your country.
- for somebody playing your favourite (video/ computer) game.
- for someone going on holiday with your family.

You don't have to have a visa.

6.2 Rzeczowniki policzalne i niepoliczalne | Określenia ilości

Policzalne	Niepoliczalne
How many bottles of water have we got? I haven't got many hobbies. There are too many olives on my pizza.	How much water is in that bottle? I haven't got much time. There's too much ice in my drink.
I bought some bananas. We eat a lot of oranges. We don't eat a lot of apples.	She bought some popcorn. We eat a lot of cheese. We don't eat a lot of bread.
Have you got any biscuits? There aren't any eggs in the fridge.	Have you got any juice? There isn't any milk in the fridge.

- 1** Choose the correct option. Write the answers in your notebook. Then discuss in pairs.

- 1 How *many* / *much* meals do you eat every day?
How many meals do you eat every day?
- 2 Do you think you eat too *many* / *much* unhealthy food?
- 3 Have you got *any* / *some* food in your bag?
- 4 How *many* / *much* time do you have for lunch on schooldays?
- 5 There aren't *many* / *much* places to eat near your school.

Possible answers:

In a cinema – You mustn't use mobile phones here./

You must switch your mobile phone off.

In a restaurant – You have to wait here.

In a library – You mustn't talk here.

On a door – You have to pull.

- 2 In your notebook, complete the restaurant review with *a lot of*, *any*, *many*, *much* or *some*.

STEWIE'S STEAKHOUSE



Stewie's Steakhouse looks nice but it's very small and there are too ¹*many* tables so there isn't ²*much* space – you feel that you're eating in a phone box! There aren't ³*many* things on the menu and they all have meat in them. There aren't ⁴*any* dishes for vegetarians – there's no salad! The food wasn't great. I had a steak and ⁵*some* cold chips. There was ⁶*a lot of* meat on my plate (about a kilo!) but it wasn't very good. And there was too ⁷*much* salt in every dish – even the pudding was salty! Finally, they didn't have ⁸*any* juice or cola, only water from the tap!

- ★3 In your notebook, write ten sentences about your family's eating habits.

1 *There's a lot of yoghurt in our fridge.*
2 *My dad doesn't eat much chocolate.*

6.4 Czesy Past Continuous oraz Past Simple

Czasu Past Continuous używamy, aby opisać czynności, które trwały w określonym momencie w przeszłości.

+	I/He/She/It You/We/They	was watching TV. were sleeping at 9 p.m.
–	I/He/She/It You/We/They	wasn't (was not) watching TV. weren't (were not) sleeping at 9 p.m.
?	Was I/he/she/it Were you/we/they	watching TV? sleeping at 9 p.m.?
	Where What	he you going? doing?

Określenia czasu używane z czasem Past Continuous

at three o'clock this morning
at 5.15 last Tuesday
forty minutes ago

Czesy Past Continuous oraz Past Simple

Czesy Past Simple i Past Continuous stosujemy w jednym zdaniu, gdy mówimy o czynnościach lub stanach w przeszłości, podczas których nastąpiły inne, krótsze wydarzenia. Czasu Past Continuous używamy dla opisanego czynności trwających przez dłuższy czas (np. *I was playing football*), a czasu Past Simple dla opisanego krótszego wydarzenia (np. *I broke my leg*). Części zdania łączymy, stawiając *while* lub *when* przed częścią opisaną czasem Past Continuous.

While/When I was playing football, I broke my leg.
I broke my leg while/when I was playing football.

Przed częścią zdania opisaną czasem Past Simple stawiamy zazwyczaj *when*.

What *were* you *doing* *when* the accident *happened*?
When the accident *happened*, what *were* you *doing*?

- 1 Complete the sentences with the Past Continuous form of the verbs in brackets.

Write the answers in your notebook.

- The phone rang while they *were sleeping* (sleep).
- Anna *wasn't dancing* (not dance) at one o'clock in the morning.
- Where *was Sue going* (Sue/go) when she fell?
- We *were playing* (play) football when it began to rain.
- I *wasn't listening* (not listen) when the doctor told me his name.
- What *were you doing* (you/do) when you cut your finger?

- 2 In your notebook, complete the story with the Past Simple or Past Continuous form of the verbs in brackets. Then compare with a partner.

Last Sunday at four o'clock I ¹*was riding* (ride) my bike home. It ²*was raining* (rain) a lot so I ³*put* (put) up my umbrella. While I ⁴*was going* (go) past the station, I ⁵*saw* (see) Jennifer Lawrence! She ⁶*was getting* (get) into a taxi. I ⁷*wasn't looking* (not look) where I ⁸*was going* (go) so I ⁹*rode* (ride) my bike into the back of a car! I ¹⁰*fell* (fall) and ¹¹*hit* (hit) my head. I was lucky I ¹²*didn't break* (not break) my neck.

- ★3 Use the Past Simple and the Past Continuous to describe a) something surprising that happened to you, or b) a dream you had.

One day last year I was walking in the town centre with a friend when we saw an elephant. It was standing on two legs and ...

7.2 Stopień wyższy i najwyższy przymiotników

Przymiotników w stopniu wyższym i najwyższym używamy, aby porównać osoby lub rzeczy.

He's **taller than** me.

She's **the nicest** person I know.

Pisownia	Przymiotnik	Stopień wyższy	Stopień najwyższy
przymiotniki jednosylabowe	near	nearer	the nearest
przymiotniki jednosylabowe zakończone na -e	wide	wider	the widest
przymiotniki jednosylabowe zakończone na pojedynczą samogłoskę i spółgłoskę	hot	hotter	the hottest
przymiotniki zakończone na -y	lazy	lazier	the laziest
przymiotniki wielosylabowe	intelligent	more intelligent	the most intelligent
przymiotniki o stopniowaniu nieregularnym	good bad	better worse	the best the worst

Przed przymiotnikami w stopniu najwyższym zazwyczaj stawiamy *the*. *The* nie używamy po *my/your/his/her/its/our/their*.

He's their youngest son. NIE ~~He's their the youngest son.~~

Możemy także dokonać porównań, stosując wyrażenie (*not*) *as ... as*.

This book **isn't as interesting as** the first one.

1 In your notebook, write the comparative and superlative forms of the adjectives below.

- fat **fatter, the fattest**
- easy **easier, the easiest**
- late **later, the latest**
- expensive **more expensive, the most expensive**
- young **younger, the youngest**
- happy **happier, the happiest**

2 How much can you remember about last year? In your notebook, complete the questions with the superlative form of the adjectives in brackets. Then ask and answer the questions in pairs.

- What was **the most beautiful** (beautiful) place you visited?
- What was **the happiest** (happy) day you can remember?
- What was **the longest** (long) journey you made?
- What was **the tastiest** (tasty) meal you ate?
- What was **the worst** (bad) film you saw?

★3 Do you prefer shopping in a shopping centre or small shops? In your notebook, write five sentences to answer the question.

Price	low/high
Service	friendly/rude quick/slow
Other	busy/quiet relaxing/stressful cold/hot/warm/wet good/poor choice

I prefer shopping in a shopping centre because the prices aren't as high as in small shops ...

7.4 Wyrażenie *going to* oraz czas Present Continuous

Wyrażenia *going to* oraz czasu Present Continuous używamy, aby opisać plany, zamiary i wydarzenia zaplanowane w przyszłości.

Going to

Wyrażenia *going to* używamy, aby opisać plany i zamiary w przyszłości, które mogą się jeszcze zmienić.

I'm **going to get** there early.

We're **not going to invite** them.

Are you **going to watch** the football?

+	I You/We/They He/She/It	'm (am) going to buy a new car. 're (are) going to go shopping. 's (is) going to come home.
-	I You/We/They He/She/It	'm not (am not) going to buy a new car. aren't (are not) going to go shopping. isn't (is not) going to come home.
?	Am I Are you/we/they Is he/she/it When are they	going to buy a motorbike? going to go to a party? going to stay? going to visit Gran?
		Yes, I am. No, I'm not. Yes, you/we/they are. No, you/we/they aren't. Yes, he/she/it is. No, he/she/it isn't.

Present Continuous

Czasu Present Continuous używamy, aby opisać sprecyzowane plany na przyszłość, których czas i/lub miejsce zostały określone.

The game **is starting** at 2.00.

My mum **isn't working** tomorrow.

Are you **going** to the party on Friday?

Określenia czasu stosowane z czasem Present Continuous w odniesieniu do przyszłości

tonight	next Monday/weekend
tomorrow	on Thursday morning/afternoon

1 In your notebook, finish these New Year's resolutions with *going to* and the ideas from the box (or your own).

buy get up revise spend less/more time
study take up

- I missed the school bus again. This year, I'm *going to get up earlier every morning*.
- I'm not fit. This year, I ?
- I was so horrible to my sister last year. This year, I ?
- I feel so unfashionable. This year, I ?
- My marks for Maths are terrible. This year, I ?
- English is such a useful language. This year, I ?

2 In your notebook, complete the questions below with the Present Continuous form of the verbs in brackets. Then use Lee's note to ask and answer in pairs.

TRIP TO LONDON – Saturday

- train from Harlow Mill to Liverpool Street Station, London, leave 8.30 a.m. and arrive 9.45 a.m.
- meet Aunt Hannah for lunch, National Gallery café, 12.30 p.m.
- train to Harlow Mill from Liverpool Street Station, 6.35 p.m.

- What station *is Lee leaving* (Lee/leave) from? *He's leaving from Liverpool Street.*
- What time *is he arriving* (he/arrive) in London?
- What time *is he catching* (he/catch) the train home?
- Who *is Lee meeting* (Lee/meet) in London?
- What time *is he meeting* (he/meet) her?
- Where *are they having* (they/have) lunch?

★3 In your notebook, use *going to* to write three intentions you have for the next summer holidays. Then use the Present Continuous to write three plans for this evening.

This summer I'm going to help my mum decorate the kitchen.

This evening I'm watching the football match at 8 p.m.

8.2 Czasownik modalny *will* dla przewidywania wydarzeń w przyszłości

+	I/You/He/She/It/We/They	'll (will) win the match.
-	I/You/He/She/It/We/They	won't (will not) lose.
?	Will	I/you/he/she/it/we/they win?
		Yes, I/you/he/she/it/we/they will . No, I/you/he/she/it/we/they won't .
	What time	will
	How	will
	the game	start?
	you	get there?

I think this will happen.
I don't think this will happen.
NIE I think this won't happen.

Watch OUT!

Określenia czasu używane z *will*

tomorrow

next week/month/year

in 2035/twenty years' time/the next five years/the future

by (= before) 2035/Christmas/my twentieth birthday/this time

tomorrow/the end of the week

1 In your notebook, complete the sentences with *will* or *won't*. Then look at your sentences with *won't* and write what *will* happen.

- My country *won't* win the next football World Cup.
 - It ? be bright and sunny tomorrow.
 - I ? become famous in the next fifteen years.
 - We ? get a surprise English test by the end of the week.
 - The world ? end in 2035.
 - I ? fall in love by Christmas.
 - Our English teacher ? give us homework today.
- My country won't win the next football World Cup.*
Germany will win it.

2 Use *I think* and *I don't think* to transform your sentences from Exercise 1. Write them in your notebook. Then compare with a partner.

A: *I don't think my country will win the next football World Cup. I think Germany will win it. What do you think? Will Germany win the next World Cup?*

B: *I think ...*

★3 Look at the article in Exercise 2 on page 96. In your notebook, write six sentences about life in 2035. Use the ideas from the box to help you.

classrooms a typical school timetable popular gadgets
travel fashion best and worst jobs

Classrooms will be very different in 2035. There won't be so many students and ...

8.4 Tryb warunkowy pierwszego stopnia

Trybu warunkowego pierwszego stopnia używamy, gdy chcemy powiedzieć, co wydarzy się w wyniku danej sytuacji lub wydarzenia (jeśli zaistnieją pewne warunki). Jeśli rozpoczynamy zdanie warunkowe od zdania podrzędnego (warunkowego), stawiamy po nim przecinek.

Present Simple	will + czasownik
If she studies hard,	she'll pass the test.
If you don't pass ,	I'll be disappointed.
If he doesn't pass ,	his mum won't be happy.

Kolejność zdań składowych można zmienić bez zmiany znaczenia zdania warunkowego. Jeśli zdanie warunkowe rozpoczynamy od zdania nadrzędnego (wynikowego), nie stawiamy po nim przecinka.

will + czasownik	Present Simple
She'll pass the test	if she studies hard.
I'll be disappointed	if you don't pass .
His mum won't be happy	if he doesn't pass .

Pytania zazwyczaj rozpoczynamy od zdania wynikowego (zawierającego *will*).

will + czasownik	Present Simple
Will you be angry	if you don't pass the test?
What will you do	if you get the best mark?

1 Use the verbs in brackets to make First Conditional sentences. Write them in your notebook.

- If I **become** (become) famous, I **won't forget** (not forget) my friends.
- I'll **tell** (tell) mum if you **do** (do) that again.
- If my dad **doesn't get** (not get) a new job, we **won't move** (not move) house.
- You **won't pass** (not pass) if you **don't do** (not do) any homework.
- If Patrick **helps** (help) me, I **'ll help** (help) him.
- If you **don't panic** (not panic), you **'ll get** (get) a good mark in the test.
- How **will you feel** (you/feel) if you **don't pass** (not pass) the test?
- Will she help** (she/help) me if I **ask** (ask) her?

2 In pairs, use the ideas below to make First Conditional sentences. Write them in your notebook.

- pass all my exams → have a party →
we make a lot of noise → my parents tell us to be quiet → play a board game
- have my Maths exam → stay home to study → invite a friend to study with me → get tired of studying → play a board game

1 If I pass all my exams, I'll have a party.

★3 In your notebook, write five First Conditional sentences about what you will do if you don't have any homework today.

1 If I don't have any homework today ...

9.2 Czas Present Perfect

Czasu Present Perfect używamy, aby opisać wydarzenia i sytuacje z przeszłości, nie określając, kiedy dokładnie miały one miejsce.

+	I/You/We/They He/She/It	've (have) swum with dolphins. 's (has) visited Ireland.
-	I/You/We/They He/She/It	haven't (have not) swum with dolphins. hasn't (has not) visited Ireland.
?	Have I/you/we/they	enjoyed it? Yes, I/you/we/they have . No, I/you/we/they haven't .
	Has he/she/it	learned a lot? Yes, he/she/it has . No, he/she/it hasn't .
	Where have you	been?

Zdania w czasie Present Perfect tworzymy, używając czasownika *have/has* + imiesłów bierny czasownika (Past Participle).

Imiesłowy bierne czasowników regularnych mają taką samą formę jak formy czasu Past Simple.

I have **finished**. She hasn't **tried**. We've **stopped**.

Lista form nieregularnych znajduje się na str. 135.

They have **eaten**. He's **gone**. Have you **slept**?

Czas Present Perfect z ever/never

W pytaniach w czasie Present Perfect często używamy *ever* w znaczeniu „kiedykolwiek”.

Have you **ever** been to Spain?

W odpowiedziach przeczących używamy *never* („nigdy”).

No, I've **never** been to Spain.

- 1 Complete the text with the Present Perfect form of the verbs in brackets. Write the answers in your notebook.

ASK TODD!

Gemma ¹*has written* (write) to ask me if it's better to travel alone or with other people. Well, it depends. Some of my nicest travel experiences ²*have been* (be) with my friends. My best friend, Scott, ³*has travelled* (travel) with me to a lot of countries and we ⁴*'ve had* (have) a lot of fun and we ⁵*have not fallen* (not fall) out! But my girlfriend ⁶*has never been* (never/be) abroad with me because we always argue when we're travelling!

- 2 In your notebook, make questions with *ever* and the Present Perfect. Use the phrases from the box or your own ideas. Then ask and answer the questions in pairs.

travel alone
go to a restaurant with friends
go on a school trip abroad
buy clothes without your parents
meet someone from another continent

A: *Have you ever travelled alone?*

B: *No, I've never travelled alone./Yes, I have.*

- ★3 In your notebook, write five sentences about things you have never done but hope to do in the future.

I've never been to New York – I hope to go there in the future.

9.4 Present Perfect with *already/just/yet*

W zdaniach twierdzących w czasie Present Perfect słowa *just* używamy, aby powiedzieć, że jakaś czynność właśnie miała miejsce, a słowa *already* aby podkreślić, że jakaś czynność już się wydarzyła. Słów *just* i *already* używamy między *have/has* i imiesłowem biernym.

He's **just** phoned. (*właśnie dzwonił*)

I've **already** checked the timetable. (*już sprawdziłem*)

Słowa *yet* używamy w przeczeniach w czasie Present Perfect, aby opisać czynności, których nie wykonaliśmy do chwili obecnej, lub w pytaniach, aby zapytać, czy jakaś czynność została już wykonana. Słowa *yet* używamy na końcu pytań i przeczeń.

We haven't bought all the food **yet**. (*jeszcze nie kupiliśmy*)

Have you bought tickets **yet**? (*Czy już kupiłeś bilety?*)

- 1 In your notebook, complete the sentences with *just* and the Present Perfect form of the verbs from the box.

make ~~do~~ tidy fix miss go

- There's a lot of food in the fridge. *I've just done* the shopping.
- I've just fixed* my computer. It's working again!
- Mark *has just made* breakfast. It's on the table.
- Rona *has just tidied* her bedroom. It's looking better now!
- I'm afraid you can't speak to mum now. She's *just gone* to work.
- We *'ve just missed* the bus – we'll be late now!

- 2 In your notebook, rewrite the underlined sentences using *yet* or *already*.

1 Jason has arrived at the campsite. He's putting up his tent.

Jason has already arrived at the campsite.

2 I'm not hungry, thanks. I've had breakfast.

I've already had breakfast.

3 Hurry up! Have you finished? *Have you finished yet?*

4 Wow – you're slow! We've finished.

We've already finished.

5 She can't come. She hasn't done her homework.

She hasn't done her homework yet.

6 Have they got their exam results?

Have they got their exam results yet?

- 3 In your notebook, make questions with *yet* about the things from the box. Then ask and answer the questions in groups.

eat lunch start learning for the next test
decide what to do at the weekend see [name of film]
at the cinema plan your holiday

A: *Have you eaten lunch yet?*

B: *No, I haven't./Yes, I've already had my lunch.*

- ★4 In your notebook, write five sentences with news about your favourite stars or other people you know well. Use *just*, *already* or *yet*.

*Messi has just joined Dortmund but he hasn't played yet.
My sister has just started university.*

Student Activities

Unit 2 Lesson 2.1 Exercise 5

Fashion Quiz

Give yourself one point every time you have the same answer as your partner.

0–2 points – you are very different from your partner. Don't go shopping for clothes together!

3–5 points – you are not very different from your partner but you are not very similar either.

6–8 points – you and your partner have similar ideas about fashion. Go shopping together!

Unit 3 Lesson 3.1 Exercise 6

1 T 2 T 3 F 4 T 5 T 6 T 7 T 8 T 9 T

Unit 3 Lesson 3.4 Exercise 6

Use the prompts below to answer the questions in Exercise 6 on page 34.

- 1 Lee / call / police ✓
- 2 police / help / them ✗
- 3 Lee / Amy / go home ✗
- 4 look / town centre / hours. then / start / rain
- 5 stop raining / so / return / park
- 6 dog / be / there ✗
- 7 he / start / panic / imagine / terrible things

Unit 4 Revision Speaking Exercise 7

Student A

Choose a topic and tell a story:

- 1 A time you nearly gave up – but didn't.
- 2 A time when you didn't finish something because you spent too long online.

Unit 5 Lesson 5.3 Exercise 3

After dinner I went to bed but I couldn't stop thinking of the girl in the picture. I closed my eyes and tried to remember her face. When I opened my eyes, she was there. She spoke quickly. 'You have to help me! I can't do it!' She took me by the hand. But this time we went to the window. I opened the curtains and we went silently out onto the balcony. She pointed upwards. Once again, the kitten was on the roof. I began to climb.

The next morning, my gran came upstairs to wake me. When she entered the room, she stopped suddenly and pointed towards the bed.

'What is that?' she asked.

'It's a kitten,' I replied. I smiled and held the little black cat tightly in my arms.

Unit 5 Revision Speaking Exercise 6

Student A

- 1 You want to change the decoration in your bedroom. Ask Student B for advice. Then accept or reject the advice.
- 2 Give Student B advice for the surprise party he/she wants to organise. If he/she rejects your ideas, give him/her different advice.

Unit 7 Lesson 7.2 Exercise 4



Unit 7 Lesson 7.3 Exercise 2

- 1 If people are sitting, they aren't shopping.
- 2 Because then people relax and stay longer.
- 3 It's because if people can't get out easily, they stay longer and spend more money.
- 4 Because then shoppers walk past more shops.

Unit 7 Lesson 7.5 Exercise 5

How important is money to you?

Give yourself 2 points for every a) answer and 1 point for every b) answer.

5–6 points

For you money is like water. When you're thirsty, you have to drink. When you have money, you have to spend it. You don't know how to save money.

7–8 points

For you money is useful and important but you don't worry about it all the time. You are generous, but intelligent with your money. You don't spend more than you have but you don't try to save every penny.

9–10 points

For you money is a wonderful thing. It is so wonderful that you don't want to spend it. Maybe you need to learn how to enjoy spending money.

Unit 7 Revision Speaking Exercise 8

Student A

- 1 You go to a sports shop to buy a new tracksuit. You can't decide between a white one and a blue one.
- 2 You are a shop assistant in a shoe shop. Help Student B buy a new pair of shoes.

Student Activities

Unit 1 Revision Speaking Exercise 7

Student B

You work at a cinema. Use this information to answer Student A's questions.

FILMWORLD CINEMA	
Film	Time
X-Men: the End	Sold Out
Up 2 Row 7 – No, Row 6 – Yes	6.40 / 8.30
Tickets	£6.95

Unit 2 Revision Speaking Exercise 7

Student B

- 1 Greet Student A. Say you're pleased to see him/her.
- 2 Give your news:
 - you're taking lots of photos with your smartphone
 - you've got two free tickets to a cool concert
 - your best friend isn't talking to you.
- 3 Listen and respond to Student A's news.

Unit 3 Revision Speaking Exercise 6

Student B

- 1 Student A started the argument but it was your fault too. You like Student A a lot and want to stay friends with him/her. Accept Student A's apology.
- 2 You posted an embarrassing photo of Student A on the internet. Now you feel bad about it. Apologise.

Unit 4 Revision Speaking Exercise 7

Student B

- 1 Listen to Student A's story.
- 2 Use phrases like *Awesome! / No way!* [lesson 2.6].
- 3 Ask questions to show you are listening: *How did you feel? / What did you do? / Why did you do that?* etc.

Unit 5 Revision Speaking Exercise 6

Student B

- 1 Give Student A advice on how to change the decoration in his/her bedroom. If he/she rejects your ideas, give him/her different advice.
- 2 You want to organise a surprise party for a friend. Ask Student A for advice. Then accept or reject the advice.

Unit 6 Revision Speaking Exercise 6

Student B

- 1 Answer Student A's question – you're unhappy because you've got bad toothache.
- 2 Listen to Student A's advice.
- 3 Thank Student A for his/her advice.

Unit 7 Revision Speaking Exercise 8

Student B

- 1 You are a shop assistant in a sports shop. Help Student A buy a new tracksuit.
- 2 You go to a shoe shop to buy a new pair of shoes. You can't decide between boots or trainers.

Unit 8 Revision Speaking Exercise 7

Student B

- 1 You are at a Student Careers office. You enjoy working with your hands, being creative, working alone and being in contact with nature.
- 2 You're thinking of working as an accountant.
- 3 Listen to Student A's advice. Say which advice you agree with: *I probably won't enjoy ... / I might / may be good at working as a ...*

Unit 9 Revision Speaking Exercise 6

Student B

- 1 Student A wants to go mountain biking tomorrow and asks for permission to use your bike. Refuse permission. You want to use the bike yourself tomorrow. Then Student A asks for permission to borrow a helmet. Give permission. You have an old helmet you never use.
- 2 You hear that Student A is going on a camping trip with some friends. Ask for permission to go with him/her. If Student A agrees, say you don't have a tent and ask for permission to share Student A's tent.

Irregular Verbs List

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	
be [bi:]	was/were [wɒz/wɜ:]	been [bi:n]	być
become [bi'kʌm]	became [bi'keɪm]	become [bi'kʌm]	stawać się
begin [bi'gɪn]	began [bi'gæn]	begun [bi'gʌn]	zaczynać (się)
break [breɪk]	broke [brəʊk]	broken ['brəʊkən]	łamać, psuć (się), potłuc
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	przynosić
build [bɪld]	built [bɪlt]	built [bɪlt]	budować
burn [bɜ:n]	burned [bɜ:nd]/ burnt [bɜ:nt]	burned [bɜ:nd]/ burnt [bɜ:nt]	palić (się), oparzyć (się)
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	kupować
can [kæn]	could [kʊd]	been able to [bi:n 'eɪbl tə]	móc, potrafić
catch [kæʃ]	caught [kɔ:t]	caught [kɔ:t]	łapać
choose [tʃu:z]	chose [tʃəʊz]	chosen ['tʃəʊzn]	wybierać
come [kʌm]	came [keɪm]	come [kʌm]	przychodzić
cost [kɒst]	cost [kɒst]	cost [kɒst]	kosztować
cut [kʌt]	cut [kʌt]	cut [kʌt]	ciąć
do [du:]	did [dɪd]	done [dʌn]	robić
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	rysować
dream [dri:m]	dreamed [dri:md]/ dreamt [dremt]	dreamed [dri:md]/ dreamt [dremt]	śnić, marzyć
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	pić
drive [draɪv]	drove [drəʊv]	driven ['drɪvn]	prowadzić samochód
eat [i:t]	ate [et]	eaten ['i:tn]	jeść
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lɪn]	upadać
feed [fi:d]	fed [fed]	fed [fed]	karmić
feel [fi:l]	felt [felt]	felt [felt]	czuć (się)
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]	walczyć
find [faɪnd]	found [faʊnd]	found [faʊnd]	znajdować
fly [flaɪ]	flew [flu:]	flown [fləʊn]	latać
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtn]	zapominać
forgive [fə'gɪv]	forgave [fə'geɪv]	forgiven [fə'gɪvn]	wybaczyc
get [get]	got [gɒt]	got [gɒt]	dostawać
give [gɪv]	gave [geɪv]	given ['gɪvn]	dawać
go [gəʊ]	went [went]	gone [gɒn]	iść, jechać
grow [grəʊ]	grew [gru:]	grown [grəʊn]	rosnąć, sadzić
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	wiszieć
have [hæv]	had [hæd]	had [hæd]	mieć
hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]	słyszeć
hit [hɪt]	hit [hɪt]	hit [hɪt]	uderzać
hold [həʊld]	held [held]	held [held]	trzymać
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	ranić
keep [ki:p]	kept [kept]	kept [kept]	(za)trzymać
know [nəʊ]	knew [nju:]	known [nəʊn]	wiedzieć, znać
learn [lɜ:n]	learned [lɜ:nd]/ learnt [lɜ:nt]	learned [lɜ:nd]/ learnt [lɜ:nt]	uczyć się
leave [li:v]	left [left]	left [left]	opuszczać
lend [lend]	lent [lent]	lent [lent]	pożyczyć (komuś)
let [let]	let [let]	let [let]	pozwolić
lie [laɪ]	lay [lei]	lain [leɪn]	kłaść się

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	
lose [lu:z]	lost [lɒst]	lost [lɒst]	gubić, stracić
make [meɪk]	made [meɪd]	made [meɪd]	robić
meet [mi:t]	met [met]	met [met]	spotykać
pay [peɪ]	paid [peɪd]	paid [peɪd]	płacić
put [pʊt]	put [pʊt]	put [pʊt]	kłaść
read [ri:d]	read [red]	read [red]	czytać
ride [raɪd]	rode [rəʊd]	ridden ['rɪdn]	jeździć (na)
ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]	dzwonić
run [rʌn]	ran [ræn]	run [rʌn]	biegać
say [seɪ]	said [sed]	said [sed]	mówić
see [si:]	saw [sɔ:]	seen [si:n]	widzieć
sell [sel]	sold [səʊld]	sold [səʊld]	sprzedawać
send [send]	sent [sent]	sent [sent]	wysyłać
set [set]	set [set]	set [set]	ustawić
show [ʃəʊ]	showed [ʃəʊd]	shown [ʃəʊn]	pokazać
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]	śpiewać
sit [sɪt]	sat [sæt]	sat [sæt]	siedzieć
sleep [sli:p]	slept [slept]	slept [slept]	spać
speak [spi:k]	spoke [spəʊk]	spoken ['spəʊkən]	mówić
spend [spend]	spent [spent]	spent [spent]	spędzać, wydawać
stand [stænd]	stood [stʊd]	stood [stʊd]	stać
steal [sti:l]	stole [stəʊl]	stolen ['stəʊlən]	kraść
sweep [swi:p]	swept [swept]	swept [swept]	zamiatać
swim [swɪm]	swam [swæm]	swum [swʌm]	pływać
take [teɪk]	took [tu:k]	taken ['teɪkən]	brać
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	uczyć (kogoś)
tell [tel]	told [təʊld]	told [təʊld]	powiedzieć, opowiadać
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	myśleć
understand [ˌʌndə'stænd]	understood [ˌʌndə'stʊd]	understood [ˌʌndə'stʊd]	rozumieć
wake [weɪk]	woke [wəʊk]	woken ['wəʊkən]	budzić (się)
wear [weə]	wore [wɔ:]	worn [wɔ:n]	nosić, mieć na sobie
win [wɪn]	won [wʌn]	won [wʌn]	wygrywać
write [raɪt]	wrote [rəʊt]	written ['rɪtn]	pisać

1.06 Unit 0, 0.2, Exercise 5b

A = Amy L = Lee

- A: Hey, Lee. There's a questionnaire about your favourite free time activities. What's your favourite then? Is it listening to music?
- L: No, it isn't.
- A: Oh! That's a surprise! So is it taking photos? Playing computer games?
- L: Yeah, they're OK. But they're not my favourite.
- A: So perhaps reading books or magazines? Surfing the internet?
- L: Yes, they're OK but not really ...
- A: So perhaps your favourite activity is visiting relatives? Or tidying your bedroom?
- L: No, definitely not!
- A: Maybe watching TV or DVDs or films on Youtube? Going to the cinema?
- L: No, not really.
- A: So what about doing nothing?
- L: Bingo! That's my favourite free time activity.

1.11 Unit 0, 0.4, Exercise 5b

Um, let's see, I can't act at all! Er, I can cook quite well, I can dance, er, I can't play the guitar but I *can* play the piano, well, a little bit. I can definitely repair a computer. And I can speak English, of course. I can speak French but not Spanish. And that's it. I can't drive a car – I'm too young. And I can't swim!

1.12 Unit 1, 1.1, Exercise 1

1 S = Sam B = Bernadette

- S: Bernadette? Look! I like the colours in that painting, but what is it?
- B: Em ... I'm not sure ... Is it a tower? Or a house? Or maybe it's a window? Anyway, I think she's a really talented artist!
- S: Eh ... yeah ...
- B: Oh look at that one!

2 C = Craig J = Jodie

- C: What's the book, Jodie?
- J: Oh, hi, Craig. It's called *One day*. It's ...
- C: Who's the writer?
- J: Eh, someone called Kirsty Stewart. It's ...
- C: What's it about?
- J: It's about two students who fall in love and ...
- C: Has it got a happy ending? I like stories with a happy ending.

3 D = Dan S = Sarah

- D: Let me take one. I'm a good photographer.
- S: Yes, but you always want to be in all the photos, don't you?
- D: That's no problem. I'll take a selfie. OK, everyone stand behind me. Look at the camera ... say 'cheese'!

4 T = Tammy R = Rafa

- T: This is great, but it's difficult.
- R: What?
- T: It's difficult! It isn't easy to learn the steps. I don't know what to do.
- R: Don't worry! You're a great dancer! Just follow me and enjoy yourself.

5 D = Darren M = Mother

- D: Mum! What's that terrible noise?
- M: The musicians are tuning their instruments.
- D: Is it very long?

- M: What?
- D: Is the concert very long?
- M: Ssh!

6 C = Clapper board girl A = Anna S = Stephen

- C: 'I love you.' Take three!
- A: Don't go! Don't leave me! I love you!
- S: Cut! I don't believe it! The actors in this movie are terrible!
- A: Huh! The problem with this movie is the actors are good, but the director's terrible! Goodbye!

1.15 Unit 1, 1.1, Exercise 5

1 S = Sam B = Bernadette

- S: Bernadette? Look! I like the colours in that painting, but what is it?
- B: Em ... I'm not sure ... Is it a tower? Or a house? Or maybe it's a window? Anyway, I think she's a really talented artist!
- S: Eh ... yeah ...
- B: Oh and look at that one!
- S: Do you really like that?
- B: Yes, I do. It's wonderful. I'm really interested in modern art.
- S: Really?

2 C = Craig J = Jodie

- C: What's the book, Jodie?
- J: Oh, hi, Craig. It's called *One day*. It's ...
- C: Who's the writer?
- J: Eh, someone called Kirsty Stewart. It's ...
- C: What's it about?
- J: It's about two students who fall in love and ...
- C: Has it got a happy ending? I like stories with a happy ending.
- J: I don't know, Craig. I'm only reading chapter two! But I don't think so. It's a horror story with ghosts and vampires and zombies and dead people and ...
- C: Oh stop it! I hate reading horror stories.

3 D = Dan S = Sarah

- D: Let me take one. I'm a good photographer.
- S: Yes, but you always want to be in all the photos, don't you?
- D: That's no problem. I'll take a selfie. OK, everyone stand behind me. Look at the camera ... say 'cheese'!
- S: Let's have a look! Oh! I look really nice.
- D: Yeah, we all look nice. I really like taking selfies! People usually look good in them because they're more relaxed, you know.

4 T = Tammy R = Rafa

- T: This is great, but it's difficult.
- R: What?
- T: It's difficult! It isn't easy to learn the steps. I don't know what to do.
- R: Don't worry! You're a great dancer! Just follow me and enjoy yourself.
- T: Woo! I love dancing flamenco! Olé!

5 D = Darren M = Mother

- D: Mum! What's that terrible noise?
- M: The musicians are tuning their instruments.
- D: Is it very long?
- M: What?
- D: Is the concert very long?
- M: Ssh!
- D: I'm not into classical music.

6 C = Clapper board girl A = Anna S = Stephen J = Jenny

- C: "I love you". Take three!
- A: Don't go! Don't leave me! I love you!

- S: Cut! I don't believe it! The actors in this movie are terrible!
- A: Huh! The problem with this movie is the actors are good, but the director's terrible! Goodbye!
- S: Hey you!
- J: Who? Me?
- S: Yes, you! Do you want to act in this movie?
- J: But I'm the make-up artist.
- S: I know that! Do you want to be an actor?
- J: Eh ... no, thanks. I don't like acting much.

1.24 Unit 1, 1.4, Exercise 5

A = Amy L = Lee

- A: Hi, Lee! I've got a new poster for my bedroom. Help me put it up!
- L: A new poster? It's not Bro, is it?
- A: No, it's the actor Tom Lewis. Oh, he's really good-looking. And he's an interesting person too. Do you know what he does in his free time?
- L: I've no idea. What does he do in his free time?
- A: He helps old people in a hospital. Ask me how often he goes there.
- L: How often does he go there?
- A: He goes there three times a week.
- L: Hmm ...
- A: He lives in an apartment opposite Central Park in New York.
- L: Great.
- A: He's a fantastic actor. Do you know ... Lee! Lee!
- L: Eh, yeah?
- A: What's wrong with you? You never listen to me!
- L: That's not true. I always listen to you ... Well, I usually listen to you.
- A: Yeah, right. Well, do you want to go to the movies or not?
- L: The movies? Eh, yeah, OK.

1.25 Unit 1, 1.5, Exercise 1

- A Well, I listen to the radio every morning before I go to work just to catch the headlines. And I always buy a serious newspaper such as *The Times* on Saturday and I read everything in it. I think it's important to know what's in the news – things change so quickly nowadays
- B Oh, I never check! I mean, what's the point? It rains the next day nine times out of ten! It's funny though – my mum always watches the late night forecast on the news, and she always forgets it immediately afterwards!
- C A lot of my friends listen to the radio in the evenings but I never do. The music stations play the same groups all the time. I find a lot of music by listening to video clips on the internet. So yes, I suppose the internet is the way I discover new music.
- D I'm probably a bit old-fashioned, because I still buy the local newspaper every Friday and I always check what's on. But I'm sorry to say the choice is very poor these days – the films they show are just rubbish! My husband and I don't often go to the cinema now. It's a shame!
- E Oh, newspapers definitely. I buy a paper every day and I read it during my morning coffee break, but really it's just for the sports pages. I think *The Daily Record* is the best for all the football news.

1.27 Unit 1, 1.5, Exercise 6

A = Announcer C = Cara D = Dad

- A: You're listening to Politics Today here on Radio 7. And with me in the studio are Tim Smith, from the Conservative Party and Jemima Young, from the Green Party. My first question is about plans to ...
- C: Please, dad. Can't we listen to something else? I hate listening to current affairs, especially before school!
- D: I'm surprised at you Cara. The Politics Show is your brother's favourite programme.

- C: No, it isn't! You like programmes with boring politicians. You know very well that Rob and I hate this programme. Rob is only interested in programmes about sport!
- D: OK, then. Let's listen to Radio 1. I think the Pop Top 20 is on at the moment!
- C: Da-ad! You know I hate all the songs in the Top 20.
- D: So what do you listen to in the car with mum?
- C: Well, sometimes we listen to a rock music station like Kerrang, but mum is never happy about it. Or sometimes we listen to her favourite radio phone-in. But then I'm not happy.
- D: I think the only answer is to listen to one of my fantastic punk CDs.
- C: Da-ad! No!

1.30 Unit 1, Revision, Exercise 6

Mark's into painting pictures. He loves bright colours. He works every day and he always paints in the morning. Mark is fifteen years old but he doesn't go to school. Why? Because he's a monkey!

1.34 Unit 2, 2.1, Exercise 7

- It gets very cold in my house in winter, so I always wear pyjamas in bed. My favourite ones are purple with the words 'Go away! I want to sleep!' on the front.
- I don't wear a dress and I don't put on much make-up or jewellery. I prefer a nice top, a short skirt and my leather boots, you know, more or less the clothes I normally wear when I go out with my friends. My mum isn't happy. 'It's a wedding!' she says, 'Put on a dress and a necklace!' But I hate wearing formal clothes so I don't listen to her.
- I play every weekend. We wear striped tops, eh ... blue and white striped tops, white shorts and blue socks. I've got some fantastic new football boots too.
- When I'm at home, I really want to relax so I usually put on an old T-shirt, my tracksuit trousers and my slippers. It's important to be comfortable.
- It's different if we go to a party, but normally when we go out together I just wear normal clothes. The same as my friends, you know, jeans and a T-shirt. OK, maybe a new T-shirt, but nothing special.
- It's important to look good at parties. You never know who you could meet, so I usually wear my favourite baggy jeans, a white shirt and a baseball cap. Oh, and ... white trainers. I always wear white trainers.

1.39 Unit 2, 2.3, Exercise 5

- | | |
|-------------------|---------------------|
| 1 [dubstep music] | 4 [film music] |
| 2 [opera singer] | 5 [rap music] |
| 3 [birdsong] | 6 [pneumatic drill] |

1.45 Unit 2, 2.5, Exercise 5

1 S = Sandra T = Taylor

- S: Frank wants to go out with me.
- T: Frank?
- S: Yeah ... Oh, I like that blue skirt. How much is it?
- T: Frank from school?
- S: Yes ...
- T: Oh! OK. These skirts are twenty-five pounds but I don't know about the blue one. Oh, look! It's twenty pounds.
- S: Oh! I've only got fifteen pounds.

2 S = Sandra F = Frank

- S: It's lovely here. So romantic!
- F: Mmm.
- S: And it's not too expensive. The waiter's friendly too!
- F: Mmm.
- S: I love Italian food. Do you?

F: What?
S: Frank, are you listening to me?

3 M = Malcolm S = Sandra

M: Sandra?
S: Hi, Malcolm.
M: Listen, I've got two tickets for the Ed Sheeran concert tomorrow. Do you want to come?
S: What time is it?
M: Hold on, let me look at my phone. It's a quarter past seven.
S: No, not now. What time is the concert tomorrow?
M: Oh! It starts at a quarter to eight.
S: OK, thanks! What time do you want to meet?
M: A quarter to seven at the park, OK?
S: OK.

4 S = Sandra M = Malcolm

S: Malcolm!
M: Uh huh?
S: It's not raining, is it?
M: Eh ... no. The sun's shining.
S: And it's not cold?
M: No, it's quite hot for the time of year, actually.
S: Malcolm! Are we in a hurry?
M: Not really, no.

5 T = Tyler S = Sandra

T: Oh, you've got the new *Mankey King* game. Is it good?
S: I don't know. It's not mine. It's my brother's ... Do you want a biscuit, Tyler?
T: No, thanks. It's almost time for lunch. Let's start!
S: OK, thanks a lot for helping me with my homework, Tyler. It's really nice of you.
T: It's no problem. It's fun doing homework with you ...

1.46 Unit 2, 2.5, Exercise 6

1 S = Sandra F = Frank

S: It's lovely here. So romantic!
F: Mmm.
S: And it's not too expensive. The waiter's friendly too!
F: Mmm.
S: I love Italian food. Do you?
F: What?
S: Frank, are you listening to me?
F: Yes, but ...
S: What are you doing?
F: Nothing.
S: You're texting!
F: No, I'm not.
S: Yes, you are. Let me see.
F: Hey!
S: *Help! I don't know what to say.* Who's John and why are you writing him a text?
F: He's my brother. I'm sorry, Sandra, but I'm very shy with girls. I never know what to say.

2 S = Sandra M = Malcolm

S: Malcolm! Are we in a hurry?
M: Not really, no.
S: So why are we walking so fast? Can't we sit down and talk? Or feed the ducks or something?
M: I always walk fast. I run fast too. I can run ten kilometres in under thirty-five minutes. I play football really well too.
S: That's interesting because ...
M: I'm an excellent student. I want to be a doctor. Or maybe a professional footballer. Or maybe a doctor *and* a footballer ...

3 T = Tyler S = Sandra D = Dad

T: Let's start!
S: OK, thanks a lot for helping me with my homework, Tyler. It's really nice of you.
T: It's no problem. It's fun doing homework with you ... Sandra?
S: Yes?
T: I like you.
S: I like you too.
T: But I don't know much about you. What do you do in your free time?
S: Well, I'm quite relaxed. I do yoga twice a week and ...
D: Sandra, do you and your friend want a cup of tea?
S: No, thanks, dad.
D: Juice? Some cake?
S: Not right now, thanks!
D: A cheese sandwich?
S: Dad!

1.49 Unit 2, 2.6, Exercise 4

1
A: I'm writing a novel!
B: That's amazing!
C: No way!
D: You're kidding!
2
A: I'm so worried about my dog. He's really ill!
B: What a pity!
C: That's terrible!
3
A: I'm an uncle.
B: Cool!
C: That's great!
D: Awesome!
4
A: My mum says I can't go out this weekend!
B: What a pity!
C: Poor you!

1.51 Unit 2, 2.7, Exercise 5

Welcome to the Knighton Arts Centre, the place where you can learn and have fun at the same time. Summer's coming to an end so it's time to start thinking about what classes you would like to do in those long cold winter months. How about learning to dance? Our popular salsa class is back again at the same time as always – on Monday evenings at a quarter to eight. Or if you prefer fashion, there's a great fashion and clothes making course on Tuesdays, starting next week. And for you actors out there, Kevin's trying to organise a theatre group this year. Call him on 020 7946 0438 for details. And finally, the computer programming course starts on the 5th of October. It meets twice a week and it costs £25 a month.

1.52 Unit 2, Revision, Exercise 8

My friend Dan collects trainers. He has almost thirty pairs and he saves all his money to buy more. But Dan never wears his trainers. He just looks at them. It's really annoying!

1.53 Unit 2, Skills Revision Units 1–2, Exercise 2

L = Lindsay A = Alex

L: Hi Alex, are you going to football practice or salsa class?
A: No, I'm not going to either of them. Football's on Wednesday and salsa's on Monday.
L: You do a lot of free time activities.
A: Well, I don't play the guitar anymore but I've got a new hobby!
L: What is it?
A: I'm learning a new language.

- L: That's great! Is it Spanish?
 A: I go to Spain a lot and I can speak some Spanish. But I've got a French friend and I'd like to write to him in French. So, I'm taking some classes. Perhaps I can learn Italian too next year.
 L: Do you go to classes after school?
 A: Those are on Mondays and I've got my salsa on then, so I can't go. I'm learning French online. It's great fun! Dad sometimes tries to teach me some words but I don't learn very well from him!
 L: Is it very expensive?
 A: I have a special one-to-one teacher online. It's forty pounds for fifteen lessons. The lessons are forty-five minutes.
 L: That's a good price! Is it an easy language? I always have problems with grammar in foreign languages.
 A: That's OK and the vocabulary isn't very difficult. My problem is when I'm writing. The spelling is hard!
 L: Well, good for you! Oh, look at the time, it's 4.30. I've got a swimming lesson at 5.15.
 A: And my next language lesson is at 4.50! I can't be late. See you soon!

2.05 Unit 3, 3.1, Exercise 7

- 1 This animal eats meat. It's dangerous. It has a long tail. It lives in India. It's got striped fur. It's a tiger.
- 2 This animal eats grass. It lives in Europe. It's strong and it works hard. It's like a small horse. It's a donkey.
- 3 This animal is also very dangerous. It's very good at swimming – and smelling blood. It has very sharp teeth. It lives in the sea. It's a shark.
- 4 This animal lives all over the world. It often lives on farms. People keep it for food. It has feathers and wings but it's not good at flying. It's a chicken.
- 5 This animal eats leaves. It lives in Africa. It's got a long tail and a very long neck. It's a giraffe.

2.08 Unit 3, 3.2, Exercise 6

J = Jo M = Mike

- J: Where were you last Saturday?
 M: I was at a concert in the park.
 J: Was it fun?
 M: Yes, it was. There were three groups. The last group was fantastic.
 J: Were there many people there?
 M: Yes, there were. It was really busy.
 J: What was the weather like?
 M: It was sunny.

2.14 Unit 3, 3.5, Exercise 2

A = Ali J = Jack

- A: Jack, have you got a pet?
 J: Yes, we've got a cat. She's called Misty.
 A: Is it difficult to look after her?
 J: Not for me. My mum feeds her. My sister brushes her fur and washes her once a month. We don't take her for a walk and we didn't train her when she was little. My dad empties her litter tray and he takes her to the vet's sometimes but I don't do anything. I play with her, that's all.

2.15 Unit 3, 3.5, Exercise 4

1 A = Ali L = Luke

- A: I want to get a pet but I don't know what to get. Maybe a dog? What do you think?
 L: Dogs are fun. But you need to train them and they make a lot of noise.

- A: That's true. You need to get up early to take them for a walk too.
 L: What about a cat? Cats are quiet and you don't need to take them for a walk.
 A: Yeah, they're clean too. The only thing is they scratch the furniture. My mum and dad wouldn't like that.
 L: How about a snake? Snakes are quiet and they don't need a lot of space.
 A: A snake! No way! They eat live animals! And you can't take a snake for a walk, can you?
 L: No.
 A: I think I prefer a cat. I can train it not to scratch the furniture.

2 A = Ali J = Jodie

- A: Hello, is that Jodie?
 J: Yes.
 A: My name's Ali. I talked to your friend Sally and ... It's about the baby cats.
 J: Yes, OK, the kittens. Do you want one?
 A: Well, I'd like to see them first but yes, I think so. How many have you got?
 J: Well, there were four of them but I promised one to Sally and I want one myself, so you can have two if you like.
 A: I'd love two but no, one is fine, thanks.

3 A = Assistant D = Denny

- A: Good morning. Can I help you?
 D: Yes, I'm looking for a bed cat, a cat bed, a bed for cats.
 A: A cat bed. Well, we have several kinds. This is a good one. It's big, comfortable and easy to wash. And it's only fifty pounds.
 D: Fifty? Oh! Eh ... how much is this one?
 A: Twenty-five. It's small but it's very good.
 D: Hmm.
 A: This one was twenty-five but now it's only fifteen pounds.
 D: Is it a good one?
 A: Yes, it's fine. It's very popular. We sell a lot of these.
 D: OK, I'll take it.

4 D = Denny A = Ali

- D: Ali! Come here!
 A: What is it, dad?
 D: Look at this!
 A: What?
 D: How many times do I have to tell you? Simba is *your* cat and it's *your* job to look after her.
 A: But there's lots of food in the bowl!
 D: Yes, but what about the litter tray? Look at it! You need to empty it!
 A: OK, OK, I'm doing it.
 D: Why don't you train her to do it in the garden?
 A: Dad! She's a cat, not a dog!

5 A = Ali D = Denny

- A: Dad! Where's Simba? I can't find her.
 D: I don't know. Look in the garden. Cats climb trees, you know. Maybe she's sitting in a tree and she can't get down.
 A: Oh no! Can you help me look for her? Please?
 D: OK!
 A: Did you look in your bedroom?
 A: Yes, I did. She's not there.
 A: Dad! What are you doing? She's not here.
 D: Did you look under the bed?
 A: Yes, I did!
 A: Oh! There she is. She's sleeping in my sweater. It's nice and warm there. She likes warm places.
 D: Yes, I know. Yesterday she was on the car in the garage.

2.18 Unit 3, Revision, Exercise 7

London Zoo was the first zoo in the UK. It opened in April 1828. Today it has about eight hundred different kinds of animals. The zoo was in the first Harry Potter film.

2.20 Unit 3, Poland, Exercise 3

This is my favourite picture book about Polish wildlife. It's got great photos of rare animals and birds, and lots of interesting facts about them too. What I learnt from the book, for example, is that all the animals on the cover except for the white-tailed eagle are endangered in Poland. Some of them may die out here soon - European bison and pond turtles are extremely rare. Luckily, the white-tailed eagle is not endangered and it is doing well in Poland. I live by the seaside, on the island of Wolin, near the national park which is famous for its white-tailed eagles and bison. We don't have any wolves or lynxes on the island, but if you're really, really lucky, you can spot grey seals on the nearby beaches. When it comes to reptiles, there are different kinds of snakes but no pond turtles.

2.21 Unit 3, Poland, Exercise 6

G = Girl B = Boy

- G: So where do white-tailed eagles live in Poland?
B: They mainly live in the north of the country. The biggest Polish population of white-tailed eagles is in West Pomerania. They like open spaces with a lot of water because they mostly feed on fish. You can't really see them in the high mountains. The Tatras are home to a different kind of eagle, called the golden eagle.
G: How many white-tailed eagles live in Poland?
B: It's hard to say how many exactly, but there are quite a lot of them - about 1500 eagles build their nests here and their number is still growing. Mind you, in the past they were really rare. In the 1950s there were only about 100 white-tailed eagles in Poland.
G: Really? Do you know any other interesting facts about eagles?
B: The funny thing is that the white-tailed eagle is not a real eagle. It belongs to a different bird family. But it looks like an eagle. It's really big. It's the biggest Polish bird. A female bird can weigh up to 6 kilos! A male is smaller and usually weighs about 4 kilos. White-tailed eagles usually build their nests in tall trees. They use their nests for years so the nests become really, really big. Sometimes a nest is too heavy for the tree it is in and the tree breaks.
G: Wow, that is interesting. How about...

2.25 Unit 4, 4.1, Exercise 8

Eh ... no, I don't, actually. I don't really have much money and things like that are so expensive. When I need to print or scan something, I just go to the library. I prefer to spend money on things like clothes and books. Hmm ... no, I've just got one. I think I should probably get another address, because I get so much spam, you know strange emails from people I don't know!

Oh, yes! Quite often! The thing is, I'm not really a computer freak. But I sometimes have dreams about things from the internet. For example, I belong to the Sam Smith fan website and sometimes in my dreams I spend time with people from the message board. But I don't know them in real life!

2.27 Unit 4, 4.2, Exercise 5

R = Ruby M = Mum

- R: Mum!
M: What's the matter, Ruby?

- R: Did you put my jeans in the washing machine?
M: I didn't catch that. What did you say?
R: Did you put my jeans in the washing machine?
M: Which jeans?
R: The black ones.
M: Yes, I did.
R: Oh no!
M: But fortunately for you, I had a look in the pockets first and I found your phone, so I took it out and put it in a safe place.
R: Oh mum! Thanks!
M: Why did you leave your new phone in your jeans?
R: I didn't do it! It was Lee! He took my phone last night and then he put it in my jeans.
M: Why did he do that?
R: I don't know. He's stupid! So where is it?
M: Where's what?
R: My phone!
M: Hm ... It's here. Oh! I thought I put it on the shelf ...
R: Mum!
M: ... but it's not there. Where did I put it?
R: Mum!
M: Calm down, Ruby. Here it is.
R: Oh, thanks, mum!

2.32 Unit 4, 4.5, Exercise 4

N = Nicky A = Alex

- N: My name is Nicky Morton and my guest today is video games reviewer Alex McGregor. Alex, what's your favourite website?
A: Well, Nicky, I love viewing videos on YouTube.
N: Now probably everyone knows this already but tell us, what kind of website is it?
A: It's a website for people to upload, view and share videos.
N: How old is it? When did YouTube begin?
A: It isn't very old, actually. It began in February 2005.
N: How did it begin?
A: Three friends started it in a small office above a pizza restaurant in California. The first video they uploaded to the site was very short. It was only nineteen seconds long! It showed one of the friends at San Diego zoo.
N: It became very successful very quickly. The next year, in November 2006, the three friends agreed to sell their website to Google for 1.65 billion dollars!
N: How popular is YouTube?
A: It's the most popular website in the world after Google and Facebook.
N: Really?
A: Yes, and the numbers are amazing: people watch more than 200 million videos on YouTube every day!
N: Wow!
A: And every minute of every day people upload over 300 hours of videos to the site.
N: That's amazing!
A: It's international too. You can view YouTube in over sixty different languages!
N: That's interesting. Now, ...

2.33 Unit 4, 4.5, Exercise 5

N = Nick A = Alex

- N: Welcome back. You're listening to Upload, the programme all about computers and the internet. We tell you the links to click on, the videos to view, the games to play, the programs to download and everything about surfing the net. Our guest today is video games reviewer Alex McGregor and we're talking about YouTube. Alex, why is YouTube your favourite website?
A: Well, the first reason is that there are so many great videos on YouTube - sports, music, personal blogs, comedy shows, news and so on. Secondly, a lot of the videos are

really funny. And the final reason is because anyone can become famous thanks to YouTube. For example, in May 2007 an Englishman, Howard Davies-Carr decided to upload a video of his children on YouTube. It showed a baby called Charlie and his three-year-old brother Harry. In the video Charlie bit Harry's finger and the boys started laughing. Harry smiled and said 'Charlie bit me!' After nine months the video had twelve million hits and now it's the most popular non-music video in the history of YouTube with over 800 million views!

N: Brilliant! How do you think YouTube will change in the future?

2.35 Unit 4, 4.6, Exercise 4

A = Amy L = Lee

- A: OK, that's it, Lee! Congratulations! Your computer is working fine and you now have a video on YouTube!
- L: Brilliant! Thanks, Amy. Do you want to hear about the dream I had last night?
- A: Yeah, all right.
- L: I dreamt that I uploaded the video of my song on YouTube. At first, it wasn't very successful. Only three people viewed the video in the first week. But then suddenly it became popular. Millions of people saw it. A few days later I got a call from a music company and I went to London to make a professional video. That was really successful too. After that they asked me to write the music for a Hollywood movie! In the end I won an Oscar for the best original song in a film!
- A: Cool!
- L: Amy?
- A: Uh huh?
- L: Do you think that can happen?
- A: Well, I don't know. Maybe, but I don't know about the Oscar ...

2.36 Unit 4, 4.6, Exercise 5

It was late. I was asleep in bed. Suddenly, the phone rang. It was Lee. He had a computer problem. He asked me for help. In the morning I got up early and went to Lee's house. First of all I fixed his computer. After that I helped him to upload his video. Finally, he told me about a crazy dream. Sometimes I worry about him.

2.37 Unit 4, 4.7, Exercise 6

- The person who I admire the most is Bill Gates. He uses his money to help people.
- The place where I want to live when I'm older? That's difficult. Maybe Italy. It's a country where the weather is good and the food is wonderful.
- The next electronic gadget which I want to buy is a new phone. The one that I have is really old. I got it eighteen months ago!
- One place where I feel really happy is my bed. I love sleeping.
- The first person who I saw this morning is the first person that I see every morning – my mum. She always wakes me up so that I'm not late for school.
- I'd love to have a robot that can help me with my homework. Or even better, a robot which can do my homework for me.

2.38 Unit 4, Revision, Exercise 8

My computer stopped working so I phoned the computer company. They told me to get an update. I asked how to do this. They said I could download it from their website! But how?

2.39 Skills Revision Units 3-4, Exercise 2

F = Fran O = Oliver

- F: Hi, Oliver. It's Fran. I know you want to help at the animal centre. Do you want to come with me after school today?
- O: Oh yes, I'd love to come. What do you usually do there?
- F: There's lots to do! Sometimes I take the dogs for walks. This week they've got some new baby donkeys. We can help feed them. Then we can clean out the rabbits! It's great fun!
- O: OK. What time do you want to go?
- F: I usually get the 4.30 bus. Is that all right for you?
- O: I've got extra Maths after school and it finishes at 4.30. But my dad can drive me and I can meet you there. What's the address?
- F: It's in Water Road. It's a big white house. Phone me if you can't find it.
- O: What's your new number?
- F: Sorry – yes, it's 07124824723. And we can get the 6.30 bus back together.
- O: That's fine.
- F: And don't forget – wear some old clothes. I often get really dirty!
- O: OK! See you later.

2.47 Unit 5, 5.3, Exercise 7

The girl in the picture (part two)

After dinner I went to bed but I couldn't stop thinking of the girl in the picture. I closed my eyes and tried to remember her face. When I opened my eyes, she was there. She spoke quickly. 'You have to help me! I can't do it!' She took me by the hand. But this time we went to the window. I opened the curtains and we went silently out onto the balcony. She pointed upwards. Once again, the kitten was on the roof. I began to climb.

The next morning, my Gran came upstairs to wake me. When she entered the room, she stopped suddenly and pointed towards the bed.

'What is that?' she asked.

'It's a kitten,' I replied. I smiled and held the little black cat tightly in my arms.

2.51 Unit 5, 5.5, Exercise 4

Welcome to Keswick Tourist Information Hotline. To book accommodation in one of Keswick's hotels, press 1. To hear about the main attractions in Keswick, press 2. Keswick is a small town in the English Lake District, with a population of about 5,000 people. Many visitors come to the town and there's a lot to see. A good place to start is the Tourist Information Centre. Here you can find maps, leaflets, books and postcards. It's open seven days a week and it's in the old Town Hall. One of the top attractions for visitors is the museum, which tells the history of pencil making. There's also a small art gallery with many interesting old paintings and on the ground floor there's a popular arts café. In Keswick we are also lucky to have a theatre and a cinema. For more information about ...

2.52 Unit 5, 5.5, Exercise 5

I = Interviewer D = Declan

- I: OK, Declan. What do you like best about Keswick?
- D: Er, the people. I lived in Oxford until I was nine years old – I found it hard to make friends there. But here everyone's really friendly. And because it's a small town, you always meet people you know when you're in the centre. I think that's really cool.
- I: And what's the worst thing about Keswick?
- D: There are no shops for young people. My friends and I have to travel to a city like Manchester or Newcastle to

buy games or clothes and the train tickets are really expensive. Keswick needs a shopping centre!

2 I = Interviewer L = Louise

- I: We're doing a survey about Keswick for a class project. Do you mind answering just two questions?
- L: No, not at all.
- I: Great. OK, Louise, in your opinion, what's the best thing about living in Keswick?
- L: Er, I think the fact that we live so close to amazing countryside. People come from all over the world to see it. And it's brilliant if you like walking or riding a bike like I do. I think we're very lucky.
- I: Thanks. And what *don't* you like about living here?
- L: I don't like the fact that it's a small place, so if you do something unusual or different, everyone in the town knows about it. I suppose that's a problem in any small town. Sometimes it feels like living in a very small aquarium!

3 I = Interviewer A = Annie

- I: What's the best thing about Keswick in your opinion, Annie?
- A: I don't know, I just love the atmosphere in the centre of town with all the old buildings. I think some of them even come from the sixteenth century!
- I: And the worst thing?
- A: Well, Keswick's an old town with very narrow streets – it's crazy that there are so many cars! I don't ride my bike in town any more – it's too dangerous!

4 I = Interviewer B = Brett

- I: Tell me what you like most about living here, Brett.
- B: Nothing!
- I: Oh, I'm sure there's something you like.
- B: Well, I like kayaking, so I'm quite lucky to live close to some quite nice lakes.
- I: 'Quite nice'! Brett, people come from all over the world to see the lakes here – they're beautiful! And what do you most dislike about Keswick?
- B: Well, I live on a small estate in Castlerigg – that's about two miles out of town. The last bus is at twenty to six and after that I have to walk. It's really difficult to meet friends after school!

2.53 Unit 5, 5.6, Exercise 2

B = Billy K = Krystal A = Amy

- B: Hi.
- K&A: Hello.
- K: Hello.
- B: Hi.
- K: Who are you?
- B: I'm Billy, Billy Smith, we're just moving in.
- K: Hi, Billy, I'm Krystal.
- A: I'm Amy.
- B: Nice to meet you.
- K: Where are you from?
- B: New York.
- A: Oh, you're American!
- K: How old are you?
- B: Fifteen.
- K: Me too! When's your birthday?
- B: The 27th of March.
- K: Oh, my birthday's in June. What school are you going to?
- B: Harlow High.
- A: Great! That's my school too.

2.56 Unit 5, Revision, Exercise 7

It's a typical English home with three bedrooms, a kitchen, a bathroom and a big living room. It's not a big house but it's very cosy and there's a beautiful garden behind the house.

3.03 Unit 6, 6.1, Exercise 6

E = Ellen O = Owen

- E: Excuse me. Is this your phone? I think you dropped it.
- O: Oh, yes it is! Thank you!
- E: Here you are! Ooh!
- O: Are you OK?
- E: It's just my back. My dance partner dropped me this morning and I fell and hurt my back. I'm a ballet dancer, you see.
- O: I never knew ballet was so dangerous.
- E: Yes, it is! In a practice last week I fell and twisted my ankle really badly.
- O: It's the same for us rugby players. I'm Owen, by the way!
- E: Oh, I'm Ellen!
- O: It's very easy to hurt your back or break your leg when you play rugby.
- E: So what happened to you today?
- O: I cut my finger on a can of cola.
- E: Oh no!
- O: Yes, the pain was terrible! I don't think it's serious but I want to ask ...

3.04 Unit 6, 6.1, Exercise 9

O = Owen E = Ellen

- O: Yes, it's important for me to keep fit. I play rugby for Hillingdon Harriers and we usually have a training session once a week but I also do a lot of things on my own. I do exercises at home for about ten minutes every morning. Apart from that, I go to the gym regularly in the evenings.
- E: Oh, right?
- O: Yes, I do weight training. Oh, and I go running or cycling on Saturday mornings as well. So in a typical week I have about ten hours of exercise. That's quite a lot, isn't it?
- E: Mmm!
- O: What about you? Do ballet dancers train hard?
- E: Yes, we do. Every morning I do yoga at home for about an hour. And, believe it or not, I also do weight training at the gym every day. And apart from that, I have fitness classes at ballet school every day. Oh, I nearly forgot – I usually go swimming once a week. So in a typical week I have about thirty-five hours of exercise.
- O: Thirty-five?

3.08 Unit 6, 6.3, Exercise 6

- A: I always go to bed late, so I find it hard to get up in the morning. I'm so sleepy and tired. I have two alarm clocks and my mum has to come to my room to wake me up. The only thing I can tell you is if you want to get up early, don't go to bed late.
- B: Really late! I usually go to bed at about 10 p.m. during the week. But it's different at weekends because I don't have to get up early the next morning, so last Friday I went to bed at about one o'clock and I got up on Saturday afternoon at half past one! I slept for over twelve hours!
- C: Usually I sleep really well, but when I'm worried about something, an exam, for example, I find it really hard to go to sleep. My friend Jane says if you can't fall asleep, you should breathe slowly and count sheep, but that doesn't work for me. I sometimes listen to music and that helps.
- D: Last night I dreamt I was at the swimming pool with some friends. I was jumping into the pool when I saw a crocodile. And while I was falling, the crocodile opened its mouth. I screamed, and then I woke up. I remember it really clearly, but that's unusual. I don't normally remember my dreams.

3.12 Unit 6, 6.5, Exercise 3

I play for Bridgeton United five-a-side football team. I'm the goalkeeper. Tomorrow is a big day. It's the cup final. Yesterday, we took some photos but apart from me, everyone was ill. Nathan was sneezing all the time. James had a bad stomachache. Ben had a sore throat and a high temperature. And Chris had a cough. I hope they're well for the match tomorrow.

3.13 Unit 6, 6.5, Exercise 6

T = Tom Je = Jerry B = Ben N = Nathan Ja = James C = Chris

- T: OK Jerry, remember this match is really important. It's the cup final!
- Je: Don't worry, coach. We've got a great team. We can win this match, no problem.
- T: Good boy! But where are the others? The match starts in ten minutes!
- T: Hello, Ben. This is Tom. Where are you?
- B: Hi, coach. I'm sorry. I can't play today. I've got a sore throat and ... and a terrible cough and ...
- T: You've got a cold, Ben. That's all. Come on! You can play with a cold!
- B: No, coach. I haven't got a cold. My temperature's really high. I'm in bed. I think I've got the flu. Sorry, coach. Good luck!
- T: Ben can't play. He's ill.
- Je: Don't worry, coach. OK, they've got five players, and we've only got four but we can win, no problem!
- T: Nathan?
- N: Hi, coach. Listen, I'm really sorry but I can't come to the match. I've got hay fever. It's really bad. I can't stop sneezing. The doctor says I have to stay at home. Sorry, coach. Good luck!
- T: Nathan can't come. He's got hay fever.
- Je: Don't worry, coach. Three against five isn't bad and I'm a great goalkeeper. We can win! I'm sure ...
- T: James! Tell me you're OK!
- Ja: No, coach! I feel really sick. My stomach is terrible. It's something I ate. I think I'm allergic to fish. I can't play. Sorry. Good luck!
- T: James can't come. Stomachache.
- Je: Don't worry, coach. With me and Chris in the team we can win. I'm a really good goalkeeper and Chris is fantastic!
- T: It's Chris.
- T: Hi, Chris. Please tell me you're not ill.
- C: Well, I've got a cough but apart from that I feel fine.
- T: Oh, that's good news! But where are you? It's five to three! The match starts in five minutes!
- C: I know, coach, but I've got a problem. I got on the wrong train. I don't know where I am.
- T: Oh no!
- Je: What is it, coach?
- T: I've got a terrible headache!
- Je: Don't worry, coach. One against five. I can win, no problem!

3.14 Unit 6, 6.5, Exercise 7

L = Linda J = Jerry

- L: So, how did the match go on Saturday, Jerry?
- J: We didn't play. All our players were ill except me.
- L: Oh, no!
- J: Well, Chris wasn't ill but he couldn't get to the match. The coach wanted to play next Sunday but the coach of the other team didn't agree so in the end we played on Wednesday.
- L: Yesterday?
- J: Yes, but last Sunday I went to see my friends and you know what happened to me? I caught the flu!
- L: You're joking!
- J: No, seriously! At first, I thought it was only a cold. My dad thought it was hay fever. But the next day I had a high

temperature and I was coughing and sneezing, my throat was sore and I felt terrible. So I spent Monday and Tuesday in bed.

- L: So you couldn't play in the match?
- J: Well, I didn't feel great but I really wanted to play. I didn't play very well because I was ill and I hurt my back too. And then Ben had to stop playing ten minutes before the end of the match!
- L: Why? What happened?
- J: He fell and twisted his ankle. He was lucky he didn't break his leg.
- L: So, did you win?
- J: Yes. Chris was fantastic. He scored two goals and we won the game three-two.
- L: Wow!

3.16 Unit 6, 6.6, Exercise 3

B = Billy A = Amy

- A: Hi Billy. You're lucky – you just missed a really boring Chemistry lesson! What did the nurse say?
- B: She said it was just a food allergy and told me to drink a lot of water.
- A: A food allergy?
- B: Yeah. Was there any fish in that soup? I'm really allergic to fish.
- A: Oh yes, there was some fish in it! Oh, I'm so sorry, Billy.
- B: Don't worry – it's not your fault. But perhaps I should just eat bananas and crisps in future. It's not so dangerous!

3.20 Unit 6, Revision, Exercise 7

My sister Tina knows everything about everybody. She always knows when somebody is ill or had an accident. You have to speak to Tina to make an appointment with the village doctor.

3.22 Unit 6, Poland, Exercise 6

My mum is a good cook, but she prefers dishes that are quick to prepare. She often makes Italian pasta, soups or salads. Last Sunday we had some broccoli soup, spaghetti and a tomato and avocado salad. My mum jokes that this is the new Polish cuisine. Sometimes we have Sunday lunch at a restaurant. We all like trying foreign food. And from time to time my parents order a pizza for delivery. Once a month my grandma invites us over for Sunday lunch. Then we have the best food in the world.

3.23 Skills Revision 5-6, Exercise 2

I'm a receptionist here in doctor Brown's office. We are in the waiting room. We're all neighbours and everyone has got an appointment with our dear doctor. Let's see who we've got here today.

Adam's still at school, I think he's got a temperature because his face is all red, and he's coughing a lot, poor thing.

Then there's Mary who also goes to school, her eyes are red and she's sneezing a lot, it's probably hay fever again. She sees doctor Brown in spring time every year.

Next to her is Henry. I'm surprised he's here, I told him to see the dentist 2 weeks ago! Does he really think dr. Brown is going to help him?

Anna looks weak today, she's coughing a lot and she seems to have a headache, and these are the symptoms of the flu, I'm afraid. She's still at primary school, I think. She's with her mother, Mrs Wilson, who seems to have a bit of a problem with her stomach today.

Peter looks quite well, I'd say, but he has twisted his ankle. He often comes here: last month he was down with the flu. It's going to be a long day...

3.25 Unit 7, 7.1, Exercise 6

J = Jas M = Mum

- J: Hi, mum! I'm back.
 M: Hi Jas! You forgot to take the shopping list with you AND your phone, you silly thing!
 J: I know! But I think I remembered everything!
 M: Let's see what you got then.
 J: OK, I got a bag of apples... It was really busy at the greengrocer's.
 M: It always is!
 J: A loaf of bread, a box of cream cakes... That new baker's is really good.
 M: Mmm, they look really nice...
 J: A bottle of shampoo – I had to go to the pharmacy for that. And that's everything! Oh and I went to the newsagent's and got a packet of crisps, a bar of chocolate and a can of cola for my lunch tomorrow.
 M: Didn't you get a jar of jam?
 J: Oh no, I didn't! Sorry, mum! I completely forgot to write it on the list!
 M: Don't worry, love. We can ask dad to get it on his way home.
 J: And I went to the florist's and got you a present for Mother's Day!
 M: Oh! What a lovely bunch of flowers! Thank you, darling!

3.32 Unit 7, 7.4, Exercise 3

L = Lee R = Ruby A = Amy

- L: Amy! We're at the bus stop! Where are you?
 A: On the bus!
 R: Lee – look, there's Amy! She's on the wrong bus.
 L: Oh no!

3.33 Unit 7, 7.4, Exercise 5

L = Lee R = Ruby

- L: We're almost there now! I tell you the first thing I'm going to do – I'm going to buy something to drink. I'm really thirsty!
 R: Hmm, me too.
 L: Oh, that's a text from Billy. He's going to wait for us at the entrance and then he's going to come with me to the shoe shop. Are you going to come with us?
 R: No, I think I'm going to go to the bookshop first. Perhaps there's a nice book we can buy for mum.
 L: Good idea.
 R: Don't spend too much money on trainers, Lee. Remember – we're going to buy a nice present for mum.
 L: Don't worry, Ruby – I'm not going to spend all my money. That's funny! I can't ... I can't find my wallet. I was sure I had it when I got on the bus. I don't believe it! Ruby?! What am I going to do? Where ...? Why ...? Didn't I ...?
 R: Top left pocket.
 L: Oh, yes – thanks.

3.34 Unit 7, 7.5, Exercise 2

Ge = Gemma Gr = Greg

- Ge: Hey, Greg. Do you want to do this quiz? It's to find out how important money is to you.
 Gr: It depends.
 Ge: It depends on what?
 Gr: Well, are you going to pay me to do it?
 Ge: No, I'm not. Just answer the questions, OK?
 Gr: All right.
 Ge: Question one: one day you get ten pounds pocket money and earn twenty pounds babysitting. Do you put the money in a piggy bank or in your purse, wallet or pocket?

- Gr: I don't have a piggy bank or a purse or a wallet. I put it in my pocket.
 Ge: OK, question two: you get fifty pounds for your birthday. Do you save some and spend the rest or spend it all immediately?
 Gr: You know me, Gemma. I run to the shops as fast as I can and spend it all immediately.
 Ge: Yeah, that's what I thought. OK. Question three: you get too much change in a shop. Do you keep the money or tell the shop assistant?
 Gr: Honestly?
 Ge: Yeah.
 Gr: Um ... keep the money, I think.
 Ge: Oh Greg! That's terrible!
 Gr: Hmm, OK, put 'tell the shop assistant', then.
 Ge: Question four: you need a new pair of jeans. Do you wait for the sales or buy the pair you like without looking at the price?
 Gr: I wait for the sales, obviously.
 Ge: Yeah, me too. OK, last question: some friends want to borrow thirty pounds. Do you tell them you never lend money or do you give them the money and say they can pay you back any time?
 Gr: The first one. I never lend money. I never have any. I only borrow it. Eh, Gemma?
 Ge: Yes?
 Gr: Can you lend me ten pounds?

3.36 Unit 7, 7.5, Exercise 6

D = Desmond P = Penny

- D: Do you get pocket money? If you do, what do you do with it? Our next caller is Penny Richards from Glasgow.
 P: Hi Desmond, I'm fifteen years old and I get pocket money, ten pounds a week, normally. But my parents don't just give it to me. I have to *earn* it! I do housework, work in the garden, wash the car, you know. I don't spend all my money in the shops. I save it! I don't have a piggy bank any more but I've got more than 400 pounds in the bank. I like going to the shopping centre with my friends. But I don't have to take out my purse every time I see a top I like or a nice pair of shoes.
 I only buy something when I really need it and I always check the price first. In fact, I usually wait for the sales because things are cheaper then. Some of my friends never have any money. They often ask me to lend them a few pounds and I usually give it to them but I ... well, I don't think it's a good idea to borrow money. You shouldn't spend what you haven't got. That's what I think, anyway.
 D: That's great, Penny. Thanks, but can I ask you a question?
 P: Yes. What is it?
 D: What are you going to do with your money? What are you saving it for?
 P: I want to travel, Desmond. One day when I finish school, I'm going to take my money and travel around the world.
 D: OK, thanks very much, Penny. Well, my guest today is an expert on how to save money, Molly Barclay. Molly, what do you think ...

3.37 Unit 7, 7.5, Exercise 7

D = Desmond M = Molly

- D: OK, thanks very much, Penny. Well, my guest today is an expert on how to save money, Molly Barclay. Molly, what do you think of what Penny was saying?
 M: Well, clearly, Penny's a very clever girl. It seems easy for her to save money, but that's not true for a lot of people.
 D: Tell me about it.
 M: But you can learn to be intelligent with your money. You can learn how to save money and how not to spend money you don't have.

- D: How?
- M: The first thing is to write down how much money you get every week, from working or from pocket money and how much money you spend.
- D: OK.
- M: And then it's simple, you make sure you don't spend more than you earn.
- D: Hmm.
- M: It's very important to shop around – I mean, you should look for the best prices. There can be very big differences between the price of the same thing in different places. A good example is with mobile phones. When you change from one company to another, you – or your parents – can save a lot of money. Also you should think twice before you buy something – do you really need it or do you think you need it because your friends have it?
- D: That's a good point.

3.40 Unit 7, Revision, Exercise 9

It's the biggest shopping centre in England. It opened in 1986. There are more than three hundred and forty shops and a cinema with twelve screens. The car park can take ten thousand cars.

4.02 Unit 8, 8.1, Exercise 5

1 MG = Mr Gray N = Nicola

- MG: Nicola! Can you come to my office now?
- N: I'm a bit busy right now, Mr Gray. What's the problem?
- MG: It's this new computer. I switched it on but the screen is black.
- N: Did you check that it's plugged in?
- MG: Of course it's plug- ... Oh no! I didn't plug the computer in.

2 R = Ruth

- R: Good morning. Richards and Townsend. Ruth speaking. How can I help you? ... Oh, hi Penny ... Oh, I'm fine ... The new job? Well, I'm so busy! I have to answer the phone, write emails and letters for my bosses and I sometimes have to make them tea and go out and buy biscuits for them too.

3 E = Ewan S = Scott

- E: How much did you pay for it?
- S: 200 pounds, just last week. But it doesn't start. Can you fix it, Ewan?
- E: Don't know, give me twenty minutes.
- S: So Ewan, can you fix the car or not?

4 C = Carrie T = Tommy

- C: Hey! Watch out!
- T: I almost had an accident. You cyclists are ... Carrie?
- C: Uncle Tommy!
- T: What are you doing here?
- C: I've got a new job. I deliver letters and parcels all round town on my bike.

5 D = Darren T = Ted

- D: Oh yes, I think that's the one, sir. The colour really suits you and it's a perfect fit.
- T: You think so? I'm not sure. Aren't the trousers a bit short?
- D: No, no! They're just right and the jacket is ...
- T: Look, eh ... Darren. This suit has got to be perfect. It's for a job interview, you see, and I want to look good.
- D: You do, sir. You look fantastic!
- T: I don't know. Maybe I should try on another suit.
- D: No, no! This is definitely the right one for you.
- T: OK, I'll take it.

6 G = Gina E = Eddie

- G: Eddie!
- E: Yeah?
- G: Where's the food for table 8? The customers can't wait any more!
- E: Take it easy, here it is.
- G: What's this? They asked for ham and potatoes.
- E: Ham? Oh no! I cooked lamb!

4.03 Unit 8, 8.1, Exercise 6

1 MG = Mr Gray N = Nicola

- MG: Nicola! Can you come to my office now?
- N: I'm a bit busy right now, Mr Gray. What's the problem?
- MG: It's this new computer. I switched it on but the screen is black.
- N: Did you check that it's plugged in?
- MG: Of course it's plug- ... Oh no! I didn't plug the computer in.
- N: So you don't need an IT specialist to fix that, then, do you?
- MG: No, oh, I am sorry, Nicola.

2 R = Ruth

- R: Good morning. Richards and Townsend. Ruth speaking. How can I help you? ... Oh, hi Penny ... Oh, I'm fine ... The new job? Well, I'm so busy! I have to answer the phone, write emails and letters for my bosses and I sometimes have to make them tea and go out and buy biscuits for them too. It's not easy being a secretary!

3 E = Ewan S = Scott

- E: How much did you pay for it?
- S: 200 pounds, just last week. But it doesn't start. Can you fix it, Ewan?
- E: Don't know, give me twenty minutes.
- S: So Ewan, can you fix the car or not?
- E: Scott, I'm a good mechanic, but nobody can repair this car.
- S: Oh no!

4 C = Carrie T = Tommy

- C: Hey! Watch out!
- T: I almost had an accident. You cyclists are ... Carrie?
- C: Uncle Tommy!
- T: What are you doing here?
- C: I've got a new job. I deliver letters and parcels all round town on my bike.
- T: Well, that's a surprise! My niece Carrie is a bike courier.

5 D = Darren T = Ted

- D: Oh yes, I think that's the one, sir. The colour really suits you and it's a perfect fit.
- T: You think so? I'm not sure. Aren't the trousers a bit short?
- D: No, no! They're just right and the jacket is ...
- T: Look, eh ... Darren. This suit has got to be perfect. It's for a job interview, you see, and I want to look good.
- D: You do, sir. You look fantastic!
- T: I don't know. Maybe I should try on another suit.
- D: No, no! This is definitely the right one for you.
- T: OK, I'll take it.
- T: You're an excellent sales assistant, you know, Darren. Now, I need a tie to go with the suit. Have you ...

6 G = Gina E = Eddie

- G: Eddie!
- E: Yeah?
- G: Where's the food for table 8? The customers can't wait any more!
- E: Take it easy, here it is.
- G: What's this? They asked for ham and potatoes.

- E: Ham? Oh no! I cooked lamb!
G: Eddie, you're a great chef, but you need to learn to listen!!

4.04 Unit 8, 8.1, Exercise 8

I don't earn much money but I don't mind because I'm happy at work. I really like working in a team. My workmates are great. I don't work from nine to five. Sometimes I work during the day and sometimes at night. I have to wear a uniform but that's all right. I look good in it! In my job it's really important to get to work on time because people can die if you're late. It's great being a fireman.

4.09 Unit 8, 8.4, Exercise 2

K = Krystal A = Amy

- K: We had a big Maths test last week and I was really nervous about it. I even decided to revise for it all weekend. But in the morning before I took the test, I couldn't remember anything...
A: Oh no!
K: ...and I was sure I was going to fail it. But I got the results of the test yesterday and guess what! I passed!
A: That's really fantastic!
K: In fact, I got a very good mark!

4.11 Unit 8, 8.4, Exercise 6

L = Lee A = Amy

- A: Hi Lee! How's your History revision going?
L: Terrible! And I'm really tired now.
A: So go to bed! If you get up early tomorrow, you'll feel fresher and you'll remember more.
L: Yes, maybe. But I had a great idea. I wrote all the dates for the History test on the back of my ruler! If I forget something in the test, I'll check it on my ruler.
A: You can't do that! That's cheating! And I'm sure they'll catch you if you cheat. And if they catch you, you'll have to repeat the year. Don't be an idiot, Lee! Please!

4.12 Unit 8, 8.5, Exercise 2

Skerries School looks like any normal small British school. There's a bright classroom with pictures on the wall. There's a small library and a science lab. There are even special classrooms for Arts and Music as well as a computer room. The school has a playground and there's also a sports field where you can play football. The only thing the school doesn't have is a gymnasium but it isn't a problem because students can have their PE lessons in the village Sports Hall not far from the school.

The school day at Skerries School is also the same as at any other school in Britain. Lessons start at nine o'clock and finish about half past three. Also pupils have to take exams and do homework, the same as at any other secondary school. But in other ways Skerries is a very strange school. First of all, it's on a very small island in the middle of the North Sea, between Scotland and Norway. It's actually about 240 kilometres north-east of Scotland and to get to the nearest large town, you have to travel by boat across the sea for an hour and a half, or fly twenty minutes by plane. But perhaps the strangest thing about the school is that there are more teachers and other staff in the school than students. In fact, Skerries is the smallest secondary school in Britain. A few years ago, there were two pupils – two brothers. Later the school had three pupils – all different ages but all from the same family. At the moment there is just one pupil. But he doesn't feel too lonely. The Primary School is actually in the classroom next door! Sadly, there are plans to close Skerries. People on the island hope that it won't happen – they say that if the school closes,

it will be bad news for the island. Politicians say they will do everything to save the school. When I spoke to the headteacher, she told me that if they close the school, families on the island won't have a chance to ...

4.16 Unit 8, 8.6, Exercise 4

L = Lee B = Billy A = Amy

- L: No, I didn't cheat!
B: So, how did you do it?
L: Well, first of all I wrote all the dates on the back of my ruler! Amy told me it wasn't a good idea ... and I thought, 'Amy's right, they'll probably catch me.' But at the last minute I panicked. I thought 'Oh no! I probably won't remember anything now.' So I wrote all the dates on my hand this morning!
A: On your hand? Lee! That's terrible!
L: Yes, well anyway, as I was leaving for school, I thought to myself, 'This is silly, they might catch me and throw me out of the exam!' And I went to the bathroom and washed my hands. I thought 'Now, I definitely won't pass that test!' But I'm really happy that I didn't cheat. The thing is – writing all those dates twice actually helped me to remember them in the test! It's the perfect way to revise!

4.17 Unit 8, 8.6, Exercise 5

L = Lee B = Billy A = Amy

- L: The summer holidays are coming up. Perhaps we could go camping together? My dad's got two big tents – me and Billy can share a tent and you can sleep in the second one, Amy.
B: That's a great idea!
A: Yeah, I'd love to go camping! Maybe by the sea. Brighton!
L: Brighton's often busy so it will probably be expensive.
B: Hey – I've got an idea! My Uncle Ally has got a farm in the Scottish Highlands. We could camp there.
A: The Scottish Highlands? That sounds amazing.
L: Yeah. But are you sure your uncle will say yes?
B: Sure – Uncle Ally will definitely let us camp on his farm. People often stay with him. Perhaps we should invite Krystal as well?
L: Why not? There will definitely be space in Amy's tent – it's for three people.
A: Hmm. Knowing Krystal, she probably won't want to stay in a tent. She might want to stay in a hotel!
L: I'm sorry but I definitely won't have the money to stay in a hotel! I may have to borrow money for my train ticket.
B: No, a hotel's too expensive! Look, I'll phone my uncle tonight and check.

4.19 Unit 8, Revision, Exercise 8

Do you want to work outdoors? Can you work alone in the mornings and evenings, and at weekends too? We are looking for young people to deliver newspapers part-time. Call us now!

4.20 Skills Revision Units 7-8, Exercise 8

H = Helen M = Mark

- H: Mark, are you still looking for a summer job?
M: Yes, I am. I'd like to work until the middle of September. Then I start college.
H: Well, I think they're still looking for an assistant for July and August at the sports shop in the shopping centre.
M: Cool! Is that the Benton shopping centre?
H: No, it's the Newgate Centre, in the High Street. The sports shop is great. It's really big.
M: I know it. That's perfect. Do you know how much they pay? I really need six or seven pounds an hour.

H: You must check, but I think it's ten pounds an hour. My brother worked there last year and he got eight pounds, but he says it's more this year.
 M: That is really good.
 H: I've got their phone number here if you want to ring them.
 M: Excellent! Tell me.
 H: It's 02385698024. And ask for Mr Collins. That's C-O-L-L-I-N-S.
 M: Got it. Thanks a lot, Helen.

4.23 Unit 9, 9.1, Exercise 6

- 1 The Sahara is a desert.
- 2 Loch Ness is a lake.
- 3 Mount Everest is a mountain.
- 4 The Mississippi is a river.
- 5 Great Britain is an island.
- 6 The Pacific is an ocean.
- 7 The Baltic is a sea.
- 8 Niagara Falls is a waterfall.
- 9 Etna is a volcano.

4.25 Unit 9, 9.1, Exercise 10

My country is actually one of the biggest countries in Europe but our population is quite small – only about five million. Our flag is blue and white. What else? I think my country is famous for its beautiful natural features, especially our lakes and forests – we have a lot of them! In fact, my family live by a lake not far from the border with Sweden. We also share a border with Russia. Our capital city is in the south of the country, on the Baltic Sea coast. It's called Helsinki – perhaps you know it? My country has got two official languages – one is Swedish and the other is, of course, Finnish!

4.26 Unit 9, 9.1, Exercise 11

My country is actually one of the biggest countries in Europe but our population is quite small – only about 5 million. Our flag is blue and white. What else? I think my country is famous for its beautiful natural features, especially our lakes and forests – we have a lot of them! In fact, my family live by a lake not far from the border with Sweden. We also share a border with Russia. Our capital city is in the south of the country, on the Baltic Sea coast. It's called Helsinki – perhaps you know it? My country has got two official languages – one is Swedish and the other is, of course, Finnish!
 That's right, I come from Finland.

4.32 Unit 9, 9.5, Exercise 2

N = Narrator T = Tony L = Lucy S = Sue G = Glenn

N: Tony
 T: I think mountain biking is the most exciting outdoor activity.
 N: Lucy
 L: Hmm, that's good. I like it too but it isn't as exciting as surfing.
 N: Sue
 S: I don't agree. I prefer snowboarding.
 N: Glenn
 G: I think you're all wrong. The most exciting activity is kayaking.

4.34 Unit 9, 9.5, Exercise 5

1
 Last year I was on holiday in Portugal and at the beach there was a school where you could learn to surf. It was really difficult at first! I felt silly wearing a wetsuit and I just couldn't stand up on the surfboard. I kept falling in the sea! But after a couple of days I found it easier and now I love it. I've already joined a club and we go surfing most weekends. The best

place we've been to is a beach in North Wales. Surfing's brilliant!

2

I've tried lots of different water sports: windsurfing, surfing and I've even done scuba diving a couple of times but my favourite is kayaking. It feels so exciting when you're going down a fast-moving river with your paddle in your hands. But you've got to remember that it's not a game. I've had lots of accidents. You can die if you're not careful. So it's really important to get lessons and to do exactly what your instructor tells you. And you should always wear a helmet and a life jacket.

3

Mountain biking can be horrible! It's really tiring when you have to cycle up a big hill or a mountain. Sometimes it can be so difficult you just want to get off and walk. But it's brilliant when you come down. It's so fast. It's the most exciting thing I've ever done. You need a helmet and a map and a compass so you don't get lost in the mountains. And you need a good bike. I've just got a new one. I haven't tried it yet. I can't wait.

4

I live in Denver, Colorado, which is real close to the Rocky Mountains. My mom and dad love skiing but I prefer snowboarding. Most weekends outside the summer, we jump in the car and drive to the mountains. My parents put on their skis and take a map and a compass and try not to get lost. And I put on my snowboard boots, my gloves and my goggles and spend the day on my snowboard. I've already taken part in lots of competitions. In fact, I've just won the under-sixteen state championship.

4.36 Unit 9, 9.5, Exercise 7

- 1 If you want to try pony trekking, you need a helmet for your head and a map and a compass so you don't get lost.
- 2 When you go windsurfing, you need a life jacket to float in the water and a wetsuit to keep you warm.
- 3 For skiing, you need skis, ski poles, ski boots, goggles to protect your eyes and gloves for your hands.

4.37 Unit 9, 9.5, Exercise 8

Lucy Surfing has been around for a long time. It's not a modern sport. And it didn't start in Europe. It began in countries in the Pacific Ocean. More than 200 years ago English explorers wrote about seeing surfers on islands like Tahiti or Hawaii. I've only surfed in the sea, but people surf in lakes and rivers too. I haven't tried it in the river where I live and I'm not going to. It's too dirty!

Glenn Kayaking isn't hard to learn but there's something that can be difficult for beginners. If you want to go to the right, you have to put the paddle in the water on your left and if you want to turn left, you paddle on the right. A lot of people paddle on the wrong side at first and so they go the wrong way but you soon learn how to do it right.

Tony Mountain biking isn't an expensive sport. OK, some people pay thousands of euros for their bikes, but you don't need to spend so much. You can get a good mountain bike for about 200 euros. Mountain biking started in the USA but it's really popular in Europe now.

Sue Snowboarding became popular in the 1970s and 1980s but it started a long time before that. Some people say it began as early as the 1920s but modern snowboarding only began in 1965 when an American engineer made the first snowboard as a present for his daughter. People of all ages like snowboarding but it's most popular with teenagers and people in their early twenties.

4.39 Unit 9, 9.6, Exercise 3

AW = Ally's wife A = Ally L = Lee AM = Amy K = Krystal

1

AW: Who could that be, Ally?

A: It'll be one of the kids!

A: Lee!

L: Er, is it OK for me to use your toilet?

A: Sure – go ahead. Er, take your shoes off first!

2

A: Amy!

AM: Sorry, but can I make myself a cup of tea and a snack?

A: No problem! The kitchen's on the left.

3

A: Krystal!

K: Is it OK for me to have a hot bath?

A: Yes, of course!

K: Oh, and can I borrow a hairdryer?

A: I'm afraid that's not possible. We haven't got one!

4.40 Unit 9, 9.6, Exercise 5

AW = Ally's wife A = Ally L = Lee K = Krystal B = Billy

AW: For goodness' sake! It's two o'clock in the morning.

A: Amy! Billy! And Krystal!

L: I'm here too!

A: And Lee too! You do know it's two o'clock in the morning?

B: We're very sorry. But is it OK for us to sleep in the house tonight?

A: What, all of you?

K: Yes. It's so cold!

L: And I can't sleep. Billy snores so loudly!

A: Well, it's only a little house so there isn't a lot of room. But I'm sure I'll find somewhere for you all. Boys, you'll have to sleep in the kitchen. Amy and Krystal, why don't you ...

4.41 Unit 9, Revision, Exercise 7

It's the highest mountain in the USA, more than six thousand metres above the sea. It's next to a beautiful lake and about five hundred kilometres from the south coast of Alaska.

4.42 Unit 9, Poland, Exercise 5

G = Guide T = Tourist

G: Well, everyone, from here you get a fantastic view of the Vistula river. It flows right across Poland. It starts in the mountains near Barania Góra and ends in Gdansk, where it flows into the Baltic sea. It's 1,047 km long. It's the longest river in Poland and it's often called the Queen of Polish rivers. Can you see a bridge over there? It's one of more than 120 different bridges that span the Vistula. In some places, however, it is also possible to cross the river on a ferry. The Vistula is still wild in some areas and looks like it did centuries ago. There are a lot of islands and sand banks, which are a paradise for wildlife, especially birds.

T: Are there many fish in the Vistula?

G: Yes, there are a lot. The biggest is the catfish. And the biggest catfish ever caught in the river weighed almost 100 kilos.

4.43 Unit 9, Poland, Exercise 8

OK, so here's your challenge. You start in Warsaw and you have to do three tasks in different locations in Poland within 24 hours. There are ten tasks to choose from. You need to do just three to complete the challenge. Now, pick three numbers from one to ten. Are you ready?

Now, listen to the tasks and make notes of what you should do.

- 1 Visit Wolin, the biggest island in Poland.
- 2 Take a walk in the Tatra National Park.
- 3 Eat the famous cream cake in Wadowice.
- 4 Climb Śnieżka, the highest mountain in the Sudety Mountains.
- 5 Take a picture of a zebra in Wrocław Zoo.
- 6 Collect one hundred shells on a Baltic beach.
- 7 Ride a city bike around Poznań Cathedral.
- 8 Take a selfie in the old market square in Zamość.
- 9 Take a swim in a Mazurian lake.
- 10 Cross any bridge over the Odra River.

4.44 Skills Revision Unit 9, Exercise 2

So let me give you the details of your trip from Bali to Komodo National Park. From Bali you fly to the island of Flores. Your flight is at eight forty on Wednesday, May the fifteenth. It takes an hour and a half. On Flores you're going to stay at the Bayview Gardens Hotel, a nice hotel up on a hill, away from the noise. On the next day you take a boat to the two islands, Komodo and Rinca. That's a two-day trip and you sleep on the boat. A National Park ranger will take you into the national park where you can see the famous Komodo dragons. Here are all your reservations. Is there anything else I can help you with?

02 Unit 1, 1.5, Exercise 3

- A: It depends. Some programmes are brilliant! I really love the talent shows. I like watching new singers and I always phone in to vote for my favourite. Sometimes the judges don't agree and they have arguments. It's good to watch but sometimes they are just really boring.
- B: I have my favourite and I watch it every night. I don't want to miss anything. The stories are very good and I think we can learn from their problems! My mum and dad don't watch them. They laugh and say that they're silly!
- C: Sometimes you can see famous and interesting people – like celebrities, actors and famous sportsmen. It's interesting to hear what they think. We usually see these people in films or sports events and sometimes we don't think of them as real people, you know?
- D: My best friend wants to! She always watches them and thinks they're very funny. She also wants to win a lot of money or a good prize! Me? No, thanks. Horrible idea! We usually laugh when the people in the show do things wrong. No, no, no!
- E: Most people think we aren't. They say that we only watch films and soap operas but they would be surprised. A lot of my friends and classmates watch this type of programme maybe once a week. It's important to see and hear what's happening in the world, isn't it?

04 Unit 1, Exam Skills, Exercise 1

B = Ben E = Emily

- B: Emily, what about this one?
- E: What is it?
- B: It's that historical film about Polish soldiers and World War 2.
- E: Come on, Ben, you know I hate war films. Let's choose something else. Maybe you can find a cool cartoon? I love those!
- B: Oh, come on! We're not 10 years old. Let's go and see the new Alien film. I love science fiction films about space ships and travelling to other planets, I can watch them for hours.
- E: What?! There are only special effects and no acting! No, thanks. How about something more realistic? What about The Artist? My parents recommend it.
- B: Hmm, what kind of movie is it?
- E: It's a black and white film, and there is no dialogue in it.
- B: Oh no! It sounds boring. Silent films are weird.
- E: It's my parents' favourite type of film.
- B: You talk to your parents about what films are good for us? So maybe I'll ask my grandparents? They love musicals and I am sure they can recommend something interesting.
- E: Oh Ben, you and your jokes. Come on, we need to choose a movie. Let's...

05 Unit 2, 2.5, Exercise 5

1 G = Girl B = Boy

- G: We've got a new student in our class.
- B: Really? Is that her – the girl in the red skirt?
- G: Oh no, that's Anna. She's in Class 4.
- B: Oh yes. She's sits next to Sally, my sister.
- G: The new student is Alex. She's nice but she's quite shy.
- B: Well, it's her first day – that's not surprising!

2 G = Girl B = Boy

- G: Hi! Where are you going?
- B: I'm going into town to buy a new laptop. I'm walking so I hope it doesn't rain!
- G: Sit down and have a sandwich. We're having a picnic.

- B: OK. Just for a moment. I must get my laptop today. It's nice out here.
- G: Yeah, we often come here at lunch. It's fun to watch the children and the people with their dogs.
- B: You're right. And the trees are looking beautiful!

3 B = Boy G = Girl

- B: You're looking very cheerful today! What's going on?
- G: It's my birthday!
- B: Oh but today's Wednesday – I've got the day wrong! In my diary it says Friday!
- G: No, that's my party! I can't have the party today because it's a school night.
- B: OK! I haven't got your present today. You can have it at your party.
- G: Thanks! My parents are taking me to London on Saturday to buy a new dress.
- B: I hope you're not too tired after the party!

4 G = Grace E = Eva

- G: Are you going to the concert in the park this afternoon?
- E: Oh yes – it's really exciting! Blue Friday are playing. I love them!
- G: Do you want to come with me and Brian? Brian's driving us there.
- E: Thanks, Grace! Are you wearing a dress or jeans?
- G: Jeans, I think. It's raining at the moment and I think it's quite cold too.
- E: And boots, not trainers I think. Oh, I hope it's sunny.
- G: Me too. But I don't really care. I could listen to Blue Friday in the snow!

5 G = Girl B = Boy

- G: I don't believe it! Tim is so lazy! He's still in bed.
- B: He's always in bed on Saturday mornings. He stays out late at clubs on Friday nights.
- G: But his breakfast is on the table. Mum spends a long time cooking a big breakfast for him and he never eats it.
- B: That's OK, I can eat it. I'm really hungry – I need a lot of food!
- G: Good idea. Tim can cook his own when he gets up.

07 Unit 2, 2.7, Exercise 4

I'm happy to tell you that the new Two Trees Shopping Centre opens on Saturday, the 14th of August. There are events all day! In the morning at 11.30 the famous actor, Bruce Downton, is here to open the Centre. In the afternoon the local band, Blue Friday, play outside. Also at 2.30 there's a special children's party in the main restaurant. Everyone is welcome and everything is free! We hope you like Two Trees Centre. We open every day at 7.30 and we are also open in the evenings until 10.30. We close on Christmas Day but that is the only day in the year we are not open!

08 Unit 3, 3.5, Exercise 2

1

- A: Hi! What's wrong? You look worried.
- B: It's Harry, our dog. He isn't very well this morning. He doesn't want to go out for a walk and he didn't want his breakfast.
- A: What do you give him for his meals?
- B: We only give him dog food. He has special biscuits from that bag. At the weekend he gets some chicken too – but not every day.
- A: And was it the same food last night?
- B: Yes, but ... wait a moment! My brother didn't finish his dinner – it was a Chinese curry. But later his plate was clean!
- A: Perhaps Harry finished it for him! There's your answer!

2

- A: Hi, Paul. What are you doing?
 B: I'm just going out the front door! I'm taking our dog for a walk. Do you want to come?
 A: I don't think so! It's raining!
 B: No, it isn't. Look out of the window. It stopped ten minutes ago.
 A: But the grass is wet and my boots have got holes in them!
 B: We can stay on the path. It's a lovely sunny day! Come on!
 A: You're crazy! It's really cold outside. Your dog can wait for your mum or dad. Come round to my house and we can play a computer game.
 B: I'm outside now and it's very warm. You're just lazy! See you tomorrow!

3

- A: Hi! Did you enjoy your visit to the safari park last weekend?
 B: It was brilliant! You can drive along a road through the park and see all the animals through the window!
 A: Yes. We were there last year. What animals did you see?
 B: Well, there were lots of monkeys. Two jumped on the car and one tried to take the car mirror.
 A: I hope you didn't open the window.
 B: Oh no, we didn't! Then we were in the lion park – unfortunately I think all the lions were asleep.
 A: That's a pity. When we were there, a group of four lions were right by the side of the road. They were beautiful. I also loved the snakes in the reptile house.
 B: Yeah. Luckily, they're behind glass!

4

- A: My dad is mad at me today.
 B: How come? What did you do?
 A: It's what I didn't do! He asked me to give the cat some water, put food in her bowl and empty her litter tray before school this morning.
 B: And you didn't?
 A: Well, I remembered the water. But I filled it quickly and there was water on the floor when dad arrived home.
 B: And the food?
 A: Yeah, I remembered the food – but it was the wrong food – it was the dog's biscuits and not the cat biscuits. And of course I hate emptying the litter tray, so I ... sort of ... didn't remember that.
 B: Ah. And your dad's mad.
 A: Yeah – but she's HIS cat. I didn't want to be late for school.
 B: Of course you didn't!

5

- A: I visited my gran yesterday and she's got a new pet – well, for a short time.
 B: Your gran loves animals. She's got lots of cats, hasn't she?
 A: Yeah – five! But her new pet is something a bit different.
 B: Go on, tell me ... is it a parrot? My uncle's got one. It's blue and red and it shouts at his dog!
 A: Wonderful! I'd like a parrot too. No, gran's friend is in hospital, so she's looking after her tortoise for a month.
 B: And what do the cats think about it?
 A: It's winter, so it's asleep in a box right now. The cats completely ignore it!

10 Unit 3, Exam Skills, Exercise 1

B = Boy G = Girl

1

- B: My uncle's on television tonight.
 G: Really? That's exciting. Which programme?
 B: It's a drama about a famous musician. My uncle's an actor. He's often on television.
 G: Oh yes, I remember. There was a photograph of him in my magazine. You look like him!
 B: Thanks!

2

- B: There are a lot of people in my class at school now. We've got twenty-eight if all the students come!
 G: That's a lot. There were twenty-one in my class last year.
 B: You can learn a lot when there are only twenty-one.
 G: But that changed last month. Susan and Freddie Boyle joined the class.
 B: Oh yes, they moved from Swindon. Their sister's in my class.

3

- B: It's Jon's party tonight.
 G: Yes. I can't decide what to wear. I've got a new dress but I've got some new jeans too.
 B: I like your blue skirt. It's really pretty.
 G: Thanks. But it isn't very comfortable.
 B: Then wear the jeans. With your pink top – that's nice.
 G: OK, I think you're right.

4

- B: Is that your new dog? She's lovely!
 G: Yes. This is Penny. She arrived yesterday. This is her first walk.
 B: Where's your other dog – the black one?
 G: He's at home. He's quite old and doesn't like going for long walks.
 B: Is Penny OK with your two cats?
 G: She's fine. And the cats love her!

5

- B: Did Tina invite you to her birthday party? It's on Saturday.
 G: Yes. I need to get her a present. Is it her birthday on Saturday?
 B: No, it's on Thursday. But Friday's a school day so a party on Thursday isn't a good idea!
 G: No, that's true! See you there!

11 Unit 4, 4.5, Exercise 2

G = Granddad T = Tom

- G: Tom, this project on the history of computers is really good! I didn't know that the first computer was invented such a long time ago!
 T: Thanks. I got an A for it.
 G: Did you spend a long time on it?
 T: Actually – not very long at all. I think I spent an hour looking for the information and then another two hours typing it up. So, about three hours altogether.
 G: I think it's very interesting. Where did you find all the information?
 T: I usually get all my information online. I search the web. For this project I found a lot of interesting things on Wikipedia.
 G: OK. Is that a useful site? Is it something new?
 T: I think it's brilliant. It isn't that new. Two guys called Jimmy Wales and Larry Sanger started it in 2001 – that's more than fifteen years ago! Now, people all over the world visit the site to read the articles. There are more than 500 million visitors a month.
 G: Wow! Why is it so popular?
 T: Well. It has more than five million pages of articles – on every possible type of subject! You can look up anything! Jimmy Wales and Larry Sanger don't write all those articles! Other people write them. So, if you need information quickly, you just type in the subject and it's all there in front of you – in seconds! People need to know things quickly today so that's why it's important.
 G: When I was at school we went to the library to get information like that. It took hours and hours. But – are you sure that the information is correct?
 T: Yes. They had some problems a few years ago, but now it's checked all the time.
 G: Can I go on this site to find out about a writer that I like?
 T: Sure! Just click on this link ...

14 Unit 5, 5.5, Exercise 3

J = James A = Alice

- J: Hi, Alice! Did you have a good time in Paxford last week?
 A: Yeah – it was cool, thanks. It's a little town in the countryside but there's a lot to see and do.
 J: What did you like best?
 A: Well – you know I love art! There's a beautiful art gallery there called The Mann Art Gallery.
 J: Mann?
 A: Yeah – that's M-A-double N. It's quite famous. Percy Mann started it in 1876.
 J: Yeah, I think I know the name.
 A: It was small then but now it's really big. It's got a great café. We had lunch there.
 J: Has it got some lovely gardens with interesting statues in them?
 A: No, you're thinking about the museum. There aren't any statues or a garden! It's right in the town centre next to the station. No big gardens there.
 J: Was it expensive to get in?
 A: No, not really. It was ten pounds fifty for mum and dad, but it was only five pounds for me because I'm still at school.
 J: Are there any famous paintings there?
 A: Not many. There's one small room with paintings by Percy Mann himself – and he's famous. They weren't very good though.
 J: So, what else did you see?
 A: There's a room full of lovely paintings of Paxford by local artists. I really liked that. They're all pictures of the town in the past and also today. Oh yes, and there was a special exhibition of black and white photographs for a competition.
 J: What was your favourite painting? I know you usually like pictures of the sea!
 A: I do – but my favourite there, was a very large picture of a castle. It was absolutely beautiful. I looked at it for ages.
 J: Were any of the pictures for sale?
 A: No. But there was a gift shop and I spent some money there on a poster of the castle and some cards. We had to leave at 5.30 because it closed then but I'd like to go back one day.

16 Unit 5, Exam Skills, Exercise 1

G = Girl K = Kenny

- G: Hi, Kenny. Do you like your new house?
 K: It's excellent! We all went shopping last weekend for new things for the house.
 G: Oh, that's exciting! What did your dad get?
 K: He's into cooking so he wanted a new cooker but they didn't have the right size. But he got a fridge, so he was happy.
 G: Your mum loves watching films – did she buy a really big new TV?
 K: Dad thought they were all too expensive – poor mum. They bought her a new armchair – just for her, no one else can sit in it!
 G: I know what you got – a new computer!
 K: Wrong! I don't need one, but I now have a brilliant games console. I am really pleased with it. It was expensive but it's for my birthday too.
 G: How about Elsa and Helena?
 K: Elsa just wanted new curtains – pink ones! And you know Helena, she's got books everywhere – she chose a big bookcase for her room.
 G: Wow! An expensive shopping day then!
 K: And that's not all. You mustn't forget Harry, our dog! He got something new too. He usually sleeps on the old red rug, but mum threw it away when we moved, so they bought him a new comfortable bed.

G: Lucky Harry!

K: So if you'd like to play a computer game, come round and see my console!

17 Unit 6, 6.5, Exercise 3

B = Beth L = Lloyd

- B: Did you see the last programme of *Sing out* on TV?
 L: Unfortunately, no – I had football training on Friday evening.
 B: They changed the day. It was on Saturday!
 L: That's a pity! I wanted to see it. Maybe it's on again on Monday. Was it good? Did Johnny win?
 B: Oh – it was so sad! Johnny had a sore throat and he sang very badly. All the singers were ill last week. They had the flu.
 L: The tall girl, Viva, was she ill too? I liked her.
 B: Yeah – her face was quite red. I think she had a temperature but she smiled and she sang really well. The young boy, Mark, looked a bit sick but I think that was because he was nervous.
 L: I quite liked him too. I saw him on another singing show – was it *Songbirds*?
 B: Yes, I remember him too. It was *Sing and Shout* on Channel 3. I watched that programme. He danced a lot and while he was jumping off a box he hurt his back!
 L: Poor Mark. He isn't very lucky in these competitions. Did he win *Sing Out*?
 B: Maybe you should wait until Monday!
 L: No. Tell me.
 B: OK! It was Viva. She was so pleased! But she doesn't get a lot of money or a big holiday. She gets a course of music lessons and she makes one record.
 L: And she and all the others from the competition are in a big concert in August.
 B: That's true. If they haven't all got the flu again!

19 Unit 7, 7.5, Exercise 3

H = Harry J = Jenny

- H: Hi, Jenny. What's wrong?
 J: Oh, Olly and Alexa are going to London for a weekend in June. They're going to stay at a hotel and go to the One Direction concert. They want me to go with them.
 H: That's great! You love that band! I'd prefer Ellie Goulding or Sam Smith myself, but One Direction are OK. And a nice hotel in London! It sounds amazing!
 J: Yeah – it sounds amazing but I can't go.
 H: Why not? You haven't got any exams in June.
 J: No, my exams finish in May. But tickets for One Direction are really expensive! And two nights at a hotel – I haven't got enough money for that! I spent all my money on a new computer last month.
 H: OK. Well, that isn't a problem. You can save some more money. It's only March now. You've got two months.
 J: Well, there is a problem. There are two problems actually! One – how can I save a lot of money in two months? And two – I have to pay for the ticket now, today! They go on sale online at one o'clock and Alexa is going to buy three.
 H: Ah, I see. But there's an answer to both problems. I can lend you the money today and you can buy the ticket.
 J: That's very kind of you but I can't borrow money from you. It's fifty pounds! I don't know when I can pay you back. I don't get much money a week. My parents give me ten pounds. Before, with my baby sitting job I worked for three families. That was good. I earned about forty-five pounds a week. But then two families moved to the USA, so now I only babysit for one – that's only fifteen pounds. That's the usual rate in London.
 H: I know what you can do. Your French is very good.
 J: Yeah, I lived in Paris for two years when I was younger.

- H: Lots of students want to improve their French. Why don't you give some private French lessons? You can earn a lot of money!
- J: Do you think I can do that?
- H: Yes, I do! And I can be your first student.
- J: OK! I agree.
- H: Cool! Now, let's go to the bank ...

21 Unit 7, Exam Skills, Exercise 1

B = Beth C = Chris

- B: Hi, Chris. Did you go to the concert last weekend? I'm sorry I couldn't go. I had to look after Ray, my baby brother.
- C: That was a pity, Beth. It was really good. Brad came with me and we had a great time.
- B: Next year perhaps! Which bands were playing?
- C: There were three bands. Blue Paper was OK, but I don't really like their music very much. Dakota and The Baileys also played. In my opinion Dakota were a bit boring but The Baileys were really amazing!
- B: I love them! They were playing at the Royal Theatre last summer but I couldn't go. Then they were in the Park Festival while we were in France! But I saw a recording of the Park Festival on TV last month. Incredible! I really like the tall, blond guy – what's his name?
- C: Do you mean Danny? Yeah – he's got a great voice. Mike is good too but unfortunately he wasn't there last weekend. It was just Danny and Joe.
- B: Really? Why wasn't he there?
- C: He was ill. I know he often has problems with his throat and he gets bad headaches too. But he was in an accident last month and he hurt his back. He's still in hospital.
- B: Oh, that's terrible. I hope he's OK soon. Did the concert finish late? Sometimes they go on playing until after midnight!
- C: They stopped playing at 11.00 p.m. but then everyone wanted them to play another song – they continued for half an hour!
- B: What a night!

22 Unit 8, 8.5, Exercise 4

I = Interviewer M = Monica

- I: Good morning, listeners. I guess a lot of you are at home, getting ready to go to school. You're probably thinking about everything you'll do at school today. Well, this morning I'm talking to Monica about where she studies. And she doesn't have to leave the house! Monica, welcome to the programme.
- M: Hi!
- I: So, tell our listeners – why don't you need to leave your house to go to school?
- M: OK. I have home schooling, that means that my mum and dad teach me at home.
- I: Wow! So, you never leave the house!
- M: No, not exactly. Of course I leave the house when we do sports or we visit museums and things like that. And I sometimes go to the library in town. But I have all my lessons in the dining room.
- I: And do you study the same things as other children who go to school?
- M: Yes. My mum follows the same topics as teachers do in schools. Every term someone from the local secondary school visits us and checks that mum is teaching me the same things.
- I: So, the big question is why – why is your mum teaching you at home?
- M: Well, our local school is very good and there are some great teachers there. I liked my classmates and my marks weren't very bad. But the classes are very big. It's hard for

teachers to answer every pupil's questions or help every pupil to do their best. My mum was a secondary school teacher too. So, she and dad decided to home school me and then they could make sure I learned as much as possible.

I: And do you like it?

M: Yes, I do – most of the time. Mum is very strict and we have a timetable for every day. Sometimes I'd like to stay in bed but I can't! Sometimes I'd like to talk about the work I'm doing with a classmate, but most of the time it's fine. I go to lots of sports and music clubs, so I meet friends then.

I: Well, thank you, Monica. If any of our listeners have a question for Monica, phone our number or email your question to ...

24 Unit 9, 9.5, Exercise 4

E = Emily A = Adam

- E: Hi, Adam! Have you just come back from holiday? You look very brown!
- A: Well, we got back a week ago. It was sunny but it wasn't very hot.
- E: You usually go on an activity holiday – where was it this time?
- A: Yeah, usually I go with my family, but this year I went with some mates and my cousin on a winter holiday. I love skiing, as you know.
- E: You must be very good now! Your cousin is a mountain climber, isn't he? Did he do some climbing?
- A: No, that's my other cousin! This cousin, Ken, is really into snowboarding. I tried it but I didn't really enjoy it much.
- E: So why didn't you go with the whole family?
- A: Well, we like different sports these days. It's hard to find a place where we can all enjoy our sports. The others like to go somewhere near water as my sister's favourite activity is fishing! She sits by a river for hours.
- E: My dad loves that. He goes every weekend.
- A: My dad's not too keen. He prefers boats – more specifically kayaks – he likes going fast, whereas my sister likes sitting still! She once tried windsurfing but it was too fast for her!
- E: What about your brother?
- A: Yeah, he likes the water too – he did a lot of competitive swimming when he was young. Now he's more into scuba diving. So they all went to the coast this year.

26 Unit 9, Exam Skills, Exercise 1

K = Karen T = Tilly

- K: Hi, Tilly! I'm so excited about your visit next week. I've got a lot of plans.
- T: Yes, I'm excited too. A whole week in the countryside! That's brilliant.
- K: The weather's going to be really hot, which is great! I think on Monday I'll show you the area. We can take our dogs for a walk across the fields and along the river. It's very pretty. I know you like swimming but we can't swim in the river – it's quite small. But maybe on Tuesday we can go to the beach and have a swim in the sea. Would you like that?
- T: Oh, yes. And if it's hot and sunny, we can sunbathe too!
- K: Exactly. Then on Wednesday dad's got a day off work so he can drive us to Wilbury Castle. Wilbury museum is closed but the castle is very interesting.
- T: I'd really like that. I've got to do a project on castles during the summer so it will be useful too. I can take some photos. I'd like to take you and your parents to a restaurant for a meal – to say thank you for having me! Can we do that on Thursday?
- K: What a lovely idea! Dad's out at a meeting on Thursday, so maybe on Friday? Mum can book a table. On Thursday

my brother Gary is going to take us to the cinema in town. You can choose the film – there are six different films on. I thought about the theatre but I know you prefer the cinema.

- T: Cool! There's a new Eddie Redmayne film out at the moment. Can we go shopping one day – I must get some souvenirs for my family?
- K: Yes, we can do that on Saturday. There are some lovely gift shops in the village near us and on Saturday there's a market too.
- T: It sounds a great week, Karen! See you on Sunday.
- K: Yes. Bye for now!

27 Unit 2, Extra Practice, Exercise 7

Hi everyone! Welcome to my channel and if you're new here, I hope you'll enjoy yourself and stay longer. I'm reading a very interesting book at the moment and I want to share some thoughts about it with you. It's called *Angry Inside* and its author is B.B. Smith. The book is about a boy, John, who really thinks he's the centre of the world. He also likes telling people what to do, so his friends think he's big-headed and a bit bossy. One day a really quiet and beautiful girl, Sabrina, joins his class. Everyone is interested in her, and John gets annoyed by this, although it's not really clear to me why exactly. Anyway, he insults her in front of the whole class, but she just stands there calm, looking into his eyes. It is embarrassing for him, and he finally runs out of the classroom. I don't know why they both behaved like this yet, but it's a great beginning and I'm really excited to read it further, because...

28 Unit 4, Extra Practice, Exercise 7

- 1 It really annoys me when my close friends, who should know me well, give me things that are totally not for me. Like for my last birthday, Mike gave me a mini camera, so that I could record videos in high quality and post them online. But, come on, I don't even have a YouTube or Instagram account! I really thought he knew me better.
- 2 If you want this drawing tablet to work, first you need to connect it to your computer and install the drawing software from the CD that comes with the tablet. When it's ready, just switch the tablet on and start drawing with the special pen. It can be difficult at first, because you look at the computer screen while drawing, but after some time it gets easier.
- 3 I've been looking through different online offers and now I've found two mobiles. The first one has much more memory, so I could easily use it for playing games, but it's white, so it can get dirty easily. The other one looks great, but the camera is not really good. They have a very similar price, so I really don't know which one to choose.
- 4 I'm afraid I have too many USB drives in my drawer. Last week when I wrote an essay for my English class, I saved it on one of them. Later, when I wanted to use it to print the essay, I couldn't find the right USB drive. It took me almost one hour to check the ones in the drawer and I still didn't find the one I needed. Finally, I had to write the essay again...

29 Unit 5, Extra Practice, Exercise 7

- 1 I woke up that night because I heard a strange noise. I got up to check what was happening. First, I went into my brother's room, but it was quiet there. Then I stopped by the bathroom, but I didn't notice anything, so I went on to the living room. I turned on the light and looked carefully, but everything was OK there as well. When I was going back to my room, I heard the noise again and suddenly our cat ran out of the bathroom. It probably came out of the cupboard under the washbasin.

2

- A: Hi Emma, how's your new room?
- B: Oh, hi Beth. Quite all right, but I still have some things to do. The room is a different colour and there is a new wardrobe, but the lights aren't ready.
- A: Are you going to buy new ones?
- B: Not all of them. I want to keep the ceiling light, but buy a new floor lamp.
- A: And how about your bed?
- B: It's old, but really beautiful, the same as the table, so I think I'm going to just renovate them.

3

- A: Amy, can you load the washing machine?
- B: No, I'm vacuuming now.
- A: All right. And how about the window in your room? Is it clean?
- B: Yes, I cleaned it yesterday. I'll finish here and then deal with the dirty clothes.

4

- A: Hi, can I get two of these leaflets and a postcard?
- B: Sure, here you go.
- A: Thank you. I know there is some kind of festival around here this weekend.
- B: Yes, the Festival of Light. But it's far from the city centre, so the easiest way to get there is by train.
- A: And how much are the tickets for the festival?
- B: Oh, the festival's free, you just need to pay for the train tickets to get there.
- A: How wonderful! Thank you very much!

5

Hi Tom, can't you just take your calls? I hate leaving these voice messages. Anyway, I just wanted to tell you that I'm thinking of leaving the city for good and buying a small cottage in the country. I'm really tired of the noise and I hate the smog. But I'm not sure if a city guy like me can actually enjoy living in a village. What do you think? Call me back soon, please.

30 Unit 5, Extra Practice, Exercise 8

- 1 What do you think I should do?
- 2 I'm going to buy a snake.
- 3 You have to be home by 8 p.m.
- 4 You should wear the red jacket. It suits you better.

31 Unit 5, Extra Practice, Exercise 8

D = Doctor P = Patient

- D: Hello, what's the matter?
- P: I don't feel well, doctor. It started about a week ago.
- D: And what symptoms do you have exactly?
- P: Well, at the beginning I started sneezing and I had a sore throat, so I thought it was a cold. I decided to stay in bed for a day or two and take some vitamins.
- D: And did the symptoms go away?
- P: No, they didn't. And after a few days the headaches started and I had problems sleeping.
- D: Do you have a high temperature?
- P: No, I don't.
- D: Well, from what you're saying it seems like you have strong hay fever.
- P: But it's an allergic reaction and I'm not allergic to anything.
- D: Unfortunately, people can develop allergies at any age. I'm going to give you some medicine to help with your symptoms, but you should definitely make an appointment with an allergy specialist to do some tests and check exactly what you are allergic to.

Unit 1, 1.2, Exercise 8

P = Presenter Ma = Marina Mi = Mireia C = Cayo M = Mary

- P: Hi, I'm Neil from BBC Learning English. I'm about to take to the streets of London to find out how people live, what they think and feel, what they like or don't like, what their habits are and what their plans are for the future. London is a huge and exciting city. There are nearly ten million people living here and even more visit it every year from all over the world. People are usually quite busy going about their business. Let's see if I can stop some of them to ask a couple of questions.
- Ma: I sometimes listen to rock music.
- C: Every day I listen to punk rock.
- Mi: Sometimes I listen to a group called Jack & Jack which is a group of two teenagers.
- C: I never listen to classic music.
- Mi: Me, I sometimes watch the TV in ... at the weekend and I often see films with my family.
- M: I love reading and I do like watching the TV as well.
- Mi: I think that we never, never play computer games.

Unit 1, 1.4, Exercise 1

A = Amy L = Lee

- L: Hey, Amy. Do you want to hear my new song?
- A: Yes, I do, but not right now, Lee. There's a Bro concert on TV.
- L: What time does it start?
- A: Eight o'clock.
- L: To be honest, I don't really like ...
- A: He's awesome! He plays the guitar and the piano and he's a wonderful singer!
- L: Does he write his songs?
- A: No, he doesn't. Do you know what he does in his free time?
- L: I've no idea. What does he do in his free time?
- A: He works in a home for sick animals once a week. He lives in a big house in Hollywood with lots of cats and dogs. Animals love him. He's perfect!
- L: Yeah, right.

Unit 1, 1.4, Exercise 5

A = Amy L = Lee

- A: Hi, Lee! I've got a new poster for my bedroom. Help me put it up!
- L: A new poster? It's not Bro, is it?
- A: No, it's the actor Tom Lewis. Oh, he's really good-looking. And he's an interesting person too. Do you know what he does in his free time?
- L: I've no idea. What does he do in his free time?
- A: He helps old people in a hospital. Ask me how often he goes there.
- L: How often does he go there?
- A: He goes there three times a week.
- L: Hmm ...
- A: He lives in an apartment opposite Central Park in New York.
- L: Great.
- A: He's a fantastic actor. Do you know ... Lee! Lee!
- L: Eh, yeah?
- A: What's wrong with you? You never listen to me!
- L: That's not true. I always listen to you ... Well, I usually listen to you.
- A: Yeah, right. Well, do you want to go to the movies or not?
- L: The movies? Eh, yeah, OK.

Unit 1, 1.5, Exercise 7

J = Josie L = Lauras Ch = Chris S = Steve

- J: I read the Guardian, probably weekly and the Daily Mail, probably monthly.
- L: I read Financial Times Weekend, actually, once a week, 'cause it's a weekend edition.
- Ch: I'll read the New York Times or the Washington Post almost every day, or every other day, and for magazines I really love sports magazines and some, like, Newsweek magazine, Time magazine.
- S: At the moment, job websites, trying to look for some work.
- J: Probably Facebook, I use that probably daily. Twitter and Instagram, I use them both daily.
- Ch: I browse CNN daily, another one would be Uncrate and Jalopnik.
- Ch: I was big into Breaking Bad on Netflix, that, I used to watch that every day, maybe multiple episodes a day. And House of Cards is another good one. Netflix is what I usually use.
- J: I watch Marcella which is on BBC, and Made in Chelsea which is on E4, and I watch them every week, once a week.

Unit 1, 1.6, Exercise 2

A = Amy L = Lee T = Tess

- L: So, what's on?
- A: The new Tom Lewis movie, True Love. It starts in ten minutes.
- L: No way! I want to see ZooWorld.
- A: I don't like fantasy films. They're boring.
- L: Oh, come on, please.
- A: Oh, OK.
- L: Can I have two tickets for ZooWorld, please?
- T: Sure, which screening?
- L: The 6.30.
- T: I'm sorry, it's sold out ... Oh, no, hold on! There are two seats.
- L: Great!
- T: But they're in the front row.
- A: Lee, I don't want to sit in the front row!
- L: OK ... I'd like two for True Love at 6.15, please.
- T: Row seven. Is that OK?
- L: Yes, thanks. How much is that?
- T: That's twelve fifty, please.
- A: Here you are.
- T: Thank you. Enjoy the film!
- L: Yeah, right.

Unit 1, BBC Culture and Skills, Exercise 5 and 6

In this competition there are five dancers in each group and the best ones in each group go through to the grand final. So, let's meet the five dancers in the hip-hop section and learn how and why they dance.

First up is Harry Barnes from Liverpool. Why does he dance? Harry says that dancing is uplifting. If he's feeling sad, he usually puts on a favourite song and just dances. Then he's happy and everything is better. His favourite style is 'popping'. His advice for new dancers? Always, always, always practise – never stop!

Next is Jonadette Carpio. She was born in the Philippines but now she lives in South Wales. Why does she dance? Because dance is very creative. She invents a lot of amazing movements. Her favourite style is 'krumping'. That's a new dance style which is very popular these days. The face is as

important as the body. Here, in this dance, she's a prisoner. Third is Jodelle Douglas. He's from Bristol and he loves 'breaking'. Jodelle dances because dance is his passion. He never stops learning. He meets up with other dancers in Bristol to exchange ideas and learn new steps. They are all passionate about dance. Here he dances in the 'popping' style.

Fourth is Sharifa Tonkmor from London. She loves dance because it's really liberating. Her favourite form of dancing is 'free-styling' or improvisation. She decides her dance style when she dances, not before! She sometimes dances with other people in Charing Cross train station. Sharifa likes dancing to rap music, like this. This type of song makes her really happy.

Last is Kieran Lai from Southend. He loves dance because he thinks it's hypnotic. He dances in the 'popping' style because he loves dancing like a machine. He creates different characters in his dances – heroes and fantasy characters. In this dance, he is the Tin Man from The Wizard of Oz. It's thrilling to watch him.

7 Unit 1, BBC Culture and Skills, Exercise 7

So, which of the five dancers is the winner? What do you think? Jonadette, Harry, Sharifa, Kieran or Jodelle? Who do you want to win?

"And the winner of the 2015 BBC Young Dancer Hip-Hop category is Harry Barnes!"

For the judges, he is both a very talented and natural performer. He now goes through to the grand final at a big theatre in London. Watch him again then!

8 Unit 2, 2.1, Exercise 8

J = Jamie Cr = Craig R = Rebecca Ma = Marina Mi = Mireia
F = Fien Ca = Cayo

- J: I would wear a tuxedo with white gloves.
Cr: Oh, I usually wear a suit.
R: I wear a dress.
Ma: I wear a dress too or a skirt with a top and a little heels. And make up too. And I straight my hair because I've got it curly, so ...
F: I'll probably wear a dress. I would love to wear white, but you can't, so I would wear red.
Ca: Usually Converse and a suit, but always with some punk rock style together.
Ma: I wear breeches and long ... long ... long socks. And my boots and also a helmet.
Ca: Jeans and band T-shirt.
R: A tracksuit.
Ca: Almost nothing. Just under ... underpants.
Mi: I just wear a pyjama with my socks and ... and that's all, I think. Just a comfortable job.
Ma: Yes, me too.
J: Nothing.

9 Unit 2, 2.2, Exercise 2

M = Mum A = Amy Au = Aunty

- M: Amy! Are you sleeping?
A: No, I'm not.
M: What are you doing? Your eggs are getting cold. I hope you aren't talking on that phone again!
A: No, I'm getting ready for school. I'm brushing my hair!
M: Well, hurry up! We're waiting for you.
Au: Is she coming?
M: Yes, she is. She's brushing her hair.
A: Morning!
Au: Amy! How's school? How's your boyfriend? Lou, isn't it? Oh dear, you're looking tired this morning. Are you feeling OK?

- A: Yes, I am. School's fine and Lee isn't my boyfriend.
Au: Oh, I see ... What are you having for breakfast?
A: I'm not hungry, Aunty Linda, thanks. Excuse me.
M: Amy, where are you going?
A: I'm going to school.
M: But it's only ten to eight!
A: Catch you later, then. See you!
M: I don't get it. Why is Amy going to school now?

10 Unit 2, 2.3, Exercise 6

J = Jan H = Harry A = Adrian

- J: When I don't sleep well, I feel tired.
H: Exhausted. That's the one word I can really say when I'm not sleeping well. I feel absolutely exhausted, just really down as well, 'cause I enjoy my sleep, so ...
A: When I'm not ... not sleeping well, I feel tired.
H: If I make a silly mistake, I feel really embarrassed. Get red ... red in the face and everything and ...
J: When I'm watching a horror film, I'm ... I feel terrified.
A: When I'm watching a horror film, I feel scared.
H: When I'm watching a horror movie, I feel very on edge, you know, trying to anticipate what's gonna happen at any moment, but obviously not too sure, so get quite scared.
J: When Barça are winning, I feel excited.
A: When Monterrey is losing 5-0, I'm pretty disappointed.

11 Unit 2, 2.6, Exercise 1

K = Krystal A = Amy

- K: Hi Amy! What a surprise! What are you doing here?
A: I'm having my breakfast.
K: Oh! OK! Daisy and I are having a walk. How are things?
A: To be honest, I'm not enjoying life at the moment. My mum's sister is staying with us and she's very talkative. You know me, I'm not a morning person. So breakfast with my aunt is terrible! She talks all the time and asks me hundreds of questions.
K: Oh, poor you!
A: Yeah, so I'm buying my breakfast from the café this week.
K: You're kidding! She can't be that bad!
A: Hmm, anyway, how's life with you?
K: Fine! My dance classes are going well.
A: Cool!
K: We've got a new teacher. She's great, really friendly and cheerful! Her name's Linda.
A: Linda?
K: Yes, Linda Young.
A: Linda Young! I don't believe it! Your new dance teacher is my Aunty Linda!
K: No way!

12 Unit 3, 3.1, Exercise 9

J = Josie F = Francis L = Luras C = Chris Ch = Christine

- J: My favourite animal is a giraffe because they look really cool and they have a really long neck, and their pattern is really cool.
F: My favourite wild animal is a tiger. I like the colour of it and the strength and power that it has, and it's like a big cat in a way.
L: My favourite wild animal is a snake, 'cause you can find the snake on every drugstore logotype.
C: My favourite animal is the great white shark, 'cause it's the top of the predator chain in the ocean and every animal ... every other animal in the ocean fears this animal.
Ch: The dangerous wild animal we have in our ... in my country is bear and snake. I would think they're pretty dangerous 'cause they live in the forest and you don't know when we will meet them. So, they're quite dangerous, actually.

- C: Dangerous wild animals? There are mountain lions, there are jaguars, there are rattlesnakes, so a lot of dangerous and poisonous animals out there.
- F: We don't have that many dangerous wild animals. I think a fox is probably about the most dangerous animal I can think of. Specially in London we get some that run around the streets at night.

Unit 3, 3.2, Exercise 7

H = Holly R = Reema F = Faye A = Andrew

- H: On Saturday, I went to the cinema in Epsom to see *The Jungle Book* which was really good. It was pretty quiet, actually, since it's been a really hot day, so it wasn't too busy in the cinema. And then that finished pretty late, so that was my evening, really.
- R: We went to collect mangoes because mangoes are in season in Bombay, so we went to collect them from her father.
- F: It was one of the first really hot days leading to summer, so I had a fun time at the park.
- A: So on Saturday just gone, I was on the beach with my two-and-a-half-year-old daughter, playing in the sand and in the sea. There were lots of people around. It was very sunny. She got a bit of a tan. She enjoyed herself a lot. So did I. And we had some ice cream, that we weren't meant to tell her mum about, but she said, 'mummy, I'm not gonna tell you about the ice cream that I had.'

Unit 3, 3.4, Exercise 1

L = Lee A = Amy

- L: Amy!
- A: Lee! What's wrong?
- L: It's Daisy, Krystal's dog! I can't find her.
- A: Calm down! What's the matter?
- L: Daisy needed to go outside so we walked to the park and when we arrived there, I decided to take off the leash to let her run around, you know. But then I answered a phone call and then when I finished talking, Daisy wasn't there. I looked everywhere but ...
- A: When did this happen?
- L: About an hour ago. Some people helped but we ...
- A: Did you go to Krystal's?
- L: Yes, I did but the dog wasn't there. And then I hurried back here. I didn't know what to do so I phoned you. Krystal gets back from her holiday today! She asked me to look after her dog and I promised to do it but I didn't. Oh!

Unit 3, 3.6, Exercise 2

K = Krystal L = Lee

- K: Hi, Lee.
- L: Oh, hi, Krystal. Are you home already?
- K: Yes, we're just back! The holiday was wonderful! So, when can you bring Daisy round? I'm missing her so much.
- L: Er, I'm really sorry but ...
- K: Oh no! Don't tell me she's not well!
- L: I don't know how it happened. We were in the park and Daisy suddenly disappeared. Amy and I looked for her everywhere, in the dark as well, and I even contacted the police but ... I feel terrible. It's all my fault.
- K: She's lost? I don't believe it! Lee Marshall, you absolute idiot! How could you be so careless! You promised to look after her! Oh, she's here! Daisy! Oh, my baby! Wait! I'm coming! ... Lee? Look, I'm sorry I was a bit rude.
- L: No problem. I totally understand. I'm so glad ...
- K: Listen, I've got to go now. See you later. Bye!

Unit 3, BBC Culture and Skills, Exercise 7 and 10

We think we understand our pets. They're cute and lovable – our best friends. These puppies playing on the bed seem very different from wild dogs. We love to watch them play but are their games really just games? No, there's an important reason for this behaviour. While they play, they're training to catch and eat smaller animals for food. Also, they need to practise working together. They need to be in a group to catch and kill big animals. Here they're learning the rules about working in a group. They learn when to fight and when to stop. These puppies are only seven weeks old but in their game these cushions are small animals. Play prepares them for life in the wild. Dogs are not the only pets that practise real life skills. Hamsters are popular pets and in their cages, they run round and round a special wheel. There's a reason for this too. In the wild they run a long way – sometimes ten kilometres – every day. Big animals hunt them and they need to escape. But that's not the only amazing thing which hamsters do. They push lots and lots of food into their mouths. It's nearly impossible! But why do they do this? In the wild, when they find food, they need to store it. Perhaps they won't find any for a long time. Their mouths are like cupboards! There's another reason too. When a big animal is hunting them, they sometimes need to put their babies in their mouths ... and run!

Some people keep birds in cages too. But birds don't like to be alone. They like to talk – sometimes to the mirror! Some birds are very clever and they can mimic us and copy what people say to them!

But why do birds do this? Is it for fun? "It's not easy being green." Again, they're practising a skill which they need in the wild. Every group of birds uses different sounds – like a different language.

"Never shake a baby bird. That would surely be absurd."

Birds need to talk the same language as their group. So, a parrot in a cage copies our words in order to practise this skill. It wants to become part of our group, our family. It even talks to other pets! This bird, Disco, can say 130 words. Amazing, isn't it?

Unit 4, 4.2, Exercise 2

R = Ruby L = Lee D = Dad

- R: Lee! Where's my phone?
- L: I left it in your room ten minutes ago.
- R: No, you didn't!
- L: Yes, I did!
- R: Well, it's not there now! Dad! Lee stole my new smartphone!
- L: Shut up, Ruby! I didn't steal your phone!
- R: You lost it, then! Oh! I only bought it a week ago. It cost a fortune!
- D: Calm down, Ruby! Lee, did you take your sister's phone?
- L: No, I didn't! Well, yes, I did. I forgot to top up my phone yesterday so I took Ruby's. I sent Amy one text, then before I went to bed, I gave her the phone back. I only had it for five minutes!
- R: Where did you put it?
- L: I put it in the pocket of your jeans.
- R: Which jeans?
- L: Your black jeans. They were on your chair.
- R: What!? Oh no! I saw those jeans in the washing machine. Mum!

Unit 4, 4.2, Exercise 5

R = Ruby M = Mum

- R: Mum!
- M: What's the matter, Ruby?
- R: Did you put my jeans in the washing machine?
- M: I didn't catch that. What did you say?
- R: Did you put my jeans in the washing machine?

M: Which jeans?
 R: The black ones.
 M: Yes, I did.
 R: Oh no!
 M: But fortunately for you, I had a look in the pockets first and I found your phone, so I took it out and put it in a safe place.
 R: Oh mum! Thanks!
 M: Why did you leave your new phone in your jeans?
 R: I didn't do it! It was Lee! He took my phone last night and then he put it in my jeans.
 M: Why did he do that?
 R: I don't know. He's stupid! So where is it?
 M: Where's what?
 R: My phone!
 M: Hm ... It's here. Oh! I thought I put it on the shelf ...
 R: Mum!
 M: ... but it's not there. Where did I put it?
 R: Mum!
 M: Calm down, Ruby. Here it is.
 R: Oh, thanks, mum!

19 Unit 4, 4.2, Exercise 7

N = Nympha P = Philip M = Miguel C = Chee

N: This morning, I got up at seven o'clock.
 P: I woke up this morning very early, at six am, lay around a little while before I got dressed, and finally went down to breakfast. Didn't leave to come on this lovely walk around London until ten am.
 N: I had a coffee this morning with some milk and some orange juice. I ate some cornflakes with milk and I ate an apple.
 P: I had lots of things. I started with cereal and fruit, I had toast and I finished with coffee and a waffle.
 M: It was a really tiring day. We had to get up at four o'clock to leave in Belgium. We took the tunnel to London. After that we were in the bus for ... I think it was two hours, then we arrived at the hostel. We directly went on with the walk. We went into the London Eye, we saw the Big Ben, we saw Trafalgar Square.
 C: I met up with a friend and we went to Hampstead Heath and we were strolling through Hampstead Heath, it was very hot, actually, very sunny, surprisingly for London, and I bought a new pair of sunglasses.

20 Unit 4, 4.5, Exercise 6

M = Michael C = Chris T = Tim

M: My favourite website is Facebook. You can contact people. You can meet people around the world. You can use it as a ... like a phone or something like that. And it's easy to use it, so, so everyone can ... can just surf on the Internet, on the Facebook, without the problems. I use it, like, every day, maybe ... maybe not every hour but ... but one or two times per day I'm ... I'm there, so ...
 C: My favourite website is Twitter, probably use it every day. The reason I use it mainly is to check the news. It's where I go to ... to find out what's going on, not just locally but around the world as well. I probably check that rather than a news website now, so it's got everything on there that I need. Obviously Twitter's really popular. I like it because you can obviously follow the ... the people that you wanna follow, so whether they're famous or footballers, celebrities, whatever you wanna do, you can keep up-to-date with that.
 T: My favourite website is probably the BBC website, simply because it's really informative. You can get a whole load of information on there about all sorts of things, from recipes all the way through to news stories. I think the website is very, very popular. I think it has millions of visitors from all over the world, and I would visit it probably at least once a day.

21 Unit 4, 4.6, Exercise 2

L = Lee A = Amy R = Ruby

L: Hi, Amy.
 A: Hi, Lee. What's up?
 L: You know my new song?
 A: Of course I do. You played it a hundred times last weekend!
 L: Yeah, anyway, I wanted to make a video of the song and upload it to YouTube but it all went wrong. First, the battery in my camera died after only one minute. Then I couldn't find the charger so I had to buy a new battery. After that my microphone didn't work. I didn't know where to plug it in. In the end it worked and finally, I finished recording the song so then I went online to upload it to YouTube.
 A: Yeah?
 L: And my computer crashed!
 A: Oh no!
 L: Yeah! Listen, I really need to fix it. Do you fancy coming round tomorrow to give me a hand?
 A: Yeah, OK.
 L: Thanks, Amy.
 R: Lee, do you know ...? Oh! I don't believe it! Mum! Lee's using my phone again!
 L: Ruby! I can explain. You see, the thing is ...

22 Unit 5, 5.4, Exercise 1

K = Krystal A = Amy R = Ruby

R: What time is it?
 A: Almost eleven.
 R: Cool! I have to go to bed at ten normally!
 K: Ten! That's early! I don't have to go to bed until eleven ... and I can stay up later at weekends. What time do you have to go to bed, Amy?
 A: Any time I want.
 R: You're lucky! My parents are really strict with me. I have to tidy my room. I have to come home straight after school. I mustn't forget to do my homework. I can't wear make-up. I can't stay out late. But Lee can stay out late ...
 K: What time does Lee have to come home?
 R: He doesn't have to come home until ten! They say it's different for boys! It's not fair!
 A: Yeah, but you are only thirteen, Ruby. My cousin Meg's thirteen and she has to go to bed at half past nine!
 R: Oh!

23 Unit 5, 5.4, Exercise 6

M = Mary Ann = Annette And = Andrew F = Faye

M: We're both working as au pairs and I have to look after two children. They must be in bed by a quarter to eight. When I cook, I always have to cook some ... some vegetables and some meat so they have proteins and something healthy for them. And sometimes they are allowed to have pudding ... pudding afterwards, so then they can eat a biscuit or something like that.
 Ann: I look after four children. They are seven, five, and two and a half, they are twins. And some would, for example, they have to say 'please' and 'thank you' and they have to go to bed at seven o'clock.
 And: I'm not a strict parent. I do set some rules. My daughter has to go to bed anywhere between six and nine o'clock.
 F: I have a ten-year-old younger sister. I do have some rules. I say that she mustn't sharpen pencils in my room, 'cause I don't like pencil sharpenings, and I tell her that she has to keep her paper tidy, like in folders. She has to put her books away. Yeah, I don't like mess.

24 Unit 5, 5.5, Exercise 8

J = Jamie C = Craig R = Rebecca F = Fien L = Liam

- J: The best thing about New York would definitely be Broadway. It's the ... go to 42nd Street and all the lights are on and it's the most exciting place in the world I think.
- C: The best thing about Tasmania is the wilderness. Absolutely beautiful in Tasmania for that.
- F: The best thing is all the things you can do in London, especially going out.
- L: The best thing about the Toronto Islands in Toronto is that they're right next to the beach, there's beautiful breezes from the lake and it's the best place to escape the heat in the summer. And the worst thing about the islands is that everyone else is there trying to escape the heat in the summer with you.
- F: And the worst thing? I think rush hour in the undergrounds.
- C: And the worst thing?
- R: I don't know, I guess the worst thing might be that it's a little isolated, so if you like to be in the hot spot and all the clubbing and all that sort of thing, you don't get that in Launceston at all. So, bit quiet.
- C: Yeah, a little bit quiet in Tasmania.
- R: Yeah.
- J: And the worst thing about New York would be the subways that you have to take to get to 42nd Street, which are very loud and very dirty.

25 Unit 5, 5.6, Exercise 2

B = Billy K = Krystal A = Amy

- B: Hi.
- K&A: Hello.
- K: Hello.
- B: Hi.
- K: Who are you?
- B: I'm Billy, Billy Smith, we're just moving in.
- K: Hi, Billy, I'm Krystal.
- A: I'm Amy.
- B: Nice to meet you.
- K: Where are you from?
- B: New York.
- A: Oh, you're American!
- K: How old are you?
- B: Fifteen.
- K: Me too! When's your birthday?
- B: The 27th of March.
- K: Oh, my birthday's in June. What school are you going to?
- B: Harlow High.
- A: Great! That's my school too.

26 Unit 5, 5.6, Exercise 3

B = Billy K = Krystal A = Amy

- K: Hi, Billy.
- B: Hi.
- K: Where are you going?
- B: I want to explore my new town. Can you give me some advice about what to do?
- A: I think you should go for a walk by the canal. It's pretty.
- K: You're kidding, right? That's a terrible idea, Amy. You shouldn't go to the canal, Billy. It's not safe there.
- B: Yeah, I don't think that's a good idea. What do you think I should do, Krystal? Where should I go?
- K: Why don't you go to the shopping centre? It's a good place to hang out.
- B: That's a good idea, thanks.
- K: We're going there now. Do you want to come?
- B: Yeah, why not? OK!

27 Unit 5, BBC Culture and Skills, Exercise 6

What's your room like? What would you like to change about it? Would you like to design it yourself? The programme *I want my own room!* helps kids change their rooms. Today they're helping Freya and her younger sister, Hattie. Both girls love to make things. Freya likes sewing and Hattie likes making films – she wants to be a film director. Their older sister Ella has her own room and their mum makes plates and paints them. She has lots of space. Even the cats, Lola and Rose, have room to relax. Hattie and Freya share a nice room but they need more space for their hobbies. It's a big problem! There is one room that they can use. It's the front room, and it's the girls' playroom. The problem is ... it's full of rubbish! There are old toys and a doll's house. But it isn't all the girls' rubbish – there's even a bit of an old car in there! Michelle is an artist and designer. She's going to help the girls to make their dream room.

28 Unit 5, BBC Culture and Skills, Exercise 8

Michelle talks to the girls about how to change the room. They paint a plan on the wall. Michelle thinks each girl can have one of the alcoves in the room for their things. Mum has to clear the front room but she can't do it on her own, so big sister Ella comes to help. Now they must choose what to throw away and what to keep. It isn't easy! The girls make a floor plan for the room. Michelle thinks there can be a sofa and work stations for the girls, so they can do their different hobbies. She also suggests special wallpaper. The girls choose old photographs from when they were younger to stick on to it.

29 Unit 5, BBC Culture and Skills, Exercise 9

Everyone works hard to finish the room in four days. Michelle keeps the last changes a secret. She wants to surprise Freya and Hattie. They paint butterflies on the walls and the shelves are a lovely colour too. There's a fun, home-made doorstep to keep the door open and there are some fantastic cushions. They have photographs of the family cats on them. And then it's time to bring the girls into their wonderful new room. They can't believe it! The room is very different. Now the room is bright with lots of colours. There's a bright pink blind over the old fireplace. The girls' little models are in glass cases on the walls. Now everyone can see them. And lift up the cool sofa bed and it's a desk with everything they need for a small film studio – an animation station! The photos look great on the special wallpaper. And the blue cupboard is brilliant too. Then there's another surprise. The girls have their own work stations but ... open the cupboard in Freya's alcove and there's another table with a sewing machine. Hattie's got one too. „Thank you so much!“ The girls love the room, everyone in the family loves the room. As the girls say, 'It's the best room ever!'

30 Unit 6, 6.2, Exercise 2

B = Billy A = Amy

- B: Ah lunchtime! I'm starving!
- A: Some crisps and a banana! You never have any healthy food for lunch, some sandwiches, some salad or some soup.
- B: Bananas are healthy! I don't have any time to make sandwiches – I've always got too many things to do before school!
- A: Nonsense! It doesn't take much time to make a nice lunch! Today I've got some chicken sandwiches and some delicious Thai soup.
- B: Amy, how many sandwiches have you got today? I haven't got much food.
- A: Three! And I want them all! But I've got a lot of soup. Do you want some?
- B: Yes! Thanks!
- A: Help yourself. Careful, it's hot ... Billy! Are you OK?

31 Unit 6, 6.3, Exercise 7

H = Harry C = Cecile A = Adrian M = Miguel

- H: I got to bed last night at half past one in the morning, so it wasn't really last night.
 C: Last night, I went to bed at eleven pm.
 A: I went to bed last night around one am.
 M: We didn't get much sleep and we went up ... and we went to bed in about, I think it was one o'clock this morning. We got up at seven.
 H: Last Saturday, I woke up at five o'clock in the morning, which didn't give me much sleep at all.
 C: On Saturday morning, I got up at ten am.
 A: Last Saturday morning, I got up around ten am.
 H: At night, I usually sleep between six and eight hours.
 A: I usually sleep around seven hours a night.
 C: I normally sleep eight hours at night.
 H: I don't often have bad dreams. It's very rare that I do. It's often quite happy dreams.
 A: I usually don't have bad dreams.
 C: I do not have bad dreams very often.
 H: At work, I often feel sleepy as I have to work long shifts.

32 Unit 6, 6.4, Exercise 7

N = Neal A = Affie J = James

- N: So when I was about eleven, I was running up the stairs and I ran into my bedroom and I slightly misjudged the doorway, and my little toe and next little toe went either side of the doorframe and split like that, and I broke both of those toes. And I got taken to accident and emergency. And I sat there for maybe three hours and then the doctor said, 'there's nothing we can do,' so sent me home.
 A: It happened to me some time ago, here in London. I'm this kind of person who is always running late, so I just walked around my house, I had to go to the tube station, and it was raining. I was really in a rush, and I fell down the stairs in the tube. I ... I hurt my elbow, I ... I hurt my arm, but I didn't really care about the pain. I was just really embarrassed 'cause everyone saw that.
 J: I remember when I was about five years old, it was a summer's day in my nan's back garden, and I was learning how to cy ... how to ride a bike. My nan had a thorn bush and my mum and dad told me specifically not to go near the thorn bush. There was a set of steps next to it. I decided it'd be a good idea to not just go near the thorn bush, but cycle as fast as I could down the steps and straight into the thorn bush. I ended up full of cuts and bruises and had to go to hospital for it.

33 Unit 6, 6.6, Exercise 2

B = Billy N = Nurse

- N: William! What's the matter?
 B: I feel terrible.
 N: Mmm, well you haven't got a high temperature. Are you feeling sick?
 B: No, I'm not. I've got a really bad stomachache.
 N: Well, when did you start feeling ill?
 B: Just after lunch.
 N: I see. What did you have for lunch?
 B: Just the usual – some crisps and a banana. Oh, hold on, and some of Amy's Thai soup ...
 N: Ah! You're probably allergic to something. Here, have some water. You should drink a lot of water. And perhaps you should make an appointment with your doctor immediately ... after school. OK! I think you can go back to class now.
 B: Oh!

34 Unit 6, 6.6, Exercise 3

B = Billy A = Amy

- A: Hi Billy. You're lucky – you just missed a really boring Chemistry lesson! What did the nurse say?
 B: She said it was just a food allergy and told me to drink a lot of water.
 A: A food allergy?
 B: Yeah. Was there any fish in that soup? I'm really allergic to fish.
 A: Oh yes, there was some fish in it! Oh, I'm so sorry, Billy.
 B: Don't worry – it's not your fault. But perhaps I should just eat bananas and crisps in future. It's not so dangerous!

35 Unit 7, 7.1, Exercise 9

J = Josie Ch = Christine Chr = Chris S = Sunita F = Francis

- J: My favourite shop is Tiger, and it's kind of a recent ... recent to the high streets and it sells basically everything that you need for your house. Yeah, it's my favourite shop. You can find everything there, from photo frames to, like, kitchen appliances.
 Ch: My favourite shop is Disney Store. It represents dreams to me. Even I'm not a little girl anymore, but every time I walk in the shop I just look into those teddy bears, it reminds me of my childhood. I just love ... I just love it, yeah.
 Chr: I like to shop at Gap and ... or Banana Republic in the States. They ... I feel like they sell very trendy clothes but at the same time, they're fairly inexpensive, which is important to me. I also look for very practical, and ... and trendy clothes, so I ... I like to shop there in the States.
 S: Well, my favourite kind of shop would be one that would sell handcrafted things. It could be objects and it could also be textiles, but basically, yes, handcrafted, hand-blocked and what have you, yeah.
 F: My favourite shop is T.K. Maxx. The reason I like it is because they have many different brands at discounted prices, so high fashion brands and also high street brands, and they have a good range of clothes and shoes, and even toys. It's good for buying presents for people because there's a lot of inspiration in there. And also I quite like it for buying shoes and trainers.

36 Unit 7, 7.3, Exercise 7

M = Mary H = Helen G = Geoff

- M: I think we can both agree that we like shopping centres. Oh yeah. Well, in general, shopping is very, yeah, very enjoyable, although I'd rather go to little shops or little boutiques rather than a huge shopping centre.
 H: I like shopping centres because, generally, you can see the great old British weather, when it rains, you're dry and you've got everything in one place, so yeah, I like them for that. Good variety of shops, so I do use shopping centres.
 G: Well, in my rather long life, I've seen shopping centres evolve from small shops in a small town, where I spent a lot of my childhood, to the American style malls that we see in so many cities in Britain now. I loathe these places. I much prefer the sort of shopping, in fact, that you find in places like this, in Covent Garden.
 M: I go to shopping centres not that often. Or sometimes, if I'm not really ... if I'm looking for something specific, then I go to a shopping centre 'cause it has pretty much every ... you can find there anything. Well, most of the time I obviously go with a friend, a good friend of mine, but I do love to go on my own 'cause then I have my ... my own time and I can look at everything specifically and take my time of it and then choose to buy it.
 H: When I go to the shopping centre, I would generally go with a friend or my mum. Something like that.

37 Unit 7, 7.4, Exercise 1

Lee: Hi, Amy. Listen – it's my mum's fortieth birthday next Tuesday and Ruby and I want to buy her something special. So we're going to take the train to Clearwater shopping centre on Saturday, get mum a present and then we're going to see a film at the Multiplex. Oh, and I'm going to buy some trainers and Ruby's going to buy some posters. Are you going to study again or can you come with us? Hope so! Oh, we're not going to tell anybody – it's a surprise.

38 Unit 7, 7.4, Exercise 2

L = Lee A = Amy

A: Hi, Lee.
L: Hey, Amy! Are you coming with us tomorrow?
A: Yes, but what time are we taking the train? I can't remember.
L: We're not taking the train.
A: Thanks for telling me!
L: Sorry. The bus is cheaper. So we're taking the X4 bus from the bus stop on Mandela Avenue at 10.15. Oh and I checked the films. They're showing Shrek 8 at the Multiplex at 2.30. Billy's meeting us there.
A: Great! See you tomorrow at 10.15!

39 Unit 7, 7.4, Exercise 3

L = Lee R = Ruby A = Amy

L: Amy! We're at the bus stop! Where are you?
A: On the bus!
R: Lee – look, there's Amy! She's on the wrong bus.
L: Oh no!

40 Unit 7, 7.6 Exercise 1

SA = Shop assistant L = Lee A = Amy

SA: Can I help you?
L: Yes, I'm looking for a pair of trainers.
SA: These ones are on sale.
L: How much are they?
SA: Nineteen ninety-nine.
A: That's a good price, Lee. You should get them.
L: Can I try them on, please?
SA: Of course. What size are you?
L: Forty-one.
L: Oh! They're too small ... Excuse me! Have you got them in a bigger size?
SA: I think so ... Just a second ... Here you are.
L: These ones are the right size ...
A: Great, because I'm fed up! This is the fifth shop we ...
L: ... but I don't like the colour. Excuse me! Have you got these in blue?
A: Lee! Are you going to buy them or not?
L: Yes! I'll take them. Here you are ... Amy! Wait for me!
SA: Don't forget your change!

41 Unit 7, BBC Culture and Skills, Exercise 5

We buy a lot of things online but we also like to go to shops. And when you're on holiday in a big city, it's exciting to see the famous shopping areas. Every big city has its own special places to shop. Think about London, Paris, New York and Tokyo. What shops do you imagine? Let's look at some of the most famous shopping areas in the world. Oxford Street in London is the busiest shopping street in Europe. It has around three hundred shops and half a million people visit it every day. In Oxford Street you can find enormous department stores and buy both expensive and cheap things. You probably know the names. There's Marks and Spencer, Primark, Forever 21, Gap, H&M, and of course,

the first department store, Selfridges. It's a wonderful shop to visit. The best time to go to Oxford Street is at Christmas. The lights are very special. Every year, in November, a celebrity switches the lights on. Lots of people go to watch this. It's usually a famous singer or sports star. Oxford Street is always very crowded. Sometimes it's difficult to move along the pavements! The traffic is very bad too. Cars and buses make a lot of pollution.

Another popular shopping area in London is Portobello Road and it's very different. Here you can find lots of small shops that sell trendy things. On Saturdays there is an enormous market with more than 1,000 stalls! They sell everything. You can buy amazing, exotic food to eat – cheap, hot and tasty. There are also stalls that sell unusual crafts, like pretty cups and saucers, and pictures by local artists. Or you can look for antiques. Some people say it's the biggest antiques market in the world. And if you like vintage clothes and accessories, this is the place to go. Tourists love to come here and walk along nearly two kilometres of market.

42 Unit 7, BBC Culture and Skills, Exercise 7

Do you know the most expensive shopping street in the world? At the moment, it's Fifth Avenue in New York. Here you can find expensive jewellery in Tiffany's, expensive handbags in Louis Vuitton, and expensive clothes in Gucci and Prada. The world-famous Apple Store is a wonderful glass cube. People come here to buy phones and tablets but they also come just to take photographs. Also in New York, there is another important store to visit. This is Macy's. It's called the largest store in the world. Some people don't agree with this but it's definitely the biggest store in the USA. It sells lots of different things and it's a really interesting shop to go to. It's very big and you need to walk a lot to see it all.

Let's cross the world to Tokyo. Here we can find another very famous shopping area: Shibuya. And it has perhaps the most famous street crossing in the world! At Shibuya Crossing when the traffic lights go red, they stop all the cars. People cross the roads quickly at the same time. It's amazing. Near the crossing are very big neon advertisements and huge video screens. It's a busy, bright and colourful place. The Shibuya shopping area is very popular with young trendy people. It's full of shops, game stores, restaurants and clubs. This is where you can see new Japanese fashion and have a lot of fun!

43 Unit 8, 8.4, Exercise 4

M = Mum L = Lee

M: Where do you think you're going?
L: I'm just going to see Billy and Krystal.
M: Oh no, you're not, Lee Marshall! Your end of year tests are starting on Thursday. You can go back to your room and start revising! If you don't study, you won't pass your tests – it's as simple as that! These tests are important.
L: Billy's mum lets him go out in the evenings! It's not fair!
M: Billy always gets better marks than you. You'll have to repeat the year if you don't get better marks. And if you have to repeat the year, you won't be with your friends at all.
L: OK! OK! I get the message!
M: I won't tell you again! Oh, and another thing ...

44 Unit 8, 8.4, Exercise 6

L = Lee A = Amy

A: Hi Lee! How's your History revision going?
L: Terrible! And I'm really tired now.
A: So go to bed! If you get up early tomorrow, you'll feel fresher and you'll remember more.
L: Yes, maybe. But I had a great idea. I wrote all the dates for the History test on the back of my ruler! If I forget something in the test, I'll check it on my ruler.

- A: You can't do that! That's cheating! And I'm sure they'll catch you if you cheat. And if they catch you, you'll have to repeat the year. Don't be an idiot, Lee! Please!

Unit 8, 8.4, Exercise 8

F = Francis M = Monica S = Sunita D = David A = Athena
H = Hugh C = Christine

- F: If there's nothing good on TV tonight, then I'll look for a movie on Netflix or maybe do some exercises or call a friend.
M: If there is nothing good on TV tonight, I'll read a book.
S: If there's nothing good on TV tonight, I'll probably read something online.
D: If there's nothing good on TV tonight, I'll probably call my friends and go for a drink.
A: If there is nothing good on TV tonight, I will go on YouTube and watch some interesting comedy videos, basically. That's it.
H: If there's nothing on television tonight, I'll read a book.
D: If I get some money for my birthday, I'll spend it on travelling.
A: If I get some money for my birthday, I will ... I will go, like, maybe travel in Africa, basically.
H: If I get some money for my birthday, I'll spend it on nothing important.
C: If my phone stops working, I'll start writing a letter.
M: If my phone stops working, I think I'll use a public phone for emergencies.
H: If my phone stops working, I'll throw it away.
A: If my phone stops working, I will ... I will just charge it.

Unit 8, 8.6, Exercise 3

B = Billy L = Lee A = Amy

- A: Gosh! That was a really difficult test.
B: Yes! That last question? What a nightmare! I couldn't remember any of the dates. I probably won't get any points for it!
A: I definitely won't! I didn't even answer that question – I didn't have time!
B: Oh, don't worry, Amy. You'll probably pass!
A: I don't know. I might pass. Fingers crossed! How about you, Lee?
L: I thought it was easy! I'll definitely pass! In fact, I think I may get a ten.
A: But History's your worst subject. You didn't cheat, did you? Because they'll definitely see from your answers that you cheated!
L: No, I didn't cheat!
B: So, how did you do it?

Unit 8, 8.6, Exercise 4

L = Lee B = Billy A = Amy

- L: No, I didn't cheat!
B: So, how did you do it?
L: Well, first of all I wrote all the dates on the back of my ruler! Amy told me it wasn't a good idea ... and I thought, 'Amy's right, they'll probably catch me.' But at the last minute I panicked. I thought 'Oh no! I probably won't remember anything now.' So I wrote all the dates on the back of my hand this morning!
A: On your hand? Lee! That's terrible!
L: Yes, well anyway, as I was leaving for school, I thought to myself, 'This is silly, they might catch me and throw me out of the exam!' And I went to the bathroom and washed my hands. I thought 'Now, I definitely won't pass that test!' But I'm really happy that I didn't cheat. The thing is – writing all those dates twice actually helped me to remember them in the test! It's the perfect way to revise!

Unit 8, 8.6, Exercise 5

L = Lee B = Billy A = Amy

- L: The summer holidays are coming up. Perhaps we could go camping together? My dad's got two big tents – me and Billy can share a tent and you can sleep in the second one, Amy.
B: That's a great idea!
A: Yeah, I'd love to go camping! Maybe by the sea. Brighton!
L: Brighton's often busy so it will probably be expensive.
B: Hey – I've got an idea! My Uncle Ally has got a farm in the Scottish Highlands. We could camp there.
A: The Scottish Highlands? That sounds amazing.
L: Yeah. But are you sure your uncle will say yes?
B: Sure – Uncle Ally will definitely let us camp on his farm. People often stay with him. Perhaps we should invite Krystal as well?
L: Why not? There will definitely be space in Amy's tent – it's for three people.
A: Hmm. Knowing Krystal, she probably won't want to stay in a tent. She might want to stay in a hotel!
L: I'm sorry but I definitely won't have the money to stay in a hotel! I may have to borrow money for my train ticket.
B: No, a hotel's too expensive! Look, I'll phone my uncle tonight and check.

Unit 8, 8.6, Exercise 8

M = Michael V = Vika C = Chris T = Tim

- M: I might be famous because I'm a beat boxer, so who knows?
V: I think I will be famous in the next ten years.
C: I don't think I will be famous in the next ten years. I'd like the money of a famous person but not ... not the fame to go with it.
M: That's a harder question. I have no idea where I will live in ten years. It's, like, I don't know, I don't know. I might live here but ... but I can't ... I can't answer this question.
T: I think, probably in the next ten years, I probably won't be living where I'm living at the moment.
C: I think I will be living somewhere else in ten years as well, yeah.
M: I am already a fantastic cook, so ... No, but, I'm getting better, so ... so I will, for sure.
T: I probably will develop one more recipe in my repertoire over the next ten years, but I don't think there's any possibility of me becoming a fantastic cook.
C: I don't think I'll be fantastic but I'll be a bit better than I am now, yeah.

Unit 9, 9.1, Exercise 12

- A: Our national bird for my country is the bald eagle. We play a different kind of football where I live and the country that I live in is made up of fifty states.
B: Our national dish is haggis, we wear kilts, our national icon is also William Wallace and the capital city is Edinburgh.
C: My country is famous for food and one of them is stinky tofu. And we have lots of motorbikes. We are a small island but we speak mainly Chinese and another dialect.
D: Some of my country is on the Baltic Sea. We have weird food called 'cepeliny'. Our capital is Vilnius, our first religion is basketball and we speak the oldest language in Europe.
E: Our national dish is called 'ceviche' which is a seafood dish. We speak Spanish. We are in South America, and we have one of the Seven Wonders of the World in our country.
A: The country I'm from is the United States of America.
B: And I'm from Scotland.
C: I'm from Taiwan.
D: I am from Lithuania.
E: I'm from Peru.

51 Unit 9, 9.3, Exercise 5

C = Corrine Ch = Chae

- C: I got lost in Vietnam once, in a town called Hoi An. My friends were really sick and I went out by myself, and it was night and I got lost in some back streets. So I felt quite scared because it was very dark, but luckily, I had my map on my phone working and I managed to find my way to a street where there were lots of people, and they were really friendly and actually gave me some wine, and we had a very nice night.
- Ch: There was a time when I got lost and this was before a very important job interview, and I was running very late, I was ... I was running five minutes late and it was raining, as it is in London, and I remember trying to look around, and when you try and stop someone for help they don't really know where anything is, so I pulled out my phone and it had only had ten percent battery on it, and it got me really stressed. I hadn't rehearsed the questions. I was very flustered. And then, by chance of miracle, I saw the sign which was right next to me all the time.

52 Unit 9, 9.4, Exercise 2

L = Lee A = Amy

- L: Hi, Amy! What's up?
- A: Have you bought the train tickets yet?
- L: Well, I know exactly what train we want to catch - I've already checked the timetable. But I haven't actually bought the tickets yet ... I've bought a map of the Scottish Highlands! ... And I've just cleaned both the tents.
- A: So you haven't started packing yet?
- L: Give me a break! I've already told you - we haven't bought all the food yet so it's too early to start packing. Anyway, have you heard from Billy yet?
- A: Yes, I have - he's just phoned to say his uncle will pick us up from the station.
- L: Great! This'll be a fantastic holiday!

53 Unit 9, 9.4, Exercise 6

B = Billy L = Lee

- L: Hi, mum! Yes, we've just arrived. No, we haven't seen Billy's uncle yet. We've just got off the train. Yeah, everyone's fine. Yes, we've already had our sandwiches. Delicious, thanks! The weather's OK - it hasn't rained yet! I have to go, mum. Bye! Billy, has your uncle arrived yet?
- B: No, he hasn't. Oh, I've just seen him! On his tractor.
- K: Tractor?
- A: Hello, everyone. I'm Ally. Get on the trailer, everyone. We'll be at the farm in no time.

54 Unit 9, 9.6, Exercise 1

B = Billy A = Ally L = Lee K = Krystal

- B: Is it OK to put our tents up here, Uncle Ally?
- A: I'm afraid that's not possible, Billy. There's a big bull in this field. He won't like it.
- B: What about that field? Can we camp in there?
- A: I'm afraid that's not a good idea, either. There's a lot of water over there at the moment. You'll wake up swimming in your tents!
- L: So is it all right to camp next to the farmhouse?
- A: Yes, of course. Good idea.
- K: Can I ask a favour? Can we dry our clothes in the house? All my things are soaking!
- A: No problem. Let's go and have a cup of tea. You all look so unhappy!

55 Unit 9, BBC Culture and Skills, Exercise 9

A lot of our planet is a mystery and perhaps the biggest mysteries are our oceans. Scientists are trying to learn about them. One of the most important questions for them is 'How many fish are left in the sea?' Scientists are on a special boat that is leaving from Ullapool in Scotland. They are going to look for fish. But this isn't something new. Scientists have done this for a long time. The ship is the *Scotia* and she's special because she is a research ship. The people who sail on her are studying how many fish there are in Scottish waters. The fishermen throw their nets into the water and catch fish. The scientists look carefully at the results. And this happens every year - the same thing. They have to compare this year's catch with last year's. Is it bigger? Is it smaller?

Overfishing is not a new problem. People have been worried about it since the 1950s. Everyone knows that 'fish and chips' is one of the UK's favourite meals. Traditionally the fish is cod. But the number of cod in the North Sea has gone down a lot recently.

The first research ship, the *SS Explorer*, was built in 1956. She was a strong ship with a lot of new machines. For the first time, scientists used technology to check fish numbers. The *Explorer* was the first research ship with a computer! The machine was very big and used special paper. They could put lots of information through this computer. Before this, they had to write everything by hand. It was the beginning of a new and important way of counting fish.

56 Unit 9, BBC Culture and Skills, Exercise 10

Today, computers on research ships are faster and cleverer. The scientists put in the numbers of fish and the sizes. But they also put in extra information. They want to find out the age of the fish too. This helps when they plan fishing for the future. Fishermen must not fish in some places.

So, how do you know the age of a fish? The scientist takes out a very small bone. It's from the ear. He cuts it in half. There is a circle for every year of the fish's life.

Every fisherman must record how many fish he catches. These fishermen catch fish to sell. It's their job. So they only fish in places where there are lots of fish. The *Scotia* is different. She must also go to places where there were lots of fish in the past but not now. The scientists need to have a better idea of fish populations.

Today, it's good news. Fish numbers are increasing a little in the North Sea. Scientists and fishermen are working together. Perhaps we can't count the exact number of fish in the sea. But we can learn enough to plan and to be sure there is enough fish for us and sea birds in the future.

Starter Unit

0.1

Exercise 1

1 aunt 2 cousin 3 grandfather
4 uncle 5 parents 6 son

Exercise 2

1 e 2 h 3 j 4 f 5 a 6 d 7 i 8 b
9 c 10 g

Exercise 3

1 boring 2 exciting 3 terrible
4 great 5 fun 6 interesting

Exercise 4

1 Biology 2 History 3 Music
4 English 5 Geography 6 Art
7 Chemistry

Exercise 5

1 shoot 2 bake 3 drive 4 repair
5 speak 6 play 7 read 8 draw

Exercise 6

1 Dan can shoot a basketball.
2 Joe can't bake a cake.
3 Peter can drive a car.
4 Chris can't repair a computer.
5 Helen can speak Spanish.
6 Ben can't play chess.
7 Jenna can't read music.
8 Beth can draw (people's faces).

Exercise 7

1 Can Dan shoot a basketball?
Yes, he can.
2 Can Joe bake a cake? No, he can't.
3 Can Peter drive a car? Yes, he can.
4 Can Chris repair a computer?
No, he can't.
5 Can Helen speak Spanish?
Yes, she can.
6 Can Ben play chess? No, he can't.
7 Can Jenna read music? No, she can't.
8 Can Beth draw people's faces?
Yes, she can.

Unit 1

1.1

Exercise 1

1 dancer 2 musician 3 writer
4 photographer 5 artists 6 actor

Exercise 2

piano, violin, techno, horror, salsa,
ballet, rock, novel

Exercise 3

1 love 2 interested 3 into 4 hate
5 don't 6 really

Exercise 4

1 d 2 e 3 a 4 b 5 f 6 c

Exercise 5

1 cinema 2 artist 3 violin 4 horror
5 comedy 6 photography 7 ballet
8 novel

Exercise 6

1 comedy 2 piano 3 short stories
4 director 5 salsa 6 rock

Exercise 7

1 romantic; comedies
2 dancing; Zumba
3 musician; guitar
4 drawing; cartoon
5 reading; watching

Exercise 8

1 really 2 graphic 3 writer 4 artist
5 fantasy 6 cinema 7 interested
8 taking 9 into 10 actor

Exercise 9

1 dancing 2 classical 3 musician
4 reading 5 watching 6 dancers
7 photography 8 taking

1.2

Exercise 1

1 likes 2 go 3 play 4 writes
5 speak 6 lives

Exercise 2

1 My brother doesn't like hip-hop.
2 My friends don't go to a café after school.
3 I don't play computer games.
4 My teacher doesn't write poems.
5 I don't speak English.
6 My English friend doesn't live in London.

Exercise 3

1 We never got to the cinema.
2 I sometimes read short stories.
3 My brother is always in his room.
4 I'm always interested in new songs.
5 My mum usually goes to Zumba classes on Mondays.
6 My classmates are never bored in Mr Tutt's classes!

Exercise 4

1 Hannah doesn't like reading much.
2 I often play computer games with my friends.
3 I don't understand Spanish.
4 I usually buy clothes online.
5 Our teacher doesn't drive a car.
6 Tom is never late for class.

Exercise 5

1 I never do my homework before dinner.
2 My sister sometimes likes listening to techno.
3 He always goes to bed at 10.30.
4 My favourite actor doesn't act in horror films.
5 She is never at home before 8.30.
6 We often play games in our English class.

Exercise 6

1 go 2 don't go 3 do 4 isn't
5 give 6 watch 7 doesn't like
8 watch 9 watches

1.3

Exercise 1

1 e 2 a 3 d 4 c

Exercise 2

1 F 2 F 3 T 4 F 5 D 6 D

Exercise 3

1 channel 2 online 3 advertisements
4 live

Exercise 4

1 pensioners 2 kid 3 Teenagers
4 pensioners

1.4

Exercise 1

1 Where does he live?
2 When do you start school?
3 What do they do in the evenings?
4 What does your sister like reading?
5 How often do you go to dance classes?
6 What time does the film finish?

Exercise 2

1 Do you like modern art?
2 Does your sister speak French?
3 Does Mr Jacobs live in a big house?
4 Does Jack play an instrument?
5 Does your dad work in the city?
6 Do your classmates listen to rap music?

Exercise 3

1 Yes, I do.
2 No, she doesn't. 3 Yes, he does.
4 No, he doesn't. 5 Yes, he does.
6 Yes, they do.

Exercise 4

1 Do 2 they 3 Does 4 does
5 Does 6 doesn't 7 Where 8 do
9 Do 10 do 11 What 12 How
13 once

Exercise 5

1 do you live
2 Do you have
3 Do they go
4 do they work
5 Do you like
6 do you like
7 do you usually read
8 Do you often go
9 do you speak

Exercise 6

1 d 2 b 3 a 4 e 5 c

1.5

Exercise 1

1 B 2 C 3 H 4 G 5 F 6 D 7 A
8 E

Exercise 2

1 horoscope 2 game show
3 reality show 4 documentary
5 soap opera 6 talk show
7 weather forecast 8 news headlines

Exercise 3

A 8 B 4 C 5 D 7 E 1

Exercise 4

1 E 2 C 3 A 4 D 6 B

1.6

Exercise 1

1 e 2 c 3 b/d 4 a 5 d/b

Exercise 2

1 sold out 2 No way 3 front row
4 Hold on 5 Come on

Exercise 3

1 c 2 d 3 a 4 b

Exercise 4

1 Let's go 2 What's on 3 No way
4 Come on 5 Can I have
6 which screening 7 I'd like 8 That's
9 Here you are 10 Enjoy the film

Exercise 5

Dialogue A: 1 b 2 a 3 c
Dialogue B: 1 b 2 d 3 a 4 c

1.7

Exercise 1

1 Myers 2 fifteen
3 one sister, two brothers
4 Marchwood 5 London
6 Marchwood High School
7 Art, English, History 8 rock and pop
9 *One Republic*
10 *The Fault in our Stars, Twilight*
11 writing short stories

Exercise 2

1 P 2 R 3 H 4 P 5 P 6 H

Exercise 3

1 old 2 from 3 hometown 4 with
5 about 6 favourite 7 big 8 Outside
9 a

Exam Skills

Exercise 1

1 E 2 A 3 C 4 B

Exercise 2

1 band is playing 2 at 8.30
3 are free 4 at 8.00
5 warm clothes and sandwiches

Exercise 3

1 B 2 C 3 C 4 A 5 A 6 B

Video Unit 1 Lesson 4

Exercise 1

1 C 2 A 3 H 4 F 5 E 6 B 7 D
8 G

Exercise 2

The correct order is:
1 G Lee walks along the road and a bus drives past.
2 A Amy opens the fridge.
3 H Lee looks at his hair.
4 C Lee opens the gate.
5 E Lee rings the doorbell.
6 F Amy pours two drinks.
7 D Amy switches on the TV.
8 B Amy eats a crisp.

Video Unit 1 Lesson 6

Exercise 1

The correct order is: 1 d 2 a 3 i
4 h 5 e 6 g 7 b 8 j 9 c 10 f

Exercise 2

1 c; Lee 2 a; Amy 3 g; Lee 4 d; Amy
5 i; Lee 6 b; Lee 7 l; Tess 8 f; Tess
9 m; Amy 10 h; Lee 11 e; Lee
12 n; Tess 13 j; Amy 14 k; Tess

Unit 2

2.1

Exercise 1

clothes and footwear: hoodie, jacket, sweater, pyjamas, tracksuit, trainers
accessories: glasses, handbag, scarf, necklace, cap, belt
adjectives: baggy, leather, cotton, checked, tight, striped

Exercise 2

1 c 2 b 3 c 4 b 5 a 6 a 7 c
8 c

Exercise 3

1 handbag 2 necklace 3 underwear
4 piercing 5 trainers 6 shorts

Exercise 4

1 pyjamas 2 boots
3 fancy-dress costume 4 piercings
5 (baseball) cap 6 handbag

Exercise 5

1 c 2 b 3 a 4 c 5 c 6 a 7 b

Exercise 6

1 e 2 b 3 f 4 c 5 a 6 d

Exercise 7

Across: 3 striped 5 necklace 8 belt
9 trainers 10 logo
Down: 1 jeans 2 jacket 4 tracksuit
6 sweater 7 scarf 8 baggy

Exercise 8

1 accessories 2 jeans 3 costumes
4 trainers 5 tracksuits 6 checked
7 striped 8 leather 9 pyjamas
10 necklace

2.2

Exercise 1

1 is taking 2 is reading 3 are playing
4 is checking 5 is eating
6 is listening 7 is lying 8 is crying

Exercise 2

1 I'm not waiting for Charlie.
2 They aren't studying French.
3 She isn't wearing jeans.
4 You aren't eating a chicken sandwich.
5 We aren't watching the news.
6 He isn't going to town.

Exercise 3

1 Are you wearing a new dress?
2 Why is the teacher shouting?
3 What are the boys doing?
4 Where are you going?
5 Is Elise meeting us here?

Exercise 4

1 b 2 d 3 f 4 e 5 c 6 a

Exercise 5

1 are you doing 2 Are you writing
3 'm doing 4 'm not doing
5 'm watching 6 Are you enjoying
7 is cooking 8 is playing

2.3

Exercise 1

1 c 2 d 3 g 4 f 5 b 6 h 7 a
8 e

Exercise 2

1 embarrassing 2 tired 3 annoyed
4 interesting 5 excited 6 frightened

Exercise 3

1 c 2 b 3 a 4 a 5 b

2.4

Exercise 1

1 F 2 R 3 P 4 N 5 F 6 P 7 R
8 N

Exercise 2

1 'm having 2 's coming 3 rains
4 Are you playing 5 lives
6 's watching

Exercise 3

1 c 2 a 3 f 4 b 5 d 6 e

Exercise 4

1 usually study; 're having
2 and
3 'm not doing; isn't working
4 but
5 Do you always have; don't
6 usually wears; but; 's wearing

Exercise 5

1 has 2 sings 3 plays 4 don't get
5 enjoy 6 practises 7 hear
8 is singing 9 love

2.5

Exercise 1

1 outgoing 2 selfish 3 bossy 4 rude
5 big-headed 6 cheerful

Exercise 2

1 hard-working 2 moody 3 polite
4 tidy 5 talkative

Exercise 3

horizontally: helpful, chatty, lazy
vertically: untidy, shy, quiet

Exercise 4

1 quiet 2 helpful 3 shy 4 chatty
5 untidy 6 lazy

Exercise 5

1 b 2 c 3 b 4 b 5 c

Exercise 6

1 F 2 T 3 F 4 F 5 T 6 F

2.6

Exercise 1

1 e 2 f 3 a 4 b 5 d 6 c

Exercise 2

1 My sister is enjoying her new job.
2 I'm learning a new language.

- 3 My mum isn't feeling well these days.
 4 I'm spending a lot of money at the moment!
 5 The tennis tournament is going well.
 6 My dad is feeling worried because he's having problems with his new car.

Exercise 3

- 1 No 2 done 3 pity 4 That's
 5 Poor 6 Good 7 kidding

Exercise 4

Good news: Well done!; Good for you!
 Bad news: What a pity!; Poor you!;
 That's terrible!
 Surprising news: No way!; You're kidding!

Exercise 5

- 1 b 2 b 3 b 4 a 5 c

2.7

Exercise 1

IN: the morning; autumn; 2018
 ON: my birthday; Sundays;
 Monday morning
 AT: night; Easter; 3.45; the weekend

Exercise 2

- 1 on; at; at 2 in; in 3 in; in; at
 4 On; at; at; on; at 5 At; on; at; in
 6 in; on; on; on

Exercise 3

- 1 At 2 in 3 on 4 at 5 in 6 on
 7 at 8 on 9 in

Exercise 4

- 1 Saturday 14 August 2 11.30
 3 the afternoon 4 2.30
 5 Christmas Day

Exam Skills

Exercise 1

- 1 D 2 A 3 B 4 E

Exercise 2

- 1 B 2 A 3 B 4 C 5 C 6 C

Exercise 3

- 1 Can/Could I have
 2 Would you like to
 3 are two seats
 4 He is
 5 never finishes

Video Unit 2 Lesson 2

Exercise 1

- 1 A; No; not 2 B; School 3 B; Yes; am
 4 A; not; hungry 5 B; going; school
 6 A; Students' own answers

Video Unit 2 Lesson 6

Exercise 1

- 1 interested (relaxed is also possible)
 2 shocked

Exercise 2

- 1 a 2 c

Exercise 3

- 1 c; K 2 e; K 3 a; K 4 g; A 5 j; A
 6 i; A 7 b; A 8 m; K 9 d; K 10 n; A
 11 f; K 12 o; K 13 l; K 14 h; A 15 k; K

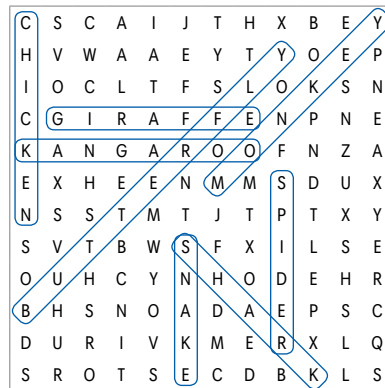
Unit 3

3.1

Exercise 1

- 1 shark 2 butterfly 3 spider
 4 giraffe 5 kangaroo 6 snake
 7 monkey 8 chicken

Exercise 2



Exercise 3

- 1 W 2 W 3 I 4 F 5 W 6 F 7 F
 8 F 9 W 10 W 11 F 12 I 13 W
 14 I 15 I

Exercise 4

- 1 g 2 d 3 e 4 f 5 h 6 b 7 a
 8 c

Exercise 5

- 1 a 2 a 3 b 4 c 5 b

Exercise 6

- 1 feathers 2 tails 3 fur 4 wings
 5 claws 6 wings

Exercise 7

- 1 flies; wings 2 swims; feathers
 3 climbs; a tail 4 meat; claws
 5 jumps; fur 6 bites; sea

Exercise 8

- 1 butterflies 2 wings 3 sheep
 4 rabbits 5 tails 6 claws 7 ducks
 8 tortoise

3.2

Exercise 1

- 1 wasn't; was 2 were
 3 weren't; was; were
 4 was; was 5 wasn't; was
 6 was; were; weren't

Exercise 2

- 1 Were you tired after football yesterday?
 2 Were your friends at the party?
 3 Was Marie in class this morning?
 4 Were the shops open yesterday evening?
 5 Was the film interesting?
 6 Was Tim at your house last night?

Exercise 3

- 1 Yes, I was. 2 they weren't 3 she was
 4 they were 5 it wasn't 6 he wasn't

Exercise 4

- 1 in 2 at; on 3 at 4 at 5 in; at
 6 in

Exercise 5

- 1 When were you in Switzerland?
 2 Where were they at lunchtime?
 3 Who were you with after school?
 4 What was the weather like in Italy?
 5 When/What time was the film on TV?
 6 Who was on the phone?

Exercise 6

- 1 Where 2 weren't 3 wasn't 4 in
 5 was 6 were 7 Was 8 was 9 were
 10 What 11 Was 12 wasn't

3.3

Exercise 1

- 1 forgetful 2 lovable 3 aggressive
 4 adventurous 5 impulsive

Exercise 2

- 1 D 2 T 3 T 4 T 5 F 6 F 7 D

Exercise 3

- 1 instinct 2 enormous 3 orphaned
 4 jungle 5 charity 6 survive 7 nest
 8 volunteer

Exercise 4

- 1 e 2 a 3 d 4 c 5 b

3.4

Exercise 1

- 1 Calm 2 matter 3 wrong

Exercise 2

- 1 wanted 2 helped 3 looked
 4 decided 5 arrived 6 walked

Exercise 3

- 1 didn't need 2 didn't phone
 3 didn't study 4 didn't walk
 5 didn't promise 6 didn't watch

Exercise 4

- 1 Did he phone you yesterday? Yes, he did.
 2 Did you answer the teacher's question? No, I didn't.
 3 Did they walk to the party? Yes, they did.
 4 Did I look OK in my new dress? Yes, you did.
 5 Did the police look for the dog? No, they didn't.
 6 Did the TV programme finish at 9.30? No, it didn't.

Exercise 5

- 1 Did you watch; didn't watch; watched
 2 did you phone; phoned
 3 Did you listen; listened
 4 did the film end; ended
 5 did the band play; played; didn't play
 6 Did it rain; it didn't (rain)

Exercise 6

- 1 asked 2 played 3 changed
 4 didn't play 5 decided 6 looked
 7 printed 8 didn't finish 9 promised

3.5

Exercise 1

- 1 d E 2 e F 3 f B 4 b D 5 a A
 6 c C

Exercise 2

1 A 2 D 3 B 4 C 5 E

Exercise 3

1 a 2 c 3 a 4 b 5 b

3.6**Exercise 1**

Apologising: It's all my fault.

I'm so sorry.

Accepting apologies:

Never mind; I totally understand

These things happen.; No problem.

Not accepting apologies:

You can't be serious!;

I'll never forgive you!;

How could you be so careless?;

I'm really angry about this.

Exercise 2

1 c 2 c 3 a 4 c 5 b

Exercise 3

1 feel; serious 2 Never

3 apologise; problem 4 totally

5 accident; careless 6 serious; forgive

3.7**Exercise 1**

1 monkeys and chimps

2 Cambridge University

Exercise 2

1 famous 2 born 3 lived 4 worked

5 returned 6 started 7 works

Exercise 3

1 C 2 B 3 D 4 A

Exercise 4

1 TV presenter 2 1973

3 British Airways 4 Biology

5 karate 6 Colombian 7 five

8 *Tiger Wars* 9 2014**Exam Skills****Exercise 1**

1 B 2 B 3 A 4 C 5 A

Exercise 2

Possible answers:

1 interesuje się psami

2 sześć miesięcy

3 opowiada jej

Video Unit 3 Lesson 4**Exercise 1**

A 1 wrong 2 Calm 3 answered

4 hurried 5 promised

B 1 find 2 matter 3 decided

4 happen 5 Did

Video Unit 3 Lesson 6**Exercise 1**

1 She was on holiday. 2 Krystal's dog

3 Lee 4 in the park

5 He can't find Daisy. 6 Amy

Exercise 2

1 d 2 j 3 a 4 g 5 k 6 c 7 e 8 i

9 b 10 f 11 h

Unit 4**4.1****Exercise 1**

1 digital camera 2 tablet

3 CD player 4 games console

5 smartphone 6 e-reader

7 DVD player 8 MP3 player

Exercise 2

1 games console 2 e-reader

3 smartphone 4 CD player

5 MP3 player/tablet

6 DVD player 7 digital camera

Exercise 3

1 listen 2 surf 3 take 4 read

5 watch 6 check 7 make 8 play

Exercise 4

1 h 2 a 3 c 4 e 5 f 6 g 7 d

8 b

Exercise 5

1 battery 2 keyboard 3 joystick

4 memory 5 USB ports 6 pen drive

Exercise 6

1 c 2 b 3 a 4 c 5 c 6 b

Exercise 7

1 check 2 messages 3 smartphone

4 surf 5 play 6 DVD player

7 e-reader 8 pen drive 9 charge

4.2**Exercise 1**

1 cost 2 bought 3 lost 4 did

5 forgot 6 went 7 took 8 found

Exercise 2

A	T	O	S	C	N	P	T	E	P
N	T	V	R	Q	A	U	G	Y	A
C	D	I	R	D	E	T	L	O	I
T	I	S	A	I	W	S	E	N	T
T	S	H	E	D	T	T	F	E	M
A	N	D	E	N	N	O	T	H	E
G	O	L	P	N	P	L	S	V	W
D	I	E	O	T	F	E	A	H	W
D	A	P	P	X	R	G	W	Z	Q
Z	I	G	T	C	S	C	E	R	N

Exercise 3

1 got 2 stole 3 gave 4 forgot

5 sent 6 cost 7 saw/asked 8 put

Exercise 4

1 saw; did you see; didn't see; saw

2 bought; did they buy; didn't buy; bought

3 gave; did she give; didn't give; gave

4 left; did they leave; didn't leave; left

Exercise 5

1 The new electronics store opened yesterday. Did you go?

2 I went with Tina. We arranged to meet for lunch.

3 Where did you go?

4 We found a table at Marco's.

5 What did you have?

6 I had pizza. Tina didn't eat anything.

She wasn't hungry.

7 So, how many gadgets did you buy?

8 I didn't buy any! We didn't stay long. It was very crowded!

4.3**Exercise 1**

1 keep 2 switch 3 Hang 4 give

5 Check 6 Look

Exercise 2

1 F 2 C 3 A 4 D 5 B

Exercise 3

1 T 2 T 3 F 4 D 5 F

4.4**Exercise 1**

1 b 2 a 3 e 4 d 5 c

Exercise 2

A: learn; remember; decide; agree; try; would like; forget; need; want

B: keep, don't mind; love; prefer; stop; can't stand; enjoy; finish; hate; like

Exercise 3

1 watching 2 going/going

3 to charge 4 to leave 5 to use

6 getting

Exercise 4

1 going 2 reading 3 looking

4 to reply 5 watching 6 to make

7 to film 8 running 9 working

10 to fix 11 to study 12 to design

4.5**Exercise 1**

1 search 2 share 3 download

4 chat 5 Click 6 upload

Exercise 2

1 computers 2 A 3 three hours

4 2001 5 million 6 writer

Exercise 3

1 a 2 c 3 a 4 c 5 a

Exercise 4

1 on 2 up 3 up 4 in 5 out

Exercise 5

1 out 2 on 3 in 4 up 5 up

4.6**Exercise 1**

1 connect; give 2 up; crashed

3 virus 4 died 5 working 6 program

Exercise 2

1 first; Then 2 all; later 3 suddenly

4 Finally 5 that 6 end

Exercise 3

A 1 b 2 a At first 3 d; Then

4 c; Finally

B 1 b 2 d; First of all 3 c; Next

4 a, In the end

C 1 d 2 a; First 3 c; After that

4 b; Finally

Exercise 4

1 d 2 c 3 a 4 f 5 b 6 e

4.7**Exercise 1**

1 b 2 e 3 c 4 d 5 a 6 f

Exercise 2Across: 2 website 3 update 6 gadget
8 desktop

Down: 1 virus 4 text 5 mouse 7 app

Exercise 31 who 2 that/which 3 that/which
4 that/which 5 who 6 where
7 which**Exam Skills****Exercise 1**1 websites 2 to find 3 had
4 designed 5 could**Exercise 2**1 bought me 2 to charge the battery
3 I go online 4 I often check
5 my fingers hurt**Exercise 3**1 Ron Dean 2 11 Africa Drive 3 12B
4 £6 an hour 5 07345213785
6 evening**Video Unit 4 Lesson 2****Exercise 1**

Possible answer: Lee borrowed his sister Ruby's smartphone without asking her. He put it back into the pocket of her jeans which were on her chair. Ruby saw the jeans in the washing machine and thinks her phone is still in the pocket.

Exercise 21 R 2 L 3 R 4 R 5 D 6 L 7 L
8 R 9 M 10 M 11 R 12 M**Video Unit 4 Lesson 6****Exercise 1**

Possible answers:

Then she went to the living room and asked Lee about her phone.
Next, Lee told her that the phone was in her black jeans.Suddenly, Ruby remembered that her jeans were in the washing machine.
In the end, the phone was OK and her mum gave it to her.**Exercise 2**

Possible answers:

- First, he couldn't find the charger. He bought a new battery. Then the microphone didn't work. Lee didn't know where to plug it in.
- Next, the computer crashed. After that, Lee decided to phone Amy. He asked her to come and help him.
- Amy didn't want to go to Lee's house. In the end she agreed (to help him).
- Suddenly, Ruby came in. She saw Lee with her phone.

Unit 5**5.1****Exercise 1**1 bookcase 2 toilet 3 washing machine
4 sofa 5 switch 6 mirror**Exercise 2**

S	S	S	M	Y	W	C	G	O	B
W	M	H	D	S	A	U	M	E	E
I	I	K	R	A	S	P	T	A	P
T	R	S	M	R	H	B	T	O	X
C	R	A	O	M	B	O	X	M	T
H	O	V	I	C	A	A	K	K	O
R	R	U	X	H	S	R	F	L	I
D	D	L	V	A	I	D	L	P	L
N	K	B	G	I	N	A	Q	N	E
P	N	F	A	R	W	V	B	N	T

Exercise 31 wardrobe 2 lamp 3 mirror
4 curtains 5 tap 6 floor**Exercise 4**1 shower 2 washing machine 3 tap
4 bookcase 5 cupboard 6 mirror
7 curtains 8 lamp**Exercise 5**1 on 2 next to 3 in front of
4 between 5 above 6 behind
7 under 8 opposite**Exercise 6**

1 b 2 b 3 c 4 a 5 a

Exercise 71 shower 2 washbasin 3 switch
4 armchair 5 floor 6 curtains
7 ceiling 8 desk**Exercise 8**1 kitchen 2 window 3 sink 4 living
5 sofa 6 wardrobe 7 rug 8 walls
9 bathroom**5.2****Exercise 1**1 do 2 load; take 3 make 4 sweep
5 tidy 6 dry 7 set**Exercise 2**1 quickly 2 happy 3 cheerfully
4 angrily 5 noisily 6 bad**Exercise 3**A: carefully; angrily; badly; slowly;
cheerfully; noisily; sadly; quickly
B: fast; late; hard; early; right; wrong**Exercise 4**1 slowly 2 fast 3 carefully 4 hard
5 well 6 wrong 7 late 8 badly**Exercise 5**

1 c 2 a 3 e 4 f 5 b 6 d

Exercise 61 bad 2 late 3 very 4 take
5 angry 6 wrong 7 so 8 tidy
9 carefully 10 right 11 late 12 well
13 that**5.3****Exercise 1**1 bright 2 cosy 3 narrow 4 large
5 modern 6 messy**Exercise 2**

1 F 2 T 3 D 4 T 5 D 6 T 7 D

Exercise 31 on 2 out 3 out of 4 down
5 up at**5.4****Exercise 1**1 can't 2 can't 3 can 4 Can
5 can't 6 can; can't**Exercise 2**

- Do you have to leave soon?
- My dad has to get up early.
- I don't have to tidy my room.
- Does your mum have to cook every day?
- My dog doesn't have to sleep outside.
- Do you have to help with the housework?

Exercise 3

1 b 2 a 3 c 4 c 5 b 6 a

Exercise 4

- Do you have to get home before 10.30?
- We don't have to do Exercise 4 for homework.
- The teacher has to arrive at school before 8.00.
- Peter doesn't have to take the rubbish out at weekends.
- Does your dad have to take the train to work?
- At university my sister doesn't have to get up early every day.

Exercise 51 to 2 don't 3 can 4 can 5 can't
6 has 7 does 8 have 9 must**5.5****Exercise 1**1 park 2 station 3 hotel 4 library
5 café 6 castle**Exercise 2**1 cinema 2 estate 3 church
4 museum 5 post office**Exercise 3**1 Mann 2 1876 3 town centre
4 £5.00 5 5.30**Exercise 4**

Tick: 1, 4, 5, 7, 9

5.6**Exercise 1**1 advice 2 good; Thanks 3 Why
4 should 5 don't 6 think 7 terrible**Exercise 2**

1 c 2 b 3 a 4 b

Exercise 3

1 c, a, b 2 c, b, a 3 b, a, c

Exercise 4

1 d 2 f 3 b 4 e 5 g 6 c 7 a

5.7**Exercise 1**

1 you 2 well 3 Guess 4 called 5 in
6 far 7 flat 8 on 9 in 10 have
11 care

Exercise 2

1 C 2 A 3 D 4 A 5 B

Exercise 3

- a 5 b 1 c 4 d 2 e 3
a We went to the beach and we swam
in the sea.
b I bought some postcards but I forgot
to send them.
c We spoke English a lot because
Jacques needs to improve.
d I didn't like the cheese so I didn't try it
again!
e Jacques took me to an art gallery but
it wasn't open on Wednesdays.

Exam Skills**Exercise 1**

1 B 2 D 3 C 4 A

Exercise 2

1 T 2 F 3 F 4 F 5 T

Exercise 3

1 works really hard 2 am never later
3 have to ask 4 stay up late
5 a terrible idea

Video Unit 5 Lesson 4**Exercise 1**

1, 3, 4, 6, 8, 9

Exercise 2

1 ten 2 eleven 3 at weekends
4 tidy my room 5 do my homework
6 make-up 7 ten 8 9.30

Video Unit 5 Lesson 6**Exercise 1**

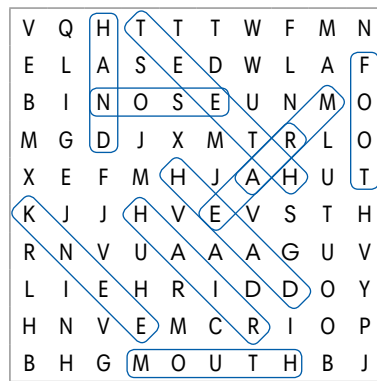
1 K 2 B 3 K 4 A 5 K 6 B 7 A
8 K 9 K

Exercise 2

1 explore 2 advice 3 canal 4 pretty
5 kidding 6 terrible 7 safe 8 centre
9 hang 10 why

Unit 6**6.1****Exercise 1**

1 head 2 nose 3 mouth 4 teeth
5 arm 6 knee 7 foot 8 leg 9 hand
10 ear 11 eye 12 hair

Exercise 2

Words not in the word search: leg, eye

Exercise 3

1 brain 2 skin 3 heart 4 muscles
5 beard 6 stomach

Exercise 4

1 toes 2 fingers 3 shoulders
4 bones 5 knee 6 elbow

Exercise 5

1 D 2 A 3 B 4 C

Exercise 6

1 e 2 b 3 d 4 c 5 a

Exercise 7

1 b 2 c 3 a 4 b 5 a 6 b 7 c
8 c

Exercise 8

1 has 2 gets 3 broke 4 teeth
5 muscles

6.2**Exercise 1**

1 c 2 d 3 g 4 e 5 b 6 j 7 h
8 a 9 f 10 i

Exercise 2

A: vegetable; banana; crisps; sandwich;
hot dog; chocolate bar; nut; sweet;
thing; burger; chips
B: salami; salad; fruit; cake; yoghurt;
bread; food; time; sugar; meat;
chocolate

Exercise 3

1 How many burgers do you eat
a month?
2 I eat too much cake.
3 There isn't much food in the fridge.
4 How much salt do you put on your
food?
5 I've got some crisps for lunch.
6 You should eat a lot of fruit.
7 They haven't got any chips on the
menu.
8 Do they sell any nuts here?

Exercise 4

1 many; any; any; some 2 much; a lot
3 many 4 much 5 a lot

Exercise 5

1 Some 2 too 3 lot 4 much
5 any 6 any 7 of 8 some 9 many
10 Some 11 lot 12 how

6.3**Exercise 1**

1 fall 2 have 3 stay 4 get; wake
5 get 6 go 7 sleep

Exercise 2

1 b 2 c 3 b 4 c 5 a

6.4**Exercise 1**

1 was dancing 2 was sleeping
3 were watching 4 was walking
5 was playing; was doing
6 were waiting

Exercise 2

1 I wasn't talking to Danny when you
saw me. Was I talking to Danny when
you saw me?
2 Jake wasn't doing his homework
during the lesson. Was Jake doing his
homework during the lesson?
3 The students weren't eating chips and
salad. Were the students eating chips
and salad?
4 You weren't playing well in the match.
Were you playing well in the match?
5 The teacher wasn't explaining
a difficult grammar point. Was
the teacher explaining a difficult
grammar point?
6 You weren't having lunch when
Sammy arrived. Were you having
lunch when Sammy arrived?

Exercise 3

1 f 2 a 3 c 4 e 5 b 6 d

Exercise 4

1 were eating; started
2 were doing; rang
3 was shopping; met
4 arrived; was watching
5 wasn't looking; fell; was talking
6 were you doing; phoned

Exercise 5

1 woke up 2 was hurting 3 went
4 was sitting 5 was reading 6 said
7 looked 8 saw 9 sat 10 chatted
11 was riding 12 fell
13 were chatting 14 called 15 went
16 didn't see

6.5**Exercise 1**

1 sick 2 headache 3 sore throat
4 coughing 5 sneezing
6 stomachache 7 fever 8 allergy
9 temperature 10 flu

Exercise 2

1 sick 2 hay fever 3 headache
4 flu 5 sore throat 6 food allergy
7 temperature

Exercise 3

1 b 2 b 3 b 4 c 5 a

Exercise 4

1 D 2 T 3 F 4 T 5 F 6 D

6.6

Exercise 1

1 matter 2 How 3 flu 4 sick
5 back 6 down 7 Have 8 in bed
9 medicine 10 make 11 go

Exercise 2

1 I feel terrible.
2 I've got a bad toothache
3 You should take an aspirin.
4 You should make an appointment
with the dentist.
5 You should stay in bed.
6 I've got a broken leg.

Exercise 3

1 wrong; feel; should
2 feeling; terrible; make
3 What's; sneezing; hay fever; an aspirin

Exercise 4

1 e 2 c 3 a 4 f 5 d 6 b

6.7

Exercise 1

1 out 2 up 3 up 4 on 5 up
6 after 7 out 8 on 9 out 10 out
11 off 12 up

Exercise 2

1 found out 2 looked after 3 took up
4 hang out 5 going on 6 gave up
7 check out 8 fell out 9 top up
10 went off 11 got on well
12 picked up

Exercise 3

1 b 2 c 3 b 4 a 5 c 6 b 7 c
8 a

Exercise 4

1 h 2 a 3 e 4 d 5 c 6 g 7 f
8 b

Exam Skills

Exercise 1

1 C 2 A 3 B 4 E

Exercise 2

Possible answers:
1 help 2 I'm 3 Why don't you 4 Fine
5 it cost 6 I'll

Exercise 3

1 B 2 B 3 C 4 C 5 B

Video Unit 6 Lesson 2

Exercise 1

crisps, water, Thai soup, banana,
chicken sandwiches
Billy: crisps, banana
Amy: water, Thai soup, chicken
sandwiches

Exercise 2

Students' own answers

Video Unit 6 Lesson 6

Exercise 1

1 c 2 b 3 a

Exercise 2

Students' own answers

Unit 7

7.1

Exercise 1

1 newsagent's 2 bookshop
3 shoe shop 4 butcher's
5 florist's 6 bakery 7 greengrocer's
8 clothes shop 9 pharmacy

Exercise 2

1 bakery 2 clothes shop
3 greengrocer's 4 newsagent's
5 butcher's 6 shoe shop 7 pharmacy
8 florist's

Exercise 3

1 jar 2 packet 3 bunch 4 box
5 bottle 6 can

Exercise 4

1 c 2 e 3 a 4 f 5 b 6 g 7 h
8 d

Pictures:

A a loaf of bread
B a box of matches
C a bag of apples
D a bunch of flowers
E a packet of crisps
F a bar of chocolate
G a bottle of lemonade
H a jar of jam

Exercise 5

1 c 2 b 3 a 4 b 5 a 6 c 7 b
8 a

Exercise 6

1 greengrocer's 2 bag
3 newsagent's 4 packets 5 box
6 bakery 7 loaf 8 butcher's
9 jar 10 bottles

7.2

Exercise 1

1 older 2 nicer 3 warmer
4 the longest 5 better
6 the most expensive 7 the happiest
8 worst

Exercise 2

1 shorter than; taller than; the tallest
2 smaller than; bigger than; the biggest
3 cheaper than; more expensive than;
the most expensive
4 happier than; sadder than;
the happiest

Exercise 3

1 as tall as me
2 as cold here as it is in Scotland
3 as interesting as this programme
4 as expensive as yours/your jeans
5 as comfortable as my new bed/this
one
6 as tidy as my sister's

Exercise 4

1 happier 2 easier 3 better 4 long
5 more difficult 6 the worst
7 the best 8 higher 9 more relaxed
10 the noisiest

7.3

Exercise 1

1 department store 2 escalator
3 trolley 4 car park 5 shoppers
6 food court 7 public toilets
8 multi-screen cinema

Exercise 2

1 D 2 T 3 F 4 T 5 D 6 F

Exercise 3

1 chore 2 designer 3 counter
4 motto 5 customer 6 scene

7.4

Exercise 1

1 'm going to phone
2 're going to look
3 Is your mother going to get
4 'm not going to become
5 's going to get
6 Are you going to email

Exercise 2

1 's starting 2 'm having
3 Are you flying 4 is opening
5 aren't meeting 6 's playing

Exercise 3

1 'm going to ask dad 2 catching
3 going to have 4 going to work
5 arriving 6 giving 7 going to spend
8 going to read

Exercise 4

1 'm having 2 'm going
3 's going to buy 4 'm going to show
5 'm playing 6 's going to bring
7 Are you doing
8 'm going to check out
9 'm going to make

7.5

Exercise 1

1 piggy bank 2 pocket money
3 price 4 sales 5 wallet/purse
6 change

Exercise 2

1 e 2 a 3 g 4 c 5 d 6 f 7 b

Exercise 3

1 T 2 F 3 T 4 T 5 F 6 T

Exercise 4

1 c 2 b 3 a 4 a 5 c 6 c

7.6

Exercise 1

1 one 2 ones 3 ones 4 one 5 one
6 one

Exercise 2

1 help 2 sale 3 size 4 much
5 forget 6 take

Exercise 3

1 I'm looking for a jacket.
2 How much is it?
3 Can I try this on, please?
4 The changing rooms are over there.
5 Have you got it in another colour?
6 These are too small.

Exercise 4

1 a 2 f 3 e 4 d 5 c 6 b

Exercise 51 g 2 d 3 a 4 e 5 h 6 f 7 b
8 c**7.7****Exercise 1**1 going 2 Help 3 can't 4 Would
5 Can 6 Perhaps 7 should 8 Let's
9 leaving 10 planning 11 there
12 Let 13 hope**Exercise 2**

Possible answers:

- 1 Hi Sara,
Danny and I are going to the beach
this afternoon.
Would you like to come? We're leaving
about two o'clock. Perhaps we could
pick you up outside your house?
Let me know.
Love, Anna
- 2 Hi Anna,
Yes, please. Let's meet outside my
house at 2.05.
See you soon.
Sara
- 3 Hi Dean,
My computer's not working! Can you
help? Perhaps you could come round
after school?
I hope you can help.
Mick

Exercise 31 Jake 2 his eighteenth birthday
3 Sunday 4 12.30 until ???
5 plate of food 6 bus
7 bus stop/12.15**Exam Skills****Exercise 1**1 to look after Ray (her brother)
2 tall blond guy
3 was in an accident / hurt his back
4 11.30 p.m.**Exercise 2**

1 B 2 B 3 C 4 A 5 C 6 A

Exercise 3

Possible answers:

1 cztery tysiące ludzi 2 prawie
wszystko / niezwykle zwierzęta, lwy
3 królowa Anglii**Video Unit 7 Lesson 4****Exercise 1**

Hi, Amy. Listen – it's my mum's fortieth
birthday next Tuesday and Ruby and
I want to buy her something special.
So we're going to take the train to
Clearwater Shopping Centre on
Saturday, get mum a present and
then we're going to see a film at the
Multiplex. Oh and I'm going to buy
some trainers and Ruby's going to buy
some posters. Are you going to study
again or can you come with us? Hope
so! Oh, we're not going to tell anybody
– it's a surprise.

Exercise 21 Hi, Lee. 2 Yes, but what time are we
taking the train? I can't remember.
3 Thanks for telling me! 4 Great! See
you tomorrow at 10.15!**Exercise 3**Lee: Amy! We're at the bus stop! Where
are you?

Amy: On the bus!

Ruby: Lee – look, there's Amy! She's on
the wrong bus.

Lee: Oh no!

Video Unit 7 Lesson 6**Exercise 1**

Students' own answers

Exercise 2

Students' own answers

Unit 8**8.1****Exercise 1**1 E 2 G 3 A 4 C 5 B 6 F 7 H
8 D**Exercise 2**

1 e 2 a 3 d 4 c 5 b

Exercise 31 receptionist 2 architect
3 mechanic 4 journalist 5 artist
6 farmer 7 chef 8 pilot**Exercise 4**1 builder 2 postman 3 electrician
4 waiter 5 pilot 6 police officer
7 tour guide 8 farmer 9 soldier
10 gardener**Exercise 5**1 wear 2 from 3 alone 4 happy
5 earn 6 time 7 weekend 8 team**Exercise 6**

1 Some people work from nine to five.
2 Are you happy at work?
3 Farmers don't work indoors.
4 I wouldn't like to wear a uniform.
5 You must get to work on time.
6 Firefighters need to work in a team.
7 Do teachers have to work at the
weekend?
8 Secretaries usually work indoors.
9 Bus drivers often have to start work
early.

Exercise 71 job 2 waiter 3 money 4 in
5 chef 6 weekend 7 uniform
8 journalist 9 architect 10 get
11 at**8.2****Exercise 1**1 break 2 timetable 3 course book
4 uniform 5 test 6 classroom**Exercise 2**1 will get 2 will rain 3 'll be
4 'll break 5 'll win 6 will work**Exercise 3**

1 N: Danny won't pass the exam.
Q: Will Danny pass the exam?
2 N: It won't rain tomorrow.
Q: Will it rain tomorrow?
3 N: Prices won't be lower in the
summer. Q: Will prices be lower in the
summer?
4 N: In the future children won't start
school at the age of three.
Q: In the future will children start
school at the age of three?

Exercise 4

1 I won't be long.
2 Will you help me with this homework
later?
3 It will only take an hour.
4 I don't think Miss Jones will teach us
next term.
5 Where will your family live in England?
6 People will live longer in the future.

Exercise 5

1 will shopping be 2 'll do
3 won't need 4 will tell
5 won't have to 6 will drive
7 will robots choose 8 will 9 'll go
10 'll see 11 'll decide 12 won't have
13 'll pay 14 won't be

8.3**Exercise 1**1 temporary 2 part-time 3 summer
4 full-time**Exercise 2**

1 c 2 a 3 b 4 c 5 b 6 b

Exercise 3

1 T 2 F 3 D 4 T 5 D 6 F 7 F

Exercise 41 admired 2 realistic 3 survey
4 ambitious 5 definite 6 princesses**8.4****Exercise 1**1 revise 2 failed 3 take 4 getting
5 get 6 cheated**Exercise 2**

1 If dad doesn't arrive home soon, his
dinner will be cold.
3 I'll be happy if I get a good mark.
4 If I get home too late, I won't call you.
5 I won't go running if it's very cold and
rainy.
6 If I get a summer job, I'll earn lots of
money.
7 If you don't go to bed soon, you'll be
very tired tomorrow.

Exercise 3

1 g 2 f 3 d 4 e 5 a 6 b 7 c

Exercise 4

1 drives, 'll get 2 won't buy; don't want
3 'll be; leave 4 go; 'll have
5 will have to; becomes
6 doesn't give; 'll be 7 Will you wait; is

Exercise 5

1 miss 2 go 3 'll be 4 spend
5 won't have 6 ask 7 'll give
8 will you buy 9 don't see

8.5

Exercise 1

1 Matches teacher 2 staff room
3 pupil 4 cloakroom

Exercise 2

1 college 2 head 3 pupil 4 science
5 library 6 classmate 7 gymnasium
8 cloakroom 9 playground
10 education

Exercise 3

1 make 2 write 3 do; do 4 give

Exercise 4

1 B 2 A 3 B 4 A 5 C

8.6

Exercise 1

a I will definitely go to bed early tonight.
b I might go shopping tomorrow.
c I definitely won't watch the horror film.
d I probably won't finish this essay today.
e I will probably email some friends this evening.

Exercise 2

1 a 2 e 3 b 4 d 5 c

Exercise 3

1 I'll definitely learn to play the guitar.
2 I probably won't win lots of money/ the lottery.
3 I'll definitely learn to drive.
4 I'll probably buy a house.
5 I may/might have (two) children.
6 I probably won't go on a safari holiday.
7 I definitely won't run a marathon.

Exercise 4

1 e 2 b 3 d 4 f 5 c 6 a

8.7

Exercise 1

1 at 2 on 3 in 4 of 5 at 6 of
7 at 8 about 9 at
1 H 2 D 3 C 4 A 5 E 6 F 7 G
8 I 9 B

Exercise 2

a 3 b 9 c 4 d 8 e 5 f 1 g 6
h 2 i 7

Exercise 3

1 b 2 a 3 c 4 c 5 a 6 c 7 b
8 a 9 a

Exam Skills

Exercise 1

1 P 2 F 3 P 4 P 5 F

Exercise 2

Possible answers:
1 Do you have
2 When/Where is it?
3 Well
4 it is not possible
5 see/use it
6 I help

Exercise 3

1 has 2 take 3 do 4 ask 5 yet

Video Unit 8 Lesson 4

Exercise 1

Part 1:

1 Lee is combing his hair and looking in the mirror.
2 Lee looks annoyed.
3 Lee is picking up his phone and keys.
4 Lee's mum is talking to him. She looks serious.
5 Lee is going upstairs.
6 Lee is closing his bedroom door.
7 Lee is taking his coat from his wardrobe.
8 Lee is going downstairs.

Part 2:

1 Amy looks shocked.
2 Lee is switching off his phone.
3 Lee is answering his phone.
4 Amy is talking on her phone.
5 Lee is talking and writing.
6 Lee is writing in his notebook.

Exercise 2

Part 1:

Lee is combing his hair and looking in the mirror. Lee is taking his coat from his wardrobe. Lee is picking up his phone and keys. Lee is closing his bedroom door. Lee is going downstairs. Lee's mum is talking to him. She looks serious. Lee looks annoyed. Lee is going upstairs.

Part 2:

Lee is writing in his notebook. Lee is answering his phone. Amy is talking on her phone. Lee is talking and writing. Amy looks shocked. Lee is switching off his phone.

Exercise 3

Students' own answers.

Video Unit 8 Lesson 6

Exercise 1

1 A 2 B 3 B 4 A 5 A 6 L 7 L

Exercise 2

1 dates 2 ruler 3 idea 4 probably
5 panicked 6 hand 7 thought
8 throw 9 bathroom 10 cheat
11 remember 12 revise

Exercise 3

Students' own answers.

Unit 9

9.1

Exercise 1

1 beach 2 cliff 3 lake 4 river
5 forest 6 island 7 rocks 8 sea

Exercise 2

Across: 3 jungle 4 rainforest 6 ocean
8 waterfall 9 desert
Down: 1 mountain 2 volcano 5 field
7 coast

Exercise 3

1 a mountain 2 a river 3 a desert
4 a beach 5 a cliff 6 rainforest
7 a field

Exercise 4

a 7 b 4 c 5 d 1 e 6 f 3 g 2

Exercise 5

1 in 2 in 3 by 4 on 5 on 6 by

Exercise 6

1 b 2 c 3 a 4 c 5 a 6 b 7 a

Exercise 7

1 features 2 country 3 coast
4 rivers 5 fields 6 sea 7 beaches
8 islands 9 cliffs

9.2

Exercise 1

1 have slept 2 has written
3 has eaten 4 have played
5 have won 6 has seen

Exercise 2

1 I've never been to Italy.
2 Have you ever eaten rabbit?
3 Our teacher has never forgotten to mark our homework.
4 We haven't seen the new horror film.
5 My brother has never played football.
6 Has your computer ever crashed?
7 How many times have you been to France?

Exercise 3

1 Have you ever met someone famous?
2 I have never flown in a helicopter.
3 Erin hasn't seen the new TV talent show.
4 How many people have you invited to your party?
5 We haven't studied the Present Perfect before.
6 Have your parents ever lived in another country?
7 Which countries in Europe have you visited?
8 My friends have never eaten Chinese food.

Exercise 4

1 Have you been 2 've travelled
3 've been 4 've stayed
5 Have you ever given 6 've done
7 've also done 8 've learnt
9 've made

9.3

Exercise 1

1 b 2 a 3 c 4 b 5 b

Exercise 2

1 c 2 b 3 b 4 b 5 a

Exercise 3

1 mountaineer 2 partner 3 survivor
4 rope 5 operation 6 director

9.4

Exercise 1

- 1 I've just woken up.
- 2 I've already read that book.
- 3 We haven't studied the grammar yet.
- 4 Mick has just phoned.
- 5 Has the teacher marked our homework yet?
- 6 I haven't been to the beach yet.

Exercise 2

a 4 b 1 c 6 d 2 e 5 f 3

Exercise 3

- 1 Have you been to the new exhibition yet?
- 2 Dad has just booked our holiday in Spain.
- 3 I haven't spoken to Bill about the concert yet.
- 4 We've already seen that film.
- 5 I've just opened your email.
- 6 Has she already invited you to the party?

Exercise 4

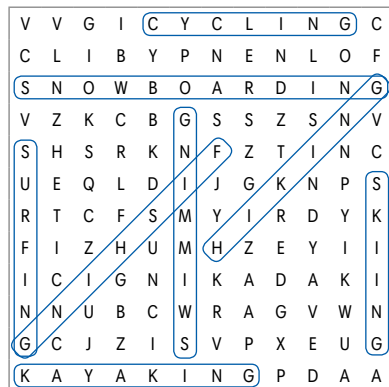
- 1 I've just spoken to Pat.
- 2 I've already done my homework.
- 3 I haven't tidied my room yet.
- 4 Have you cleaned the car yet?
- 5 My friend has just sent me a really funny video clip.
- 6 We have already been to the museum.

Exercise 5

1 b 2 b 3 c 4 b 5 a 6 b 7 c 8 c

9.5

Exercise 1



A fishing B cycling C surfing
D skiing E kayaking F swimming
G snowboarding H hiking

Exercise 2

- 1 trekking 2 biking 3 scuba 4 rock 5 windsurfing

Exercise 3

- 1 helmet 2 compass 3 wetsuit 4 paddles 5 gloves 6 goggles 7 boots

Exercise 4

1 c 2 g 3 e 4 d 5 a

9.6

Exercise 1

- 1 it 2 ahead 3 Can 4 a 5 afraid 6 can't 7 problem

Exercise 2

- 1 AFP 2 GP 3 AFP 4 AFP 5 RP 6 RP 7 GP

Exercise 3

- 1 c, a, b 2 b, a, c 3 d, b, c, a

Exercise 4

- 1 h 2 e 3 a 4 f 5 d 6 b 7 c 8 g

9.7

Exercise 1

- 1 bought 2 sunbathed 3 visited 4 ate 5 watched 6 had 7 made 8 went

Exercise 2

- 1 Here 2 're having 3 been 4 staying 5 to 6 'm going 7 See 8 PS

Exercise 3

- 1 d; Here we are in Bournemouth.
- 2 a; The weather has been brilliant.
- 3 c; We've been to lots of nice places.
- 4 e; Tomorrow I'm going windsurfing.
- 5 b; Lots of love

Exam Skills

Exercise 1

1 E 2 D 3 C 4 A

Exercise 2

- 1 Have you heard 2 has just called 3 He's already arrived 4 did you like 5 have never tried

Exercise 3

Possible answers:

- 1 I have been
- 2 What was the weather like?
- 3 I have never been
- 4 Would you like to come
- 5 I haven't used

Video Unit 9 Lesson 4

Exercise 1

- 1 the train tickets 2 the train timetable 3 the map 4 the tents 5 packing 6 food 7 Billy's uncle

Exercise 2

Students' own answers

Exercise 3

Students' own answers

Video Unit 9 Lesson 6

Exercise 1

Students' own answers

Extra Practice Unit 1

1.2 Grammar

Exercise 1

- 1 don't speak 2 goes 3 gets up 4 doesn't like 5 live 6 studies

Exercise 1

- 1 Jack sometimes listens to jazz.
- 2 Tim's jokes are always funny.
- 3 Sally often watches documentaries.
- 4 Grandad is usually at home on Sundays.
- 5 I never go out on Mondays.
- 6 Dylan sometimes writes short stories.

Exercise 3

- 1 reading 2 sometimes 3 doesn't 4 don't 5 prefer

1.4 Grammar

Exercise 4

- 1 Do you walk; I/we do
- 2 Does Adam drive; he does
- 3 Does Laura speak; she doesn't
- 4 Do your parents listen; they do
- 5 Do you and Amy like; we don't
- 6 Does Phil read; he doesn't

Exercise 5

- 1 Where do your cousins live?
- 2 What time does the film start?
- 3 How do you go to school?
- 4 When does Alan meet his cousins?
- 5 How often do you visit your grandma?
- 6 What does Janet usually do on Saturdays?

Exam Class Unit 1

Exercise 6

- 1 the beginning/start
- 2 families
- 3 a month
- 4 snacks and drinks
- 5 gadgets

Exercise 7

- 1 is mad about
- 2 does Jessica go
- 3 three times a
- 4 don't know
- 5 hate taking
- 6 wants to become

Extra Practice Unit 2

2.2 Grammar

Exercise 1

- 1 Anna isn't wearing a baseball cap. She's wearing a different hat.
- 2 Jim isn't studying. He's sleeping.
- 3 Helen isn't riding a bike. She's riding a horse.
- 4 Tom and Max aren't playing football. They're playing basketball.
- 5 The dog isn't playing with a ball. It is eating.

Exercise 2

- 1 Is she watching 3 is Dad cooking
- 2 Are you using 4 Are you enjoying

Exercise 3

1 d 2 e 3 c 4 a

2.4 Grammar

Exercise 4

- 1 are we watching
- 2 walks
- 3 do you go
- 4 'm going
- 5 Is Henry studying
- 6 teaches

Exercise 5

- 1 are they doing
- 2 are making
- 3 Is he wearing
- 4 is
- 5 usually acts
- 6 Do you like
- 7 don't
- 8 is coming

Exercise 6

- 1 c 2 a 3 b 4 b 5 c 6 a

Exam Class Unit 2

Exercise 7

- 1 (He is) big-headed and bossy.
- 2 He insults her (in front of the whole class).
- 3 (He/John feels) embarrassed.

Exercise 8

- 1 D 2 C 3 F

Extra Practice Unit 3

3.2 Grammar

Exercise 1

- 1 were 2 wasn't 3 was 4 was
5 weren't 6 were

Exercise 2

- 1 Were 2 were 3 was 4 Were
5 weren't 6 Was 7 was 8 Were
9 weren't 10 was 11 was

Exercise 3

- 1 were 2 weren't 3 wasn't 4 was
5 Was 6 were 7 was 8 Were
9 were 10 wasn't

3.4 Grammar

Exercise 4

- 1 waited 2 dropped 3 studied
4 hurried 5 arrived 6 played

Exercise 5

- 1 They didn't work at the weekend.
- 2 Amy didn't like the concert.
- 3 My friends didn't watch this film last week.
- 4 I didn't walk the dog before school.
- 5 He didn't listen to rock all evening.
- 6 We didn't want to go home.

Exercise 6

- 1 Did you finish your homework?
- 2 How did the film end?
- 3 Did they help you?
- 4 What did she want to talk about?
- 5 Where did you live when you were a child?
- 6 Did she arrive late again?

Exam Class Unit 3

Exercise 7

- 1 What's the matter?

- 2 I'm (so/really) sorry.
3 could/can you be so careless?
4 it was an accident
5 must / need to / should / ought to be (more) careful

Exercise 8

- 1 were you
- 2 didn't hear
- 3 was born in
- 4 did you close
- 5 needed to study
- 6 weren't any

Extra Practice Unit 4

4.2 Grammar

Exercise 1

- 1 bought 2 took 3 had 4 left
5 saw 6 went

Exercise 2

- 1 Did Lucy eat her pizza?; she didn't
- 2 Did he sit near the window?; he did
- 3 Did they give you book for Christmas?; they didn't
- 4 Did you put your clothes in the washing machine?; I did

Exercise 3

- 1 Did you go
- 2 did you do
- 3 went
- 4 was
- 5 did you see
- 6 didn't see
- 7 saw
- 8 did you get
- 9 Did you take
- 10 took
- 11 had

4.4 Grammar

Exercise 4

- 1 having 2 walking 3 riding
4 to move 5 to give 6 to lend

Exercise 5

- 1 listening
- 2 watching
- 3 to lend
- 4 to check
- 5 running
- 6 to change

Exercise 6

- 1 to go 2 to buy 3 to find
4 cooking 5 listening 6 to play

Exam Class Unit 4

Exercise 7

- 1 D 2 A 3 C 4 E

Exercise 8

- 1 B 2 A 3 C 4 C 5 B

Extra Practice Unit 5

5.2 Grammar

Exercise 1

- 1 well 2 quickly 3 bad 4 quietly
5 easily 6 noisy

Exercise 2

- 1 carefully 2 early 3 slowly 4 angrily
5 late 6 hard

5.4 Grammar

Exercise 3

- 1 must wear
- 2 mustn't push
- 3 must put
- 4 must listen
- 5 mustn't play

Exercise 4

- 1 You have to tidy your room.
- 2 Lee doesn't have to wash the car.
- 3 Do I have to take the rubbish out?
- 4 We have to do the cooking at the weekend.
- 5 You don't have to load the dishwasher now.
- 6 Does she have to set the table every evening?

Exercise 5

- 1 don't have to
- 2 do you have to
- 3 have to
- 4 doesn't have to
- 5 has to

Exercise 6

- 1 has to 2 have to 3 don't have to
4 can 5 mustn't 6 can 7 can't
8 must

Exam Class Unit 5

Exercise 7

- 1 C 2 A 3 A 4 B 5 C

Exercise 8

- 1 D 2 E 3 A 4 C

Exercise 9

- 1 Why don't you go
- 2 he shouldn't / he mustn't / don't let him / you mustn't let him / you shouldn't let him
- 3 a terrible idea / not a good idea

Extra Practice Unit 6

6.2 Grammar

Exercise 1

- 1 c 2 a 3 a 4 b 5 b 6 a

Exercise 2

- 1 much 2 any 3 many 4 lot, any
5 lot 6 many

6.4 Grammar

Exercise 3

- 1 was doing
- 2 was she buying
- 3 wasn't buying
- 4 was having
- 5 Were you going
- 6 wasn't
- 7 was going
- 8 were people standing
- 9 were watching

Exercise 4

- 1 a 2 b 3 a 4 a 5 a

Exercise 5

- 1 was riding, fell
- 2 was eating, saw
- 3 was hiking, lost
- 4 were running, found
- 5 were chatting, came

Exercise 6

- 1 was walking 2 looked 3 felt
- 4 started 5 was trying
- 6 was standing 7 had

Exam Class Unit 6**Exercise 7**

- 1 a bone (stuck) in his throat
- 2 a long neck
- 3 pay him well
- 4 No, he didn't.
- 5 careful when you are kind / help others

Exercise 8

- 1 a cold 2 sleep 3 hay fever
- 4 make an appointment

Exercise 9

- 1 twisted/hurt/injured
- 2 shoes
- 3 painful/serious
- 4 calling/phoning
- 5 fell

Extra Practice Unit 7**7.2 Grammar****Exercise 1**

- 1 the warmest
- 2 better
- 3 the most expensive
- 4 funnier
- 5 the worst

Exercise 2

- 1 the most intelligent
- 2 more exciting
- 3 more difficult
- 4 hotter
- 5 the richest

Exercise 3

- 1 as strong as Arabic coffee.
- 2 isn't as big as Rick's (house).
- 3 wasn't as boring as the horror film.
- 4 aren't as good as Amy's (marks).

Exercise 4

- 1 warmer 2 the 3 more 4 biggest
- 5 than 6 as

7.4 Grammar**Exercise 5**

- 1 'm flying
- 2 are you going
- 3 're visiting
- 4 is your brother arriving
- 5 's taking
- 6 Are they travelling
- 7 aren't
- 8 're going

Exercise 6

- 1 are you going to do
- 2 are going to buy
- 3 Is your father going to sell
- 4 's going to give
- 5 's going to drive

6 aren't going to come

7 are you going to do

8 're going to watch

9 're going to film

10 'm not going to be

Exercise 7

- 1 are you going to do / are you doing
- 2 's going to work
- 3 're having / 're going to have
- 4 's playing
- 5 'm going to sleep
- 6 're flying

Exam Class Unit 7**Exercise 8**

- 1 B 2 A 3 B 4 C

Exercise 9

- 1 I help you
- 2 I don't think
- 3 How much are
- 4 can/could I borrow
- 5 Can you / Would you like to / Do you want to
- 6 Let's / We should do/watch

Exercise 10

- 1 'm going to
- 2 was worse than
- 3 the cheapest bag
- 4 Is he doing
- 5 not as comfortable

Extra Practice Unit 8**8.2 Grammar****Exercise 1**

- 1 will win
- 2 will watch
- 3 will never be
- 4 won't like
- 5 will the weather be
- 6 won't hurt

Exercise 2

- 1 Will Ann and John get married soon?; they won't
- 2 Will he go to university in the States?; he will
- 3 Will we see them at the party tomorrow?; we won't
- 4 Will Jenna pass all her exams?; she will
- 5 Will it be sunny tomorrow?; it won't

Exercise 3

- 1 won't work
- 2 will replace
- 3 will disappear
- 4 will use
- 5 won't stop
- 6 will be

8.4 Grammar**Exercise 4**

- 1 d 2 c 3 e 4 a 5 f 6 b

Exercise 5

- 1 fail 2 is 3 will be 4 enter 5 run
- 6 won't

Exercise 6

- 1 won't finish 2 doesn't pass
- 3 will make 4 won't go 5 see
- 6 won't take

Exam Class Unit 8**Exercise 7**

- 1 the/enough money
- 2 for a job / employment
- 3 teach you

Exercise 8

- 1 Should I wear / put on / take
- 2 think / 'm sure it will
- 3 don't we go
- 4 great/wonderful idea

Extra Practice Unit 9**9.2 Grammar****Exercise 1**

- 1 have seen
- 2 have visited
- 3 haven't eaten
- 4 haven't bought
- 5 has sent
- 6 has taken
- 7 has learnt/learned

Exercise 2

- 1 've never ridden
- 2 Have you ever been; haven't; have visited
- 3 Have you ever read; have; Have you seen; haven't; have seen
- 4 has fallen; has hurt; Has he broken
- 5 Have you lost; have lost; Have you asked; has seen

Exercise 3

- 1 has travelled
- 2 has worked
- 3 has visited
- 4 has taken
- 5 have been
- 6 haven't been
- 7 haven't written

9.4 Grammar**Exercise 4**

- 1 's just left
- 2 haven't finished
- 3 haven't met
- 4 've just had
- 5 've already bought
- 6 've already seen

Exercise 5

- 1 Tony has just bought a new computer.
- 2 Have you finished your project yet?
- 3 Have they already played this computer game?
- 4 We haven't started our homework yet.
- 5 We've already written three songs.
- 6 Kylie has just won the lottery.

Exam Class Unit 9**Exercise 6**

- 1 A 2 A 3 C

Exercise 7

- 1 ask a favour
- 2 if we / for us to
- 3 afraid not / sorry but you can't

Exercise 8

- 1 have you seen
- 2 Did they buy
- 3 is more interesting than
- 4 has never flown
- 5 we were shopping

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Resource 1:

Unit 1 Lesson 1, Vocabulary – Memory

Materials: One set of cards for each group of four students

Language: Likes and dislikes

- Put students into groups of four and give each group a set of picture cards and a set of sentence cards. The cards should be placed in two separate sets, spread face-down on the table.
- One student starts by selecting and turning over a sentence card. They read the sentence and then select and turn over a picture card. If the picture card shows the activity reflected in the sentence, the student takes both cards as a matching pair. If not, he/she turns them back face-down.
- Students in each group take turns to do the same. By remembering where different cards are, they should be able to find matching pairs more easily as the game progresses.
- The winner is the student with the most pairs of cards at the end of the activity.

Answers:

1 C 2 E 3 I 4 J 5 H 6 L 7 A 8 F 9 D 10 K 11 G 12 B

Resource 2:

Unit 1 Lesson 2, Grammar – Truth or lie?

Materials: One set of cards for each group of four students

Language: Adverbs of frequency

- Put students into groups of four and give each group a set of cards, face-down in a pile. Tell them not to look at the cards yet.
- Tell students that you are going to say a sentence about yourself and that they should guess if it is the truth or a lie. Write on the board: *sometimes / eat* and say: *I sometimes eat burgers for breakfast.* Ask the class if they think the sentence is the truth or a lie and then tell them.
- One student in each group starts by selecting a card from the pile and making a true or false statement using the adverb of frequency and the verb on the card. The other students in the group work together to decide if the statement is the truth or a lie.
- If the group's guess is correct, the card is removed from the game. If the group's guess is incorrect, the student who made the sentence keeps the card.
- Students take turns to select cards and make true or false statements. The winner is the student with the most cards at the end of the activity.

Resource 3:

Unit 1 Lesson 4, Grammar – Find someone who ...

Materials: One worksheet for each student

Language: Present Simple – questions and answers

- As a class, practise the kinds of questions that students will ask during the activity. If the sentence involves an adverb of frequency (e.g. *Find someone who never reads a newspaper*), the question should not use the adverb but should be phrased: *How often do you ...?*

- Give each student a worksheet and tell them to read it through and to ask if there is anything they don't understand.
- Demonstrate for the class. Ask a student the first question. Depending on their answer, either write their name down on the worksheet next to the question or ask a different student the same question.
- Explain to students that they need to ask their questions to different classmates and that two is the maximum number of questions they can ask any one classmate.

Resource 4:

Unit 1 Lesson 6, Speaking – Order the dialogue

Materials: One set of dialogue cards for each pair of students

Language: Language for buying a ticket at a cinema

- Put students into pairs and explain that they are going to order a dialogue between a customer and a ticket seller at the cinema.
- Give each pair a set of dialogue cards.
- Tell students to read the dialogue cards and to work together in their pairs to put them into the correct order. Elicit which dialogue card goes first (the customer saying *Hello*).
- When students have ordered the dialogue, check that they have got the order correct. They should then roleplay the dialogue, taking care to use correct intonation.
- Choose different pairs to roleplay the dialogue in front of the class.

Resource 5:

Unit 1 Lesson 7, Writing – Mixed-up profiles

Materials: One set of cards for each pair of students

Language: Language for writing a personal profile

- Put students into pairs and explain that they are going to write an imaginary personal profile.
- Hand out a set of cards to each pair.
- The pairs should complete the profile cards, writing them in order from 1 to 12. Encourage students to use their imagination, but make sure they don't write anything inappropriate.
- When the pairs have finished, ask them to keep card 1 and to give you the rest of their cards 2–12.
- Sort these cards into separate piles (i.e. all card 2s together, etc.). Then redistribute the cards randomly to the pairs, so that each pair has one each of cards 2–12, not necessarily the card they wrote themselves.
- The pairs order their cards 1–12 to create a new imaginary profile. Invite pairs to read out their new profiles and to point out anything they think doesn't work (e.g. profile cards 5 and 6 may not link coherently using *but*).

Resource 6: Unit 1, Vocabulary – What is it?

Materials: One worksheet for each student

Language: Vocabulary from Unit 1

- Put students into pairs and give each student a worksheet.

- Tell students to look at the clues together and to try to guess the word each clue refers to.
- They can work on the anagrams together or on their own.
- When they have finished, go through the vocabulary items and useful words in the clues.

Answers:

1 teenager 2 novel 3 pensioner 4 modern art 5 drums
6 concert 7 adult 8 camera 9 photography 10 poster
11 guitar 12 weather forecast

Resource 7:

Unit 1, Grammar – Questions, questions

Materials: One set of questions for each student, either A or B

Language: Present Simple – questions and answers

- Put students into pairs and give each pair two copies of either Section A or Section B.
- Tell the pairs to work together to order the words and write the questions.
- Then change the pairs, so that a section A student is working with a section B student. Students should take turns to ask each other their questions and to write down their partner's answers.
- When they have finished, put students back into their original pairs. They should tell each other what they found out from the student they interviewed.

Answers:

A 1 What kinds of films do you like? 2 How often do you eat fast food? 3 What do you do on Saturdays? 4 How many languages do you speak? 5 What kind of car does your family have? 6 Do you like dancing?

B 1 What kinds of music do you like? 2 Do you like taking selfies? 3 How often do you watch soap operas? 4 Do your parents read a newspaper? 5 What do you do after school on Fridays? 6 Do you listen to music in your bedroom?

Resource 8:

Unit 2 Lesson 1, Vocabulary – Crossword

Materials: One worksheet for each student or pair of students

Language: Vocabulary from Unit 1

- Put students into pairs and give each pair a worksheet.
- Tell students to look at the pictures and to try to name the item of clothing or accessory in each picture.
- Students then complete the crossword.
- When students have finished, check the words and the spelling.

Answers:

1 dress 2 jacket 3 pyjamas 4 piercing 5 sweater
6 necklace 7 scarf 8 shoes 9 tracksuit 10 handbag
11 belt 12 shirt 13 hoodie 14 glasses 15 earrings

Resource 9:

Unit 2 Lesson 2, Grammar – Where am I?

Materials: One card for each student

Language: Present Continuous

- Put students into groups of eight and give each student a different card, telling them not to show it to anyone. If the total number of the class isn't divisible by eight, the groups can be smaller.
- Explain that the card shows a particular context (answering the question *Where am I?*). Tell them to work individually to complete the two sentences on their card and then write a third sentence of their own, relating to the same context and using the Present Continuous.
- Students should take turns to read their completed sentences to their group, for them to guess where they are.
- When they have finished, elicit some of students' own sentences.

Answers:

- 1 I am standing; My friend is dancing (Possible: A boy is eating crisps.)
- 2 I am wearing; My mum is reading (Possible: Some people are swimming.)
- 3 I am tidying; My brother is playing (Possible: My dad is cooking.)
- 4 I am playing; A man is cutting (Possible: A woman is taking her dog for a walk.)
- 5 I am carrying; A woman is showing (Possible: A boy is buying a shirt.)
- 6 I am sitting; My friend is writing (Possible: Our teacher is watching us.)
- 7 I am sitting; My friend is eating (Possible: Someone is using a mobile phone.)
- 8 I am looking; My mum is telling (Possible: My brother is looking at a map.)

Resource 10:

Unit 2 Lesson 4, Grammar – Usually and today

Materials: One set of cards for each group of four students

Language: Present Simple and Present Continuous

- Write an example on the board (e.g. *It's Friday evening. Meg / usually / go / to the cinema / on Friday evenings / today / she / visit / a friend*). Elicit the full sentence (e.g. *Meg usually goes to the cinema on Friday evenings but today she is visiting a friend.*).
- Give each group the cards, face-down in a pile. One student in each group starts by turning over the top card, looking at it and making a sentence using the prompts on the card. The sentence must use the Present Simple and the Present Continuous linked with *but*.
- The other students take turns to think of a different Present Continuous ending for the same card.
- A different student picks up the next card and repeats the process.
- When they have finished, elicit sentences from the class.

Possible answers:

- 1 Nicola usually goes to bed at 11 o'clock but today she is watching a film.
- 2 Jack usually goes to school on Mondays but today he is feeling ill.
- 3 Maggie usually meets her friends on Saturday afternoons but today she is visiting her grandmother.
- 4 Alice usually wears jeans and a T-shirt but today she is wearing a dress.
- 5 Bob usually eats sandwiches for lunch but today he is eating a banana and a yoghurt.
- 6 Ben usually walks to school but today he is cycling.

- 7 Paul usually plays football on Saturday mornings but today he is sleeping.
 8 Hannah usually swims but today she is sunbathing.
 9 Nick usually does his homework at 4 p.m. but today he is chatting with friends online.

Resource 11:

Unit 2 Lesson 6, Speaking – The right response

Materials: One set of cards for each pair of students

Language: Giving and responding to news

- Put students into pairs. Put the situation cards face-down in a pile in front of them and give each student four response cards.
- Students take turns to pick up a card and read out the situation while their partner says a suitable response chosen from one of his/her cards.

Alternative procedure:

This activity could also be done 'blind'.

- Put the situation cards in one pile face-down and the response cards in another pile face-down.
- Students take turns to pick up a situation card and read it out, while their partner picks up a response card and reads it out. If it is a suitable response, the student who read the response takes the matching situation and response cards. If it isn't a suitable response, both cards are placed back randomly in their pile.
- The winner is the student who finishes with the most matching situation and response cards.

Possible answers:

- Well done!/Good for you!/Awesome!
- Well done!/Good for you!/Awesome!
- Awesome!/No way!/You're kidding!
- Poor you!
- That's terrible!/What a pity!/You're kidding!
- Poor you!/That's terrible!/No way!/You're kidding!
- No way!/You're kidding!
- No way!/You're kidding!

Answers:

on: Tuesday, Monday afternoon, your birthday, Friday morning, Christmas Day, school days, 24 June

at: ten past three, night, Easter, midday, 7.45, the weekend, six o'clock

in: the summer, the evening, the morning, 2012, November, the spring, 1999

Resource 13: Unit 2, Vocabulary – Categories

Materials: One set of cards for each group of five students

Language: Vocabulary from Unit 2

- Write these six categories on the board: *Clothes, Accessories, Materials and patterns, Emotions, Positive personality adjectives, Negative personality adjectives*. Elicit examples for each category.
- Put students into groups of five. Give each group a set of cards and tell them to share them out so that each student has six cards.
- Explain that the student who starts should put down one card and state the category of that card. Students should then take turns to put down a card of the same category. If they haven't got a card of the same category, they can either put down a 'change category' card and state which category they want to change to or miss a turn.
- The winner is the first student to put down all their cards. At the end of the activity, elicit which card belongs to each category.

Answers:

Clothes: dress, jacket, shirt, sweater, trousers

Accessories: belt, earrings, glasses, handbag, necklace

Materials and patterns: checked, cotton, leather, striped, woolly

Emotions: annoyed, bored, interested, irritated, worried

Positive personality adjectives: cheerful, friendly, helpful, outgoing, polite

Negative personality adjectives: lazy, moody, rude, selfish, untidy

Resource 12:

Unit 2 Lesson 7, English in use – Dominoes

Materials: One set of cards for each group of three students

Language: Prepositions, time expressions

- Explain that in this activity students match prepositions and time expressions by placing cards together.
- Write on the board: *Monday / in*. Elicit which preposition could go before *Monday (on)* and which time expressions can go after *in (a year, a month, a season or a time of day)*.
- Put students into groups of three. Give each student five cards and put the rest of the cards face-down in a pile.
- One student starts, taking the card at the top of the pile and placing it face-up. Students take turns to join one of their cards to the card(s) on the table, so that they follow the rules discussed at the start of the activity. If they can't use any of their own cards, they should take the next card from the pile.
- The winner is the first student to get rid of all their cards.

Resource 14: Unit 2, Grammar – Correct or not?

Materials: One worksheet for each pair of students

Language: Present Simple and Present Continuous

- Explain to students that the worksheet contains twenty sentences and that ten of the sentences contain errors.
- Students should work in pairs to decide which sentences are grammatically correct and which are not, and to correct those sentences they think are incorrect.
- Students should also choose how many points (from 1–10) they want to use for each sentence. The more confident they are that they know the answer, the more points they should use. Tell students that if they are correct, they will win this number of points but if they are incorrect, they will lose the points, so they should be careful.
- When the pairs have finished, they should swap worksheets with another pair.
- Go through the answers. If the answer is correct, the pairs add the number of points written. If the answer is incorrect, they subtract the number of points written. They should then add up all the points to see which pair of students got the most. (e.g. +10 – 7 + 5 – 1 – 1 + 10 – 10 = +6).

Answers:

- 1 ✗ Today, Elaine is wearing a long red dress.
- 2 ✗ My friends and I often meet on Saturdays.
- 3 ✓ 4 ✓
- 5 ✗ My mum doesn't often listen to the radio.
- 6 ✓ 7 ✓
- 8 ✗ Hey, what's that song you are/you're listening to?
- 9 ✗ My dad often gets home from work late.
- 10 ✗ I always wear trainers to school.
- 11 ✓ 12 ✓
- 13 ✗ Leo doesn't want to get a tattoo.
- 14 ✓
- 15 ✗ What do you usually do at the weekend?
- 16 ✓
- 17 ✗ At the moment my sister is learning French.
- 18 ✗ What are you learning in English this week?
- 19 ✓ 20 ✓

Resource 15:**Unit 3 Lesson 1, Vocabulary – Animal puzzle****Materials:** One worksheet for each pair of students**Language:** Animals

- Put students into pairs and tell them to work together to use clues to complete the puzzle. Explain that when the puzzle is completed, they will find a phrase in the shaded boxes.
- Give students a time limit. Tell fast finishers to create a similar puzzle using five different words and a five-letter word from the Unit 3 wordlist on page 42 of the Students' Book.

Answers:

- 1 cow 2 tiger 3 elephant 4 dolphin 5 flamingo
6 ant 7 giraffe 8 monkey 9 kangaroo 10 polar bear
11 snake 12 parrot 13 horse 14 rabbit 15 tortoise

Hidden phrase: wild animals and pets**Resource 16:****Unit 3 Lesson 2, Grammar – What was there?****Materials:** One picture for each student, either A or B**Language:** Past Simple – *was/were*

- Tell students that you are going to give them a picture and that they should examine it very closely so that they can answer questions about it.
- Elicit questions you could ask about a picture, using *was/were* (e.g. *Was there a house? Were there any books? How many computers were there?*).
- Hand out the pictures and put students into pairs, one with Picture A and one with Picture B. Tell students to examine their pictures. Give them a time limit and then tell them to swap pictures with their partner.
- Tell students to think of six questions they can ask their partner to test their memory about the picture they have now got.
- When they are ready, the pairs take turns to ask and answer questions about the picture, making sure they don't see it.
- The winner is the student who can remember the most about their picture.

Resource 17: Unit 3 Lesson 4, Grammar – No way!**Materials:** One set of cards for each group of four students**Language:** Time expressions (e.g. *last week, yesterday*), Past Simple

- Put students into groups of four. Give each student five event cards and tell them to work on their own to put the verbs into the correct past form.
- When they have finished, give each group a set of time cards which they lay out face-down so that all the cards are visible.
- Students take turns to turn over a time card and match it with one of their event cards. They then use the matched cards to make a sentence and the rest of the group say whether the sentence is true or false. The students who guess correctly get a point. This continues until all of the event cards have been matched. The student with the most points is the winner.
- Elicit true/false sentences from the groups.

Answers:

watched a great film; invented a new machine; studied for an exam; phoned my friend; wanted to be a doctor; really liked pop; lived in America; visited Italy; didn't use my phone; helped my friend; was tired; was angry; shouted at my friend; walked 10 km; wasn't here; didn't watch TV; decided to work hard; tried to cook curry; started a great book; didn't tidy my room

Resource 18:**Unit 3 Lesson 6, Speaking – I'm so sorry!****Materials:** One card for each student**Language:** Making and responding to apologies

- Explain to students they are each going to get either the beginning or the ending of a phrase for making or responding to an apology. Give each student a card (up to a maximum of 30). For fewer students, take out some of the matching cards; for more students, allow some students to work in pairs.
- Tell students with the phrase endings to sit down with a spare place next to them. Students with the phrase beginnings should go up to students with phrase endings. They take turns to read out the phrase beginning and the phrase ending, to see if they match. If they do match, they become partners and the student with the phrase beginning sits down next to their new partner.
- When everyone has found their partner, the pairs should work together to write a short roleplay which includes their phrase. Invite pairs to act out their roleplays in front of the class.

Resource 19:**Unit 3 Lesson 7, Writing – Ask and complete****Materials:** One card for each student, either A or B**Language:** *Wh-* questions, Past Simple

- Explain to students that their worksheet is a biography of a famous TV presenter, with some information missing. They should complete the biography by asking their partner questions.

- Write on the board two gapped sentences: *He was born in _____ (When?) in London. He likes cycling and _____ (What?).* Elicit the questions which will give the correct answers: *When was he born? What does he like doing?*
- Put students into pairs and give each pair one Text A and one Text B. Tell them not to show their text to their partner. Give a time limit of two minutes for students to read their texts and to think about the questions they need to ask to complete them. Then students take turns to ask and answer questions.
- When the pairs have finished, elicit the questions and answers.

Answers:

A 1 Where was he born? – England 2 What did he study at Exeter University? – English and Theatre Studies 3 What did he study in Japan? – martial arts 4 When did he start working on television? – 1998 5 Which programme did he move to in 2003? – *The Really Wild Show* 6 Where did he travel in the third series? – South Africa 7 What did he have a look at? – deadly animals 8 What is she famous for? – rowing
B 1 When was he born? – 1973 2 What did he study at the Open University? – Biology 3 What belt is he in judo? – black belt 4 Which channel did he start working on in 1998? – National Geographic Channel 5 Where did he travel in the first series? – Australia 6 Which programme is he famous for? – *Deadly 60* 7 What does he do in his free time? – mountain climbing 8 Where did he ask Helen to marry him? – Namibia

Resource 20:

Units 1–3, Vocabulary – Find the words

Materials: One grid for each student, either A or B

Language: Vocabulary from Units 1–3

- Put students into pairs and explain that they are going to try to find seven words written on their partner's grid. Student A guesses a square on Student B's grid (e.g. B3, A7). If there is a letter there, Student B says which letter it is and Student A writes it in that square on their grid.
- Put students into pairs and give each student a grid, either A or B. They take turns to guess squares to find the words.
- The winner is the first one to find all seven words on their partner's grid.
- Note that this activity will take at least fifteen minutes to complete as students have to guess seven words in order to win.

Resource 21: Units 1–3, Grammar – Discuss it

Materials: One worksheet, three counters and a dice for each group of three

Language: Grammar structures from Units 1–3

- Tell students they are going to play a board game in groups of three. They will throw a dice, move that number of places and follow the instructions on the square they land on. If they are sent to a different place, they have to follow the instructions on the square they are sent to.
- Agree with students about the rules for finishing (i.e. whether or not they need to throw exactly the right number to land on the final square or any number larger than the number of places left to move).

- The winner is the first student to arrive at the *FINISH* square. When all the groups have finished, go through the correct answers for each square.
- Ask if any students landed on a *DISCUSS IT* square and, if they did, elicit what they said.

Answers:

3 Last week we were on holiday.
 4 John doesn't like watching horror films.
 6 I often go out with my friends.
 7 Did you talk to Lee yesterday?/Did Lee talk to you yesterday?
 10 I wasn't late for school yesterday.
 11 Susie often wears jeans to school.
 13 Amy didn't phone me last night.
 15 Do you often listen to pop music?
 17 How often do you feed your dog?
 19 Nick doesn't often do his homework.
 21 Mike is often annoyed with his sister.
 23 The children aren't playing basketball.
 24 My dog is always happy to see me when I come home after school.
 25 Neil and I were in a play at school.
 27 My sister is playing a computer game at the moment.
 28 I didn't like the food my dad cooked for my birthday

Resource 22:

Unit 4 Lesson 1, Vocabulary – Gadget puzzle

Materials: One worksheet for each student or pair of students.

Language: Gadgets and technology

- Put students into pairs and tell them that they are going to read clues to complete a crossword puzzle.
- Hand out a worksheet to each student or pair of students.
- Tell students not to open their Students' Books, but to try to remember as many of the lesson's words as possible. Encourage them to start with the easiest clues, which will give them some letters as prompts to help with the rest of the crossword.
- When students have finished, elicit the answers.

Answers:

Across: 6 pen 7 battery 8 smartphone 10 drive
 13 games 14 keyboard 17 port
 Down: 1 tablet 2 player 3 console 4 player 5 joystick
 9 e-reader 10 digital 11 USB 12 camera 15 DVD
 16 mp3

Resource 23:

Unit 4 Lesson 2, Grammar – Talk about it

Materials: One set of cards for each group of four students

Language: Past Simple – irregular verbs

- Explain to students that they are going to talk about different topics and ask follow-up questions.
- Give an example by talking about something interesting you saw last week, e.g. *I was in the town centre when I saw some TV cameras. A TV presenter stopped me and asked me some questions. Then elicit questions from students, e.g. What did he/she ask you about? Did you see the interview on TV?*

- Put students into groups of four and give each group a set of cards, face-down in a pile.
- One student starts by picking up a card, reading it and then talking about the topic on the card for at least twenty seconds. Then the rest of the group should take turns to ask a follow-up question.
- The group follows the same process until all the cards have been discussed.
- At the end of the activity, ask each group what they think was the most interesting thing they talked about.

Resource 24: Unit 4 Lesson 4, Grammar – What does he want to do?

Materials: One worksheet for each pair of students
Language: Infinitives and *-ing* forms

- Put students into pairs. Explain that they are going to look at some pictures and then match sentence halves to describe the pictures. They should complete the sentence under each picture, putting the verbs in brackets in the correct form.
- When students have finished, elicit the correct sentence for each picture.

Answers:

1 He wants to do well in his exams. 2 They forgot to switch off the TV. 3 He keeps falling over. 4 She can't stand listening to loud music. 5 He doesn't mind tidying his room. 6 He learned to cook last year. 7 She hates watching football on TV. 8 They love going to the cinema. 9 She needs to brush her hair.

Resource 25: Unit 4 Lesson 6, Speaking – Order it

Materials: One set of story cards for each group of three students
Language: Putting events in order – *at first, next, finally*, etc.

- Explain to students that they are going to use six pictures to create a story.
- Put students into groups of three. Give each group a set of pictures and tell them to discuss the order in which they want to put them to create a story. Explain that there is no correct answer and encourage them to use their imagination.
- When the groups have decided on the order of the pictures, they should tell or write their story, using linkers to sequence the events.
- When they have finished, invite the groups to share their stories with the class.

Resource 26: Unit 4 Lesson 7, English in use – Quick thinking

Materials: One set of cards for each group of four students
Language: Relative clauses

- Explain to students that they are going to read out a sentence and add the correct relative pronoun. Write an example on the board: *This is someone ____ lives in (write the name of your students' town).* Elicit *who* and then elicit the name of someone who lives there. Then write: *This is something ____ we use in English lessons.*

Elicit *which* or *that* and then elicit the name of something used in English lessons (e.g. the Students' Book).

- Put students into groups of four and give each group a set of cards face-down in a pile. Explain that students should take turns to pick up a card and read out a sentence, adding to it the correct relative pronoun. The rest of the group should race against each other to be first student to give an example of what the sentence describes. The first student to give a correct example claims the card.
- When all the cards have been claimed, the winner is the student with the most cards.

Resource 27: Unit 4, Vocabulary – Add one

Materials: Two numbered cards for each student: a category card and a vocabulary card
Language: Vocabulary from Unit 4

- Put students into groups of six and hand out the 'Words to remember' cards. Explain that they should memorise the five words on their card and they shouldn't show their card to anyone.
- Then hand out the category cards, making sure that each student's category card has the same number as their vocabulary card.
- Tell the groups to place their vocabulary cards face-down in a pile in the middle of the table so that they can't look at them again.
- The first student starts by saying his/her category and giving the example word that is on his/her category card. The other students in the group should say the word they had on their card for that category and the first student writes down these words on his/her category card.
- The group repeats the process until everyone in the group has six words on their category card.
- Then elicit the words for each category.

Answers:

- 1 Gadgets: tablet, digital camera, DVD player, e-reader, desktop computer
- 2 Linkers to order events: next, then, in the end, finally, suddenly
- 3 Gadget accessories: keyboard, battery, pen drive, mouse, microphone
- 4 Phrasal verbs: hang up, give up, top up, check out, look for
- 5 Things we can do with gadgets: surf the internet, take photos, check emails, play games, view videos
- 6 Problems with gadgets: battery dies, computer crashes, waste time, get a virus, stops working

Resource 28: Unit 4, Grammar – Make a sentence

Materials: One sentence for each student
Language: Past Simple, relative clauses, verb patterns

- Write *was* in the centre of the board. Ask students to think of a sentence that includes the word *was*. Elicit ideas and write one of the sentences on the board.
- Explain to students that you are going to hand them a piece of paper with one word or phrase on it and that they should use it to make a sentence.
- When they have made their sentences, give each student a blank piece of paper and dictate all these words: *who, took, bought, can't stand, went, where, did, keep, wrote, which, saw, tried to, don't mind, met, who, want to.*

Students should write all the words, except for the word that is on their own piece of paper.

- Then ask students to mingle and tell each other their sentences. They should write down all the sentences their classmates tell them, continuing until they have written sentences for all the words that were dictated.
- Tell students that they should decide which sentence they think is the most interesting, funny or unusual, apart from their own.
- Do a class vote to find out which sentence was the most popular.

Resource 29:

Unit 5 Lesson 1, Vocabulary – What is where?

Materials: One plan for each student, A, B or C

Language: Prepositions of place

- Put students into groups of three. Explain that they are each going to get a plan of a kitchen and three pieces of information about items in the kitchen and where they are. Hand out a plan to each student so that the students in a group have one of each. Working individually and not showing each other their plans, they should read the information. Tell students that by listening carefully to each other, they will be able to name the other seven objects in their plan. (You may wish to point out to students that even though there is a picture in square 2, they still need to find an item that goes in that square.)
- When students are ready, Student A should start by reading out their three pieces of information. The other two students follow the information to label their plans if possible. Students B and C repeat the process.
- At the end of this, if anyone in the group has not yet been able to complete their plan, they can ask the other students to read their information again.
- When all the group's plans have been completed, students should compare their plans to see if they all have the same items in the same places.

Answers:

1 cupboard 2 sink 3 dishwasher 4 fridge 5 cupboard
6 table 7 cooker 8 washing machine

Resource 30:

Unit 5 Lesson 2, Grammar – Do it carefully

Materials: One set of cards for each group of four students

Language: Adverbs of manner

- Tell students that they are going to act or mime specific actions done in a particular manner. Give an example: Write *carefully* on the board. Start writing today's date very carefully. Elicit the action (*writing on the board*) and the adverb (*carefully*).
- Then put students into groups of four and give each group a set of cards, face-down in two piles – action cards in one pile and adverb cards in another pile.
- The first student starts by picking up an action card and an adverb card. They mime the action in the manner of the adverb. If they find this too difficult, they can choose an alternative adverb card. The rest of the group try to guess both the action and the adverb. The student who guesses both correctly claims the two cards.

- Then another student repeats the process with two different cards. Students continue until all the cards have been claimed. The winner is the student with the most cards.

Resource 31: Unit 5 Lesson 4, Grammar – Rules and regulations

Materials: One set of cards for each group of four students

Language: Modal verbs – *can*, *have to* and *must*

- Put students into groups of four. Explain that they are going to look at pictures of people in different situations and make sentences about them using the words written on the cards. They will also make sentences about themselves in the same situations.
- Give an example. Tell students there is a picture of a boy using a computer, but it is crossed out and the days *Monday to Thursday* are written. On the card, it says *can't*. The sentence is: *He can't use his computer from Monday to Thursday*. Ask students if this is true for them. If not, elicit: *I can use my computer from Monday to Thursday*.
- Hand out the cards to each group and place them face-down in a pile. One student starts by picking up a card, showing it to everyone in the group and making a sentence using the prompt on the card. Then they ask the student on their left to make a true sentence about themselves in the same situation.
- Then it's the second student's turn to repeat the process by picking up the next card in the pile. When students have discussed all the pictures, ask which sentences were true for them.

Possible answers:

1 He can't use his computer from Monday to Thursday.
2 She has to go to bed at 9 p.m. 3 He can go to the cinema on Fridays and Saturdays. 4 They have to do their homework. 5 She mustn't use her mobile phone in class.
6 His friends can visit him. 7 He doesn't have to get up early on Saturdays. 8 She has to tidy her room.
9 He doesn't have to wear his uniform on Saturdays.

Resource 32:

Unit 5 Lesson 6, Speaking – Can you help me?

Materials: One card for each student

Language: Asking for, giving and receiving advice

- Tell students that you are going to give them a card that describes a problem. Explain that they are going to take turns to ask for advice about their problem as well as give advice to others about their own problems.
- Elicit how we give advice (e.g. *You should ...*, *Why don't you?*). Then hand out a card to each student and tell them not to show it to anyone else.
- Encourage students to mingle and ask for/give advice.
- When they have finished, invite different students to describe their problem and to say what the best (and worst) advice they received was.

Resource 33:

Unit 5 Lesson 7, Writing – So and because

Materials: One set of cards for each group of four students

Language: *Because, so*

- Elicit examples of sentences with *because* and *so*.
- Put students into groups of four. Hand out one set of cards to each group, with the sentence beginnings face-down in a pile and the sentence endings shared out between students (i.e. five cards each).
- One student picks up a card from the pile and reads out the sentence beginning. All students in the group check their cards to see if they have the matching ending for that beginning. If they think they do, they should say the full sentence. If the group agrees, that student should claim the card and put the matching pair to one side. If no one thinks they have the matching ending, the sentence beginning card is put to the bottom of the pile. If more than one student thinks they have the matching ending card, the group decides which is the correct ending.
- The group repeats the process until all the cards have been matched. The winner is the student with the most matching pairs.
- Elicit the matched sentences from the groups.

Answers:

I felt hungry, so I bought a pizza.
It was cold, so I put on my coat.
I was tired, so I went to bed.
The water was warm, so we went for a swim.
I've got an exam today, so I studied all evening yesterday.
The film was boring, so I switched off before the end.
The book was great, so I finished it in one day.
I didn't like my Saturday job, so I found a new one.
I didn't have any money, so I didn't buy the T-shirt I wanted.
It was my friend's birthday, so I sent him a card.
I walked home because there were no buses.
I didn't go out because I had too much work to do.
My mum was angry because I got bad marks in my tests.
I went to the doctor because I fell and hurt my arm.
I didn't have any biscuits because my brother ate them all.
My computer was on because my sister forgot to switch it off.
The flowers died because I didn't give them any water.
They didn't go skiing because there wasn't any snow.
We moved to a different town because my mum found a new job.
It was a terrible concert because the band couldn't play their instruments.

Resource 34:

Unit 5, Vocabulary – Match and define

Materials: One section for each student, either A or B

Language: Places in town, housework

- Tell students they are going to look at lists of words that go together. Explain that Section A pairs have got compound nouns (e.g. *DVD player*) and Section B pairs have got activities (e.g. *empty the washing machine*). They have to decide which words match.
- Put students into pairs and hand out one section to each pair, either A or B. When they have matched their words, they have to write a definition for each one.
- When the pairs have finished, a Section A pair should join with a Section B pair.

- The Section A pair starts by reading out one of their definitions and the Section B pair should try to guess which compound noun it is. The Section A pair can give extra help if necessary. They should do this for the ten compound nouns.
- Then the pairs swap roles so that the Section B pair reads out their definitions and the Section A pair should try to guess the activities.
- When the pairs have finished, go through the answers and elicit students' definitions.

Answers and possible definitions:

A

- 2 h This is a place where you can see paintings.
- 3 g You can put a lamp on this so you can read in bed.
- 4 j This is the most important town in a country e.g. London, Washington DC.
- 5 f We sit in here on the sofa and watch TV.
- 6 c This is where police officers work.
- 7 i You can buy stamps here.
- 8 b You can travel on this. Examples include buses, trains and planes.
- 9 d There are lots of shops here.
- 10 a This is where local politicians and other people work.

B

- 2 i This means making meals to eat.
- 3 a After you wash up, you do this before you put the plates, cups, etc. into the cupboard.
- 4 j This means to meet people you like and just spend time with them.
- 5 d You do this when the teacher is talking.
- 6 b In the morning, you tidy the thing you were sleeping on.
- 7 h You do this before a meal. You put plates, knives, forks and things ready for people to use.
- 8 c This means you don't go to bed early or at the usual time.
- 9 e You do this when it is dark and you want to see.
- 10 g You take dirty cups to the kitchen, put your clothes away, vacuum the floor, etc.

Resource 35: Unit 5, Grammar – Signs

Materials: One worksheet for each pair of students

Language: Modal verbs – *can, have to and must*

- Write two sentences on the board: *No eating in class* and *Non-uniform day today*. Ask students how they could give the same information using modals (e.g. *You can't/mustn't eat in class. You don't have to wear a uniform today.*). Explain to students they are going to look at nine signs and nine gapped sentences and then draw their own signs.
- Pre-teach *long-sleeved (shirt)*.
- Put students into pairs and hand out one worksheet to each pair. They should match the signs to the sentences and then complete the sentences using the correct modal verbs.
- When they have finished, elicit the answers and then tell students to work together to write or draw three new signs at the bottom of the worksheet.
- Then the pairs should swap worksheets with another pair and for each new sign they should write a sentence, using modal verbs. The pairs should then hand the worksheet back to the original pair, saying what they have written and finding out if this is what was intended by the sign.
- Elicit some of the signs and sentences from students.

Answers:

- A 4 You can't (mustn't) park here.
 B 1 You can't (mustn't) smoke here.
 C 7 You don't have to pay, it's free.
 D 6 You have to be 18 or older to come in.
 E 5 You don't have to book – we've got lots of space.
 F 3 You have to wear long trousers and long-sleeved shirts.
 G 8 You have to order food at the counter.
 H 2 You can't (mustn't) use the toilet if you aren't a customer.
 I 9 You can't (mustn't) come in with your shoes on.

Resource 36:**Unit 6 Lesson 1, Vocabulary – Body parts****Materials:** One worksheet for each pair of students**Language:** Parts of the body

- Write the following letters on the board: MDXHEADYPO. Ask students what word they can find in the letters (*head*). Explain to students that they will get three word snakes with a total of fifteen words hidden in them and that all the words relate to body parts.
- Then draw on the board a stick person with two horizontal lines, one line under the neck and one line at the waist. Ask students which part of the stick person the word (*head*) can be found in – the top, the middle or the bottom (*the top*). Write the word to the right of the top part of the stick person.
- Put students into pairs and hand out a worksheet to each pair. Tell them to find the words in the word snakes and to write them in the correct place on the diagram.
- When they have finished, two pairs should join together to compare their words and then they should see if they can add any more words to each section.

Answers:

Top: brain, lips, eye, neck, ear
 Middle: stomach, heart, elbow, finger, shoulder
 Bottom: ankle, toe(s), knee, feet, leg

Resource 37:**Unit 6 Lesson 2, Grammar – Packed lunches****Materials:** One set of cards for each group of four students, a blank piece of paper for each student**Language:** Quantifiers

- Tell students that they are going to draw a packed lunch. Put students into groups of four and give each student one of the characters. Then give each group a set of sentences face-down in a pile. These should be in order, with sentence 1 at the top of the pile.
- The student with the character Tom picks up the first sentence and reads it to the group. The student with the name card it refers to draws the lunch item on their piece of paper. Then the student with the character Sandra repeats the process with sentence 2, Melanie with sentence 3 and Mike with sentence 4. The group follows the same order for picking up and reading the rest of the sentences, so that they aren't reading out information that relates to their own character.
- When they have finished, the class should form four groups: one for Mike, one for Tom, one for Sandra and one for Melanie. (In large classes, there can be eight groups – two groups for Mike, etc.)

- In their new groups, students should compare their pictures, to make sure they have all drawn the same lunch items. Invite each group to describe which lunch items there are and aren't in their pictures.

Answers:

Pictures of the following:

Mike: a few crisps, a lot of cola, an apple, a hot dog

Tom: a banana, some water, some chocolate (not much), a lot of chips

Sandra: two chicken sandwiches, a lot of tea, a kiwi fruit, some cake

Melanie: some soup (not much), some salad, a lot of fresh fruit, a few nuts (not many)

Resource 38:**Unit 6 Lesson 4, Grammar – I was ... when ...****Materials:** One set of cards for each group of three or four students**Language:** Past Continuous and Past Simple

- Write on the board: *I was marking some homework when ...*. Ask students what they think happened. Elicit ideas, not just to finish the sentence but for more information (e.g. *I was marking some homework when I read an essay that I remembered reading before. I put the first sentence into a search engine on the internet and I saw a website called Free Homework Essays.*).
- Tell students that they are going to get a situation card and they should use their imagination to tell a story about what they were doing and what happened.
- Put students into groups of three or four. Give each group a set of situation cards. The group should look at all the cards and choose which three or four situations (one for each student) they are going to discuss together.
- Give students a time limit to think of their stories.
- Invite groups to share their stories with the rest of the class. Each student tells one of the stories.

Resource 39:**Unit 6 Lesson 6, Speaking – My advice is ...****Materials:** One worksheet for each pair of students**Language:** Talking about feeling ill and giving advice

- Tell students that they are going to complete some dialogues, adding one word in each gap and then roleplay the dialogues.
- Put students into pairs and hand out a worksheet to each pair. Give them a time limit for completing the dialogues and practising their roleplays.
- Invite pairs to act out one dialogue each in front of the class. The rest of the class should check their own completed dialogues and, if they think the pair has made a mistake, they should say so at the end of the roleplay.
- For Exercise 2, tell pairs to write a similar dialogue using some of the phrases in Exercise 1. Give pairs some time to practise and then invite them to act out their new dialogues in front of the class.

Answers:

- 1 matter; feel; throat; temperature; should; down; flu
 2 wrong; got; make; dentist
 3 feeling; hurts; stay
 4 take; in; go

Resource 40:

Unit 6 Lesson 7, English in use – Don't say the verb

Materials: One card for each pair of students

Language: Phrasal verbs

- Remind students of the phrasal verbs they studied during the lesson.
- Write on the board: *Tell students about a time when some food went off. Don't use the verb 'went off'.*
- Say: *It was my mum's birthday. She doesn't like cake but she loves bread and jam so, a few weeks before her birthday, I made some strawberry jam and put it in the cupboard. On her birthday, we bought some fresh bread and cream to eat with the jam. When I opened the first jar, the jam was green. I opened another jar. That jam was also bad. All the jam was green! I ran to the shops, but it was evening and they were closed, so for my mum's birthday we ate bread and cream!*
- Ask students to say what the story was about (*food that went off*). Explain that they are going to get a card with two situations on and that they should tell a story about each of the situations without using the phrasal verbs on their card.
- Put students into pairs and give each pair a situation card. Tell them to discuss the two situations but that they shouldn't write down the stories.
- When they have finished, put students into new groups of four. Each group should consist of students who looked at the four different cards. Students take turns to tell one of their stories while the other students guess which phrasal verb isn't being said.
- Invite each group to tell one of their four stories to the class.

Resource 41:

Units 4–6, Vocabulary – Have you got ...?

Materials: One section for each pair of students, either A or B

Language: Compound nouns and collocations from Units 4–6

- Write on the board: *modern _____, message _____, _____ cap.* Ask students to guess words which can be added to make these into two-word combinations. Elicit (*modern*) *art*, (*message*) *board* and *baseball* (*cap*) and write the missing words in the spaces on the board.
- Tell students they are going to get twenty words, ten of which are the first part of a two-word combination and ten of which are the second part of a different two-word combination. Explain that a second pair has the words they need to make the two-word combinations.
- Put students into pairs and hand out one section to each pair, either A or B. Give the pairs two minutes to look at all their words and to guess which words might be added to them to create a two-word combination. Then a Section A pair should join up with a Section B pair. Explain that they shouldn't let the other pair see their words.
- The pairs should take turns to try to complete their two-word combinations by asking: *Have you got ...?* Explain the process by getting them to look at the examples on the board again. For example, if Pair A has _____ *cap*, they can ask *Have you got 'baseball'?* If Pair B has this word, they give it to Pair A and these two words are claimed. If Pair B doesn't have this word, they say *No* and

Pair A have to guess another word in their next turn. Only one guess is allowed for each turn.

- The pairs continue until all the words have been claimed. The winning pair is the one with the most words.

Answers:

art gallery, bedside table, capital city, chocolate bar, desktop computer, DVD player, energy drink, food allergy, fruit juice, games console, hay fever, hot dog, instant message, living room, mobile phone, pen drive, post office, public transport, shopping centre, USB port

Resource 42: Units 4–6, Grammar – Thirty seconds

Materials: One worksheet, a dice and four counters for each group of four students

Language: Past Simple (irregular verbs), verb patterns, adverbs of manner, modals, quantifiers, Past Continuous

- Tell students they are going to play a board game in groups of four. They will throw a dice, move that number of places and follow the instructions written on the square they land on.
- Agree with students about the rules for finishing (i.e. whether or not they need to throw exactly the right number to land on the final square or any number larger than the number of places left to move).
- The winner is the first student to arrive at the *FINISH* square. When all the groups have finished, invite students to report to the class about something they said during one of their turns.

Resource 43:

Unit 7 Lesson 1, Vocabulary – Shopping list

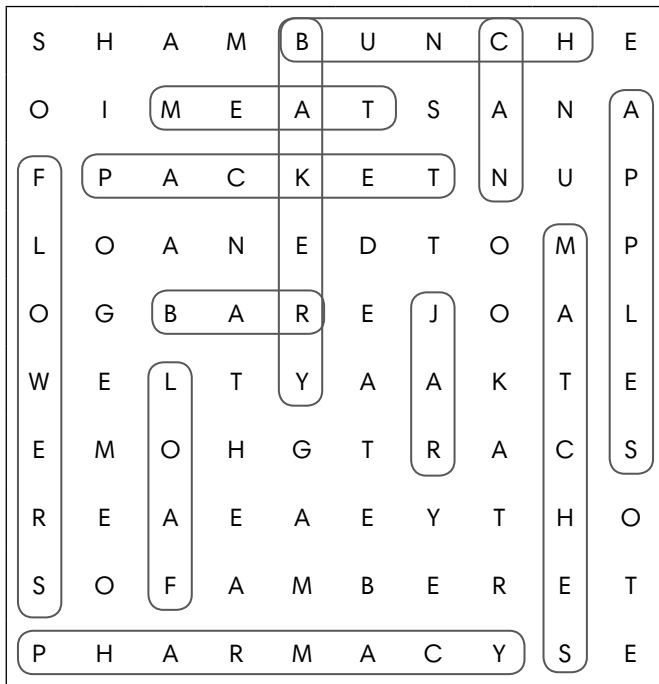
Materials: One worksheet for each pair of students

Language: Types of shops, containers

- Write *shopping list* on the board and ask students what it is. Ask if they make a list before they go shopping.
- Tell students that they are going to complete a shopping list by finding words in a word search. Give an example on the board: *Buy a _____ from the greengrocer's.* Elicit what word they might have to find to complete the sentence (e.g. *banana, melon, carrot, potato*).
- Put students into pairs and hand out a worksheet to each pair. Explain that they should circle the words they find in the word search and then write the words to complete the shopping list.
- When they have finished, ask students to name other products they can buy from each shop.

Answers:

1 pharmacy 2 loaf 3 bakery 4 apples 5 bar 6 can
7 packet 8 matches 9 meat 10 jar 11 bunch
12 flowers



Resource 44: Unit 7 Lesson 2, Grammar – Mobile phone reviews

Materials: One worksheet for each pair of students
Language: Comparatives and superlatives of adjectives

- Ask students to say names of popular mobile phones and write three names on the board. Ask students which mobile phone they think is the best, the cheapest, the lightest, etc.
- Tell students that they are going to read about three mobile phones and then, complete three reviews.
- Put students into pairs and hand out a worksheet to each pair. Discuss the first sentence with the class and elicit the information that can be written in the review of the Mokini (Price: £38).
- The pairs should work together to complete the reviews. Warn students that they may find some answers more difficult than others.
- When they have finished, elicit the answers and ask students how they worked out the weight and the review score. (Weight: The Escucha is heavier than the Mokini and the Nelson is lighter than the Mokini, so the Escucha is the heaviest and the Nelson is the lightest. Review score: We know the Escucha is the best phone. The worst phone can't be the lightest (Nelson), so it is the Mokini.)

Answers:

	Mokini	Nelson	Escucha
Price	£38	£104	£212
Weight	400 g	300 g	500 g
How thin	7 mm	6 mm	4 mm
Date	2015	2012	2016
Review score	7/10	8/10	10/10

Resource 45: Unit 7 Lesson 4, Grammar – Plans and arrangements

Materials: One worksheet for each pair of students
Language: Going to and Present Continuous

- Remind students about the different structures used for plans, intentions and arrangements: *going to* for plans and intentions, Present Continuous for arrangements.
- Also remind them that when asking someone about their plans, intentions or arrangements, we can use either *going to* or the Present Continuous, but the closer we get to the time being talked about, the more likely we are to use the Present Continuous because it is more likely that the other person will have made some arrangements for that time.
- Put students into pairs and give each pair a worksheet. Tell them to look at the first gap and ask which structure they would use to form the question (both the Present Continuous and *going to* are possible, but the Present Continuous sounds more natural).
- The pairs should work together to complete the dialogues. When they have finished, invite pairs to act out the dialogues in front of the class.

Answers:

- A 1 are you doing/are you going to do 2 I'm not going to do 3 I'm going to get up 4 I'm going to stay 5 I'm going to play
B 6 are you doing/are you going to do 7 We're taking 8 We're staying 9 We're going to look 10 We're going to eat 11 It's going to be
C 12 Are you doing 13 I'm meeting 14 I'm going to go 15 I'm going to have 16 I'm going to put on 17 I'm going to catch
D 18 are you doing/are you going to do 19 I'm going to work 20 I'm going to try 21 My parents and I are flying 22 We're staying
E 23 We're visiting 24 She's having 25 I'm going to do

Resource 46: Unit 7 Lesson 6, Speaking – Shopping

Materials: One card for each student
Language: Shopping for clothes

- Remind students about customers' questions and shop assistants' responses in clothes shops.
- Tell students that you are going to give them a card with one of these questions or responses. They should add one word to complete it. (The first letter is provided.) Then they should decide if their role is a customer or a shop assistant.
- Encourage students to mingle. Students with questions should initiate an interaction and when they find a response that matches, the two students become partners and sit down together.
- Elicit the questions and responses to check students have matched themselves correctly.
- The pairs of students should work together to create a short dialogue that includes the question and response on their cards. Give them a time limit.
- Invite students to act out their dialogues in front of the class.

Answers:

Can I **help** you? Yes, I'm **looking** for a T-shirt.
 How **much** are they? They're twenty-five **pounds** ninety-nine.
 How **much** is it? It's fourteen **pounds** ninety-nine.
 What **size** are you? I'm a **size** forty-two.
 Can I **try** it on, please? Sure. The **changing** rooms are over there.
 Have you got it in a smaller **size**? Yes, try this **one**, it's a forty-one.
 Is it OK? No, it's **too** big.
 Are **they** OK? No, they're too **small**.
 Do you **like** it? Yes, I do, **but** I prefer darker colours.
 Have you got it in a different **colour**? Yes, we've got it in red, blue, green or **yellow**.

Resource 47: Unit 7 Lesson 7, Writing – Best notes

Materials: One cut-up worksheet for each pair of students

Language: Notes (making arrangements)

- Tell students that they are going to read and respond to notes from four different people and then look at other students' responses and decide which is the best, and why.
- Put students into pairs and hand out a cut-up worksheet to each pair. Tell them to look at the four notes and explain that they are going to write responses to these notes.
- Students should work on their own to write their responses and then the pairs should swap their two sets of responses with another pair. They should read the other pair's two sets of responses and, for each response, tick the one they think is the best.
- When they have finished, the two pairs should join up and tell each other what they think of the responses, giving reasons why.
- Invite students to read out the responses they think are the best.

Resource 48: Unit 7, Vocabulary – Related words

Materials: One set of cards for each student, either A, B or C

Language: Vocabulary from Unit 7

- Write these six words on the board: *desk, ticket, student, sun, popcorn, beach*.
- Invite two students to come to the front. Explain that you are going to read out a topic and they have to choose and say, as quickly as possible, one word from the board for that topic.
- Say *summer*; the first student to say either *sun* or *beach* gets a point. Then say *cinema*; the first student to say *ticket* or *popcorn* gets a point. Finally, say *school*; the first student to say *desk* or *student* gets a point.
- Tell students that they are going to do the same thing. Put them into groups of three and give each student a set of cards, either A, B or C. They hold the word cards in their hands and place the topic cards face-down in a pile in front of them.
- Student A starts by picking up a topic card and reading it out. Students B and C look at their word cards to find a related word. The first student to say a related word claims the topic card and lays it face-down in front of them with the word card. If both students say related words at the same time, the student who reads the topic

card can decide who claims the topic card. Students take turns to pick up and read a topic card until all the topic cards have been claimed. The winner is the player with the most topic cards at the end of the activity.

- When the groups have finished, elicit the topics and related words.

Answers:

Things you can buy in a bakery: bread, cakes
 Things you can buy in a butcher's: meat, sausages
 Things you can buy in a greengrocer's: bananas, apples
 People or things in a clothes shop: changing rooms, shop assistant
 Words related to money: change, wallet
 Things you can spend: time, money
 Things that come in a bottle: water, shampoo
 Things that come in a box: cream cakes, matches
 Things that come in a jar: coffee, jam
 Words that follow the word *go*: shopping, swimming
 Adjectives: traditional, popular
 Types of message: note, tweet

Resource 49:**Unit 7, Grammar – Positive and negative**

Materials: One worksheet for each pair of students

Language: Comparative and superlative adjectives, *going to* and Present Continuous for future arrangements

- Discuss the adjectives *positive* and *negative* and ask students which adjective they would choose to describe themselves, and why.
- Remind students about comparative and superlative adjectives, *going to* and the Present Continuous for future arrangements. Discuss when you use each of these and how you form them.
- Put students into pairs and give each pair a worksheet. The pairs should complete the texts, writing one word in each gap. Tell students that they shouldn't use short forms.
- When they have finished, elicit the answers and ask students whether their opinions about their own town are closer to Paul's opinion or Natalie's opinion, and why.
- Then the pairs should work together to complete the sentences about their own town. Invite students to read out their sentences to the class.

Answers:

Positive Paul: 1 the most exciting 2 best 3 trendier than 4 as rude 5 am going to live 6 am going to get 7 am meeting 8 am going to tidy
 Negative Natalie: 1 the most boring 2 worst 3 more expensive than 4 as polite 5 am not going to live 6 am going to move 7 is having 8 am meeting

Resource 50:**Unit 8 Lesson 1, Vocabulary – Which job?**

Materials: One worksheet for each group of four students
Language: Work and jobs

- Write *teacher* on the board. Ask students if a teacher works from nine to five, is happy at work, works indoors or outdoors, works in a team or alone, works at the weekend, earns good money, wears a uniform, works with their hands, does a dangerous job and does a stressful job. Encourage students to answer *yes* or *no* to each question.

- Tell students that they are going to look at different jobs and consider the same things for each one.
- Put students into groups of four. Place the work cards face-up on the desk, spread them out and give each student three job cards. They should not show their job cards to the rest of the group.
- One student starts by selecting one of their job cards. They say which of the work cards could refer to their job, clearing away the other cards so that the rest of the group can see exactly which items relate to the job. The rest of the group take turns to guess what the job is. The first student to guess claims the job card.
- Replace all the work cards on the desk and repeat the process until all students' job cards have been claimed. The winner is the student with the most job cards.

Resource 51:

Unit 8 Lesson 2, Grammar – Will it or won't it?

Materials: One section for each student, either A or B
Language: *Will* for predictions

- Tell students that they are going to make some predictions by adding *will* or *won't* to a number of gapped sentences.
- Put students into pairs and hand out Section A to one student and Section B to the other student. They should work on their own to complete their sentences.
- When they have finished, students in each pair take turns to read out their completed sentences. Their partner should agree or disagree with the sentence. If the sentence starts with *I ...*, they also say if it is true for them.
- Have a class discussion and encourage students to express any different viewpoints, giving reasons.

Resource 52:

Unit 8 Lesson 4, Grammar – The study helper

Materials: One worksheet for each pair of students
Language: First Conditional

- Remind students how to form the First Conditional: *if* + Present Simple, + *will* + infinitive.
- Put students into pairs and give each pair a worksheet.
- Discuss the picture with students and ask if they can guess what the machine does. Elicit that it helps students to study.
- The pairs should work together to put the verbs into the correct form and to match the sentence beginnings with the endings.
- When they have finished, elicit the answers. Ask students to make more sentences about the machine, using the First Conditional.

Answers:

Gaps: 1 falls 2 doesn't understand 3 is 4 needs 5 has 6 phones 7 tries 8 is 9 uses 10 fails
 a will block b won't have c will wake d will switch
 e will explain f will give g will find h will cook
 i will answer j will organise
 Matching: 1 c 2 e 3 h 4 g 5 j 6 i 7 a 8 d 9 b 10 f

Resource 53:

Unit 8 Lesson 6, Speaking – My future

Materials: One section for each student, either A and B
Language: Probability – *will probably, will definitely, may/might, probably won't, definitely won't*

- Remind students how to make predictions with different degrees of probability using *definitely, probably, may* and *might*.
- Put students into pairs and hand out Section A to one student and Section B to the other. Tell them to read the instructions. Explain that they should write their predictions as notes. Give an example: *Write about things you will definitely do this week: revise for my test, go to the cinema, buy a new T-shirt.*
- Students write their notes in the shapes and then fold over their worksheet so that only the completed shapes can be seen.
- Students swap worksheets with their partners. They look at what their partner has written and try to guess what each shape represents.
- The students in each pair then take turns to tell each other their guesses and what each shape actually represents.
- Invite students to share some of their ideas with the class.

Resource 54:

Unit 8 Lesson 7, English in use – Questionnaire

Materials: One section for each student, either A or B
Language: Adjectives with prepositions

- Tell students that you are going to give them some questions to complete with prepositions. Elicit some examples of prepositions and write them on the board.
- Put students into pairs and give Section A to one student and Section B to the other student. Tell them to work on their own to complete the questions by adding the correct prepositions.
- Elicit the answers, making sure that students correct their questions if necessary.
- The pairs take turns to ask their questions and also to ask any follow-up questions they can think of.
- Invite students to report back to the class about their partner's answer to one of their questions.

Answers:

A 1 at 2 about 3 of 4 on 5 in 6 at 7 of 8 at
 B 1 at 2 about 3 of 4 on 5 in 6 at 7 of 8 at

Resource 55:

Unit 8, Vocabulary – Mime, define, one word

Materials: One set of cards for each group of four students
Language: Vocabulary from Unit 8

- Write *nightmare* on the board. Invite students to mime the word. Then invite students to define the word. Finally, invite students to say one key word which could help someone guess the word (e.g. *dream* – it can't be *bad dream* as that is two words).
- Tell students you are going to give them some cards with words from the unit. Explain that they can choose to mime, give a definition or say one word for the rest of the group to guess the word on the card.

- Put students into groups of four and hand out to each group a set of cards face-down in a pile.
- One student starts by picking up one of the cards and deciding which kind of clue to give (mime, definition or one word). The other students try to guess the word. Whoever guesses the word correctly claims the card. The game ends when all the cards have been claimed. The student with the most cards is the winner.
- Do the activity as a class and invite individual students to mime, define or say one word for the rest of the class to guess.

Resource 56:

Unit 8, Grammar – Conditional predictions

Materials: One worksheet for each pair of students

Language: First Conditional, *will* for predictions, expressions of probability

- Remind students about how to form First Conditional sentences and the use of *will* with *probably* and *definitely*.
- Put students into pairs and hand out a worksheet to each pair. The pairs should use the prompts to complete the sentences. Encourage them to use their imagination.
- When they have finished, one pair should join up with another pair to discuss their ideas.
- Invite students to read out some of their sentences to the class.

Resource 57: Unit 9 Lesson 1, Vocabulary – All about Canada

Materials: One worksheet for each pair of students

Language: Landscapes, natural features, countries

- Write *Canada* on the board. Invite students to share what they know about Canada. Tell them that they are going to work in pairs to complete some information about Canada.
- Put students into pairs and hand out a worksheet to each pair. Explain that they should be able to complete gaps a–f without any clues and that there are picture clues for gaps 1–10.
- When they have finished, elicit the answers.
- Then tell the pairs to choose another country. Explain that they should create a similar kind of information sheet about the country, doing online research to find the information.
- Invite pairs to present their information to the class.

Answers:

a Population b Capital c languages d Flag
e Borders f Oceans
1 mountain 2 river 3 lake 4 island 5 seas
6 volcano 7 forest 8 jungle 9 beach 10 waterfall

Resource 58:

Unit 9 Lesson 2, Grammar – What have you done?

Materials: One section for each student, either A or B

Language: Present Perfect for past experiences

- Remind students about how we form the Present Perfect.
- Put students into pairs and hand out Section A to one student and Section B to the other student. Tell students to work on their own to complete the questions by writing

the verbs in the correct form. Encourage them to look up any verbs they don't know. Explain that they should also write two more questions using the Present Perfect, with different verbs if possible.

- When students have finished, they should answer the questions for themselves. Then, in their pairs, they take turns to ask and answer the questions.
- Invite students to tell the class what their partner has done and has never done in their life.

Answers:

A 1 swum 2 eaten 3 been 4 met 5 lived 6 seen
7 climbed 8 ridden

B 1 swum 2 cooked 3 been 4 talked 5 visited 6 seen
7 climbed 8 flown

Resource 59:

Unit 9 Lesson 4, Grammar – Holiday planning

Materials: One section for each student, either A or B

Language: Present Perfect with *already/just/yet*

- Remind students about when we use *already*, *just* and *yet* with the Present Perfect.
- Tell students to imagine that they are going on holiday together and have made a list to show the different activities that each person has to do. A tick means they have already done it; a cross means they haven't done it yet.
- Remind students about how we talk about plans and intentions (using *going to*). Write on the board: *look for passport x tomorrow*. Ask: *Have you looked for your passport yet?* Elicit the reply: *No, I haven't. I'm going to look for it tomorrow*.
- Put students into pairs and hand out Section A to one student and Section B to the other student. The student with Section A starts and asks the student with Section B if they have done each of the activities on their list (e.g. *Have you bought the maps yet?*). Their partner answers, following the information in their list in Section B and using *already*, *just* and *yet*. If they haven't done the activity yet, they should use *going to* to say when they plan to do it.
- When the student with Section A has asked about all the activities on their list, they swap roles and the student with Section B asks their partner if they have done each of the activities on their list.

Resource 60: Unit 9 Lesson 6, Speaking – Can I ...?

Materials: One set of cards for each group of four students

Language: Asking for, giving and refusing permission

- Remind students about how to ask for, give and refuse permission.
- Put students into groups of four and hand out the cards so that each student has all the cards with a specific number 1, 2, 3 or 4. Some are asking-for-permission cards and others are response cards.
- Tell Student 1 to choose one of their asking-for-permission cards and to ask the group. The student with the corresponding response card should respond appropriately.

- The process continues until all students in the group have asked for permission three times and given or refused permission three times.
- Invite groups to act out one of their dialogues in front of the class.

Resource 61: Unit 9 Lesson 7, Writing – A postcard from anywhere

Materials: One section for each student, either A or B

Language: Writing a postcard

- Discuss postcards with students. Tell them to imagine they are somewhere on holiday. They should think about the place, the weather, what activities they have done and what they are going to do next.
- Put students into pairs and hand out Section A to one student and Section B to the other student. Tell them to write their partner's name at the top of the postcard and to complete the postcard with their own ideas.
- When they have finished, the pairs should swap postcards. They should read each other's postcards and then ask follow-up questions about each other's holidays.
- Display the finished postcards so that the class can read each other's ideas.

Resource 62: Units 7–9, Vocabulary – Half a crossword

Materials: One section for each student, either A or B

Language: Vocabulary from Units 7–9

- Write *florist's* on the board and ask students to give a clue for the word (e.g. *it's a place which sells flowers/it's a shop where you can buy flowers*).
- Tell students you are going to give them a crossword where they can see half of the answers. They should keep it hidden from their partner and they should think of ways to define or otherwise give a clue for each word. If you think students need help, you could pair up Section A students together and Section B students together, so that they prepare their clues together. Then tell the original pairs, A and B, to work together without showing each other their crossword.
- Remind students of the words *across* and *down*. The student with Section A starts by giving a clue for 1 across and the student with Section B guesses and writes the word in their crossword. Then the student with Section B gives a clue for 1 down and the student with Section A guesses and writes the word in their crossword. In their pairs, students take turns to give a clue for a word until they have both completed their crosswords. During the activity, they should not use L1 or tell each other the correct words. When they have finished, the pairs should check their answers by looking at each other's crosswords.
- Invite students to give their clues for the words and have a class discussion about which clues are the best.

Resource 63:

Unit 7–9, Grammar – Choose and ask

Materials: One worksheet, one coin and one counter for each group of three students

Language: Comparatives and superlatives, *going to*, First Conditional, *will* for predictions, expressions of probability, Present Perfect

- Remind students about the different structures they have learned in the last three units.
- Tell them they are going to play a board game and that they need a coin and one counter (a small piece of paper is fine). The rules are that students flip a coin and if it lands 'heads' up, they move two places and if it lands 'tails' up, they move one place.
- Explain that if they land on a numbered square, they have to decide on the correct option and then ask the question to the rest of the group who both have to answer. If they land on an unnumbered square, the player who flipped the coin should use their imagination to complete the sentence. The student on their left then starts from that square, not from the start and repeats the process.
- Rather than a competitive game to see who can finish first, the idea is that students take turns to move the whole group through the board game.
- Put students into groups of three and hand out a worksheet to each group.
- When the groups have finished the game, invite them to ask and answer some of the questions in front of the class.

Answers:

1 more 2 the most 3 are you 4 go 5 Will you 6 Has
7 shorter 8 most useful 9 to do 10 will you 11 will read
12 Have 13 better or worse 14 most valuable
15 Are you going 16 ever

Memory



1 	4 	7 	10
2 	5 	8 	11
3 	6 	9 	12



A I'm into dancing.	D I love reading comics.	G I really like writing stories.	J I'm a good photographer.
B I like singing.	E I'm not a bad guitar player.	H I'm not into watching cartoons.	K I'm really into directing movies.
C I'm interested in drawing.	F I'm not a great actor.	I I don't like going to classical music concerts.	L I hate playing the piano.

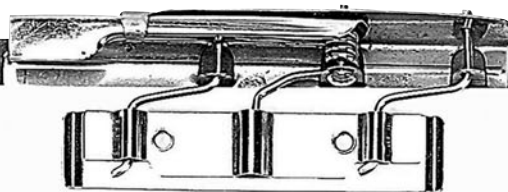
Truth or lie?



often / read	sometimes / go	never / write	usually / do
always / have	never / listen to	often / watch	sometimes / read
sometimes / play	often / drink	usually / meet	always / use
usually / walk	always / do	sometimes / make	never / go
never / watch	usually / eat	always / talk	often / play

Find someone who ...

Do a class survey. Ask the questions and write the names.



Find someone who:		Name
1	doesn't mind doing homework.	
2	usually goes to bed before 11 p.m.	
3	likes shopping for clothes.	
4	wants to live in a different country one day.	
5	often feels tired during the day.	
6	never drinks coffee.	
7	hates running.	
8	sometimes cooks dinner for his/her family.	
9	never reads a newspaper.	
10	is interested in history.	
11	knows a few words of Chinese or Japanese.	
12	often goes to the cinema with his/her parents.	
13	wants to get a Saturday job.	
14	usually meets his/her friends on Saturdays.	
15	doesn't like tidying his/her bedroom.	
16	doesn't use social media.	

Order the dialogue



Customer: Hello. Can I have two tickets for *Race Team Go*, please?

Ticket seller: Sure! Which screening would you like?

Customer: The seven o'clock screening.

Ticket seller: I'm sorry. The seven o'clock screening is completely sold out.

Customer: Oh no! I really want to see that film.

Ticket seller: There's another screening at ten o'clock. We've got tickets for that.

Customer: Ten o'clock is too late for me. Are there any tickets for the eight o'clock screening of *Look Here*?

Ticket seller: Yes. For the eight o'clock screening, we've got tickets in rows 1, 2, 3 and 12.

Customer: OK. I'd like two tickets in row 12, please. How much is that?

Ticket seller: The tickets are eight pounds each, so that's sixteen pounds altogether.

Customer: Here you are.

Ticket seller: Thank you. Enjoy the film.

Mixed-up profiles



1 My name is _____ and I'm _____ years old.	5 I like _____ and _____.	9 I'm not really into _____.
2 I live with _____ in _____ near _____.	6 ... but my big passion is _____.	10 ... and I hate _____!
3 I'm in class _____ at _____ School.	7 My favourite _____ is _____.	11 I _____ every day and I sometimes _____.
4 My favourite subjects are _____ and _____.	8 In my free time I _____ and _____.	12 In the future I want to be a(n) _____.

What is it?

Order the letters to write words. Use the clues to help you.

Anagrams
Words
Clues

1 engereta	_____	aged 13–19
2 vlone	_____	you can read it
3 enenrispo	_____	an old person
4 nomred rat	_____	new paintings
5 mudrs	_____	you bang them
6 notccre	_____	live music
7 ludat	_____	older than number 1
8 maacre	_____	point it and click
9 oothhypgrap	_____	you need number 8 for this
10 stoper	_____	a big picture
11 iruatg	_____	it has six strings
12 ahewtre ratscofe	_____	rain tomorrow

Questions, questions



A

Order the words to write questions.
In pairs, ask and answer the questions and write your partner's answers.

1 kinds / like / what / films / do / of / you / ?

Q: _____

A: _____

2 you / do / how / fast food / eat / often / ?

Q: _____

A: _____

3 you / do / on Saturdays / do / what / ?

Q: _____

A: _____

4 you / languages / many / how / do / speak / ?

Q: _____

A: _____

5 what / does / of / car / kind / family / have / your / ?

Q: _____

A: _____

6 like / you / dancing / do / ?

Q: _____

A: _____

B

Order the words to write questions.
In pairs, ask and answer the questions and write your partner's answers.

1 you / what / music / do / kinds / like / of / ?

Q: _____

A: _____

2 like / you / selfies / taking / do / ?

Q: _____

A: _____

3 often / how / soap operas / you / do / watch / ?

Q: _____

A: _____

4 your / do / read / parents / a newspaper / ?

Q: _____

A: _____

5 on Fridays / you / after school / what / do / do / ?

Q: _____

A: _____

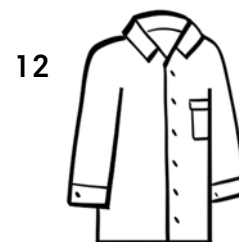
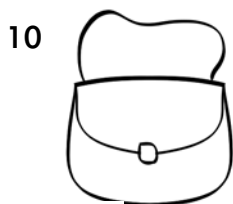
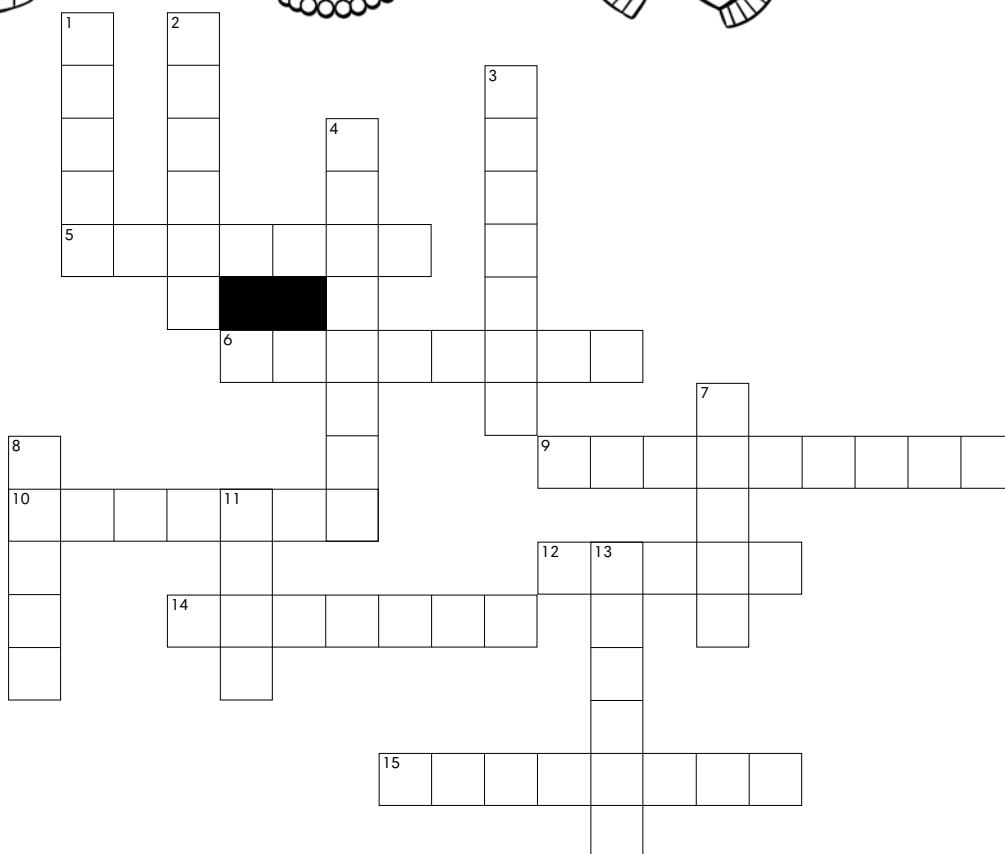
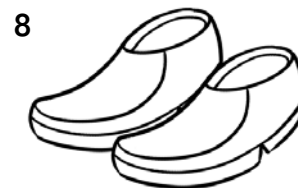
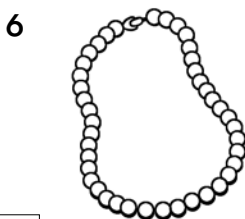
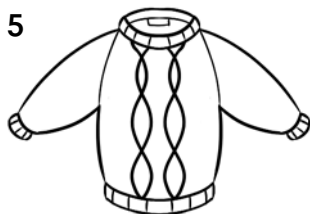
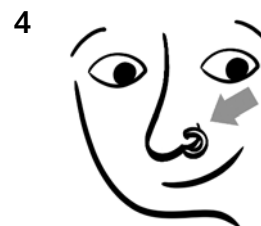
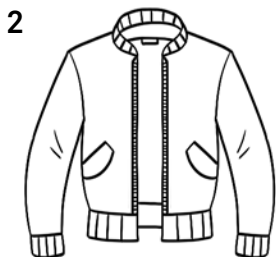
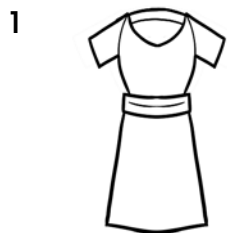
6 you / do / to / in your bedroom / music / listen / ?

Q: _____

A: _____

Crossword

Look at the pictures and complete the crossword.



Where am I?



1

I'm at a party.

_____ (I / stand) in the kitchen.

_____ (my friend / dance) in the living room.

5

I'm at the shopping centre.

_____ (I / carry) two bags of new clothes.

_____ (a woman / show) me some shirts.

2

I'm on the beach.

_____ (I / wear) shorts.

_____ (my mum / read) a book.

6

I'm in an English test.

_____ (I / sit) quietly.

_____ (my friend / write) very fast.

3

I'm at a home.

_____ (I / tidy) my room.

_____ (my brother / play) loud music.

7

I'm at the cinema.

_____ (I / sit) in the dark.

_____ (my friend / eat) popcorn.

4

I'm in the park.

_____ (I / play) with my dog.

_____ (a man / cut) the grass.

8

I'm on a long car journey.

_____ (I / look) out of the window.

_____ (my mum / tell) my dad to slow down.

Usually and today



1

It's midnight.

Nicola / usually /
go / to bed / 11 o'clock /
today / she ...

4

Alice is at a party.

she / usually / wear /
jeans and a T-shirt /
today / she ...

7

It's Saturday morning.

Paul / usually /
play / football /
on Saturday mornings /
today / he ...

2

It's Monday morning.

Jack / usually / go /
to school / on Mondays /
today / he ...

5

It's lunchtime.

Bob / usually / eat /
sandwiches / for lunch /
today / he ...

8

Hannah is on the beach.

she / usually / swim /
today / she ...

3

It's Saturday afternoon.

Maggie / usually /
meet / her friends /
on Saturday afternoons /
today / she ...

6

Ben is going to school.

he / usually / walk /
to school / today /
he ...

9

It's 4 p.m.

Nick / usually / do /
his homework /
at 4 p.m. / today /
he ...

The right response

Situation cards



1 I'm doing really well at school.	5 I can't come to the concert with you.
2 I've got lots of nice comments on my blog.	6 Our teacher gives us homework every day.
3 Mum and dad say I can have a party next week.	7 Switch on the TV. Our teacher is on <i>Britain's Got Talent</i>!
4 My tooth hurts really badly.	8 My parents have got a new Ferrari.

Response cards



Well done!	Good for you!	Awesome!	Poor you!
What a pity!	That's terrible!	No way!	You're kidding!

Dominoes



Tuesday	at	ten past three	in	the summer	at
night	in	the evening	on	Monday afternoon	in
the morning	at	Easter	on	your birthday	on
Friday morning	in	2012	at	midday	at
7.45	in	November	on	Christmas Day	in
the spring	on	school days	at	the weekend	in
1999	on	24 June	at	six o'clock	on

Categories



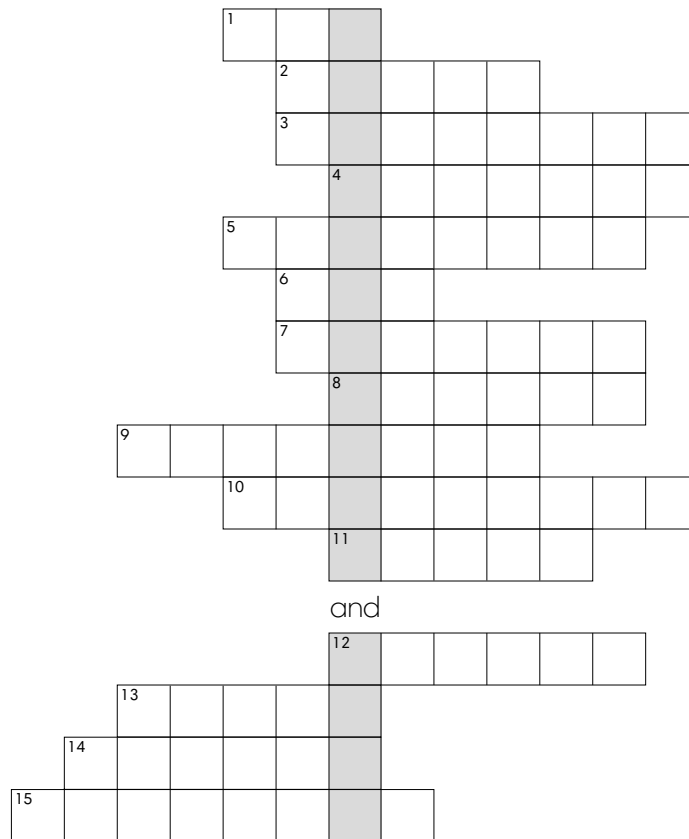
CHANGE CATEGORY	belt	necklace	handbag	earrings	glasses
CHANGE CATEGORY	dress	jacket	shirt	sweater	trousers
CHANGE CATEGORY	bored	interested	annoyed	irritated	worried
CHANGE CATEGORY	cotton	leather	woolly	striped	checked
CHANGE CATEGORY	cheerful	helpful	friendly	polite	outgoing
CHANGE CATEGORY	moody	lazy	rude	selfish	untidy

Correct or not?

	Sentence	✓/✗	Correct sentence	Points
1	Today Elaine wears a long red dress.			
2	My friends and I are often meeting on Saturdays.			
3	Why is Peter wearing a tie today?			
4	What does your brother do in his free time?			
5	My mum is not often listening to the radio.			
6	This week we're learning about New Zealand in Geography.			
7	What do you want to do when you leave school?			
8	Hey, what's that song you listen to? It sounds great.			
9	My dad often get home from work late.			
10	I'm always wearing trainers to school.			
11	Our English teacher doesn't give us homework on Fridays.			
12	I don't play a musical instrument but I can sing.			
13	Leo doesn't wants to get a tattoo.			
14	My parents don't often eat meat.			
15	What you usually do at the weekend?			
16	I'm reading a really interesting book at the moment.			
17	At the moment, my sister learns French.			
18	What you are learning in English this week?			
19	My mum is watching her favourite soap opera at the moment.			
20	I can't talk now. I'm eating my dinner.			
TOTAL				

Animal puzzle

Read the clues and write the words. Find the hidden phrase.



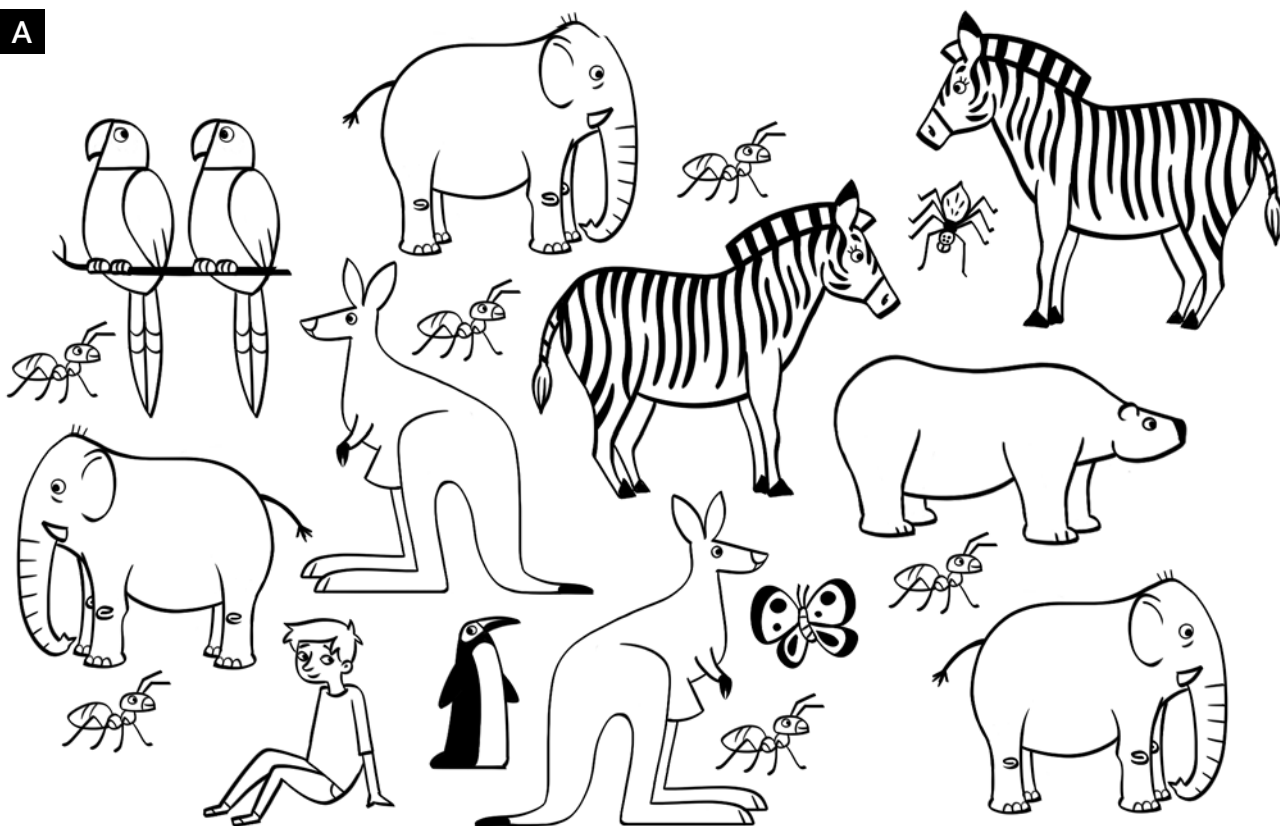
- 1 We get milk from this animal.
- 2 This big cat lives in India. It is the only cat that likes swimming.
- 3 You can see this big animal in Africa and India.
- 4 This animal lives in the sea and is very friendly.
- 5 This tall bird is pink.
- 6 This very small insect is usually black.
- 7 This animal has a very long neck.
- 8 This animal often swings and jumps in trees.
- 9 You can see this animal in Australia.
- 10 This animal is big, white and dangerous. (2 words)
- 11 This animal can be very long. It doesn't have legs.
- 12 You can sometimes train this bird to talk.
- 13 You can ride this animal.
- 14 This animal has got big ears and is very cute.
- 15 This animal is very, very slow.

Hidden phrase: _____

What was there?



A



B



No way!

Time cards



yesterday	last week	last summer	this morning
last night	an hour ago	two days ago	last Saturday
a few minutes ago	last year	when I was ten	last month

Event cards



watch / a great film	invent / a new machine	study / for an exam	phone / my friend
want / to be a doctor	really like / pop	live / in America	visit / Italy
not use / my phone	help / my friend	be / tired	be / angry
shout / at my friend	walk / 10 km	not be / here	not watch / TV
decide / work hard	try / cook curry	start / a good book	not tidy / my room

I'm so sorry!



I'm so ...	How could ...	... mind!
I didn't ...	You can't ...	... problem!
It's all ...	You promised ...	... understand!
I feel ...	I'm really angry ...	... happen!
It was ...	I'll never ...	... your fault!
Never ...	... sorry!	... you be so careless!
No ...	... realise!	... be serious!
I totally ...	... my fault!	... to be careful!
These things ...	... terrible!	... about this!
It's not ...	... all my fault!	... forgive you!

Ask and complete



Text A

Read about Steve Backshall. Ask your partner questions to find the missing information.

Steve Backshall is a famous TV presenter and animal expert. He was born in
¹ _____ (where?) in 1973. His parents worked for British Airways. Steve studied
² _____ (what?) at Exeter University and Biology at the Open University. He also
 studied ³ _____ (what?) in Japan. He is a black belt in judo and a brown belt
 in karate.

He started working on television in ⁴ _____ (when?) on the National Geographic
 Channel. In 2003, he moved to the BBC's ⁵ _____ (which programme?). In the
 first series, he travelled to Australia, in the second series he travelled to Central America and in
 the third series he travelled to ⁶ _____ (where?). He is famous for another
 programme – *Deadly 60*. In this programme he looked at ⁷ _____ (what?) all
 over the world.

In his free time, Steve likes mountain climbing and adventure running. He isn't married but he
 is engaged to Helen Glover. She is famous for ⁸ _____ (what?). She has got
 an Olympic gold medal. Steve asked her to marry him when they were on holiday in Namibia
 in Africa.

Text B

Read about Steve Backshall. Ask your partner questions to find the missing information.

Steve Backshall is a famous TV presenter and animal expert. He was born in England in
¹ _____ (when?). His parents worked for British Airways. Steve studied English
 and Theatre Studies at Exeter University and ² _____ (what?) at the Open
 University. He also studied martial arts in Japan. He is a ³ _____ (what?) in judo
 and a brown belt in karate.

He started working on television in 1998 on the ⁴ _____ (which channel?). In 2003
 he moved to the BBC's *The Really Wild Show*. In the first series, he travelled to
⁵ _____ (where?), in the second series he travelled to Central America and in
 the third series he travelled to South Africa. He is famous for another programme –
⁶ _____ (which programme?). In this programme he looked at deadly animals all
 over the world.

In his free time, Steve likes ⁷ _____ (what?) and adventure running. He isn't
 married but he is engaged to Helen Glover. She is famous for rowing. She has got an Olympic gold
 medal. Steve asked her to marry him when they were on holiday in ⁸ _____ (where?)
 in Africa.

Find the words



Grid A

Find your partner's words before he/she finds yours! Guess the squares.

	1	2	3	4	5	6	7	8	9	10
A										A
B	P	A	R	R	O	T				C
C										T
D		N	O	V	E	L		B		O
E								A		R
F		P		C	L	A	W	G		
G	B	I						G		
H	E	A						Y		
I	L	N		S	E	L	F	I	S	H
J	T	O								

Grid B

Find your partner's words before he/she finds yours! Guess the squares.

	1	2	3	4	5	6	7	8	9	10
A	W								M	
B	I								O	
C	N		T	I	G	H	T		O	
D	G								D	
E							S		Y	
F	D	O	N	K	E	Y	K			A
G							I			D
H	M	E	D	I	A		R			U
I							T			L
J		G	U	I	T	A	R			T

Discuss it

FINISH

28

CORRECT IT

I wasn't like the food my dad cooked for my birthday.

27

COMPLETE THE SENTENCE

My sister (play) a computer game at the moment.

26

DISCUSS IT

Talk for thirty seconds about your favourite clothes.

25

CHANGE TO THE PAST

Neil and I are in a play at school.

24

ADD A WORD

My dog is happy to see me when I come home after school. (always)

20

DISCUSS IT

Talk for thirty seconds about what you do in the evenings after school.

21

CORRECT IT

Mike often is annoyed with his sister.

22

You are on holiday and there is no internet. MISS A TURN.

23

MAKE IT NEGATIVE

The children are playing basketball.

19

COMPLETE THE SENTENCE

Nick (not / often / do) his homework.

18

You're feeling very excited at the moment. GO FORWARD THREE PLACES.

17

ORDER THE SENTENCE

you / dog / often / feed / how / your / do / ?

16

DISCUSS IT

Talk for thirty seconds about what or who makes you annoyed.

15

ADD A WORD

You often listen to pop music? (do)

14

DISCUSS IT

Talk for thirty seconds about a TV show you love.

10

MAKE IT NEGATIVE

I was late for school yesterday.

11

CORRECT IT

Susie often wear jeans to school.

12

Your parents give you money for new clothes. GO TO 17.

13

COMPLETE THE SENTENCE

Amy (not phone) me last night.

9

Your posters are all old and you don't like the pop stars on them now. GO BACK TWO PLACES.

8

DISCUSS IT

Talk for thirty seconds about what you like doing in your free time.

7

ORDER THE SENTENCE

talk / Lee / you / to / yesterday / did / ?

6

ADD A WORD

I go out with my friends. (often)

5

You move to a small town with no cinema. GO BACK TO START.

4

MAKE IT NEGATIVE

John likes watching horror films.

1

You are a great dancer. You are a star. THROW AGAIN.

2

DISCUSS IT

Talk for thirty seconds about the last time you watched a video online.

3

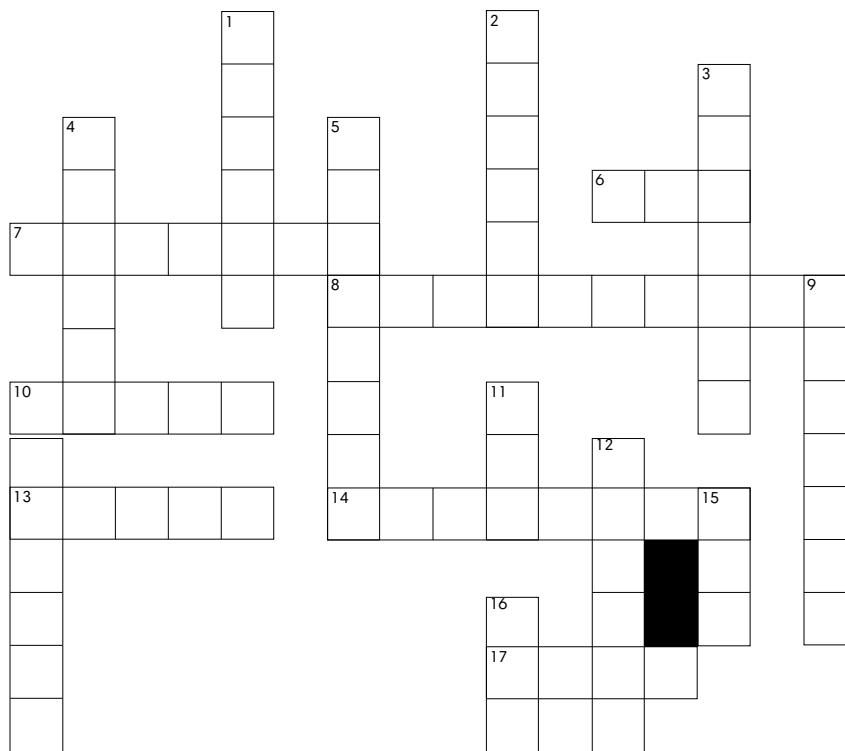
CORRECT IT

Last week we was on holiday.

START

Gadget puzzle

Read the clues and complete the crossword.



Across

- 6 and 10 across** I keep photos on this and take it to my friend's house so we can look at them on her computer.
- 7** The one in my phone lasts for about five hours before I need to charge it again.
- 8** I use it to take photos, play games, listen to music, surf the internet ... oh, and to tell my mum where I am!
- 10** See 6 across.
- 13 across and 3 down** Mine is a PS Vita and my brother's is a Nintendo.
- 14** I can type eighty words a minute using this.
- 17** See 11 down.

Down

- 1** It's a small computer.
- 2** See 15 down.
- 3** See 13 across.
- 4** See 16 down.
- 5** I use this to control my car when I'm playing driving games.
- 9** When I go on holiday, I don't need to carry heavy books because I've got enough to read on this.
- 10 and 12 down** Smile, please! Great, now let me connect this to the computer and see what the photos look like.
- 11 down and 17 across** We use this to connect other gadgets to a computer.
- 12** See 10 down.
- 15 and 2 down** You can watch films using this.
- 16 and 4 down** It's small but I've got a 1,000 songs on it.

Talk about it



Talk about something interesting you did yesterday.

Talk about something important you forgot to do last week.

Talk about a present someone gave you for your birthday.

Talk about something you bought last week.

Talk about something you've got that cost a lot of money.

Talk about a present you gave to a friend for his/her birthday.

Talk about something you lost at school last year.

Talk about something of yours someone took without asking.

Talk about something you had and liked when you were young but you haven't got now.

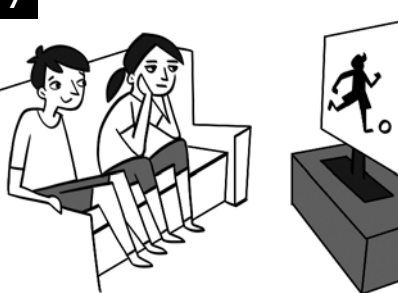
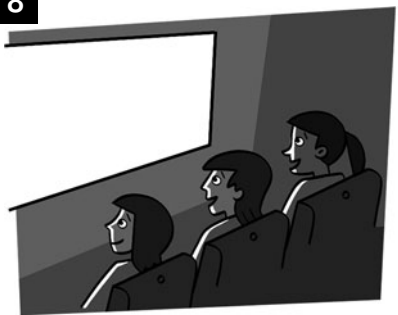
Talk about an interesting photo you took last summer.

Talk about the last thing you sent by post.

Talk about somewhere you went last weekend.

What does he want to do?

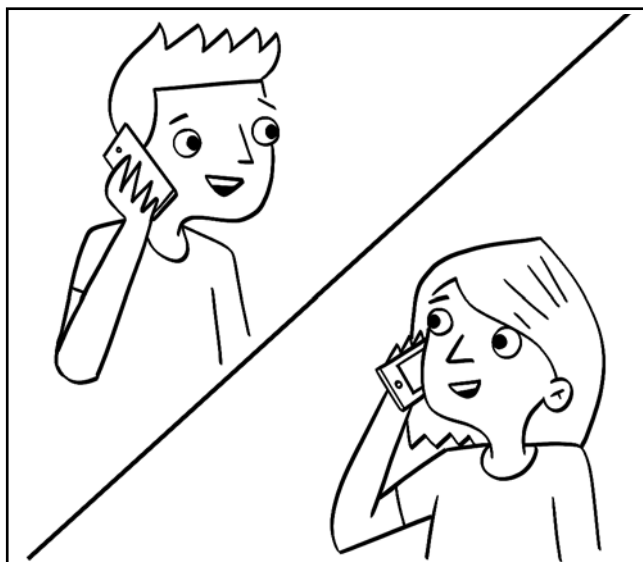
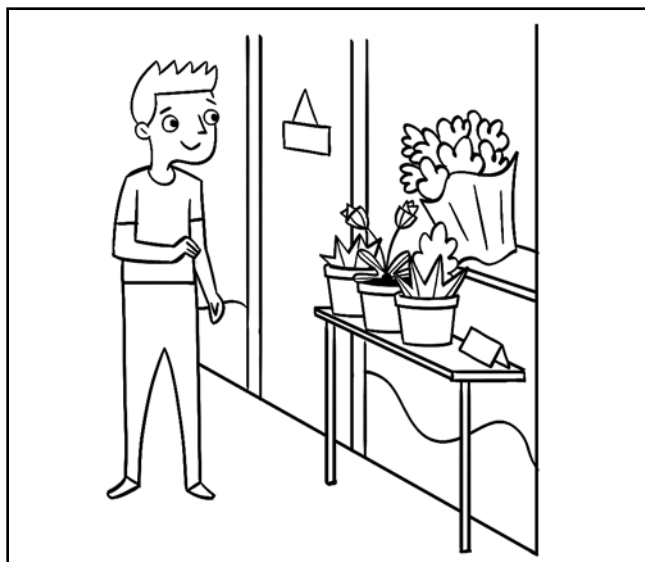
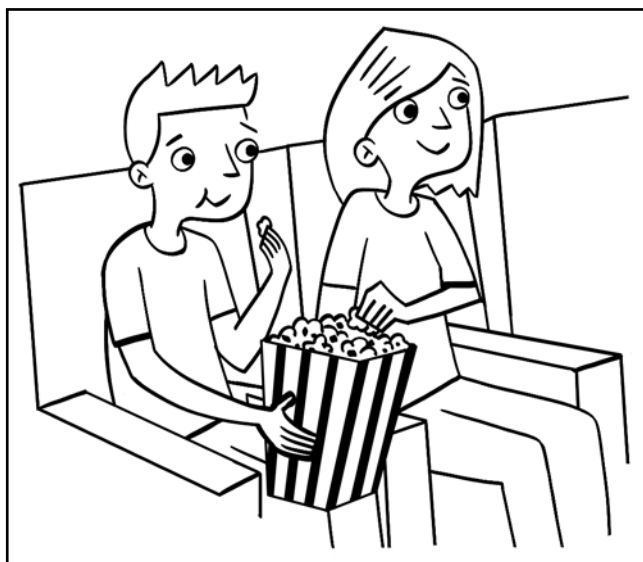
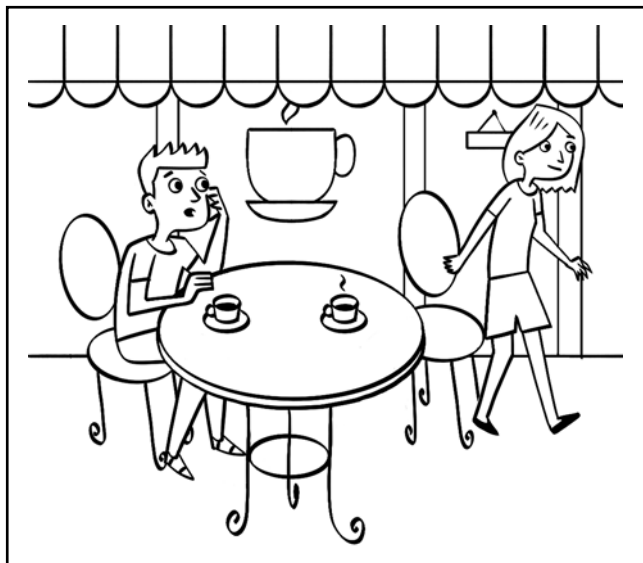
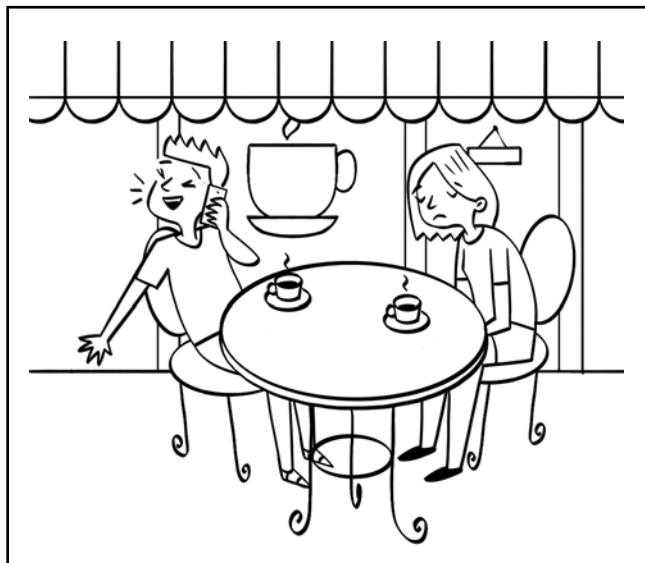


1  He wants _____	4  She can't stand _____	7  She hates _____
2  They forgot _____	5  He doesn't mind _____	8  They love _____
3  He keeps _____	6  He learned _____	9  She needs _____



(fall) over	(go) to the cinema	(cook) last year
(listen) to loud music	(do) well in his exams	(tidy) his room
(brush) her hair	(watch) football on TV	(switch) off the TV

Order it



Quick thinking


This is an animal
_____ lives
in Africa.

This is a website
_____ you can
find reviews
of hotels and
restaurants.

This is a gadget
_____ most people carry.

This is something
_____ people
eat for breakfast.

This is a place
_____ people
go when it's hot.

This is something
_____ people
wear when it's cold.

This is a kind
of film _____
young people
enjoy.

This is a kind of
TV programme
_____ adults like.

This is a type
of music
_____ parents hate.

This is an activity
_____ I do
before I go to school.

They are people
_____ wear
strange clothes.

This is something
_____ English
children wear
to school.

This is a part of
the body
_____ some
animals have but
people don't have.

This is a place
_____ people
meet at the
weekend.

This is an animal
_____ some
people keep
as a pet.

Add one



1 You want: GADGETS smartphone _____ _____ _____ _____	2 You want: LINKERS to order events firstly _____ _____ _____ _____	3 You want: GADGET ACCESSORIES joystick _____ _____ _____ _____
4 You want: PHRASAL VERBS switch on _____ _____ _____ _____	5 You want: THINGS WE CAN DO WITH GADGETS chat online _____ _____ _____ _____	6 You want: PROBLEMS WITH GADGETS something goes wrong _____ _____ _____ _____



1 Words to remember: surf the internet keyboard battery dies hang up next	2 Words to remember: tablet give up computer crashes take photos battery	3 Words to remember: then waste time top up check emails digital camera
4 Words to remember: get a virus DVD player pen drive in the end play games	5 Words to remember: check out mouse finally stops working e-reader	6 Words to remember: view videos desktop computer suddenly microphone look for

Make a sentence

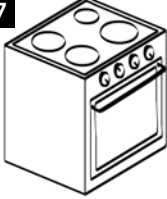


_____ (who)
_____ (took)
_____ (bought)
_____ (can't stand)
_____ (went)
_____ (where)
_____ (did)
_____ (keep)
_____ (wrote)
_____ (which)
_____ (saw)
_____ (tried to)
_____ (don't mind)
_____ (met)
_____ (who)
_____ (want to)

What is where?



Plan A

1	2 	3	4
5	6	7 	8

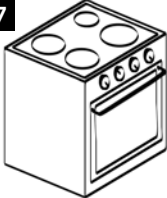
Your information:

The knife and fork are on the sink.

The table is next to a cupboard.

The cooker is next to the washing machine.

Plan B

1	2 	3	4
5	6	7 	8

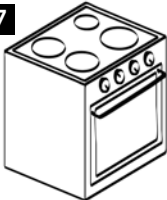
Your information:

The cupboards are opposite each other.

The dishwasher is next to the fridge.

The washing machine isn't next to a cupboard.

Plan C

1	2 	3	4
5	6	7 	8

Your information:

The table is between the cooker and a cupboard.

The dishwasher is next to the sink.

There is a washing machine opposite the fridge.

Do it carefully

Action cards



write	draw	walk
speak French	play a computer game	stand up
look round	open your book	play the piano
eat	drive	count to ten

Adverb cards



fast	slowly	carefully
noisily	happily	badly
angrily	dangerously	sadly
quietly	nervously	annoyingly

Rules and regulations



1

can't

4

have to

7

doesn't have to

2

has to

5

mustn't

8

has to

3

can

6

can

9

doesn't have to

Can you help me?



I'm new in town
and I haven't got
any friends.

I want to go on
holiday with my
friends but
I haven't got
any money.

It's my mum's
birthday next
week and I don't
know what to
buy her.

I'm going to
a wedding next
week and I don't
know what to
wear.

I've got an
important test
tomorrow and
I don't know
anything!

My computer is
really slow.

My younger
brother often
borrows my
books and CDs
without asking.

My parents don't
like my best
friend but he/she
is really nice.

I want to go on
the school skiing
trip but all my
friends are
experts and
I don't know how
to ski at all.

My friend
borrowed £10
last month.
He/She keeps
promising to give
it back but I still
haven't got my
money!

My parents
bought me an
expensive
smartphone last
week and I don't
know where it is.

I feel tired all
the time but I go
to bed early and
sleep a lot.

I want to try
a new hobby in
my free time but
I don't know
what.

I'd like to set up
a blog but I don't
know how to
start.

I invited my
friend to dinner
but I can't cook!

I forgot my best
friend's birthday
and now he/she
doesn't want to
speak to me.

So and because



I felt hungry, so ...	It was cold, so ...	I was tired, so ...	The water was warm, so ...
I've got an exam today, so ...	The film was boring, so ...	The book was great, so ...	I didn't like my Saturday job, so ...
I didn't have any money, so ...	It was my friend's birthday, so ...	I walked home because ...	I didn't go out because ...
My mum was angry because ...	I went to the doctor because ...	I didn't have any biscuits because ...	My computer was on because ...
The flowers died because ...	They didn't go skiing because ...	We moved to a different town because ...	It was a terrible concert because ...
... I bought a pizza.	... I put on my coat.	... I went to bed.	... we went for a swim.
... I studied all evening yesterday.	... I switched off before the end.	... I finished it in one day.	... I found a new one.
... I didn't buy the T-shirt I wanted.	... I sent him a card.	... there were no buses.	... I had too much work to do.
... I got bad marks in my tests.	... I fell and hurt my arm.	... my brother ate them all.	... my sister forgot to switch it off.
... I didn't give them any water.	... there wasn't any snow.	... my mum found a new job.	... the band couldn't play their instruments.

Match and define



Section A

Match words 1–10 with words a–j to make compound nouns. Then write definitions.

1 tourist	a hall	1 ☐ e <i>This is where you go to get maps or other information about a place you are visiting.</i>
2 art	b transport	2 ☐
3 bedside	c station	3 ☐
4 capital	d centre	4 ☐
5 living	e information centre	5 ☐
6 police	f room	6 ☐
7 post	g table	7 ☐
8 public	h gallery	8 ☐
9 shopping	i office	9 ☐
10 town	j city	10 ☐

Section B

Match words 1–10 with words a–j to make compound nouns. Then write definitions.

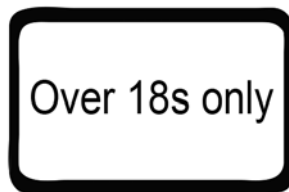
1 take	a the dishes	1 ☐ f <i>You do this when the bag in the house is full and you have to put it in the bin outside.</i>
2 do	b your bed	2 ☐
3 dry	c up late	3 ☐
4 hang	d carefully	4 ☐
5 listen	e on a lamp	5 ☐
6 make	f the rubbish out	6 ☐
7 set	g your room	7 ☐
8 stay	h the table	8 ☐
9 switch	i the cooking	9 ☐
10 tidy	j out with friends	10 ☐

Signs

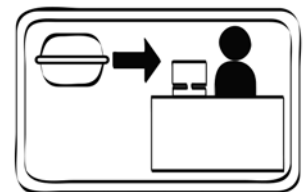
1 Match the signs with the sentences below. Then complete the sentences.



☐ A



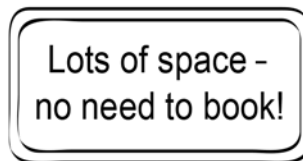
☐ D



☐ G



☐ B



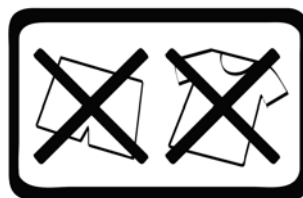
☐ E



☐ H



☐ C



☐ F



☐ I

1 _____
smoke here.

2 _____
use the toilet if you aren't
a customer.

3 _____
wear long trousers and
long-sleeved shirts.

4 _____
park here.

5 _____
book - we've got lots of
space!

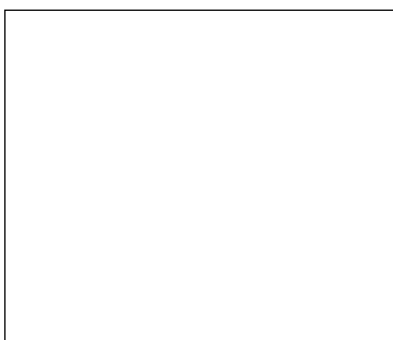
6 _____
be eighteen or older to
come in.

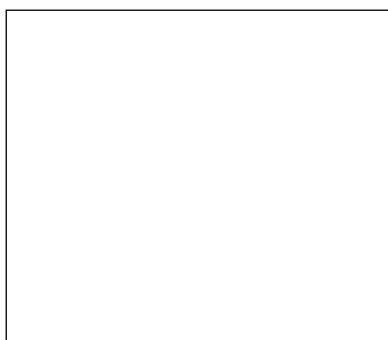
7 _____
pay - it's free!

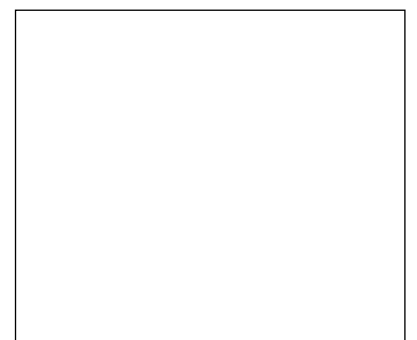
8 _____
order food at the
counter.

9 _____
come in with your
shoes on.

2 Draw three new signs. Write a sentence for each sign.







Body parts

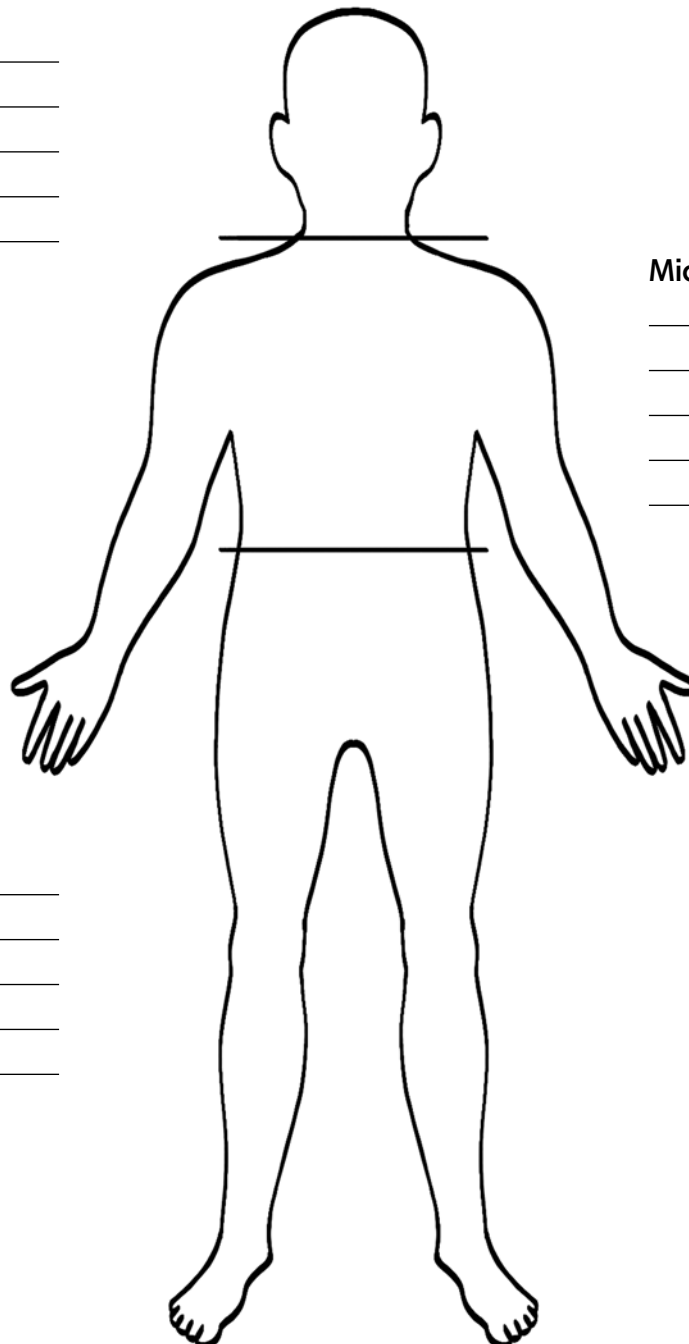
Find the words in the word snakes. Write them in the correct place.

BSSTOMACHLAHEARTYFOBRAINTIANKLELALIPSUP
TAELOWFOFINGERATEYEERTOESINKNEEDE
LISHOULDERMYFEETEDLEGENDNECKILPEARET

Top

Middle

Bottom



Packed lunches



You are Mike.
You are
fourteen.

You are Tom.
You are fifteen.

You are Sandra.
You are fifteen.

You are Melanie.
You are
fourteen.

1 The fourteen year-old boy has got some crisps but not many.

2 The fourteen year-old girl has got some soup but not much.

3 The girl who is fifteen has got two chicken sandwiches.

4 The boy who is fifteen has got a banana.

5 The girl with the soup has got some salad and a lot of fresh fruit.

6 The boy with some crisps has got a lot of cola and an apple.

7 The boy with a banana has got some water and some chocolate but not much.

8 The girl with the sandwiches has got a lot of tea and a kiwi fruit.

9 The fourteen year-old boy hasn't got any sandwiches but he's got a hot dog.

10 The fourteen year-old girl hasn't got any chocolate. She's got some nuts but not many.

11 The fifteen year-old girl hasn't got any crisps but she's got some cake.

12 The fifteen year-old boy hasn't got any sandwiches but he's got a lot of chips.

I was ... when ...



1

I was walking to school when ...

5

I was swimming in the sea when ...

9

We were doing an exam when ...

2

I was sitting on the bus when ...

6

I was lying in bed when ...

10

I was skiing when ...

3

I was talking on my phone when ...

7

I was eating a burger when ...

11

We were waiting for the lesson to start when ...

4

I was playing football when ...

8

I was watching TV when ...

12

I was shopping when ...

My advice is ...

1 Complete the dialogues with one word in each gap.

- 1 A: What's the _____ ?
B: I _____ terrible.
A: Have you got a stomachache?
B: No. I've got a sore _____ and a high _____.
A: You _____ have some water and lie _____. I think you've got the _____ .
- 2 A: What's _____ ?
B: I've _____ toothache.
A: You eat too many sweets. You should _____ an appointment with the _____ .
- 3 A: How are you _____ ?
B: Better, thanks. My leg _____ a little, but it isn't too bad. I think I'll go for a walk.
A: You should _____ in bed for another two days.
- 4 A: I've got a headache.
B: You should _____ an aspirin.
A: I think I should stay _____ bed today.
B: Have you got an English test today?
A: Yes.
B: Are you sure you're very ill?
A: Yes, it's really bad.
B: Perhaps we should _____ to the hospital.
A: Er ... no, it's OK, mum. I'll be fine at home.

2 Write and act out a dialogue.

[illegible]

Don't say the verb



1

A

Tell the group about an activity you want to take up.

Don't use the verb *take up*.

B

Tell the group about a website they should check out.

Don't use the verb *check out*.

2

A

Tell the group about a place where you and your friends sometimes hang out.

Don't use the verb *hang out*.

B

Tell the group about some interesting information you found out about someone famous.

Don't use the verb *find out*.

3

A

Tell the group about a habit you would like to give up.

Don't use the verb *give up*.

B

Tell the group about a time you fell out with someone.

Don't use the verb *fall out*.

4

A

Tell the group about an illness you picked up.

Don't use the verb *pick up*.

B

Tell the group about something or someone you had to look after.

Don't use the verb *look after*.

Have you got ...?



Section A

art	chocolate	_____ room	_____ phone
bedside	food	_____ transport	_____ drive
capital	energy	_____ centre	_____ juice
games	USB	_____ player	_____ fever
instant	post	_____ computer	_____ dog

Section B

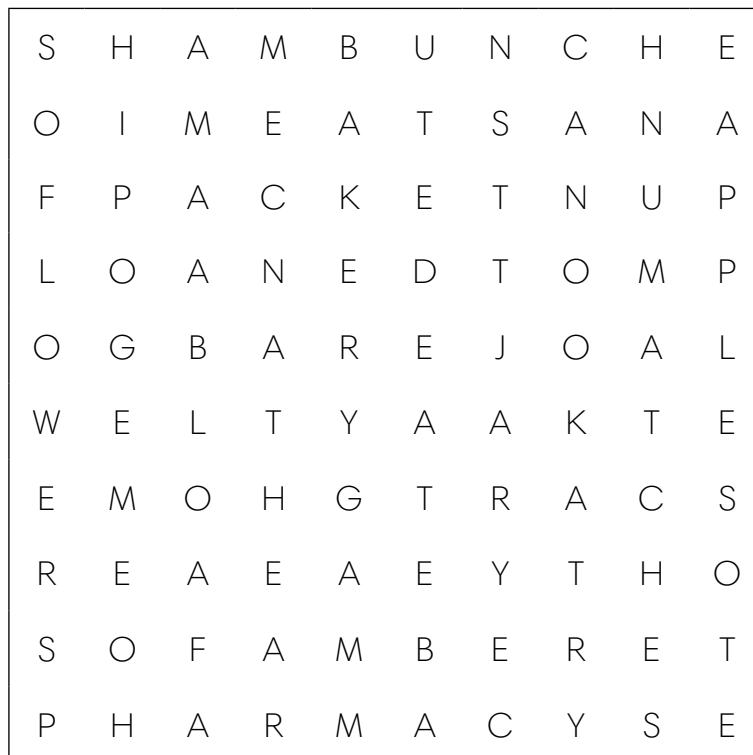
living	mobile	_____ gallery	_____ bar
public	pen	_____ table	_____ allergy
shopping	fruit	_____ city	_____ drink
DVD	hay	_____ console	_____ port
desktop	hot	_____ message	_____ office

Thirty seconds

24 Complete this sentence: <i>I was surfing the internet when ...</i>	25 Use the verb <i>see</i> in a Past Simple sentence.	26 Talk for thirty seconds about something you enjoy doing.	27 Talk for thirty seconds about someone who eats noisily.	28 Talk for thirty seconds about things people at work have to do.	FINISH
23 Talk for thirty seconds about unhealthy food you eat a lot of.	22 Talk for thirty seconds about things you have to do at school.	21 Talk for thirty seconds about someone who does something very carefully.	20 Talk for thirty seconds about something you agreed to do.	19 Use the verb <i>take</i> in a Past Simple sentence.	
12 Complete this sentence: <i>I was tidying my desk when ...</i>	13 Use the verb <i>do</i> in a Past Simple sentence.	14 Talk for thirty seconds about something you love doing.	15 Talk for thirty seconds about someone who speaks quickly.	16 Tell your group about two things you have to do at home.	17 Talk for thirty seconds about healthy food you eat a lot of.
11 Talk for thirty seconds about things you eat too many of.	10 Talk for thirty seconds about things you can and can't do at school.	9 Talk for thirty seconds about something you do slowly.	8 Talk for thirty seconds about something you hate doing.	7 Use the verb <i>go</i> in a Past Simple sentence.	6 Complete this sentence: <i>I was looking in the mirror when ...</i>
START	1 Use the verb <i>buy</i> in a Past Simple sentence.	2 Talk for thirty seconds about something you want to do.	3 Talk for thirty seconds about something you can do well.	4 Talk for thirty seconds about things you can and can't do at home.	5 Talk for thirty seconds about something you eat too much of.

Shopping list

Find words in the word search to complete the shopping list.



Shopping list

- * a bottle of shampoo from the ¹ _____
- * a ² _____ of bread from the ³ _____
- * a bag of ⁴ _____ from the greengrocer's
- * a ⁵ _____ of chocolate, a ⁶ _____ of lemonade,
a ⁷ _____ of crisps and a box of ⁸ _____ from the newsagent's
- * some ⁹ _____ from the butcher's
- * a ¹⁰ _____ of coffee from the supermarket
- * a ¹¹ _____ of ¹² _____ from the florist's

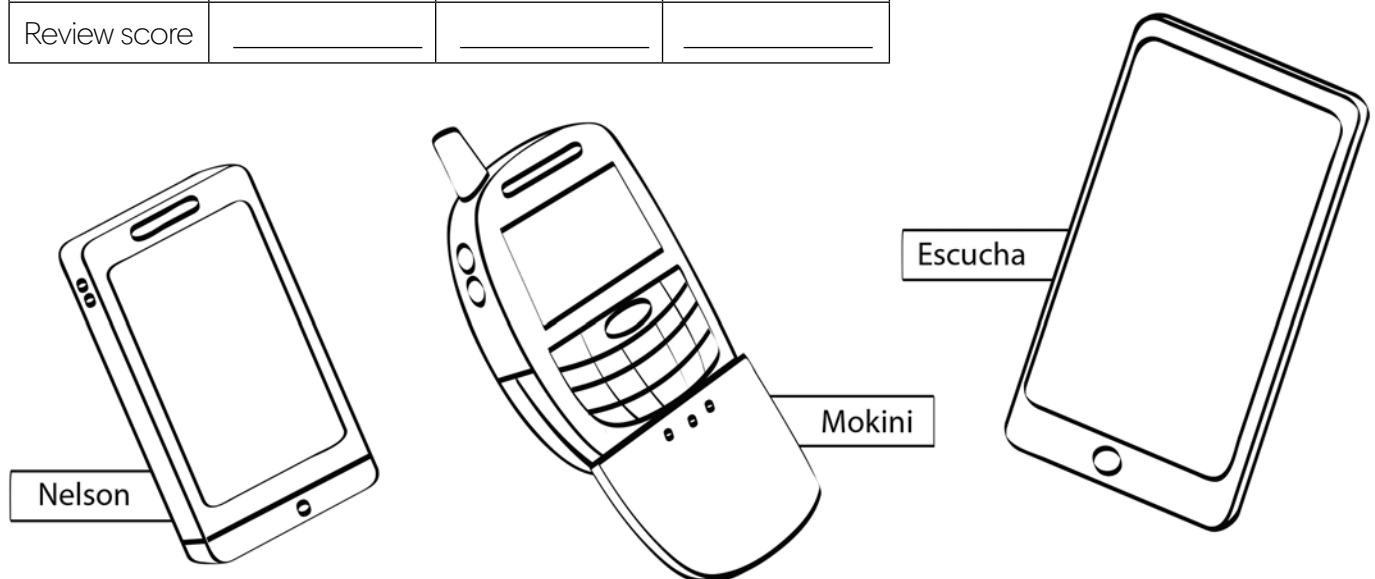
Mobile phone reviews

Read the sentences about the mobile phones. Complete the table with the information below.

- 1 The cheapest phone is the Mokini.
- 2 The Nelson is lighter than the Mokini.
- 3 The Nelson is the oldest phone.
- 4 The best phone is the Escucha.
- 5 The thinnest phone is the Escucha.
- 6 The Nelson isn't as expensive as the Escucha.
- 7 The Escucha is newer than the Mokini.
- 8 The Escucha is heavier than the Mokini.
- 9 The worst phone isn't the lightest.
- 10 The Mokini isn't as thin as the Nelson.

6 mm ~~£38~~ **7/10** **2012** **4 mm** 500 g
8/10 300 g **2015** ~~£104~~ **10/10** ~~£212~~
7 mm **2016** 400 g

	Mokini	Nelson	Escucha
Price	_____	_____	_____
Weight	_____	_____	_____
How thin	_____	_____	_____
Date	_____	_____	_____
Review score	_____	_____	_____



Plans and arrangements

Complete the dialogues with the correct form of the verbs in brackets.

A

A: What ¹ _____ (you/do) this weekend?

B: (plans) ² _____ (I/not do) anything! ³ _____ (I/get up) late.
⁴ _____ (I/stay) at home. ⁵ _____ (I/play) computer games and watch films.

B

A: What ⁶ _____ (you/do) on Saturday?

B: (arrangements) ⁷ _____ (we/take) the train to London at 8 a.m.
⁸ _____ (we/stay) the night.
 (plans) ⁹ _____ (we/look) round the shops. ¹⁰ _____
 (we/eat) somewhere near the river. ¹¹ _____ (it/be) great!

C

A: ¹² _____ (you/do) anything tonight?

B: (arrangements) Yes, I am. ¹³ _____ (I/meet) my friends at eight o'clock.
 (plans) ¹⁴ _____ (I/go) home, ¹⁵ _____ (I/have) dinner,
¹⁶ _____ (I/put on) my best clothes and ¹⁷ _____ (I/catch)
 the bus into town.

D

A: What ¹⁸ _____ (you/do) this summer?

B: (plans) ¹⁹ _____ (I/work) for a few weeks. ²⁰ _____ (I/try)
 to save some money.
 (arrangements) On 5 August, ²¹ _____ (my parents and I/fly) to Spain.
²² _____ (we/stay) in a town near Barcelona.

E

A: Do you want to go out later?

B: (arrangements) I can't. ²³ _____ (we/visit) my aunt.
²⁴ _____ (she/have) a sixtieth birthday party.
 (plans) When we get home, ²⁵ _____ (I/do) my homework and go to bed.

Shopping



Can I h _____ you?	Yes, I'm l _____ for a T-shirt.
How m _____ are they?	They're twenty-five p _____ ninety-nine.
How m _____ is it?	It's fourteen p _____ ninety-nine.
What s _____ are you?	I'm a s _____ forty-two.
Can I t _____ it on, please?	Sure. The c _____ rooms are over there.
Have you got it in a smaller s _____?	Yes, try this o _____, it's a forty-one.
Is i _____ OK?	No, it's t _____ big.
Are t _____ OK?	No, they're too s _____.
Do you l _____ it?	Yes, I do, b _____ I prefer darker colours.
Have you got it in a different c _____?	Yes, we've got it in red, blue, green or y _____.

Best notes



Mum,
I'm not feeling well. The school nurse told me to go home, but I don't think I can walk home on my own. I feel a bit sick and weak. Don't worry, it's nothing serious. I haven't got a temperature. Could you come and get me? I'm sitting outside Mrs Learmont's office.
Thanks,
Mick

Hi Rob,
I'm having a party this Saturday. Do you want to come? It isn't going to be a big party – just a few good friends, some food and some music. Come round at about three o'clock. Don't eat – we're going to order pizzas and mum's getting some cakes from the local bakery.
Hope you can come!
Jack

Hi Sophie,
I'm meeting Debbie at Mario's pizza restaurant at 7 p.m. Do you want to come? I think she's still upset about Paul, so she needs people to talk to. You always know what to say to people when they need help. Let me know.
Ruth

Hi Amelia,
Sorry to bother you, but I don't understand my Maths homework. Could you help me with it? I don't have to do it tonight – we haven't got Maths again until Monday. Perhaps we could meet on Saturday or Sunday? Do you want to come here? I can cook you dinner or, if you prefer, I can come to your house. I hope you can help. Let me know.
Paula

Mick,

Mum

Mick,

Mum

Hi Ruth,

Sophie

Hi Ruth,

Sophie

Hi Jack,

Rob

Hi Jack,

Rob

Hi Paula,

Amelia

Hi Paula,

Amelia

Related words


A TOPIC CARD Things you can buy in a bakery	B bread	C cakes
A meat	B TOPIC CARD Things you can buy in a butcher's	C sausages
A bananas	B apples	C TOPIC CARD Things you can buy in a greengrocer's
A TOPIC CARD People or things in a clothes shop	B changing rooms	C shop assistant
A change	B TOPIC CARD Words related to money	C wallet
A time	B money	C TOPIC CARD Things you can spend
A TOPIC CARD Things that come in a bottle	B water	C shampoo
A cream cakes	B TOPIC CARD Things that come in a box	C matches
A coffee	B jam	C TOPIC CARD Things that come in a jar
A TOPIC CARD Words that follow the word <i>go</i>	B shopping	C swimming
A traditional	B TOPIC CARD Adjectives	C popular
A note	B tweet	C TOPIC CARD Types of message

Positive and negative

Complete the texts with the correct form of the word in brackets.
Write one word in each gap. Do not use short forms.

Positive Paul

I love my town. It is ¹ _____ (exciting) town in the world!
The ² _____ (good) thing about it is the shopping centre. It is new, and the shops are great.
The clothes shops here are ³ _____ (trendy) the ones in London and the shop assistants are not ⁴ _____ (rude) as the shop assistants there.
I ⁵ _____ (live) here when I grow up.
I ⁶ _____ (get) a job in an office in the town centre.
I love our town centre. Later today, I ⁷ _____ (meet) my friends there. First, I ⁸ _____ (tidy) my room and have lunch.

Negative Natalie

I hate my town. It is ¹ _____ (boring) town in the world!
The ² _____ (bad) thing about it is the shopping centre. It is old and half the shops are closed.
The clothes shops here are ³ _____ (expensive) the ones in London and the shop assistants are not ⁴ _____ (polite) as the shop assistants there.
I ⁵ _____ (not live) here when I grow up. I ⁶ _____ (move) to a big city.
My sister lives in London. She ⁷ _____ (have) a party next weekend.
I ⁸ _____ (meet) her at King's Cross Station on Friday evening at 7 p.m.
It is going to be a great weekend!

Complete the sentences about your town.

My town

The best things about my town are _____.

The worst things about my town are _____.

Comparing my town to _____, it is _____.

Which job?

Work cards



work from nine to five	be happy at work	work indoors
work outdoors	work in a team	work at the weekend
earn good money	wear a uniform	work alone
work with your hands	do a dangerous job	do a stressful job

Job cards



accountant	artist	lawyer	farmer
soldier	waiter	doctor	chef
tour guide	mechanic	bike courier	police officer

Will it or won't it?



Section A

Complete the predictions with *will* or *won't*. Discuss in pairs.

- 1 We _____ have an English test this week.
- 2 It _____ be sunny and hot this weekend.
- 3 Next year's first-year students _____ all be hard-working.
- 4 In twenty years' time, the students in this class _____ all still be friends.
- 5 My parents _____ get a pizza for dinner tonight.
- 6 I _____ use English in my job in the future.
- 7 Our town _____ become cleaner and more pleasant in the future.
- 8 I _____ get married before I am thirty.
- 9 My best friend _____ phone me this evening.
- 10 There _____ be a big outdoor concert in our town this summer.

Section B

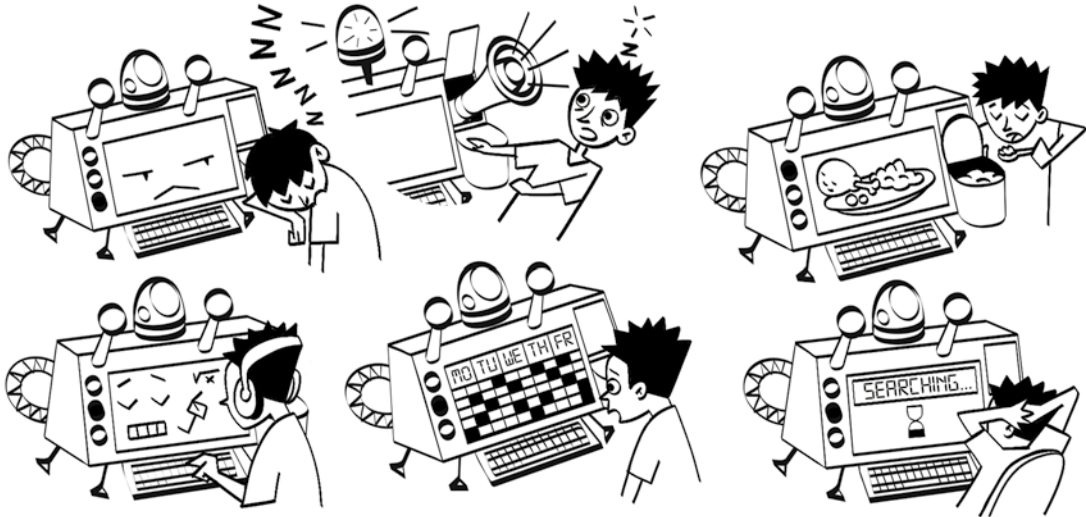
Complete the predictions with *will* or *won't*. Discuss in pairs.

- 1 We _____ have some English homework tonight.
- 2 It _____ be cold and wet tomorrow.
- 3 Next year's first-year students _____ all be polite.
- 4 A famous person _____ come to our school to give a speech this year.
- 5 My parents _____ arrive home late tonight.
- 6 I _____ live in this town for the rest of my life.
- 7 Our town _____ become more popular with tourists in the future.
- 8 I _____ have more than three children.
- 9 My best friend and I _____ go out somewhere tonight.
- 10 Our athletes _____ win a lot of medals at the next Olympic Games.

The study helper

Complete the sentence beginnings with the correct form of the verbs in brackets.
Then match the sentence halves.

The studying machine



- 1 ☐ If your child _____ (fall) asleep while studying,
- 2 ☐ If your child _____ (not understand) something,
- 3 ☐ If your child _____ (be) hungry,
- 4 ☐ If your child _____ (need) information,
- 5 ☐ If your child _____ (have) lots of exams to study for,
- 6 ☐ If someone _____ (phone) your child while he/she is studying,
- 7 ☐ If your child _____ (try) to use social media while he/she is studying,
- 8 ☐ If it _____ (be) time for your child to sleep,
- 9 ☐ If your child _____ (use) it properly,
- 10 ☐ If your child _____ (fail) his/her exams,

- a the machine _____ (block) the connection and send a warning SMS direct to your phone.
- b he/she _____ (not have) any more problems with his/her exams.
- c the machine _____ (wake) him/her up.
- d the machine _____ (switch) itself off.
- e it _____ (explain) it to him/her.
- f we _____ (give) you your money back.
- g it _____ (find) it for him/her online.
- h it _____ (cook) food for him/her.
- i it _____ (answer) the call automatically.
- j it _____ (organise) his/her time.

My future

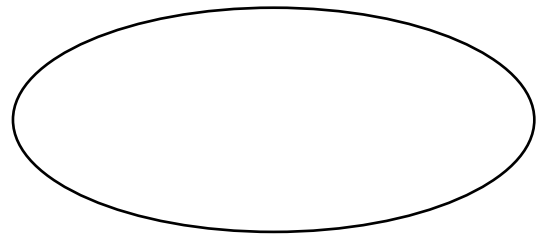
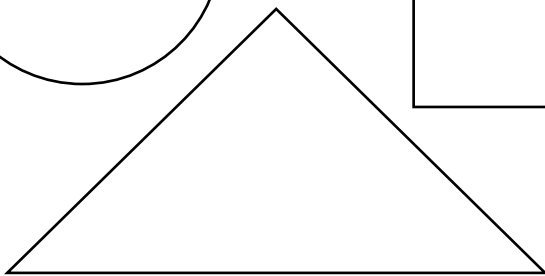
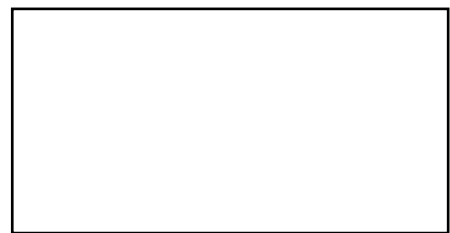
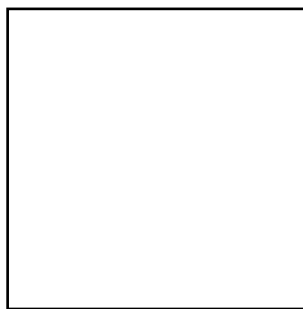
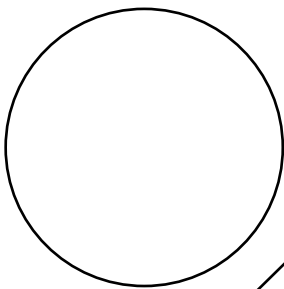


Section A

Follow the instructions below.

- In the circle, write about things you think will definitely happen when you are in your twenties.
- In the square, write about things that might happen this year.
- In the triangle, write about things that you probably won't do before you are thirty.
- In the rectangle, write about things that you definitely won't do in your life.
- In the oval, write about things that will probably happen in your final year of school.

fold here

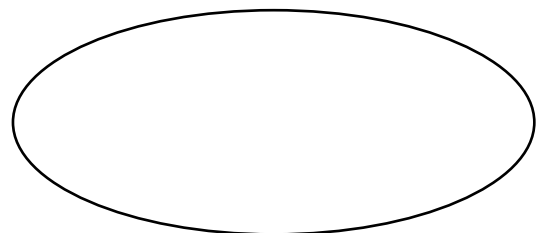
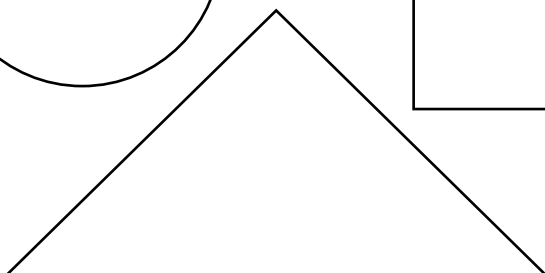
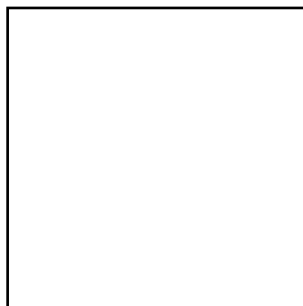
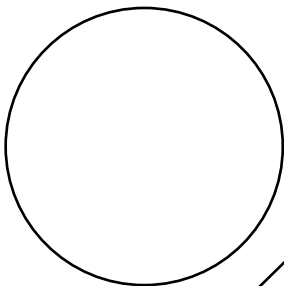


Section B

Follow the instructions below.

- In the circle, write about things that you definitely won't do before you are twenty.
- In the square, write about things that you probably won't do in your life.
- In the triangle, write about things that might happen in your final year of school.
- In the rectangle, write about things that will definitely happen this year.
- In the oval, write about things you think will probably happen when you are in your thirties.

fold here



Questionnaire



Section A

1 Complete the questions with prepositions.

- 1 What subjects are you really good _____ ?
- 2 Is there anything you are crazy _____ ?
- 3 What things at school are you afraid _____ ?
- 4 Are you keen _____ anything musical or artistic?
- 5 What kind of news stories are you interested _____ ?
- 6 What activities are you hopeless _____ ?
- 7 Which animals are you most fond _____ ?
- 8 Are you good or bad _____ using your hands?

2 In pairs, ask and answer the questions in Exercise 1. Ask follow-up questions.

A: What subjects are you really good at?

B: Maths and Science.

A: What sort of grades do you usually get? Do you think you will study them at university?

Section B

1 Complete the questions with prepositions.

- 1 What subjects are you really bad _____ ?
- 2 Are there any school subjects you are crazy _____ ?
- 3 Are you afraid _____ any animals or insects?
- 4 Are you keen _____ any sports?
- 5 What kind of books and films are you interested _____ ?
- 6 Is there anything you are hopeless _____ ?
- 7 Which relatives are you most fond _____ ?
- 8 Are you good or bad _____ cooking?

2 In pairs, ask and answer the questions in Exercise 1. Ask follow-up questions.

A: What subjects are you really bad at?

B: History and Maths.

A: What sort of grades do you usually get? Who helps you study for tests?

Mime, define, one word


astronaut	architect	lifeguard
doctor	farmer	receptionist
babysitter	gardener	tour guide
cloakroom	playground	science lab
course book	exam	homework
head teacher	form tutor	classmate
unemployed	full-time job	look for a job
firefighter	driver	mechanic
secondary school	primary school	university
staff room	beauty salon	library

Conditional predictions

Use the prompts to complete the sentences with your own ideas.
Discuss in pairs and then in groups.

If I fail my exams:

- **my parents / definitely ...**
- **I / probably ...**
- **my teachers / may ...**

If I need some money this summer:

- I / probably ...
- I / definitely ...
- I / might ...

If I don't find a job soon:

- **my parents / may ...**
- **I / probably ...**
- **I / definitely ...**

If our school builds a new gymnasium:

- **we / probably ...**
- **the teachers / may ...**
- **my classmates / definitely ...**

If I pass my exams in French:

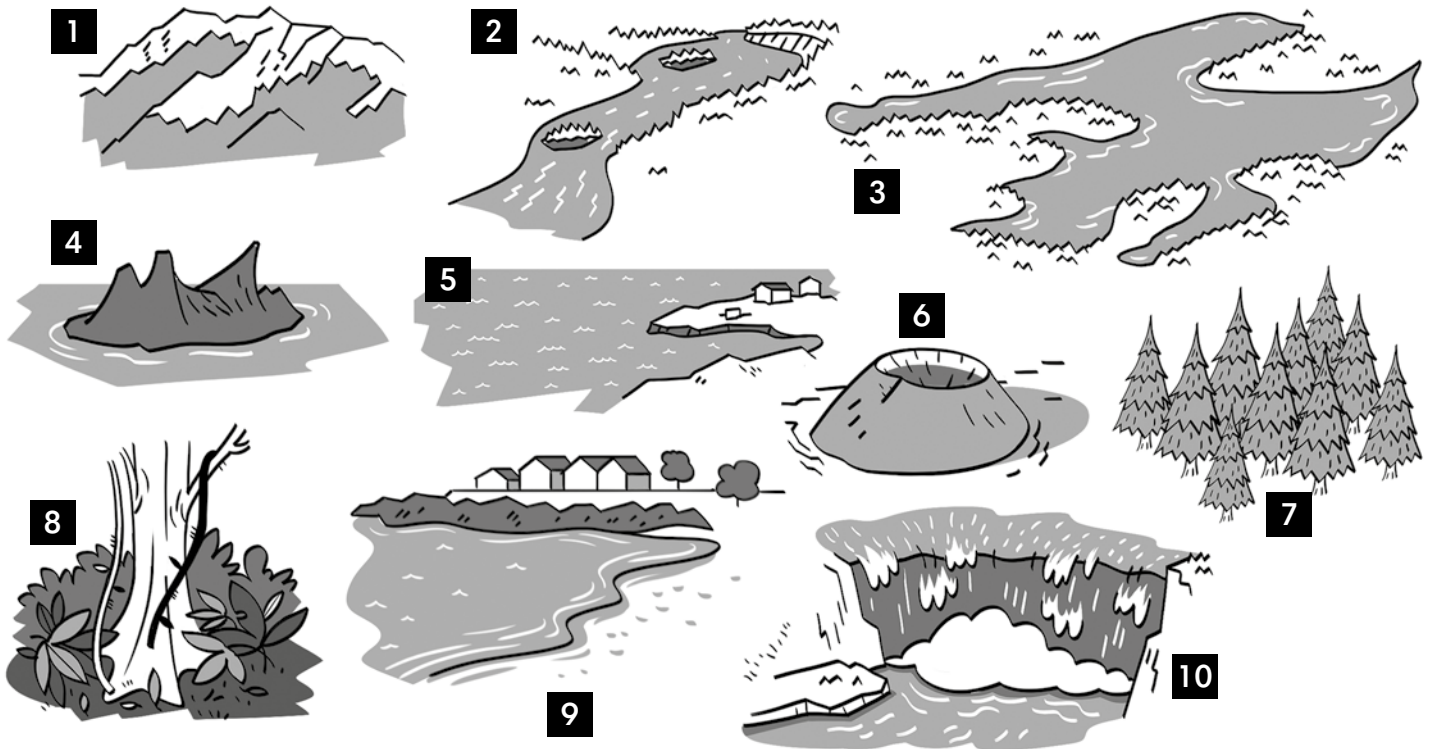
- I / definitely ...
- my parents / may ...
- my French teacher / probably ...

If my friends go camping this summer:

- **they / probably ...**
- **I / definitely ...**
- **my parents / may ...**

All about Canada

1 Complete the country information sheet. Look at the pictures to help you with 1–10.



Country: CANADA

- a _____ : 35 million
- b _____ city: Ottawa
- Official c _____ : two – English and French
- d _____ : red and white, with red vertical stripes and a red maple leaf in the white stripe
- e _____ : two – both with the USA; one between Canada and Alaska and one from the west coast to the east coast
- Highest ¹ _____ : Logan, 5,959 m
- Longest ² _____ : Yukon, 3,187 km
- Biggest ³ _____ (in Canada only): Great Bear, 31,080 km²
- Biggest ⁴ _____ : Baffin, 507,451 km²
- f _____ : Arctic, Pacific and Atlantic
- Other ⁵ _____ : Hudson Bay, Gulf of Alaska, Baffin Bay, Labrador Sea
- Highest ⁶ _____ : Mt Edziza, 2,786 m
- Canada has 3 million km² of untouched ⁷ _____, but it isn't a rainforest or a ⁸ _____. Canada is too cold!
- The best ⁹ _____ in Canada is Parlee in New Brunswick. In summer, the water can be 25°C!
- One of Canada's best-known natural wonders is a ¹⁰ _____ – Niagara Falls. It is about 50 metres high.

2 Choose another country and make a similar information sheet to show the class.

What have you done?



Section A

Have you ever:

- 1 _____ (swim) in a lake?
- 2 _____ (eat) strange food?
- 3 _____ (be) to the USA?
- 4 _____ (meet) a famous person?
- 5 _____ (live) in a different country?
- 6 _____ (see) a desert?
- 7 _____ (climb) to the top of a mountain?
- 8 _____ (ride) a camel?
- 9 _____
- 10 _____

You

**Your
partner**

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

Section B

Have you ever:

- 1 _____ (swim) to an island?
- 2 _____ (cook) foreign food?
- 3 _____ (be) to Egypt?
- 4 _____ (talk) to a foreigner in English?
- 5 _____ (visit) a famous building?
- 6 _____ (see) a volcano?
- 7 _____ (climb) to the top of a tower?
- 8 _____ (fly) in a helicopter?
- 9 _____
- 10 _____

You

**Your
partner**

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

Holiday planning



Section A

In pairs, follow the instructions below:

- Ask your partner about the activities on his/her list.
- Answer your partner's questions about the activities on your list.
- If you haven't done something yet, say when you are planning to do it.

Me

- buy / train tickets ✓ (just bought online)
- check / train timetable ✓ (decided best train)
- make / sandwiches ✗ (Saturday morning)
- phone / for taxi to the station ✗ (Friday)
- pack / rucksack ✗ (not bought one)
- be / shopping for clothes ✓ (not found shorts)
- write / email to friends ✓ (just finished)
- check / camera and tablet ✗ (tonight)

My partner

- buy / maps
- search / for hotels online
- read / guidebook
- change / money
- pack / rucksack
- be / shopping for clothes
- post / message on social media
- buy / ferry tickets

Section B

In pairs, follow the instructions below:

- Ask your partner about the activities on his/her list.
- Answer your partner's questions about the activities on your list.
- If you haven't done something yet, say when you are planning to do it.

Me

- buy / maps ✗ (partner)
- search / for hotels online ✓ (found cheap one)
- read / guidebook ✗ (on the train)
- change / money ✗ (on the ferry)
- pack / rucksack ✓ (just started, not finished)
- be / shopping for clothes ✓ (bought everything)
- post / message on social media ✓ (five!)
- buy / ferry tickets ✓ (not printed them)

My partner

- buy / train tickets
- check / train timetable
- make / sandwiches
- phone / for taxi to the station
- pack / rucksack
- be / shopping for clothes
- write / email to friends
- check / camera and tablet

Can I ...?



1 You want to borrow a pen.	1 You want to use your friend's phone.	1 You want to open the window because you are hot.	2 You are new to the class and want to sit down in an empty chair next to a student you don't know.
2 You want to leave your bag with your friend for ten minutes.	2 Your friend is eating pizza and you'd like a piece.	3 You'd like to look at your friend's map.	3 You need some paper because you haven't got your notebook.
3 You want a drink of your friend's water.	4 You haven't done your homework and want to copy what your friend wrote.	● You want to visit your friend on Saturday.	● Your friends are playing cards and you want to join in.
2 A student asks to borrow a pen. You've got several pens. Give permission.	3 A student asks to use your phone but the battery is nearly dead. Refuse permission.	4 A student asks to open the window but you are cold. Refuse permission.	1 A student asks to sit next to you. Give permission.
3 Your friend wants to leave his/her bag with you for ten minutes. Give permission, but only for five minutes because you need to leave soon.	4 Your friend asks for a slice of your pizza. Give permission.	1 Your friend asks to look at your map. Give permission.	● A friend asks for some paper. Your notebook is nearly full and you haven't got any more. Refuse permission.
4 Your friend asks for some of your water. You need it. Refuse permission.	1 Your friend wants to copy your homework. You think it is wrong. Refuse permission.	2 Your friend asks to visit you on Saturday. You are going to visit your aunt. Refuse permission.	3 You are playing cards with a friend. Another friend asks to join in. Give permission.

A postcard from anywhere



Section A

Complete the postcard with one word in each gap.

Hi _____ ,
 I hope you're well. I'm writing from _____.
 The weather has been _____. It's been
 _____ and _____. We've done lots of
 interesting things. We've been on a _____ ,
 visited a _____ and I've tried _____ !
 It was _____.
 Tomorrow we're going to go to try _____.
 I'm very _____ !
 We're coming home on _____.
 See you soon,

P.S. _____
 _____ !

Section B

Complete the postcard with one word in each gap.

Dear _____ ,
 I hope you're well. We're having a _____ time
 in _____. The weather has been _____.
 It's been _____ and _____. We've
 done lots of interesting things. We've been to
 _____ and I've tried _____ ! It was
 _____.
 This afternoon we're going to go to try
 _____. I'm very _____ !
 We're coming home next _____.
 See you soon,

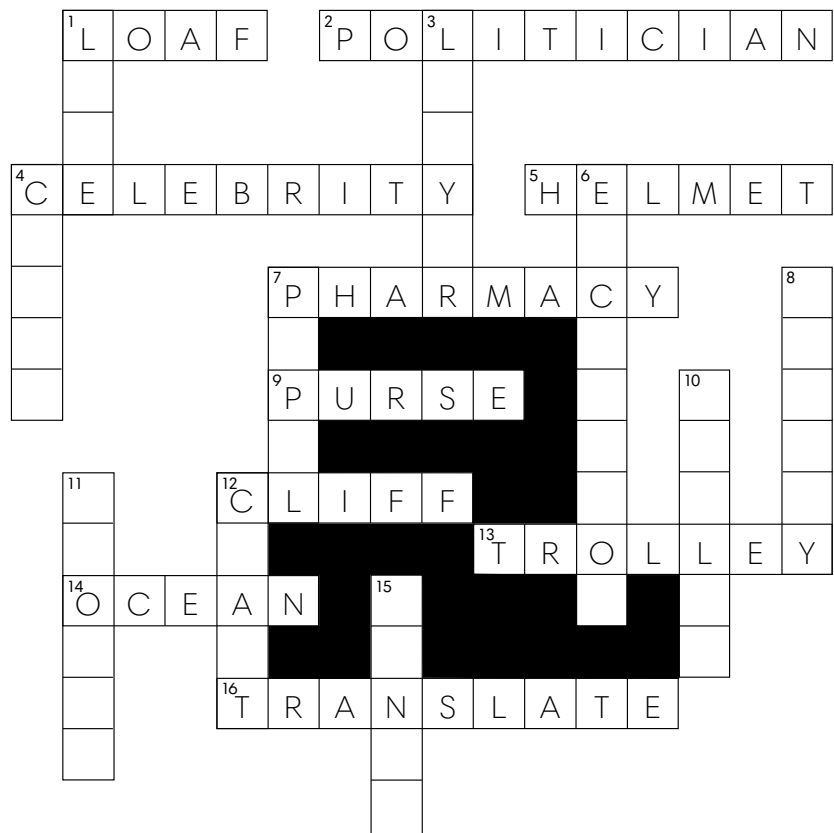
P.S. _____
 _____ !

Half a crossword



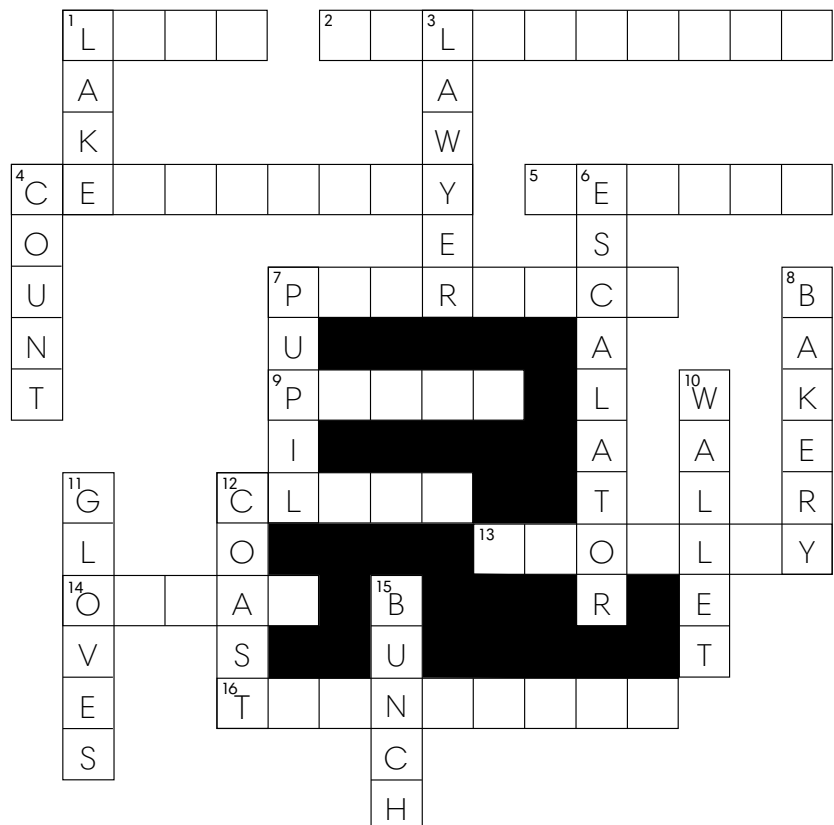
Section A

Prepare clues for the words you can see. In pairs, take it in turns to give your partner clues and write the words to complete the crossword.



Section B

Prepare clues for the words you can see. In pairs, take it in turns to give your partner clues and write the words to complete the crossword.



Choose and ask

FINISH	16 What's the most dangerous activity you have ever / just / yet done?	 I will be very happy if ...	15 <i>Are you going / Will you / Have you to study harder next year?</i>	14 What's your most valuable / the most valuable / more valuable possession?	13 Is life for teenagers now best or worst / better or worse / as good or as bad than twenty years ago?	
	9 <i>Are you going do / to do / doing some exercise later today?</i>	 My parents have never ...	10 If you meet your friends this weekend, what do you / you will / will you do?	11 How many books do you think you read / are reading / will read this summer?	12 <i>Do / Did / Have you ever bought any clothes that you have never worn?</i>	 Have you ever ...?
	 I have already ...	8 Which language, apart from English is the more useful / usefulest / most useful to learn? Why?	7 Is your hair shorter / as short / shortest than the person's sitting next to you?	6 Have you listened to the news today? Has / Have / Does anything interesting happened?	 I have just ...	5 <i>Are you / Will you / Have you definitely pass all your exams this year?</i>
	START	1 Is your phone more / most / as important to you than your bike? Why / Why not?	2 What's most / the most / the more interesting town you have visited? Why?	 I have never ...	3 What will you / are you / you are going to do after school?	4 If you will go / go / going to the beach this summer, will you go surfing?

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- umożliwia sukces na egzaminie ósmoklasisty

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- ilustruje praktyczne zastosowanie nowych struktur poprzez krótkie filmy sytuacyjne
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