

Rod Fricker

BBC

English Class



B1+

 **Pearson**

Teacher's Book
WYDANIE ROZSZERZONE



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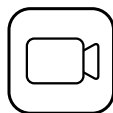
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English Class



B1⁺

Teacher's Book
WYDANIE ROZSZERZONE

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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.

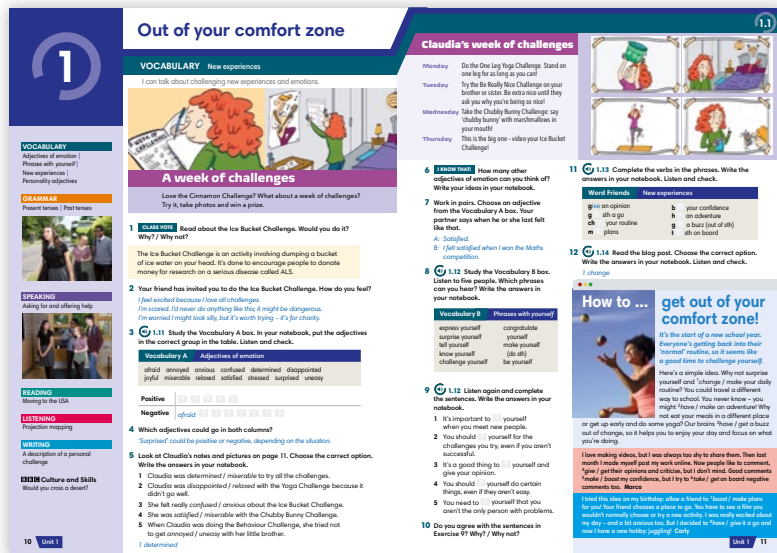
Interactive: moving to a much more personalised and adaptive approach, *English Class* does not just provide static content but also multiple opportunities to investigate and interact with that content through productive activities and projects. By interacting with the content rather than merely practising 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



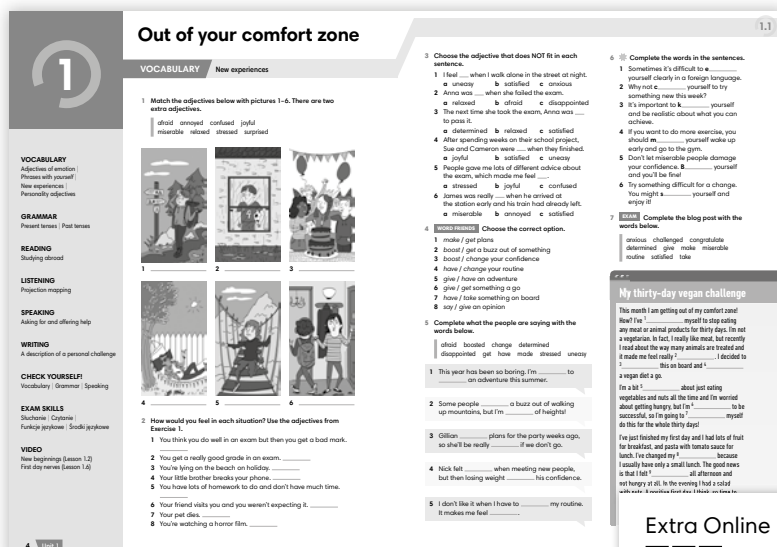
WORKBOOK with Extra Online Homework

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



Extra Online Homework
BBC Vox Pops Extra Activities

TEACHER'S BOOK

- 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

Your turn

I think ...

I'm trying to ...

I usually ...

I don't know ...

I'm looking at ...

I often ...

I have ...

I'm thinking about ...

I don't often ...

I enjoy ...

I'm reading ...

I never ...

I want ...

At the moment, our teacher is ...

I always ...

I prefer ...

At the moment, some students are ...

How often do you ... ?

Do you want ... ?

... is wearing ...

Do you ever ... ?

RESOURCE 3 Unit 1 Lesson 4

Grammar

Find someone who ...

Find someone who:

Name

1 I was playing computer games all night yesterday evening.

2 went to bed after midnight last Friday.

3 has never watched a reality TV show.

4 got a text message while they were having breakfast this morning.

5 felt ill last week.

6 has had an interesting dream recently.

7 met a friend while they were walking to school today.

8 lost something important last month.

9 has just had a great idea.

10 had an accident while they were playing sport last week.

11 bought a new gadget last weekend.

12 has never sent a postcard while on holiday.

13 was wearing black jeans at school yesterday.

14 received a strange email last week.

15 has changed their routine recently.

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

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.

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.

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.

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 B1+*.

1 BELMONT ACADEMY DRAMA SERIES



A specially shot, entertaining soap opera-type drama about a group of teenagers. 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.

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A new start at Belmont Academy

HI, I'M SKYE!

Relationships; School; Present Simple; *Wh*- questions;
Adverbs of frequency; Comparatives and superlatives

1  1.02 Read the text. What changes does Skye mention?

her daily routine her friends her hobbies her home her school
her friends, her home, her school



SKYE'S LIFE

My personal blog

HOME

NEWS

ABOUT ME

My name is Skye Winter-Fox and I m sixteen. After a year in Woodley Bridge with my gran, I now live in the city again with my parents. My parents usually travel abroad a lot for their jobs, but now they work in London. I m really happy to be home with my mum and dad again. I sometimes stay with my gran at weekends. Her home is really nice but quite small. At my parents' house, I have a big bedroom and so there s more space to hang out with my friends. I love taking photos of my classmates. When I m on my own, I also like writing songs. I start my new school, Belmont Academy, on Monday. My neighbour, Jay, goes to the same school. We get on really well. My friend Dan also starts there on Monday. Dan's going to Belmont Academy because his mum wants him to go to an international school. Dan s not worried at all, but I am. I hope my first day goes OK!



« previous

next »

2 Read the text again. Are the sentences true or false? Write the answers in your notebook.

- Skye's grandmother lives in a large city.
False (She lives in Woodley Bridge.)
- Skye's parents no longer work abroad. *True*
- Skye's grandmother always comes to visit at weekends. *False (Skye sometimes stays with her gran at weekends.)*
- Skye likes writing songs with her friends.
False (She likes writing songs when she's on her own.)
- Jay lives near Skye. *True*

3 Study the Vocabulary A box. Which of these people does Skye mention?

Vocabulary A Relationships

best friend classmate gran (grandmother)
great-grandfather half-brother neighbour parents
relative stepfather uncle

4 **I KNOW THAT!** Work in pairs. How many relationship words can you add to the Vocabulary A box? Write your ideas in your notebook. Compare your answers with another pair.

Possible answers: boyfriend, child, cousin, fiancé(e), girlfriend, grandchildren, great-grandchildren, husband, older brother, twin brother/sister, wife, younger sister

- 5 Study the Grammar A box. Find more examples of the Present Simple in the text.

Grammar A Present Simple and *wh*- questions

Present Simple

I **live** in the countryside. She **works** abroad.
I **don't like** doing sports. She **doesn't take** photos.
Do you **live** in London? Yes, I **do**./No, I **don't**.
Does she **go** to your school? Yes, she **does**./No, she **doesn't**.

Adverbs of frequency

always, never, often, rarely, sometimes

Wh- questions

Where do you **live**? **Why do** you **like** your house?
When do you **have** breakfast? **What** sports **do** you **play**?
Who do you **hang** out with? **How often do** you **visit** your gran?
Which school **do** you **go** to?

- 6 In your notebook, complete the questions with the Present Simple form of the verbs in brackets. Write answers that are true for you.

- Where **do you relax** (you/relax) in the evenings?
- What **do you usually eat** (you/usually/eat) for breakfast?
- Who **do you often see** (you/often/see) at the weekend?
- Do you have/Have you got** (you/have) many cousins?
- Do you often visit** (you/often/visit) your neighbours?
- Do you live** (you/live) in a city or a small town?

- 7  **1.03** Read and listen. What are the differences between Belmont Academy and Skye's old school?

Jay: Skye, you don't need a **prospectus** for Belmont Academy. Just ask me!

Skye: OK. Do you like it there, Jay?

Jay: It's great. I'm sure you'll love it too.

Skye: But I don't know what it's like at an international school. And it's **bigger than** my old school in Woodley Bridge.

Jay: Well, you hear lots of different languages every day because there are students from about forty countries. I think it's the **friendliest** school round here.

Skye: That's cool. And they don't have a **uniform**!

Jay: No, you can wear what you like. It's **more relaxed** than other schools.

Skye: That will be a nice change. The **curriculum** looks good too. I might try some different after-school **classes**.

Jay: You should come to the Astronomy class with me. It's **more interesting** than chess or football.

Skye: I might try that. And maybe Mandarin Chinese!

Belmont Academy is an international school. It's bigger than her old school. There are students from different countries. Students don't wear a uniform. It's more relaxed than other schools.

- 8 Look at the highlighted words. Check your understanding. Use a dictionary if necessary.

- 9 **I KNOW THAT!** Study the Vocabulary B box. How many words can you add? Write your ideas in your notebook. Compare your answers with another pair.

Vocabulary B School

School subjects

Citizenship, Philosophy, Physics, **Art, Biology, Chemistry, Geography, History, Maths**

Places at school

canteen, computer lab **corridor, gym, hall, library, playground, science lab, staff room**

Types of assessment

practical exam, project, **homework, oral exam, written exam**

Verbs

learn, revise, take exams, **answer questions, do homework, pass/fail exams, study, work in pairs/groups**

- 10 Study the Grammar B box. Find examples of comparative and superlative forms in the dialogue.

Grammar B Comparatives and superlatives

The classrooms are **bigger**.
It's **more exciting** than a normal school.
Sports lessons are **better / worse** than in my old school.
The classrooms have **the latest** technology.
The first day is **the most difficult**.
It's the **best/worst** school in the area.

- 11 Complete the sentences with the comparative or superlative form of the adjectives in brackets. Write the answers in your notebook.
- Jay thinks Belmont Academy is **the friendliest** (friendly) school in the area.
 - Skye is **more nervous** (nervous) than Jay.
 - Belmont is **the biggest** (big) school in the area.
 - The curriculum is **more interesting** (interesting) than at Skye's old school.
 - Languages are **the most important** (important) subjects at Belmont.
 - Skye is **happier** (happy) than she was before.
 - Jay thinks Astronomy is **better** (good) than chess or football.

Present Continuous; Everyday technology

- 1  **1.04** Read Jay's blog entry. In your notebook, complete the personal profile below.

Hi! My name's Jay and I'm from London. My family are originally from Jamaica. I live with my parents and my brother and sister. My brother's still at school, but my sister's **training** to be a web designer. I go to Belmont Academy and my favourite subjects are Physics, Chemistry and ICT. My neighbour, Skye, **is joining** the school this term. I'm really looking forward to hanging out with her more. When I'm not at school, I love spending time on my computer. Right now I'm **writing** my weekly blog. It's about science and I write about things I hear in the news and upload interesting pictures. I also love anything about Physics. At the moment I'm **reading** an e-book about Helen Sharman, the first British person in space. I'd love to go to another planet one day!

Name: *Jay*
Lives with: *parents, brother and sister*
Name of school: *Belmont Academy*
Favourite subjects: *Physics, Chemistry and ICT*
Interests: *computers, his blog, science/Physics*
Dream: *to go to another planet (one day)*

- 2 In pairs, cover the text and see how many other facts you can remember about Jay.
- 3 Study the Grammar box. Find more examples of the Present Continuous in Jay's blog.

Grammar Present Continuous

She's **studying** Art this year.
I'm **not looking** forward to my exams.
Are you **reading** a good book at the moment?
Yes, I **am**./No, I'm **not**.

Time words and phrases

at the moment, now, right now, this month, this year, today

- 4 Complete the short dialogues with the Present Continuous form of the verbs in brackets. Write the answers in your notebook.

- 1 A: What *are* you *doing* (do) on the laptop?
B: I *am*/*'m looking for* (look for) information about the Amazon for my Geography homework.
- 2 A: Is that a German book you *are*/*'re reading* (read)?
B: Yes, I *am*/*'m studying* (study) German literature at school this year.
- 3 A: *Are* you *enjoying* (enjoy) the party?
B: Yes, it's great! Everyone *is*/*'s dancing* (dance)! Come on, let's dance!

- 5 Find phrases from the Word Friends box in Jay's blog.

writing my weekly blog, upload interesting pictures, reading an e-book

Word Friends	Everyday technology
chat with friends	watch music videos
upload pictures	make a film/video
download songs	write a blog
text friends/parents	read an e-book
go online	

- 6  **1.05** Complete the text with verbs from the Word Friends box. Write the answers in your notebook. Listen and check.

My favourite subject is French. During the school year I use a course book to learn French and I do lots of grammar exercises. When I'm on holiday, I often ¹*go* online to watch short films in French. I also ²*chat* with friends in French. I have two French friends and we often Skype. I sometimes ³*make* a film to send them – usually it's a film of me playing my guitar. I love music and my French friends always send me French songs to ⁴*download* or they recommend good music videos to ⁵*watch*.

- 7 In pairs, talk about your favourite subject at school. Say what you are learning about at the moment and why you like the subject.

My favourite subject is Chemistry. At the moment we're learning about chemical reactions. I like Chemistry because ...

Holidays and travel; Past Simple (regular and irregular verbs); Means of transport

- 1  **1.06** Study the Vocabulary box. In your notebook, write the words in the correct categories. Listen and check.

B&B campsite city break coach
cruise ferry hiking sightseeing

Vocabulary Holidays and travel

Means of transport

canoe, plane, train, *coach, ferry*

Types of holiday

activity camp, beach holiday, *city break, cruise*

Accommodation

hostel, hotel, *B&B, campsite*

Activities

horse-riding, sunbathing, *hiking, sightseeing*

- 2 **I KNOW THAT!** How many more words related to holidays and travel can you think of? Write your ideas in your notebook.

- 3  **1.07** Read the text about Dan. Who are the people in the picture with him? Name three facts about them.



My name's Dan Garcia and I'm half American and half Mexican. I came to England over a year ago with my mum. My brother stayed at home in the USA to study at university there. This is a picture of me, Alisha and Tommo. Alisha moved to Scotland because of her dad's job. I sometimes see Tommo, but we don't go to the same school anymore. My mum wanted me to speak more Spanish and there are lots of Spanish-speaking students at my new school, Belmont Academy. I didn't want to leave my old school at first, but now I'm quite excited. I'm not ready for school yet though! I only flew back from the USA yesterday. I spent the summer with my brother, Ed. We took the train down to Florida and we had a great time. Although he's annoying, I really miss him!

Possible answers:

Alisha: She's Dan's friend. She moved to Scotland. Her dad got a job there.

Tommo: He's Dan's friend. Dan sometimes sees him. He doesn't go to the same school as Dan.

- 4 Study the Grammar box. Find more examples of the Past Simple in the text. Which verbs are regular and which are irregular?

Grammar Past Simple

Regular verbs *stayed, moved, wanted, didn't want*

She *started* a new school. They *didn't play* any sports.

Did you *enjoy* your trip? Yes, I *did*./No, I *didn't*.

Irregular verbs *came, flew, spent, took, had*

I *met* my friend.

He *didn't go* on holiday.

Did we *forget* anything? Yes, we *did*./No, we *didn't*.

Time expressions

earlier this morning, in 2001, last week, over a year ago, the day before yesterday, yesterday

- 5 Complete the sentences about Dan and his family with the Past Simple form of the verbs in brackets. Write the answers in your notebook.

- Dan's brother *didn't come* (not come) to England because he's at an American university.
- Dan *left* (leave) his old school because his mum wants him to speak more Spanish.
- Dan *didn't want* (not want) to change schools at first.
- Dan *didn't spend* (not spend) the summer in England.
- Dan and his brother *went* (go) to Florida.
- They *travelled* (travel) by train.
- They *enjoyed* (enjoy) their holiday together.

- 6  **1.08** Study the Word Friends box. Choose the correct option in the questions below. Write the answers in your notebook. Listen and check.

Word Friends Travelling

catch a train/a ferry/a bus **drive** a car **fly** a helicopter
ride a horse/a bicycle **sail** a yacht/a boat
take a bus/a train **travel** by bus/abroad

- When was the last time you took / rode a train?
- Do you know anyone who can fly / drive a helicopter?
- When did you learn to ride / drive a bike?
- Do you have to *travel* / catch a bus to get to school?
- Would you like to learn to *drive* / sail a boat?

- 7 In pairs, ask and answer the questions in Exercise 6.

- 8 In pairs, talk about an enjoyable trip or holiday you went on. Talk about where you went, how you travelled and what you did.

Opinion adjectives; Present Perfect Simple; *for* and *since*1 1.09 Read the text and find:

- | | |
|---|---|
| 1 two countries <i>the UK, Colombia</i> | 4 eight adjectives <i>strange, different, awesome, big, noisy, new, worried, funny, perfect</i> |
| 2 two cities <i>London, Medellin</i> | |
| 3 two languages <i>Spanish, English</i> | |

Hi! I'm Nina and I'm from Colombia. We moved to the UK this summer and I've been here for about a month. London is all right, but it still feels strange. It's very different from Medellin, where I grew up. For a start, there are no mountains or cable cars. In Medellin we have some awesome views. They're both big, noisy cities, though.

I'll start a new school on Monday. I visited it last week, but there weren't any pupils there as it's the summer holidays now. I speak Spanish at home, but I learned English at school in Medellin. I'm worried about the language in the UK as American English is a bit different to British English. I've had an English tutor for two weeks and I've also tried to watch loads of English TV since I arrived. It's quite funny and it has helped a lot. My accent isn't perfect yet, but I think I'll be able to make friends easily.

- 2 **I KNOW THAT!** Work in pairs. How many more adjectives can you add to the Vocabulary box? Write your ideas in your notebook. *Possible answers: brilliant, great, horrible, superb, tremendous, useless, weird*

Vocabulary	Opinion adjectives
all right amazing awesome awful exciting funny lovely noisy perfect strange terrible unusual useful	

- 3 Find the opposites of these words in the Vocabulary box. Write the answers in your notebook.

- | | |
|---------------------------|--------------------------|
| 1 amazing <i>awful</i> | 5 common <i>unusual</i> |
| 2 terrible <i>awesome</i> | 6 horrible <i>lovely</i> |
| 3 serious <i>funny</i> | 7 boring <i>exciting</i> |
| 4 quiet <i>noisy</i> | 8 normal <i>strange</i> |

- 4 Study the Grammar box. Find more examples of the Present Perfect Simple in the text.

Grammar	Present Perfect Simple
Affirmative	
I <i>have lived</i> abroad.	
I <i>have</i> never <i>lived</i> abroad.	
My parents <i>have</i> just/already <i>arrived</i> .	
Negative	
I <i>haven't lived</i> in Europe. They <i>haven't arrived</i> yet.	
Questions	
<i>Have</i> you ever <i>lived</i> abroad? Yes, I <i>have</i> ./No, I <i>haven't</i> .	
<i>Has</i> she <i>arrived</i> yet? Yes, she <i>has</i> ./No, she <i>hasn't</i> .	
for and since	
She's been in London <i>for</i> a month. (a period of time)	
They've lived here <i>since</i> August. (a point in time)	

- 5 Complete the sentences with the Present Perfect Simple form of the verbs in brackets. Write the answers in your notebook.

- We *haven't lived* (not live) here very long.
- The film *hasn't started yet* (not start/ yet).
- Mum and Dad *have never met* (never/meet) my school friends.
- Have* you ever *had* (have) a pet dog?
- Oscar *hasn't eaten* (not eat) lunch today.
- Ella *has always liked* (always/like) foreign languages.
- I *haven't seen* (not see) my grandparents since September.
- Amanda *has been* (be) my best friend for years.

- 6 In your notebook, write questions about Nina using the Present Perfect.

- how long / Nina / live / in the UK / ?
How long has Nina lived in the UK ?
- Nina / see / her new school / yet / ?
Has Nina seen her new school yet?
- what lessons / she / have / with a tutor / ? *What lessons has she had with a tutor?*
- what / she / try / to do / ?
What has she tried to do?
- TV programmes / help / Nina's English / ? *Have TV programmes helped Nina's English?*

- 7 In pairs, ask and answer the questions in Exercise 6.

- She's lived in London for about a month.*
- Yes, she has./Yes, she visited it last week.*
- She's had English lessons.*
- She has tried to watch English TV.*
- Yes, they have.*

- 8 In your notebook, complete the sentences so they are true for you.

- My family has lived here since ...
- I've been at this school for ...
- My best friend has never ...
- Our English teacher has just ...
- I've liked [band/singer] for ...

- 9 In pairs, ask and answer questions about your sentences in Exercise 8.



- 1 1.10 Look at the photo. Describe what is happening. Who says what? Listen and check.

Have you learned how to juggle yet? *Dan*

Yeah, I've just got the hang of it. *Tommo*

Possible answers: Jay, Dan, Tommo and Skye are in Skye's garden. Tommo is handing some balls to Skye. Tommo is explaining how to juggle. The others are watching.

- 2 1.10 Listen again. Answer the questions.

- Has Jay met Tommo and Dan before? *No, he hasn't.*
- Who has the longest journey to school? *Dan*
- When do the friends plan to meet up with Tommo? *at weekends*
- Who has learned to juggle? *Tommo*
- Has Jay tried juggling before? *No, he hasn't.*
- Is Skye good at juggling? *No, she isn't.*

- 3 Look at the quiz. Choose the correct option. Write the answers in your notebook.

The big character quiz

- Has the school term in Belmont Academy started *just* / *yet* ?
No, it hasn't.
- Has Skye *ever* / *never* lived in London before? *Yes, she has.*
- Are Skye's parents *travel* / *travelling* abroad at the moment?
No, they aren't.
- What kind of things does Jay *post* / *posts* on his blog?
science facts, news and pictures
- Where *has* / *have* their friend Alisha moved to? *Scotland*
- Where did Dan and his brother *go* / *gone* this summer?
Florida, USA
- Have Nina and her family moved to the UK *yet* / *just*?
Yes, they have.
- Why is Nina *watch* / *watching* lots of TV programmes?
to improve her English
- Whose sister has *never* / *already* left school? *Jay's*
- Who has *never* / *ever* met the other characters? *Nina*
- Who has *just* / *ever* decided to try some new after-school classes? *Skye*
- Who *was* / *were* at Belmont Academy last year? *Jay*

I yet

- In groups, do the quiz in Exercise 3. Use the texts in Lessons 1–4 to help you. How much can you remember?
- Work in pairs. In your notebook, write two similar questions about your partner. Hand the questions to your teacher and have a class quiz with two teams.

When did Kuba move to Zamość?

What instrument does Aga play?

Lesson 1.1

Vocabulary

Lead-in

Topic introduction

Write the word *EMOTIONS* vertically on the board. Using the first two letters, make the words *nervous* and *calm*.

nervous
calm

Elicit which is a positive emotion and which is a negative one. Put students into pairs. Tell half the pairs to write more adjectives of emotion for the other letters of the word *emotions*, but making the first adjective positive, the second one negative, the third one positive, etc. The other pairs do the same, but start with a negative emotion, then a positive one, a negative one, etc.

When students have finished, put pairs together to compare their answers. Elicit words for each letter of the word *emotions* from the class.

Exercise 1

Before students open their Students' Books, write *Ice Bucket Challenge* on the board and ask if anyone knows what this is and why people do it. When students have read the text and had a class vote, elicit any other similar challenges that students have heard about.

Background notes

ALS (Amyotrophic Lateral Sclerosis) is a fatal disease that attacks nerves which control muscles.

Exercise 2

Hold a class discussion to find out which of the three responses is the most popular.

Exercise 3 1.11

If any of these adjectives were suggested during the Lead-in activity, ask students to remember whether the words were positive or negative. Encourage students to add the adjectives from Exercise 2 to the table.

Exercise 4

Give students an example of how *surprised* could be positive or negative, e.g. a student who usually gets 70 percent in tests would be positively surprised if he/she got 90 percent, but negatively surprised if he/she got 40 percent. Put students into groups of three to think of how any other adjectives could fit into both categories. Elicit examples from the class.



VOCABULARY

Adjectives of emotion |
Phrases with *yourself* |
New experiences |
Personality adjectives

GRAMMAR

Present tenses | Past tenses



SPEAKING

Asking for and offering help



READING

Moving to the USA

LISTENING

Projection mapping

WRITING

A description of a personal challenge

BBC Culture and Skills

Would you cross a desert?

10 Unit 1

Exercise 5

Elicit the answers and the reasons for students' choices.

Exercise 6

Put students into groups of three for this activity so they can help each other with ideas. Ask groups how many words they thought of and invite the group with the most words to share them with the class, giving meanings where necessary. Other groups then add any other adjectives they thought of.

Out of your comfort zone

VOCABULARY New experiences

I can talk about challenging new experiences and emotions.



A week of challenges

Love the Cinnamon Challenge? What about a week of challenges? Try it, take photos and win a prize.

- 1 **CLASS VOTE** Read about the Ice Bucket Challenge. Would you do it? Why? / Why not?

The Ice Bucket Challenge is an activity involving dumping a bucket of ice water on your head. It's done to encourage people to donate money for research on a serious disease called ALS.

- 2 Your friend has invited you to do the Ice Bucket Challenge. How do you feel?

I feel excited because I love all challenges.

I'm scared. I'd never do anything like this; it might be dangerous.

I'm worried I might look silly, but it's worth trying – it's for charity.

- 3 **1.11** Study the Vocabulary A box. In your notebook, put the adjectives in the correct group in the table. Listen and check.

Vocabulary A Adjectives of emotion

afraid annoyed anxious confused determined disappointed
joyful miserable relaxed satisfied stressed surprised uneasy

Positive *determined, joyful, relaxed, satisfied, surprised*

Negative *afraid, annoyed, anxious, confused, disappointed, miserable, stressed, uneasy*

- 4 Which adjectives could go in both columns?

'Surprised' could be positive or negative, depending on the situation.

- 5 Look at Claudia's notes and pictures on page 11. Choose the correct option. Write the answers in your notebook.

- Claudia was *determined* / *miserable* to try all the challenges.
- Claudia was *disappointed* / *relaxed* with the Yoga Challenge because it didn't go well.
- She felt really *confused* / *anxious* about the Ice Bucket Challenge.
- She was *satisfied* / *miserable* with the Chubby Bunny Challenge.
- When Claudia was doing the Behaviour Challenge, she tried not to get *annoyed* / *uneasy* with her little brother.

1 *determined*

Exercise 8 1.12

When students have completed the task, go through the meanings of the less obvious expressions, e.g. *express yourself* (to show others what you think and feel) and *be yourself* (to show others the real you, not to pretend to be something different). Ask students to write all the reflexive pronouns in their notebooks: *myself, himself, herself, itself, ourselves, yourselves, themselves*.

Claudia's week of challenges

- Monday** Do the One Leg Yoga Challenge. Stand on one leg for as long as you can!
- Tuesday** Try the Be Really Nice Challenge on your brother or sister. Be extra nice until they ask you why you're being so nice!
- Wednesday** Take the Chubby Bunny Challenge: say 'chubby bunny' with marshmallows in your mouth!
- Thursday** This is the big one – video your Ice Bucket Challenge!



- 6** **I KNOW THAT!** How many other adjectives of emotion can you think of? Write your ideas in your notebook.

- 7** Work in pairs. Choose an adjective from the Vocabulary A box. Your partner says when he or she last felt like that.

A: *Satisfied.*

B: *I felt satisfied when I won the Maths competition.*

- 8** **1.12** Study the Vocabulary B box. Listen to five people. Which phrases can you hear? Write the answers in your notebook.

Vocabulary B	Phrases with yourself
express yourself	congratulate yourself
surprise yourself	make yourself (do sth)
tell yourself	be yourself
know yourself	
challenge yourself	

- 9** **1.12** Listen again and complete the sentences. Write the answers in your notebook.

- It's important to **be** yourself when you meet new people.
- You should **congratulate** yourself for the challenges you try, even if you aren't successful.
- It's a good thing to **express** yourself and give your opinion.
- You should **make** yourself do certain things, even if they aren't easy.
- You need to **tell** yourself that you aren't the only person with problems.

- 10** Do you agree with the sentences in Exercise 9? Why? / Why not?

- 11** **1.13** Complete the verbs in the phrases. Write the answers in your notebook. Listen and check.

Word Friends New experiences

give an opinion	boost your confidence
give sth a go	have an adventure
change your routine	get a buzz (out of sth)
make plans	take sth on board

- 12** **1.14** Read the blog post. Choose the correct option. Write the answers in your notebook. Listen and check.

1 change

How to ... get out of your comfort zone!

It's the start of a new school year. Everyone's getting back into their 'normal' routine, so it seems like a good time to challenge yourself.

Here's a simple idea. Why not surprise yourself and ¹change / make your daily routine? You could travel a different way to school. You never know – you might ²have / make an adventure! Why not eat your meals in a different place or get up early and do some yoga? Our brains ³have / get a buzz out of change, so it helps you to enjoy your day and focus on what you're doing.

I love making videos, but I was always too shy to share them. Then last month I made myself post my work online. Now people like to comment, ⁴give / get their opinions and criticise, but I don't mind. Good comments ⁵make / boost my confidence, but I try to ⁶take / get on board negative comments too. **Marco**

I tried this idea on my birthday: allow a friend to ⁷boost / make plans for you! Your friend chooses a place to go. You have to see a film you wouldn't normally choose or try a new activity. I was really excited about my day – and a bit anxious too. But I decided to ⁸have / give it a go and now I have a new hobby: juggling! **Carly**

Unit 1 11

Exercise 9 1.12

When students have finished, give more examples of phrases with *yourself* that could be used in the gaps and encourage students to record them in their notebooks. (1 *introduce yourself*; 2 *be proud of yourself*; 4 *force yourself to do*; 5 *convince yourself, reassure yourself*)

Exercise 10

Discuss the first sentence in Exercise 9 with the whole class. Elicit reasons why being yourself is important (so *that other people see the real you*; *because it is difficult to pretend forever*), and ask whether this is important on social media and why/why not. Put students into groups of three and tell them to discuss the other sentences in a similar way, giving reasons and/or examples. Set a time limit and invite groups to share some of their ideas with the class.

Exercise 11 1.13

Students work in pairs to try to guess the verbs before listening. Play the audio and ask students to complete the gaps. As a follow up, ask students to find synonyms for these phrases in the Word Friends box: *make you feel more confident* (boost your confidence), *enjoy something* (get a buzz out of something), *try something new* (give something a go), *do something*

exciting (have an adventure), *do something different* (change your routine), *listen to other people's ideas and criticism* (take something on board), *have ideas about what to do in the future* (make plans), *tell people what you think* (give an opinion).

Exercise 12 1.14

When students have finished the task, put them into groups of three. Ask each group to choose three phrases from Exercise 11 and make true sentences about themselves, e.g. *Every day I do my homework, have supper and watch TV. It's really boring. I'd like to change my routine.*

Extra activity

Students work in groups of four. Tell groups to look at the text about a week of challenges at the top of page 11. In their groups, students think of their own week of similar challenges. Set a time limit and invite each group to share their ideas with the class. Groups vote for the best ideas.

ANSWER KEY

Exercises 1, 2, 7 and 10
Students' own answers.

Exercises 3, 5, 8, 9, 11 and 12

Answers on student page.

Exercise 4

Possible answers:
Determined is generally a positive adjective, but it can cause somebody to be stubborn.
Relaxed is generally positive, but if someone is too relaxed, they may not achieve very much in life.
Uneasy is generally negative, but unease can make someone more alert to danger.

Exercise 6

Possible answers:
angry, bored, embarrassed, excited, happy, sad, worried, upset

Further practice

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

Lesson 1.2

Grammar

Lead-in

Review of adjectives of emotion

Put students into groups of three. Give each group an adjective of emotion written on a piece of paper. Tell them not to show it to any other group. Students make a short dialogue which shows that one of them is feeling this emotion. When they are ready, invite groups to act out their dialogues in front of the class and the other students have to guess which emotion they are expressing.

Exercise 1

Write these phrases on the board: *by car, by bus, by bike, by train, on foot*. Discuss the question with the class and hold the class vote. Elicit questions students could ask each other as a follow up, e.g. *Who drives the car? How long does it take? Do you walk if it is raining?*

Exercise 2

Remind students who Nina is and what they know about her. After they have watched the video, draw their attention to the *Out of class* box and ask when they would say these phrases. (*Thank goodness for that!* When a problem is solved. *By the way* doesn't really add any extra meaning – it just shows that the speaker is adding extra information.)

Exercise 3

Remind students about when we use the Present Simple (to talk about facts and routines) and when we use the Present Continuous (to describe things happening now or around now). Discuss state verbs and point out that *think* can act both as a state verb, when it refers to an opinion, and as an action verb, when you are thinking about something specific.

Exercise 4

Discuss the example with the class and elicit why the Present Simple is the correct option (the sentence is describing a routine).

Exercise 5

As you elicit the answers, ask students to explain why they have chosen the specific tense.

1.2 GRAMMAR Present tenses

I can use different tenses to talk about the present.



NEW BEGINNINGS

- Nina:** Excuse me. I'm waiting for the number 7 bus. What time does it arrive?
- Woman:** Sorry. The number 7 doesn't stop here. It goes from the other bus stop, around the corner.
- Nina:** Thank you! Oh no, the bus is leaving. I don't believe it! Wait!
- Skye:** Hi. Are you going to Belmont Academy? A lot of students get this bus. I'm Skye. This is Jay.
- Nina:** I'm Nina.
- Jay:** Oh, here comes another bus.
- Nina:** Thank goodness for that!
- Skye:** Hey, Dan. This is Nina. She's starting at Belmont too.
- Dan:** It's nice to meet you, Nina. Where are you from?
- Nina:** I'm from Colombia, but I'm living in London now. Is it always this cold here?
- Dan:** Erm, yes, quite often. What's it like in Colombia? I'd really like to go there. I love travelling. Oh, by the way ...

How do you say these expressions in Polish?

Thank goodness for that!
By the way, ...

OUT of class

- 1 CLASS VOTE** How do you normally travel to school? Tell the class.
I usually go by car. My dad takes me.
- 2 1.15** Listen. What problems has Nina got? *She is at the wrong bus stop and misses the bus.*



12 Unit 1

- 3** Study the Grammar box. Find more examples of these tenses in the dialogue.

Grammar Revision of present tenses

Present Simple

Buses usually **come** past every ten minutes. (routine)
She **lives** in London. (permanent situation)

Present Continuous

I'm **looking** for the bus stop. (present action)
She's **living** in Brighton now. (temporary situation)

State verbs

state verbs: *belong, know, prefer*, etc.

state or dynamic verbs:

I **think** she's shy. (state verb: opinion)

What are you **thinking** about? (dynamic verb: mental process)

GRAMMAR TIME > PAGE 126

- 4** Complete the sentences with the Present Simple or Present Continuous form of the verbs in brackets. Write the answers in your notebook.

- I live near the school, so I **don't usually get** (usually/not get) the bus.
- Mum **isn't picking** (not pick) us up today, so we **are walking** (walk) home from school.
- Do you **usually give** (usually/give) new after-school clubs a go?
- Why **are you doing** (do) your homework now?
- My brother **doesn't go** (not go) to this school.

- 5 1.16** Choose the correct option. Write the answers in your notebook. Listen and check.

Hi Gran,

How are you? I ¹**have** / **am having** lunch in the school canteen, so this is just a quick message. First of all, the school and the teachers are great – I ²**prefer** / **am preferring** them to the old ones. We usually ³**discuss** / **are discussing** things in groups. Everybody can say what they ⁴**think** / **are thinking** about something and teachers often ⁵**encourage** / **are encouraging** students to share their experiences.

This is an international school, so I ⁶**hear** / **am hearing** lots of different languages every day. I ⁷**know** / **am knowing** my Spanish will improve quickly! I've got to go! We can talk on Skype soon.

Besos (that's 'kisses' in Spanish),

Skye

Video scripts: page 152

Further practice

- Photocopiable Resource 2, page 190
- Workbook, pages 6 and 14
- Grammar Time, page 126

ANSWER KEY

Exercise 1

Students' own answers.

Exercises 2, 4 and 5

Answers on student page.

Exercise 3

Present Simple: What time does it arrive; The number 7 doesn't stop here; It goes from, students get; I'm Skye; This is Jay; I'm Nina; here comes another bus; This is Nina; it's nice; Where are you

from; I'm from; Is it always; What's it like
Present Continuous: I'm waiting; the bus is leaving; Are you going; She's starting, I'm living
State Verbs: I don't believe it;

I can identify specific detail in an article about immigrants and talk about the problems they face.

- 1 CLASS VOTE** Could you cope with moving to another country? Vote **yes** or **no**. What problems do you think you might face? Think about the things below.

friends family home language school

- 2 1.17** Read the text and complete the table. Write the answers in your notebook.

	Name	Country of origin	Languages spoken	How long in the USA
Student 1	?	?	?	?
Student 2	?	?	?	?
Student 3	?	?	?	?

- 3** Read the text again. Are the sentences true or false? Write the answers in your notebook.

- Mateo says some Americans think of Mexicans in a fixed way. **True**
- Mateo feels people should have some knowledge of the countries around them. **True**
- Ji-Min agrees with Obama's views on immigration. **True**
- Americans are usually familiar with Ji-Min's home country. **False**
- Vanessa guessed correctly about the problems she would have in the USA. **False**
- Adele helps immigrants with more than just learning the language. **True**

Fitting in

Have you ever felt that it's hard to fit in with the people around you? Wanting to belong is part of growing up, but it's definitely more difficult when you move to a new country. This group of young migrants talk about the challenges they face in the USA.

Mateo Martinez is fifteen but his family moved to the USA from Mexico when he was a few years old. Although he loves his life in the USA, Mateo still faces stereotypes. 'Some Americans expect me to be lazy,' he explains. 'That's what they think of Mexicans. I don't take it personally, but I don't like that kind of label.' Another thing which annoys Mateo is when other students ask if he speaks Mexican at home. 'Some people don't know that we speak Spanish,' he says. 'Our countries are neighbours, so people should be aware of our language and culture.'

Ji-Min Choy arrived a few months ago. When I meet her, she's searching for a video on YouTube. In the video, Barack Obama is speaking about immigrants as a big part of American history: 'We don't simply welcome new arrivals – we are born of immigrants.' 'I love this speech,' says Ji-Min. 'It makes me feel welcome. Do you know that almost one quarter of the US population are first or second generation migrants?' That definitely makes life in this big country easier, but there are still awkward moments for Ji-Min. 'Many Americans don't really know where South Korea is!' she says.

Vanessa Defay, from Haiti, was anxious before she arrived last year. She thought that finding new friends would be her biggest problem, but she was wrong. 'Making friends is simple because some other students speak Creole, which is my language, and Spanish, which I learned at school. But I often don't understand the teachers when they speak fast.' Adele Parker, an English teacher, is helping Vanessa. Adele knows that many children move here due to various problems in their home countries. 'Learning a new language is a huge challenge for immigrants. I teach students about the culture too, and help them integrate through extra social activities.'



- 6 VOX POPS** Talk to your partner. What problems do immigrants face in your country? How can we make a difference in these areas?

culture jobs language
stereotypes tolerance



Unit 1 13

Lesson 1.3 Reading and Vocabulary

Lead-in

Review of present question forms

Remind students about state verbs, routines and things happening now or around now. Elicit an example of a question students could ask for each structure, e.g. *Do you like football? How often do you do exercise? Are you reading a book at the moment?* Students work alone to write

three questions of their own, then mingle and ask and answer their questions. Set a time limit and then invite students to share their questions and any interesting answers they heard with the class.

Exercise 1

Ask students to discuss the questions in pairs before carrying out the class vote.

Exercise 2 1.17

Tell students not to write in their notebooks while they are reading and listening

- 4** Look at the highlighted words in the text. Check your understanding. Use a dictionary if necessary.

- 5** In pairs, discuss the questions.

- Which migrant do you think has the most problems at the moment?
- What did you learn about the USA?
- What did you learn about immigrants?
- What would you find difficult if you moved to the USA?

highlighted words from the context.

Exercise 5

Set a time limit for pairs to discuss the questions. When they have finished, invite them to share their ideas with the class and see how much agreement or disagreement there is.

Exercise 6 2

Students then work in groups of three to discuss the questions. Invite groups to share their ideas with the class. Before watching, check that students understand these words: *pursue a career, funding and hostile/hostility*. While watching, students should decide which person is the most negative about their own country's attitude to immigrants. Encourage students to share their ideas after they have watched the video.

Extra activity

Students work in groups of four. Tell them to imagine that a group of immigrants is going to join their school. Students brainstorm cultural events and other activities which could make the new students feel welcome and help them to adapt to life in the new country. Invite groups to present their ideas to the class.

ANSWER KEY

Exercises 1, 4, 5 and 6 Students' own answers.

Exercise 2

Student 1:

Name: Mateo Martinez;
Country of origin: Mexico;
Languages spoken: English (implied, not stated), Spanish;
How long in the USA: ten years or more

Student 2:

Name: Ji-Min Choy; Country of origin: South Korea;
Languages spoken: English, Korean (implied, not stated);
How long in the USA: a few months

Student 3:

Name: Vanessa Defay;
Country of origin: Haiti;
Languages spoken: Creole, Spanish, English (she is learning English);
How long in the USA: about a year

Exercise 3

Answers on student page.

Video scripts: page 152

Further practice

- Workbook, page 7
- Extra Online Homework: Vox Pops Extra Activities

Lesson 1.4

Grammar

Lead-in

Review of past tenses

Tell students to each write a list of ten verbs. When they have finished, ask them to form groups of three.

Ask: *What is the Past Simple form of be? (was/were)*

Ask: *What is the past participle of be? (been)*

In their groups, one student asks the same questions, using the verbs they have listed. The other two students race to give the correct answer. The first to do so gets a point. Students take it in turns to ask and answer. The student with the most points is the winner.

Exercise 1

Ask the question and allow students to discuss ideas for two minutes. Invite each group to share ideas with the class.

Exercise 2

Set a time limit to ensure that students skim-read the text. Once you have elicited the answer to the question, ask follow-up questions.

Exercise 3

When students have read the text, ask them to cover it. In pairs, they take turns to ask each other the questions without looking back at the text.

Exercise 4

Discuss the Grammar box with the class. When students have found examples of the tenses in the article, elicit why these tenses were used, e.g. *became* (Past Simple to talk about a finished action at a past time).

Exercise 5

When students have written the questions, put them into pairs to check that they have used the correct form and to ask and answer the questions.

Exercise 6

While watching, ask students to write down the names of the countries mentioned by the speakers (*Ukraine, America, Croatia, Italy, France*). After watching, elicit the countries and ask students if they have visited any of them.

 **Video scripts:** page 152

Further practice

- Photocopiable Resource 3, page 191
- Workbook, page 8
- Grammar Time, page 126
- Extra Online Homework: Vox Pops Extra Activities

1.4 GRAMMAR Past tenses

I can use different tenses to talk about past events and experiences.

- CLASS VOTE** Have you or has anybody in your school done something exciting? What was it?
- Read the article quickly. What was Malavath's challenge? *to climb Mount Everest*
- Read the text again. In pairs, ask and answer the questions.
 - What did Malavath do in 2014?
 - Why did Malavath want to do the challenge?
 - How did she get to the training centre?
 - Why did they have to walk slowly?
 - Why has Malavath gone back to school?
 - What famous person did Malavath meet after the climb?
 - How has this experience changed Malavath?
- Study the Grammar box. Find more examples of past tenses in the article.

Grammar Past tenses

Past Simple

She **became** a good climber. (finished action)
They **trained** in the countryside. (repeated action)

Past Continuous

At nine o'clock she **was studying** for her exam. (action in progress)
It **was raining**. (background description)

Past Simple and Past Continuous

They **were sleeping** when we **arrived**.

Present Perfect

She **has gone** home. (result in the present)
I **have never been** to Paris. (experience)
She **'s gone** home. She **went** home an hour ago. (recent event + completed action)
I **'ve been** to Paris. I **went** there three years ago. (experience + completed action)

GRAMMAR TIME > PAGE 126



She did it!

In 2014 thirteen-year-old Malavath Poorna became the youngest girl to climb Mount Everest. She was living in a village in the countryside with her parents when a government organisation chose her and a friend for the mountain challenge. At the time, Malavath was looking for a chance to do something different and she was happy to go. She flew for the first time in her life to a special mountain centre where she trained for eight months. The training was hard and sometimes the temperature dropped as low as -35°C. Malavath also hated the packaged food that she had to eat. It didn't smell nice and she missed her mum's cooking! The climb lasted fifty-two days. At times it was dangerous and they had to walk very slowly, but Malavath didn't give up. When she finally raised India's flag on the highest peak in the world, she said she felt great and very proud of herself. Since the climb, Malavath has gone back to school because she couldn't study while she was training. She's also met the Prime Minister, who encouraged her to complete her studies. Has the climb changed her? Definitely! Now she wants to climb more mountains around the world.

- In your notebook, write questions using the correct tense. Write answers that are true for you.

- you / climb / a mountain / recently / ?
Have you climbed a mountain recently?
No, I haven't.
- what / you / do / at 5 p.m. / yesterday / ?
- you / ever / eat / packaged food / ?
- you / start / English classes / five years ago / ?
- it / rain / when / you / get up / this morning / ?
- you / ever / be / abroad / ?



- VOX POPS** Talk to your partner.

Describe a past experience when you were away from home. Did you enjoy it? Was it difficult?

- Where did you go and why?
- Who were you staying with?
- What did you like/not like about it?

I've been away from home a few times. Once I stayed with a family in France. They were very friendly, but I didn't like the food much.



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ANSWER KEY

Exercises 1 and 6

Students' own answers.

Exercise 2

Answer on student page

Exercise 3

- She climbed Mount Everest.
- It was a chance to do something different.
- She flew.
- Because it was dangerous.
- Because she couldn't study while she was training.
- She met the Prime Minister.

- She now wants to climb more mountains.

Exercise 4

Past Simple: became, chose, was, flew, trained, was, dropped, hated, had to, didn't smell, missed, lasted, was, had to, didn't give up, raised, said, felt, couldn't, encouraged
Past Continuous: was living, was looking for, was training
Past Simple and Past Continuous: was living ... when ... chose, couldn't study ... while ... was training

Present Perfect: has gone back, has also met, Has the climb changed

Exercise 5

- What were you doing at 5 p.m. yesterday?
- Have you ever eaten packaged food?
- Did you start English classes five years ago?
- Was it raining when you got up this morning?
- Have you ever been abroad?

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

1 CLASS VOTE Do you like trying new things? Why? / Why not?

2 1.18 Complete the sentences with words from the Vocabulary box. Write the answers in your notebook. Listen and check.

Vocabulary **Personality adjectives**

calm confident creative curious fussy generous
gentle organised punctual reliable sensible

- Someone who always has new ideas is **creative**.
- Someone you can trust is **reliable**.
- Someone who worries about things that aren't important is **fussy**.
- Someone who is sure about himself or herself is **confident**.
- Someone who wants to learn new things is **curious**.
- Someone who always arrives on time is **punctual**.

3 In your notebook, write definitions for the other five words in the Vocabulary box.

4 I KNOW THAT! In pairs, add more adjectives to the list in Exercise 2. Write your ideas in your notebook. Use two words to describe a person you know.

My best friend is always kind and calm.

5 This photo is an example of 'projection mapping'. Have you ever seen this on TV or where you live? How do you think it works?



6 1.19 Listen to Ivan telling Marisa about a workshop. Which sentence is true?

- Marisa has seen the information and has decided she isn't interested.
- Marisa has bought tickets for her and Ivan to go to the workshop.

7 1.19 Listen again. Complete the information with a word or phrase. Write the answers in your notebook.

Projection mapping workshop

new, easy and great fun!

Location: ¹ ?

Address: ² River Road

Title: 'Bringing the ³ World to Life'

For: fourteen- to ⁴ 17-year-olds

Time: ⁵ 10 (a.m.) to 4 p.m.

Please bring: ⁶ (your) lunch and a drink.

Cost per person for this special

event: ⁷ £ 5

1 Science Museum

8 1.19 Listen again. In pairs, answer the questions.

- What did Marisa think the workshop was about? **making maps**
- Where do you create the videos in a projection mapping workshop? **on a computer**
- Where did Marisa see an example of projection mapping? **at the theatre**
- Is Ivan creative or curious? **curious**
- Why can't Marisa go on her own to the workshop? **She isn't confident enough.**
- Why does Marisa have to go to Ivan's house on Saturday? **His dad can take them both to the workshop.**

9 In pairs, talk about these classes and workshops. What type of person are they right for? Are they right for you? Why? / Why not?

chess cooking creative writing
gardening photography
sewing singing

You have to be organised if you do the cooking class because you plan recipes and shopping lists.

I joined a singing class after school. I'm not very confident but the teacher was very gentle and kind.

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Lesson 1.5

Listening and Vocabulary

Lead-in

Review of past tenses

Write on the board:

Have you ... ?

Did you ... ?

Were you ... -ing?

Elicit examples of questions that could be formed. Students write three questions of their own. Then they mingle and ask their questions to as many other students as possible, noting the

number of yes and no answers. Invite students to report their findings to the class.

Exercise 1

Tell students to keep their Students' Books closed. Ask the questions in the rubric and follow up by asking students for examples of new things they have tried and whether or not they enjoyed them.

Exercise 2 1.18

Ask students to work in pairs to complete the task. After listening, elicit translations

for the adjectives used in the sentences.

Exercise 3

Students stay in their pairs. When they have finished, invite pairs to read out a definition and ask other students to guess the adjective.

Exercise 4

Set a time limit. Elicit ideas and make sure students understand the meaning of the words they have added. Invite pairs to share their sentences with the class.

Extra activity

Students work in groups of three. They choose four adjectives to describe each person in the group and write them on a piece of paper. Collect in the pieces of paper. Choose one and tell the class which group wrote it. Read out the adjectives for one person in the group and see if other students can guess which person in the group they describe.

Exercise 5

Put students into groups of four to share their ideas. Invite groups to tell the class anything they know about projection mapping. If necessary, tell the class what it involves: creating videos on a computer which are then projected onto buildings. These can show stories, adverts or simple images.

Exercise 6 1.19

After listening, elicit the correct option and ask students how they know option 2 is wrong (*Marisa didn't buy tickets, Ivan did.*).

Exercise 7 1.19

Put students into pairs. Ask them to read the advert and complete any information they remember from the first listening before you play the audio again.

Exercise 8 1.19

Ask students to close their Students' Books and choose a new partner to work with. Read the questions from Exercise 8 and tell students to raise their hands if they think they know the answer. Choose the first student who raises his/her hand and award a point if their answer is correct. Students then open their Students' Books and listen to the recording again to hear what the speakers actually said.

Exercise 9

Before students discuss the classes and workshops, ask them what free-time activities they do after school or at the weekend.

ANSWER KEY

Exercises 1, 3, 4, 5 and 9
Students' own answers.

Exercises 2, 6, 7 and 8
Answers on student page.

Audio scripts: page 136

Further practice

• Workbook, page 9

Lesson 1.6

Speaking

Lead-in

Review of personality adjectives

Put students into two groups. Ask one student from each group to sit at the front of the class, facing their group. Tell students that you are going to write an adjective from the last lesson on the board. The two students at the front cannot turn round to look at the word and the rest of the students cannot say, spell or translate the word. The students in each group take turns to define the word and the two students at the front try to guess it. When one of the two students has guessed the word correctly, their group gets a point. Repeat with different students and different words.

Exercise 1

Before students open their Students' Books, put them into groups of three and ask the questions.

Exercise 2

With Students' Books still closed, review what happened in the last episode of the video. Ask questions to help students remember, e.g. *What problem did Nina have?* (she missed the bus), *Who did she meet at the bus stop?* (Skye and Jay), *Who did she chat to at the end?* (Dan). Students then discuss the photo in pairs, giving reasons for their answers.

Exercise 3

Elicit the answers, then discuss with students how the school is different from their own. Ask them to think about the reception area, the corridor and the locker area. After students have watched the video, look at the Out of class box with them and ask when they would say each phrase. (*Catch you later!* means *See you later!* We say *You made me jump!* when someone or something surprises or frightens us.)

Exercise 4

Point out that the response to *Would you mind ... ?* (and *Do you mind ... ?*) is negative because the speaker is saying *No, I wouldn't/don't mind.*

Exercise 5

Encourage stronger students to extend the activity by changing the last line from *No, I'm fine, but thanks anyway* to a response that asks for help.

1.6

SPEAKING Asking for and offering help

I can ask for and offer help, and respond to offers of help.



FIRST DAY NERVES

- Dan:** OK, here we are. Do you need anything else?
- Nina:** No, I'm fine. Thanks for your help!
- Skye:** Good luck with the Head. I hope you're in our class.
- Dan:** Catch you later.
- Student:** Do you need any help?
- Nina:** Oh hi. You made me jump! I'm meeting the Head at 8.30 but she isn't here.
- Student:** No surprise there! Just take a seat. She won't be long.
- Nina:** Excuse me. Can you help me?
- Woman:** Of course. I'll be with you in a minute. Now, what can I do for you?
- Nina:** I'm looking for the Head.
- Woman:** Oh, Nina! I'm so sorry. I'm Ms Holiday, the Head. Welcome to Belmont Academy. It's always crazy on the first day. Let's find your class. Can I give you a hand with that?
- Nina:** No, I'm fine, but thanks anyway.
- Woman:** Don't worry. I've asked Dan to look after you.
- Nina:** Dan? I've just met him by the bus!

How do you say these expressions in Polish?

Catch you later!
You made me jump!

OUT of class

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Exercise 6

Allow students to practise their dialogues, then invite pairs to act out a dialogue in front of the class.

Video scripts: page 152

Further practice

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

- 1 **CLASS VOTE** Can you remember the first day at your school? What was it like?

Everything seemed so big. I didn't know where to go.

- 2 Look at the photo. How do you think Nina is feeling?

- 3 **1.20** Listen and answer the questions.

- 1 Who is Nina waiting for? *the head teacher*
- 2 What's the surprise for Nina at the end? *Dan is in her class.*

- 4 Study the Speaking box. Find more examples in the dialogue.

Speaking Asking for and offering help

Asking for help

Can/ Could you help me?
Excuse me. Would you mind helping me?
Can/ Could you give me a hand (with sth)?

Replying

Of course./ Sure! I'll be with you in a minute.

Offering help

Do you need any help? Can I get you anything?
Do you need anything else? May I help you?
Can I give you a hand with ...? What can I do for you?

Replying

That would be great, thanks. That's really nice of you, thanks.
Thanks for helping/ your help. No, I'm fine, but thanks anyway.

Would you mind helping me? No, of course not.

Watch OUT!

- 5 **1.21** Complete the dialogue with phrases from the Speaking box. Write the answers in your notebook. Listen and check. Then practise the dialogue.

A: Excuse me. Would ¹*you mind helping me?* I don't know where the school office is.

B: No, of ²*course not.* It's over there. I'll show you.

A: Thanks for your ³*help.*

B: Do you ⁴*need anything* else?

A: No, ⁵*I'm fine*, but thanks anyway.

- 6 In pairs, read the situations and take it in turns to ask for and/or offer help.

Student A

- Ask your teacher to help you with your homework.
- Offer to help your friend to carry a big bag and a guitar.

Student B

- Ask your friend to help you buy food and drink for your party.
- A classmate isn't feeling well. Offer to help.

ANSWER KEY

Exercises 1, 2, 6

Students' own answers.

Exercises 3 and 5

Answers on student page.

Exercise 4

Asking for help: Can you help me?; I'm looking for the Head.
Replying: Of course.; I'll be with you in a minute.

Offering help: Do you need anything else?; Do you need any help?; What can I do for you?; Can I give you a hand with that?

Replying: No, I'm fine.; Thanks for your help!; No, I'm fine, but thanks anyway.

I can write a description of a personal challenge.

1 CLASS VOTE

Are you afraid of heights? Where are the worst places to be if you are?

2 Look at the photo. Where is the girl and how do you think she's feeling?



3 Study the Vocabulary box. In pairs, take it in turns to use the words in a sentence.

I gasped at the end of the film because it was a surprise.

Vocabulary Verbs that express emotion

gasp scream shake shiver sweat yawn

4 Read Jo's description of a personal challenge. Which paragraph describes:

- a a challenge that helped Jo? **2**
- b how the experience changed Jo? **3**
- c a bad experience in the past?

1 c

My personal challenge by Jo

I've always loved trying new things, so when Dan invited me to go climbing, I was confused. The problem is I'm scared of heights. I first realised this when I was crossing Tower Bridge in London on a school trip. Suddenly, somebody screamed and I saw that part of the floor was glass. I started shaking and my hands were sweating. I was disappointed with myself and sad.

Soon after that, I heard about the climbing class and I decided to give it a go. When I arrived and saw the climbing wall, I gasped. It was quite high, but the instructor helped me and showed me how to climb slowly and safely. At the beginning it was quite difficult, but gradually I felt less anxious although I had to concentrate very hard.

The experience has made me more confident. That day, I got a buzz out of climbing and I couldn't stop smiling. Now I climb regularly and I'm never scared.

5 Find more examples of the verbs from the Vocabulary box in Jo's description. In pairs, discuss how Jo felt before, during and after the challenge.

6 Study the Writing box. Find examples of these phrases in Jo's description.

Writing A description of a personal challenge

Reason for the challenge

I've always loved/wanted/dreamed about ...
The problem is/was, I ...
I first realised this when ...

Description of the challenge

Soon after that, I heard about/saw ...
I decided to give it a go.
When I arrived at/started/saw ... , I gasped/screamed.
At the beginning it was difficult/impossible to do, but gradually I felt ...
In the end, I ...

After the challenge

The experience has made me ...
That day, I ...
Now I'm not afraid of ...
Now I ... regularly.
I'm thinking of becoming a ...

7 In pairs, choose one of these challenges and answer the questions below.

- joining a new sports team
- performing in front of your school mates
- staying with a family in another country
- taking an important exam

- 1** Why is the challenge difficult?
- 2** How would you feel before, during and after the challenge?

8 WRITING TIME In your notebook, write a description of a personal challenge.

Write about:

- why you wanted to do the challenge.
- what the challenge was like.
- how you felt after the experience.

Use the verbs in the Vocabulary box to make your writing more interesting.

floor on Tower Bridge.), what challenge helped Jo (climbing a wall) and how it helped her (It made her more confident and less scared.).

Exercise 5

Write *somebody screamed* on the board. Students find the phrase in the text (line 5) and then write other phrases with the verbs from the Vocabulary box in their notebooks. Elicit these and Jo's feelings.

Exercise 6

When students have found the phrases, write on the board: *I've always loved English. Say: The problem is ...* and elicit an ending, e.g. *I'm not very confident at speaking*. Then say: *I first realised this when ...* and elicit another ending. Continue with: *Soon after that, I heard about ... ; I decided to ... ; At the beginning ... but gradually I felt ... ; The experience has made me ... ; Now I ...*

Exercise 7

When students have chosen their challenge and answered the questions, tell them to think of phrases from the Writing box they could use and complete them for the challenge they have chosen.

Exercise 8

Before students start writing they should talk about the challenge in pairs and ask and answer questions about what happened and how they felt. This will give them ideas when they start writing.

ANSWER KEY

Exercises 1, 2, 3

Students' own answers.

Exercises 4 and 6

Answers on student page.

Exercise 5

Verbs: screamed; I started shaking; my hands were sweating; When I ... saw the climbing wall, I gasped
Before the challenge: Jo was confused and she was sad and disappointed with herself for being scared of heights.
During the challenge: She felt less and less anxious as she went on.
After the challenge: She felt happy and more confident.

Further practice

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

Lesson 1.7
Writing

Lead-in

Review of asking for and offering help

Tell students to think about a problem they may have for which they may need to ask for help. Put students into pairs. One student starts by miming their problem. The other student watches and, when they think they know what is wrong, they offer

to do something to help. The first student responds appropriately. Students then swap roles.

Exercise 1

Before students open their Students' Books, ask the questions in the rubric. Ask students if they have ever stood on a glass floor, been on a high viewing point, crossed an unsafe-looking bridge or been in any other situations where they have felt a fear of heights.

Exercise 2

Students discuss the photo in pairs and then as a class.

Exercise 3

Set a time limit and then invite pairs to demonstrate the meaning of the words to the class.

Exercise 4

When students have completed the task, ask what the bad experience was (*She got scared while walking on a glass*

VOCABULARY

- In your notebook, write the correct word for each definition.
 - If you can make yourself climb to the top of a mountain, you are **determined**.
 - People who worry about unimportant things are **fussy**.
 - The total number of people in a country is the **population**.
 - You work with others to learn something new at a **workshop**.
 - When you have a fixed opinion about something or somebody, this is a **stereotype**.
- Complete the personality quiz with the verbs below. Write the answers in your notebook.

be challenge make surprised

- Name one situation when you **challenged** yourself.
- Name one situation when you could **make** yourself do something difficult.
- Name one time when you **surprised** yourself by doing something unexpected.
- Name one situation when you can just **be** yourself and relax.

- In pairs, discuss the situations in Exercise 2. Then tell the class about your partner.

GRAMMAR

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

Dear Student,

¹Are you **starting** (start) a new term at Belmont Academy this year? Then this advice might help.

On the first day, all students ²**go** (go) to their classrooms at 8.30 for registration, so everyone ³**meets** (meet) their new tutor before lessons.

Your tutor has your timetable. Like most secondary schools, Belmont ⁴**has** (have) six fifty-minute periods a day.

We hope you ⁵**aren't feeling** (not feel) anxious! But if you are worried, please contact me. At Belmont Academy, we ⁶**believe** (believe) that it's good to ask questions!

Best wishes,

Ms Holiday, Head Teacher

- Complete the sentences with the Past Simple, Past Continuous or Present Perfect form of the verbs in brackets. Write the answers in your notebook.

- A: **Have** you **ever taken** (ever/take) part in a dance workshop?

B: Yes, I **have**. I **took** (take) part in a salsa workshop in May.
- I've got so much homework to do! I can't believe that a week ago we **were sitting** (sit) on a beach and I **wasn't thinking** (not think) about school at all!
- The Prime Minister **was giving** (give) a speech when, suddenly, the microphone **broke** (break).
- Maria is really generous. She **has already given** (already/give) a lot of money to an organisation which helps immigrants.
- A: So, what **did** you **do** (do) on Bornholm?

B: Lots of things. We **rode** (ride) bicycles and we **took** (take) lots of photos!

SPEAKING

- Choose the best response for each question. Write the answers in your notebook. Then use one of the questions to start your own dialogue and role play it in pairs.

- Excuse me, would you mind helping me? I can't open this door.
 - That would be great, thanks.
 - Could you give me a hand?
 - Of course not!
- Those bags look heavy. Do you need any help?
 - I'll be with you in a minute.
 - No, I'm fine, thanks.
 - Sure, no problem.
- OK, the party food is ready. Now, do you need anything else?
 - That's really nice of you, but thanks.
 - May I help you?
 - No, of course not.

DICTION

-  1.22 Listen to the recording. Write the sentences in your notebook.

Audio script: page 136

Check yourself!

- ✓ I can talk about challenging new experiences and emotions.
- ✓ I can use different tenses to talk about the present and about past events and experiences.
- ✓ I can identify specific detail in an article and in a conversation.
- ✓ I can talk about personality and about immigrants and the problems they face.
- ✓ I can ask for and offer help, and respond to offers of help.
- ✓ I can write a description of a personal challenge.

LESSON 1.1**Adjectives of emotion**

Przymiotniki opisujące emocje

afraid /ə'freɪd/ przestraszony**annoyed** /ə'nɔɪd/ zdenerwowany, poirytowany**anxious** /'æŋkʃəs/ zaniepokojony**confused** /kən'fjuːzd/ zdezorientowany**determined** /dɪ'tɜː(r)mɪnd/ zdeterminowany**disappointed** /,dɪsə'pɔɪntɪd/ rozczarowany**joyful** /'dʒɔɪf(ə)l/ radosny**miserable** /'mɪz(ə)rəb(ə)l/ nieszcześliwy, ponury**relaxed** /rɪ'læks/ wypoczęty, zrelaksowany**satisfied** /'sætɪsfɑɪd/ zadowolony**stressed** /strest/ zestresowany**surprised** /sə(r)'praɪzd/ zaskoczony**uneasy** /ʌn'iːzi/ skrzepowany, niespokojny**Phrases with *yourself***Wyrażenia z *yourself***be yourself** /bi jə(r)'self/ być sobą**challenge yourself** /tʃæləndʒ jə(r)'self/ stawiać sobie wyzwania**congratulate yourself** /kən'grætʃuleɪt jə(r)'self/ pogratulować sobie**express yourself** /ɪk'spres jə(r)'self/ wyrażać siebie**know yourself** /nəʊ jə(r)'self/ znać siebie**make yourself (do sth)** /meɪk jə(r)'self/ zmusić się (do zrobienia czegoś)**surprise yourself** /sə(r)'praɪz jə(r)'self/ zaskoczyć samego siebie**tell yourself** /tel jə(r)'self/ powiedzieć coś sobie**New experiences**

Nowe doświadczenia

boost your confidence /buːst jə 'kɒnfədəns/ wzmocnić pewność siebie**change your routine** /tʃeɪndʒ jə ruːtiːn/ zmienić swoje zwyczaje**get a buzz (out of sth)** /get ə 'bʌz aʊt əv ,sʌmθɪŋ/ emocjonować się czymś**give an opinion** /,gɪv ən ə'pɪniən/ wyrazić opinię**give sth a go** /gɪv ,sʌmθɪŋ ə 'gəʊ/ spróbować coś zrobić, wypróbować coś**have an adventure** /hæv ən əd'ventʃə/ przeżyć przygodę**make plans** /meɪk 'plænz/ planować**take something on board** /teɪk ,sʌmθɪŋ ən 'bɔːd/ zaakceptować coś, przyjąć do wiadomości**chubby** /'tʃʌbi/ pyzaty, puchowaty**criticise** /'krɪtɪsaɪz/ krytykować**dump** /dʌmp/ wyrzucić, opróżnić**encourage** /ɪn'kʌrɪdʒ/ zachęcać**focus** /'fəʊkəs/ skupić się**marshmallow** /,mɑːʃ'mæləʊ/ pianka cukrowa**LESSON 1.2****Out of class****Thank goodness for that!** /θæŋk 'ɡʊdnəs fə ðæt/ Dziękuję Bogu!**by the way** /baɪ ðə 'weɪ/ przy okazji**international** /,ɪntə'næʃnəl/ międzynarodowy**LESSON 1.3****arrival** /ə'raɪvl/ przyjazd**be aware (of sth)** /bi ə'veeə(r)/ być świadomym (czegoś)**belong** /bɪ'lɒŋ/ należeć**challenge** /tʃæləndʒ/ wyzwanie**due to** /dju tə/ z powodu, z uwagi na**face** /feɪs/ stawiać czoło**fit in** /fɪt ɪn/ dopasować się**fixed** /fɪkst/ stały, głęboko zakorzeniony**grow up** /grəʊ ʌp/ dorastać**immigrant** /'ɪmɪgrənt/ imigrant**integrate** /'ɪntɪgreɪt/ integrować się**label** /'leɪb(ə)l/ etykieta**migrant** /'maɪgrənt/ migrant**population** /ˌpɒpjʊ'leɪʃ(ə)n/ populacja**search** /sɜː(r)tʃ/ szukać**social** /'səʊʃ(ə)l/ społeczny, towarzyski**speech** /spiːtʃ/ mowa**stereotype** /'steriəˌtaɪp/ stereotyp**take it personally** /teɪk ɪt pɜː(r)s(ə)nəli/ odebrać coś osobiście**tolerance** /tə'lərəns/ tolerancja**LESSON 1.4****government organisation** /gʌvə(r)nment ,ɔː(r)gənə'zeɪʃ(ə)n/ organizacja rządowa**peak** /piːk/ szczyt**Prime Minister** /praɪm 'mɪnɪstə(r)/ premier**raise (a flag)** /reɪz ə flæg/ wznieść (flagę)**LESSON 1.5****Personality adjectives**

Przymiotniki opisujące osobowość

calm /kɑːm/ spokojny**confident** /'kɒnfɪd(ə)nt/ pewny siebie**creative** /kri'eɪtɪv/ kreatywny, pomysłowy**curious** /'kjʊəriəs/ ciekawy**fussy** /'fasi/ drobiazgowy, czepiański**generous** /'dʒenərəs/ hojny**gentle** /'dʒent(ə)l/ łagodny**organised** /'ɔː(r)gənaɪzd/ zorganizowany**punctual** /'pʌŋktʃuəl/ punktualny**reliable** /rɪ'laɪəb(ə)l/ wiarygodny, solidny**sensible** /'sensəb(ə)l/ rozsądny, sensowny**projection mapping** /prə'dʒekʃən mæpɪŋ/ odwzorowanie obrazu w 3D**workshop** /'wɜː(r)kʃɒp/ warsztat**LESSON 1.6****Catch you later!** /kætʃ jə 'leɪtə/ Do zobaczenia później!**You made me jump!** /jə meɪd mi 'dʒʌmp/ Przestraszyłeś mnie!**LESSON 1.7****Verbs that express emotion**

Czasowniki wyrażające emocje

gasp /gɑːsp/ z trudem łapać oddech, zachłysnąć się**scream** /skriːm/ krzyczeć**shake** /ʃeɪk/ potrząsać**shiver** /'ʃɪvə(r)/ drżeć**sweat** /swet/ pocić się**yawn** /jɔːn/ ziewać**concentrate** /'kɒns(ə)n,treɪt/ skupiać się**gradually** /'grædʒuəli/ stopniowo

Would you cross a desert?

Endurance tests: the most challenging races in the world

You're stressed and anxious, you have problems sleeping. What you need is a challenge. There has never been a better time, but which one to go for? Traditional marathons and triathlons are still popular but newer events have now appeared. They are held on difficult terrain and represent a greater challenge to participants. They are popular in the USA and are very competitive.

The first long-distance triathlon was the Ironman. It started in Hawaii, on Waikiki beach, in the 1970s and there are now forty countries across the world which hold Ironman events. An Ironman is the hardest one-day endurance test in the world. Participants must complete a 3.86-km swim, a 180-km bike ride and run a whole marathon – and no stopping is allowed! The World Championships are held in Hawaii every year. The run in Hawaii is particularly difficult because you have to cross a desert!

Other tough races include the Trans-Rockies. These are six separate contests which take place in different locations in the Rocky Mountains. You can do a twenty-four-hour bike race along Canada's highest peaks – but don't try it if you suffer from vertigo! Alternatively, head for New Mexico in the south of the USA, where there is a ride that lasts three days through the desert – just try cycling through sand dunes!

As for the traditional marathon, you can still take part in the world's biggest, in New York. However, if you really want to push yourself, try the World Marathon Challenge. This is seven marathons, in seven days, on seven different continents! It's called The World Marathon Challenge for a reason! For many people, this is the challenge of a lifetime. Participants have to run 295 km, spend fifty-nine hours in the air and fly approximately 38,000 km from the Antarctic Circle to Sydney, Australia. All at your own risk!

GLOSSARY

terrain (n) a particular type of land
competitive (adj) determined to be more successful than other people
endurance (n) when you can continue to do sth difficult for a long time
tough (adj) difficult
peak (n) the top of a mountain
vertigo (n) a feeling of spinning around and not being able to keep balance

READING

1 In pairs, discuss the questions.

- 1 Would you like to take part in a marathon? Why / Why not?
- 2 Why do you think people run marathons, take part in extreme triathlons, cross deserts or climb the highest mountains?

2 Read the article and answer the questions.

- 1 What is the difference between the new events and the traditional ones? *The new events are held on difficult terrain.*
- 2 Why is the Ironman Triathlon famous? *It was the first long-distance triathlon and is the hardest one-day endurance test in the world.*
- 3 What makes the Ironman World Championship particularly difficult? *You have to cross a desert.*
- 4 In which two countries do the Trans-Rockies events take place? *Canada and the USA*
- 5 Why is the New York Marathon special? *It's the biggest marathon in the world.*
- 6 What is the ultimate challenge race? Why? *The World Marathon Challenge. You do seven marathons in seven days and travel between seven continents.*

3 In pairs, discuss the questions.

- 1 Which of these challenges would you like to take? Why?
- 2 How do you think people prepare for these types of events?

LISTENING

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

4 BBC 1 Listen to Part 1 of a documentary about two men on an adventure. Answer the questions.

- 1 Where are they?
In a desert, the Empty Quarter in the Middle East.
- 2 What are they doing? *They are following the route taken by a British explorer and want to recover their lost friendship.*
- 3 What problems will they have? *They will face extreme heat and dehydration, violent sandstorms, unpredictable camels.*

5 BBC 1 Listen again. Choose the correct option. Write the answers in your notebook.

- 1 The desert of the Empty Quarter is special because it's the most hostile / most remote desert on earth.
- 2 Ben and James will have arguments / go on another expedition soon.
- 3 They have been on many trips but this is the best / most difficult one.

6 BBC 2 Listen to Part 2 of the documentary and answer the questions.

- 1 What other places have Ben and James travelled to? *They have crossed the Atlantic Ocean and raced to the South Pole.*
- 2 Which country do they travel through on this trip? *Oman*
- 3 What is their destination? What will they find there? *the quicksands of Umm as Samim*

7 BBC 2 Listen again. Match the numbers below with what they refer to (1–6). Write the answers in your notebook.

1940s eight 250 forty-seven
ten eleven

- 1 original journey time in days *eight*
 - 2 maximum temperature in the desert in Celsius *forty-seven*
 - 3 litres of water drunk per day *ten*
 - 4 journey across desert in kilometres *250*
 - 5 actual journey time in days *eleven*
 - 6 decade of Thesiger's expedition *1940s*
- 8 Choose the best summary of the programme.
- ① Ben and James recover their friendship by taking on an almost impossible journey.
 - 2 Ben and James are the first people to discover the most remote place on earth.
 - 3 Ben and James' final journey is the hardest they have ever done together.
- 9 What's your opinion of Ben and James' journey? Do you think an extreme experience like this can help save a friendship? Why? / Why not? Discuss in pairs or small groups.

PROJECT

- 10 In groups, prepare a digital presentation about a famous expedition from your country.
- 1 Use the internet to research the expedition.
 - 2 Write a short script to describe the journey. Choose images or videos that you would like to use.
 - 3 Share your presentation with the class.

 Video scripts: pages 152–153

Lesson 2.1

Vocabulary

Lead-in

Review of vocabulary from the previous unit

Put students into pairs. Tell the pairs to look at the wordlist on page 19 of their Students' Books and choose one word. They work together to think of a sentence which illustrates the meaning of that word. They then write the word backwards e.g. *afraid* – *diarfa*, and attempt to pronounce it. When they are ready, students say their sentence, including the word they chose from the wordlist (backwards). The first pair to guess what the word is wins a point.

Exercise 1

Before students look at the task, elicit the word *recycle*. Ask students if they have recycling bins at home and whether they always recycle or don't recycle as often as they should. Discuss why recycling is important. In pairs, students discuss the items in the task.

Exercise 2

Tell students to cover Exercise 2. Students work in pairs to discuss what they can see in the poster, then they look at the Vocabulary A box to see if the words they used are in the box and which other words are also there.

Exercise 3

Elicit the answers and ask students for examples of different kinds of pollution which affect their country, and the major causes.

Exercise 4

Tell students that if they don't know the words in English, they should write them in their own language. When they join together into pairs, they can help each other to translate any words which they didn't know.

Exercise 5 1.23

Encourage students to read the questions before they listen and to guess what the answers might be. Tell them not to write the answers while they are listening or they will miss what the speaker is saying. After listening, students compare what they heard in pairs. Elicit the answers and play the audio again for students to check their answers.

Exercise 6 1.24

When students have checked their answers, go through

2

VOCABULARY

Pollution | Environment phrases | Compound nouns: the environment | Elections and campaigns

GRAMMAR

Past Perfect | *used to*



SPEAKING

Agreeing and disagreeing



READING

Find out about a teen activist

LISTENING

Protecting the environment

ENGLISH IN USE

Question tags

SKILLS REVISION

Units 1–2

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the Word Friends box and ask how we can do some of these actions, e.g. *How can we protect the environment? How can we save water? How can we clean up the ocean?*

Exercise 7

Students should try to remember what they heard in the recording in Exercise 5. Set a time limit for them to complete the description. Allow them to compare their ideas with a second pair, then invite

What a waste!

VOCABULARY Protecting the environment

I can talk about pollution and the environment.



- 1 **CLASS VOTE** What do you do with the items below when you don't need them anymore?

empty pizza boxes old clothes old mobile phones
plastic water bottles school textbooks

I throw them away. I recycle them.

- 2 Study the Vocabulary A box. Find two things that are not in the poster.

Vocabulary A Pollution

bin endangered animal factory litter oil petrol plants
rubbish smoke traffic

- 3 In pairs, look at the poster again. What causes the types of pollution below?

air pollution land pollution water pollution

Factories cause air pollution.

- 4 **I KNOW THAT!** Work in pairs. How many more words can you find which are related to pollution and the natural world? You get one point for every word! Write your ideas in your notebook, and compare your results with another pair.

- 5  **1.23** Listen to part of a radio programme about the rubbish route. Answer the questions.

- Where does the rubbish route start? *at the factories*
- What containers are the food and the drink in? *plastic bottles, packets and aluminium cans*
- How do the goods get to the shops? *Huge trucks deliver them*
- What do people in the city want to escape from? *traffic and polluted air*
- Why can't people use the bins in parks? *They're full.*

pairs to share their ideas with the class. Ask the rest of the class to listen carefully and to suggest any extra information which wasn't mentioned.

Exercise 8 1.25

Set a time limit for students to read the quiz and choose the correct answers. They should do this before they listen to the audio to check. If there are any disagreements, ask students to explain the reasons for their choices.

Exercise 9 1.26

When students have discussed their ideas, write the letters T and F on the board. For each question, ask pairs what they think and write the number of pairs saying *True* or *False* for each one. After listening, elicit the answers and information from the audio to support them. Check which pairs guessed the correct answers, then ask which they think is the most surprising fact from the quiz.

- 6 1.24 Complete the expressions with the words below. Write the answers in your notebook. Listen and check.

aluminium cans energy parks plants

Word Friends Environment phrases

recycle/throw away: plastic bags, rubbish, ¹aluminium cans
protect/damage: the planet, the environment, ²plants
save/waste: water, electricity, money, ³energy
pollute/clean up: the air, the ocean, rivers, beaches, ⁴parks

- 7 In Exercise 5, you listened to the first part of the rubbish route. In pairs, finish the description. Write your ideas in your notebook. Use the poster and the Word Friends box to help you.

- 8 1.25 Read the quiz. Choose the correct option. Write the answers in your notebook. Listen and check.

1 recycle

True or false?

- Some countries ¹recycle / protect strange rubbish, including false teeth!
- Recycling one aluminium can can ²save / pollute enough energy to run a TV for three days.
- We ³clean up / ⁴throw away enough cans to reach the moon and back twenty times!
- Acid rain ⁵recycles / ⁶damages trees and plants, but not buildings.
- Sweden is working hard to ⁷protect / pollute the environment and now recycles sixty-nine percent of its rubbish.
- Running the water when you're brushing your teeth can ⁸save / ⁹waste around 5,000 litres of water a year.
- Plastic from ships ¹⁰pollutes / cleans up the ocean. In 2010 a ship lost 28,000 rubber ducks. People are still finding the ducks today!



- 11 1.28 Complete the blog post with the correct form of compound nouns from the Vocabulary B box. Write the answers in your notebook. Listen and check.

Is it cool to be GREEN?

Definitely! We need to protect our planet for our future. That's why I always travel on ¹2. Too many people drive, so there are always ³traffic jams in the city centre.

At my school we recycle as much as we can. We don't use ⁴renewable energy such as sun or wind power, but our head teacher has plans for solar panels on the roof. Some people joke that they like warmer weather, but I tell them that ⁵climate change is really not good. Rising ocean levels cause floods that can destroy houses and farms. The oceans are also getting polluted with plastic, so I never use plastic bags. In fact, I make my own bags! Next to my school there's a ⁶bottle bank where we put soft drink bottles, but you can also use the bins for recycling cans, paper and clothes. There's a larger ⁷recycling centre outside the city, where we can take our old TVs, furniture, books and even bicycles. You can find loads of cool things there.

1 public transport

- 9 1.26 In pairs, do the quiz in Exercise 8. Write the answers in your notebook. Listen and check.

- 10 1.27 Study the Vocabulary B box. Match words 1-7 with words a-g to make compound nouns. Write the answers in your notebook. Listen and check.

Vocabulary B Compound nouns

- | | |
|----------------------|-------------|
| 1 traffic g | a bank |
| 2 bottle a | b energy |
| 3 petrol f | c centre |
| 4 public d | d transport |
| 5 renewable b | e change |
| 6 recycling c | f station |
| 7 climate e | g jam |



- 12 **VOX POPS** Talk to your partner. How green are you? Are your town and school green? In groups, take it in turns to talk about your ideas.

I always try to save water. For example, I take a quick shower and I rarely take a bath.

My town's got a huge recycling centre and they collect rubbish from your house.

At my school we recycle our pens!



Unit 2 23

Extra activity

Put students into groups. Each group prepares a poster about how we can be more green. They can think about individuals, schools or the town. When they have finished, display the posters around the classroom. Students vote for the best one apart from their own.

ANSWER KEY

Exercises 1 and 3

Students' own answers.

Exercise 2, 5, 6, 8, 10 and 11

Answers on student page.

Exercise 4

Possible answers: acid rain, carbon dioxide, cities, forests, greenhouse gas, ice, people, planes, temperature

Exercise 7

Suggested answer: Some of the rubbish may stay in the river. Fish or animals may accidentally eat plastic which can kill them. It may get stuck in the river and damage the environment. Other rubbish may flow all the way to the sea and pollute beaches or the oceans. When too much rubbish collects together, it can block out the sunlight and reduce the amount of oxygen in the water.

Exercise 9

- 1 True (Japan has started doing this.)
- 2 False (three hours, not three days)
- 3 True
- 4 False (The Statue of Liberty in New York has been damaged by acid rain.)
- 5 False (It actually recycles ninety-nine percent.)
- 6 True (It can waste 5,000 litres of water a year.)
- 7 True (People are still finding rubber ducks which fell in the ocean in 2010.)

Audio scripts: page 136

Video scripts: page 153

Exercise 10 1.27

When students have completed the task and listened to check their answers, elicit the meanings of the compound nouns, e.g. A traffic jam is when a road gets very busy or there is a problem like an accident, and traffic is unable to move or moves very slowly.

Exercise 11 1.28

Before students read the text, discuss the title (*Is it cool to be green?*) with the class. Students work alone to complete the text and then discuss their answers in pairs before they listen and check them.

Exercise 12 7

Discuss the examples with the class and elicit one similar example about the students' own school and town.

Give students a minute to think of ideas alone and then put them into groups to share their ideas. Invite groups to share some of their ideas with the class. Before watching, check that students understand the meaning of *composting*. After watching, put students into pairs and tell them to discuss who they think is the 'greenest' person and why. Invite pairs to share their ideas with the class.

Further practice

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

Lesson 2.2

Grammar

Lead-in

Review of compound nouns from the previous lesson

For this activity, you need to divide the class into groups. Give half the group, i.e. seven students, these numbered words on separate pieces of card: 1 *traffic*, 2 *bottle*, 3 *petrol*, 4 *public*, 5 *renewable*, 6 *recycling*, 7 *climate*. Give the other half these words on separate pieces of card (without numbers): *bank*, *energy*, *centre*, *transport*, *change*, *station*, *jam*. Each sub-group of seven students should sit together. The first student with a numbered word card says their word to one of the students with a non-numbered card. If the two cards make a compound noun, they can form a pair and sit together. If the two cards don't make a compound word, the next student says his or her word to another student, and so on. Which group can find all the compound nouns first?

Exercise 1

Students discuss their ideas in pairs. Elicit guesses from each pair, then give the answer.

Exercise 2

When students have found the answers, ask if they have heard of any other uses of animal waste (e.g. *to power cars for electricity*).

Exercise 3

When students have found the examples, look at the form (*had + past participle*) and use of the Past Perfect (to refer to an action that happened before a particular point in the past).

Exercise 4

After checking the answers with the class, put students into pairs and ask them to number the actions in each sentence in the order in which they happened.

Exercise 5

When students have identified the actions which happened first, elicit which tense is used for them (the Past Perfect).

Exercise 6

Ask students to think of the energy that is used in the classroom and what it powers (e.g. *Electricity powers the lights, the computer, the CD player, the projector*). When students have finished, invite

2.2 GRAMMAR Past Perfect

I can talk about past events using the Past Perfect.

- 1 **CLASS VOTE** Which of the things below do not produce energy?

jellyfish milk natural gas sugar sun wind

- 2 Read the blog post quickly. Answer the questions.

- How much do elephants eat?
- How can animal waste help the zoo?

New power for the zoo | Elephant energy



Did you know that you can heat a building with animal waste? At school, I heard about a local zoo that had tried it, so I went to see for myself. When I got there, the zoo-keeper had just given the elephants some food. He told us that they've got huge appetites and can eat 100 kilos of fruit and vegetables every day! Over the previous week, he had collected a container of

waste from all the plant-eating animals in the zoo. I hadn't realised what a mountain of animal waste looked like!

The mixture of animal waste and water produces a biogas. This goes into an engine that works on gas and produces electricity. So, had this idea really helped the zoo? Absolutely! Before they started using the waste, the zoo had found it difficult to control how much they spent on electricity. Now they can keep the animals warm and save money too!

- 3 Study the Grammar box. Find more examples of the Past Perfect in the blog post.

Grammar Past Perfect

Past Perfect

Max **had collected** the litter.

I **hadn't realised** how big it was.

Had they **helped**? Yes, they **had**./No, they **hadn't**.

Past Perfect and Past Simple

When we **saw** them, the animals **had already eaten**.

She'd **given** the lion some food **before** the visitors **arrived**.

They **left** the zoo **after** they'd **had** lunch.

Time expressions

when, before, after, just, already, by the time

GRAMMAR TIME > PAGE 127

- 4 Complete the sentences with the Past Perfect form of the verbs in brackets. Write the answers in your notebook.

- The visitors **had given** (give) the animals the wrong food and the next day they were sick.
- For her project, Maria used photos of the animals that she **had taken** (take) at the zoo.
- We **hadn't realised** (not realise) how useful animal waste was until we started saving money.
- They **hadn't fed** (not feed) the animals when I got there.
- Had** you **heard** (hear) about this type of energy before you visited the zoo?

- 5 Read the sentences. Find the action that happened first. Write the answers in your notebook.

- The lions were thirsty because nobody had given them any water. *nobody had given them any water*
- The workers had left the factory before the fire started.
- After the party had finished, we cleaned up the park.
- Al realised that the bottle bank had moved to another place.
- I couldn't recycle my old mobile because I'd given it to a friend.
- The zoo-keeper had just fed the elephants when we arrived.
- I wanted to recycle the empty cans, but Sarah had thrown them away.

- 6 In pairs, think about your country or the area where you live.

- What types of energy do people use?
- Do people use any alternative sources of energy? Use the words below to help you.

electricity gas solar energy
solar panels wind farms

It's very sunny in Spain and we use solar energy a lot. People often have solar panels on the roof...

pairs to share their ideas with the class. Ask students if anyone has solar panels at home

Further practice

- Photocopiable Resource 9, page 197
- Workbook, page 18
- Grammar Time, page 127

ANSWER KEY

Exercise 1 and 4

Answers on student page.

Exercise 2

- They can eat 100 kilos of fruit and vegetables per day.
- They can use it for energy so they can keep the animals warm and save money.

Exercise 3

had tried, had just given, had collected, hadn't realised, had this idea really helped, had found

Exercise 5

- The workers had left the factory
- the party had finished
- the bottle bank had moved
- I'd given it to a friend
- The zoo-keeper had just fed the elephants
- Sarah had thrown them away

Exercise 6

Students' own answers.

I can understand the main points and identify specific detail in an article.

1 CLASS VOTE Have you ever been to an event to help raise awareness of environmental problems?

2 1.29 Read the article quickly. Match headings a–c with paragraphs 1–3. Write the answers in your notebook.

- 2 a** At one with nature
- 3 b** The power of music
- 1 c** A different type of summer

3 Read the article again. Choose the correct answers. Write them in your notebook.

- 1** What surprised the people in the United Nations most about Xiuhtezcatl?
 - a** He was very young.
 - b** His hairstyle and clothes were unusual.
 - c** He wasn't like a normal teenager.
 - d** He could speak several languages.
- 2** Xiuhtezcatl's experience in the forest
 - a** taught him about the Mashika.
 - b** made him want to work outdoors.
 - c** showed him a connection to the world.
 - d** helped him learn Nahuatl.

- 3** How did the documentary change Xiuhtezcatl?
 - a** He wants to act to protect the environment.
 - b** He'll learn more about Earth Guardians.
 - c** He felt he was different from other young people.
 - d** He'll join his mum's organisation.
- 4** How does Xiuhtezcatl feel about his life at the moment?
 - a** He's not sure he wants to have these amazing adventures.
 - b** He accepts he's busy, but hopes he can make a difference.
 - c** He'd like to have more time to perform at events and festivals.
 - d** He thinks working for the environment takes up too much time.

4 Look at the highlighted words in the text. Check your understanding. Use a dictionary if necessary. In your notebook, write a sentence for each word.

Exercise 2 1.29

Discuss the headings with the class and ask students what they think the paragraphs might be about, e.g. *At one with nature* may be about how we can protect nature and use nature to help us. *The power of music* may be about how music can help animals and plants. *A different kind of summer* may be about someone's experiences working for an environmental group during the summer holidays. Elicit the answers and a summary of each paragraph.

Exercise 3

Students work alone, then compare answers in pairs. Invite students to share their ideas with the class and ask them to refer to the text to justify their answers.

Exercise 4

Tell students to work in pairs and read the text to try to understand the meaning of the words from the context. They should only use a dictionary if necessary. Invite pairs to read out one of their sentences, but saying the word 'blank' in place of the highlighted word from the text. The other students have to guess what the missing word is.

Extra activity

Students work in groups of four. Tell them to imagine that one of them has been invited to talk to the UN about protecting the environment. Students work together to write a short introduction – saying hello, introducing themselves and explaining what the talk will be about. When they are ready, they choose one member of the group to give the speech. Invite students to make their speech and allow the class to vote on the most effective and interesting speech, apart from their own group's.

ANSWER KEY

Exercises 1 and 4

Students' own answers.

Exercises 2 and 3

Answers on student page.

Further practice

- Workbook, page 19

1
School's nearly out and for most teens it's a chance to hang out with friends and enjoy the summer vacation. But if you're a sixteen-year-old eco hip-hop artist, it's a busy time of international travel and public speaking. Xiuhtezcatl (roughly pronounced *shoo-tez-cat*) Martinez became known around the world in 2015, when he gave a talk about climate change to the United Nations General Assembly in New York. It wasn't his long hair and formal suit that got him noticed, but the fact that he started his talk in three different languages: English, Spanish and Nahuatl, the language of the Mexican Mashika or Aztec community.

2
His passion for the environment comes from the time that Xiuhtezcatl spent in the forest with his dad, where he felt he was 'a big part of this world'. He's had his name since he was six. He got it from older members of the Mashika community and it means 'turquoise mirror' in the Nahuatl language. The community has a strong belief that we are all connected to the world we live in and must protect it and the animals that live in it. He shares this passion with his mom, who set up Earth Guardians, an organisation that educates young people and encourages them to protect the environment. However, it was after he'd watched a nature documentary that Xiuhtezcatl decided he could make a difference now.

3
So where does hip-hop come into all of this? After a rap performance at school with his younger brother, Xiuhtezcatl realised that their lyrics could make people wake up to the problems of pollution and waste. They both now perform at events and festivals around the world. His mom is happy her son is having 'these amazing adventures' but worries all this is taking up a lot of his time. Xiuhtezcatl admits it's intense but is convinced he's doing the right thing.



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Lesson 2.3 Reading and Vocabulary

Lead-in

Review of the Past Perfect

Write each word of these sentences on a separate piece of paper.

I played my new computer game after I had finished my homework.

I was really hungry all morning because I hadn't had time for breakfast.

By the time I got to the party, my friends had eaten all the cake.

For the first sentence, give twelve students one card (i.e. one word) each. Ask this group to come to the front of the class. They must not look at their classmates' words. Students must hold up their words so that the rest of the class can see them. The class tells the students with the word cards where to stand, so that their words form a sentence.

The students holding the cards say their words in order, so that they can find out what sentence they have formed. Repeat with the other two sentences.

Exercise 1

Before students open their Students' Books, ask the question from the rubric and, if students say yes, elicit details of what happened and what environmental problem the event was raising awareness of.

Lesson 2.4

Grammar

Lead-in

Preview of *used to*

Tell students to think of five things that were true about them five years ago but aren't true now. They should use the Past Simple to form their sentences, e.g. *I had short hair. I liked cartoons. I rode a BMX. I went to the park every Saturday. I shared a room with my sister.*

When students have finished, allow them to mingle and try to find other students for whom their sentences are also true. Set a time limit and then invite students to say sentences which are true about themselves and other people. Tell students to make a note of those sentences as they will need them later in the lesson.

Exercise 1

Tell students to work in pairs and keep their Students' Books closed. Ask the question and allow students to discuss ideas for two minutes. Invite each pair to share ideas with the class.

Exercise 2 1.30

Ask the question from the rubric and elicit ideas from the class. Then play the video for students to see if any of their ideas was included.

After students have watched the video, look at the *Out of class* box with them. Point out that we use *Ouch!* and *Ow!*. We say them when we feel sudden pain. *It's a shame, really* means *It's sad*.

Exercise 3

Discuss the meaning, form and pronunciation of *used to* with the class.

Language notes

Used to can be used to talk about regular actions in the past or past states which are no longer true.

- *Used to* cannot be used to talk about single past actions.
- *Used to* /'ju:st tu:/ has a different pronunciation to the verb *use* /ju:z/.
- *Used to* is a regular past form and so drops the *-d* in questions and negatives.

Extra activity

Students look at the sentences they wrote in the Lead-in activity and change them to sentences using *used to*. Invite students to read one of their sentences to the class.

Exercise 4

When students have finished the task, check the answers and ask if any of the sentences

2.4 GRAMMAR *used to*

I can talk about repeated past actions that no longer happen.



WATCH WHERE YOU'RE RUNNING!

- Skye:** Ouch!
- Park keeper:** Are you OK, love?
- Skye:** Yeah, I'm fine. I tripped over that can.
- Park keeper:** Come and sit down for a minute. Oh, there's so much litter here these days. It used to be such a lovely park and look at it now – rubbish everywhere. Do you run here often?
- Skye:** No, this is my first time. I only moved back to this area last month. I used to live here though.
- Park keeper:** So did you use to come here when you were little?
- Skye:** Yes, I did – all the time. My mum and gran used to bring me here. I remember I had my fifth birthday party in this park – just by those trees. You're right. It didn't use to be this dirty.
- Park keeper:** Well, we used to have a team of people who cleaned up the park. Now it's only me – and it's too much for one person. It's a shame, really. Anyway, I should get back to work. Now, are you sure you're OK?
- Skye:** Yes, fine, thank you.

How do you say these expressions in Polish?

Ouch! It's a shame, really.

OUT of class

- 1 CLASS VOTE** Do you think it's important for a town or city to have a park? Why? / Why not?

Yes, I think it's very important because ...

- 2  1.30** Listen. Why does Skye trip up when she's jogging in the park?

because there's a lot of rubbish in the park

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- 3** Study the Grammar box. Find more examples of *used to* in the dialogue.

Grammar *used to*

The river **used to be** clean.
We **didn't use to find** rubbish on the beach.
Did you use to play here? Yes, I **did**./No, I **didn't**.
Where **did you use to live**?

GRAMMAR TIME > PAGE 127

- 4** Complete the sentences with the correct form of *used to* and the verbs in brackets. Write the answers in your notebook.

- I **used to love** (love) cycling, but I don't have a bike now.
- We **didn't use to recycle** (not recycle) our rubbish.
- My dad **used to drive** (drive) me to school.
- He **used to drop** (drop) litter on the floor, but now he always puts it in the bin.
- When my mum was little, she **didn't use to watch** (not watch) much television.

- 5** Complete the questions with the correct form of *used to* and the verbs in brackets. Write the questions in your notebook. In pairs, ask and answer the questions.

- Did** Skye **use to live** (live) near the park? *Yes, she did.*
- Did** she **use to visit** (visit) the park often? *Yes, she did.*
- Did** the park **use to be** (be) dirty? *No, it didn't.*
- Did** a team of people **use to clean** (clean) the park in the past? *Yes, they did.*

- 6  1.31** Complete the dialogue with the correct form of *used to* and the verbs in brackets. Write the answers in your notebook. Listen and check.

- Jo:** Gran, you used to live in London when you were little. Was it very different?
- Gran:** Well, there **1 didn't use to be** (not be) so many cars, that's for sure!
- Jo:** **2 Did you use to walk** (walk) everywhere?
- Gran:** No, there **3 used to be** (be) more buses and the underground **4 didn't use to be** (not be) so expensive! And back then, London **5 didn't use to have** (not have) so many swimming pools and shopping centres. I think you have a lot more fun now!

- 7** In pairs, complete the sentences about your town.

My town used to be ...
It didn't use to have ...
There used to be ...
We didn't use to ...

are true for them and their families.

Exercise 5

When students have asked and answered the questions in pairs, elicit the correct questions and answers from the class.

Exercise 6 1.31

After listening, check answers with the class and point out that it is good to use *used to* for variety, and that a mixture of Past Simple and *used to* sounds more natural than using *used to* all the time.

Exercise 7

Elicit one or two examples from the class. Invite each pair to share their most interesting sentences with the class.

 **Video scripts:** page 153

Further practice

- Grammar Time, page 127
- Photocopiable Resource 10, page 198
- Workbook, pages 20 and 26

ANSWER KEY

Exercises 1 and 7

Students' own answers.

Exercises 2, 4, 5 and 6

Answers on student page.

Exercise 3

It used to be; I used to live; did you use to come; gran used to bring; It didn't use to be; we used to have

I can identify specific detail in short conversations and talk about elections and campaigns.

- 1 **CLASS VOTE** Do you think student councils are a good idea? What subjects do you think are important for students to discuss?

- 2 **1.32** Listen to the dialogue. Answer the questions.

- Where are the people?
- What are they doing?
- What is the new school councillor going to do?

- 3 Complete the sentences with the correct form of the phrases from the Vocabulary box. Write the answers in your notebook.

Vocabulary Elections and campaigns

become a member (of)
hold an election
join a campaign
organise an event
sign up (to do sth)
vote for (sth/sb)

- I **?** yesterday; the aim is to get more people to recycle their rubbish.
- David has just **become** *a member of* a group that protects local wildlife.
- Please **sign up** to help clean up the beach. There's a pen and a list on the table over there.
- Yesterday we **held an election** at our school for a new head boy and head girl.
- I **voted for** my friend Jane because I think she'll be a great head girl.
- Last month my brother **organised an event** at school, called Trash to Treasure. The idea was that everyone made something from a piece of rubbish.

1 *joined a campaign*

- 4 **1.33** Listen to four dialogues. Choose the correct answers. Write them in your notebook.

- 1 What is the date of the student election?



- 2 What is the boy going to do?



- 3 What did Mark's dad use to recycle when he was a boy?



- 4 What kind of campaign has Sarah joined?



- 5 Imagine there will be student elections in your school. Work in pairs. In your notebook, write an election leaflet explaining what you would do if you became student councillors. Present your election leaflet to the class. Vote and choose the best candidates for student councillor.

As student councillors, we would plant more trees and flowers around the school. We would also ask for more after-school sports clubs. In addition, we would ...

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Exercise 4 1.33

Look at the first question with the class. Tell them that in listening tasks like this, the speaker won't just describe or mention one of the three pictures. All three pictures will be mentioned, so students need to listen carefully. For example, the speaker may mention the wrong date first. For each question, elicit the answers and the reasons why the other two options are wrong.

Extra activity

Put students into groups of three. Each group writes a short dialogue and a question with three answer choices, A, B and C. The three choices should be the three people in the group, e.g. A Peter, B Cathy, C Dan. The dialogues have to mention all three students but only one person's name should be the answer to the question. When students are ready, invite them to ask their question, then read out their dialogue. The other groups have to identify the correct answer.

Exercise 5

Look at the example with the class and ask why it uses *would* rather than *will* (We *would* in the Second Conditional to talk about unlikely or hypothetical future events. If the writer used *will*, it would sound as if they are too sure of winning. Tell students to use bullet points and headings to make their leaflet more visual and the information easier to read.

ANSWER KEY

Exercises 1 and 5

Students' own answers.

Exercise 2

- at school
- hearing the results of a vote for student councillor
- clean up the school playing fields and plant more trees

Exercises 3 and 4

Answers on student page.

Audio scripts: page 136

Further practice

- Workbook, page 21

Lesson 2.5

Listening and Vocabulary

Lead-in

Review of used to

Write these sentences on the board:

He used to go to a Catholic school in Kentucky.

He used to want to be a professional baseball player.

He used to sell women's shoes.

He used to be married to Talia Balsam.

He used to be in the TV series 'ER'.

Ask students if they know who the person is. If not, tell them it is George Clooney. Students work in groups of four. They think of a famous person and facts that were true about him/her and what is true now. Invite groups to read out their sentences and ask other students to guess who the person is. Award a point to the group which guesses first.

Exercise 1

Tell students to keep their Students' Books closed. Elicit

what a school council is and does and ask the questions in the rubric.

Exercise 2 1.32

Elicit the answers and ask what sort of things Leo is interested in (*the environment*).

Exercise 3

Students work in pairs. When they have finished, elicit the answers and discuss the phrases and what they mean.

Lesson 2.6

Speaking

Lead-in

Preview of agreeing and disagreeing

Put students into pairs. Each pair has to write five sentences that other students may agree or disagree with, e.g. *The cinema is better than the theatre. We should have less homework. There should be more, shorter holidays instead of a long summer holiday.* Set a time limit and then join pairs into groups of four. The pairs take turns to read out their sentences and the other pair says whether they agree or disagree with them. Students must give reasons for their opinions. Invite groups to tell the class about any sentences they all agree with.

Exercise 1

Before students open their Students' Books, put them into groups of three and ask the questions in the rubric.

Exercise 2 1.34

After students have watched the video, look at the *Out of class* box with them and ask them to think of different ways of saying each phrase (e.g. *Let's start. Try it. You're right.*).

Exercise 3

When students have found the phrases, put them in groups of four to practise the dialogue. Invite a group to act out the dialogue in front of the class.

Exercise 4

Tell students to work in pairs and cover the Speaking box. They look at the exercise to see how many phrases they can remember. They then look at the Speaking box to check their ideas.

Exercise 5 1.35

Play the audio once for students to listen and try to think of the best response. Play the recording again. Invite one student to respond to the first statement and then ask if anybody else wants to respond differently. Elicit as many different responses as possible and then repeat the process with the other statements.

Exercise 6 10

After watching, ask students which two statements the people discussed and which statement they all agreed on. (They discussed the first two questions and they all agreed on the second statement.)

2.6 SPEAKING Agreeing and disagreeing

I can agree and disagree with other people's point of view.



TRASH TO TREASURE

- Nina:** What are you doing in your garage?
Skye: Actually, you guys can help me. I'm taking part in a Trash to Treasure competition. The idea is to make something new out of rubbish.
Nina: I think that's a great idea!
Dan: Really? I don't agree. Isn't rubbish just rubbish?
Nina: That's not always true.
Skye: Anyway, I want to make a chair out of these bottles. So, we need to cut the tops off the bottles and fit them inside each other. Like this. Then I think we should tie them together with some string.
Jay: I'm not sure about that. I think the string will come loose.
Skye: Mmm ... Maybe you're right. I've got some strong sticky tape. OK, let's get started!

Some time later:

- Skye:** So what do you think? It looks like a chair to me!
Nina: Absolutely! Go on, Dan. Try it out!
Dan: Who, me?
Nina: Oh no! The chair's collapsed!
Jay: I think our design needs a bit more work!
Dan: Yeah, you can say that again!

How do you say these expressions in Polish?

Let's get started!
 Try it out!
 You can say that again!

OUT of class

- 1 **CLASS VOTE** Do you always share the same opinions with your friends and family? What kind of things do you disagree about?

*I don't always agree with my friends.
 Sometimes ...*

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 Audio scripts: page 137

 Video scripts: page 153

Further practice

- Photocopiable Resource 11, page 199
- Workbook, pages 22 and 27
- Extra Online Homework: Vox Pops Extra Activities

1.34 Listen and answer the questions.

- 1 Why is Skye making a chair? What material is she using?
- 2 Which friend thinks it isn't a good idea? Why?
- 3 What else could you make from plastic bottles?

3 Study the Speaking box. Find more examples of agreeing and disagreeing phrases in the dialogue.

Speaking Agreeing and disagreeing

Agreeing

I think that's a good/great idea.
 Maybe you're right.
 I think so too.
 I totally agree.
 Absolutely!
 You can say that again!
 I suppose/guess so.

Disagreeing

I don't agree.
 True, but ...
 That's not always true.
 I don't think so.
 I don't think we should ...
 I'm not sure about that.
 I totally disagree.

4 Complete the dialogues with phrases from the Speaking box. Write the answers in your notebook.

- 1
A: I think if you care about the environment, you shouldn't use plastic bags at all.
B: Maybe you're ¹right, but sometimes you need them. For example, we use them in our kitchen bin.
A: I think that's ²true, but then you should reuse them each time.
B: I'm not ³sure about that. They'd stink!
- 2
A: My mum has to fly a lot because of her job.
B: I ⁴don't think people should travel by plane. It causes too much pollution.
A: I guess ⁵so, but some people need to travel to other countries for work.
B: That's not always ⁶true. You can have Skype meetings instead.

5 1.35 Listen to five people talking about recycling and reusing things. Respond to each statement with a phrase from the Speaking box. Give reasons.



6 VOX POPS Talk to your partner. Discuss one of these statements.

- People spend too much money on protecting animals. They should spend it on helping people instead.
- Everyone should use public transport.
- It's very easy to save energy, but not water.



ANSWER KEY

Exercises 1, 5 and 6

Students' own answers.

Exercise 2

- 1 Skye is taking part in a Trash to Treasure competition, so she has to make something new out of rubbish. She's using plastic bottles (and sticky tape).
 2 Dan doesn't think it's a good idea. He thinks rubbish is just rubbish.

Exercise 3

Agreeing: I think that's a great idea!; Maybe you're right.; Absolutely!; You can say that again!
 Disagreeing: Really? I don't agree.; That's not always true.; I'm not sure about that.

Exercise 4

Answers on student page.

I can use question tags to check information.



Girl: You're not throwing that bottle away, are you, Jake?
You can recycle it.
Boy: Oh yeah, I forgot.



Girl: You didn't leave the TV on, did you? It's a waste of electricity.
Boy: Oh yeah, sorry. I forgot.



Girl: You know the party starts in half an hour, don't you?
And you really need a shower! Did you forget?
Boy: No. I'm saving water!

- 1 Read the cartoon. Why is Jake's sister annoyed with him?
- 2 Study the Language box. Find more examples of question tags in the cartoon.

- 4 Complete the text with question tags. Write the answers in your notebook.

Most homes have got bins for recycling glass, paper and plastic, ¹ ? But what about e-waste? I'm sure your house is full of electronic gadgets, ² *isn't it?* What happens to these products when we no longer want them? You probably didn't recycle your last mobile phone, ³ *did you?* According to a survey, only ten percent of people recycle their mobile phones. You can imagine how much e-waste that creates, ⁴ *can't you?* In fact, for the first time ever, there are more mobile internet gadgets in the world than people! That isn't good news for the environment, ⁵ *is it?* Fortunately, there are many companies that recycle e-waste. So next time you get a new smartphone or video game, you'll know what to do with your e-waste, ⁶ *won't you?* Recycle it, don't bin it!

1 haven't they

- 5 What do you do with your e-waste?
How do you think we could get more people to recycle their e-waste?

Language	Question tags
We form question tags with the auxiliary/modal verb and the pronoun. If the statement is positive, we use a negative question tag. If it's negative, we use a positive question tag.	
Positive statement + negative question tag	
You're William, <i>aren't you?</i>	
We can recycle this box, <i>can't we?</i>	
Negative statement + positive question tag	
The school <i>hasn't got</i> a bottle bank, <i>has it?</i>	
They <i>won't help</i> us pick up the litter, <i>will they?</i>	
With the Present Simple and Past Simple of most verbs, we use <i>do/don't</i> , <i>does/doesn't</i> and <i>did/didn't</i> .	
Her dad <i>works</i> at the petrol station, <i>doesn't he?</i>	
You <i>didn't remember</i> to switch off the lights, <i>did you?</i>	

- 3 Complete the questions with question tags. Write the answers in your notebook.
 - 1 Jessica doesn't recycle her clothes, *does she?*
 - 2 We're all wasting too much energy, *aren't we?*
 - 3 You can't recycle all kinds of plastic, *can you?*
 - 4 Most cars use unleaded petrol, *don't they?*
 - 5 This town hasn't got very a good public transport system, *has it?*
 - 6 Tim wrote an essay about recycling, *didn't he?*
 - 7 You didn't throw away those bottles, *did you?*
 - 8 Anna will help clean up the beach, *won't she?*

Lesson 2.7

English in Use

Lead-in

Review of agreeing and disagreeing

Students work in pairs to write a short dialogue (4–5 exchanges) using phrases from the Speaking box on page 28. They leave one word blank in each phrase. Set a time limit. When the pairs have finished, they exchange their dialogue with another pair and each

pair completes the gaps. Then they return the dialogues to the original pairs for checking. Invite pairs to share their dialogues with the rest of the class.

Exercise 1

Students discuss their ideas in pairs. Invite students to share their ideas with the class.

Exercise 2

Discuss the pronunciation of question tags depending on whether they are used to ask

for information, when we use a rising intonation, or to check known information, when we use a falling intonation. Tell students that we can use question tags to check information we aren't sure about (*We've got a test on Friday, haven't we?*), show surprise (*You don't like disco music, do you?*) or we can use them when we expect someone to agree with us (*A: Football's much better than tennis, isn't it, John? B: Yes, it is.*).

Exercise 3

Elicit the rules for forming question tags (a negative tag for positive statements, a positive tag for negative statements; the auxiliary or modal verb + pronoun).

Exercise 4

Tell students to look at the example. Ask them to find the verb (*have*) and the subject (*most homes*). Elicit why the question tag is negative (*because the sentence is positive*) and why we use the pronoun *they* (*because 'homes' is a plural noun*).

Exercise 5

Set a time limit and put students into groups of three to discuss the questions. Invite students to share their ideas with the class.

Extra activity

Tell everyone to write their name on a piece of paper. Collect the names in and then redistribute them. If anyone has their own name, tell them to swap it with someone else. Students think about the person whose name they have and any facts they think are true but are not sure about. They write these in the form of questions with question tags, e.g. *You like manga comics, don't you?* *Your birthday is in April, isn't it?* Students should try to use different auxiliary verbs or modals each time. Set a time limit for students to write their questions. Students then give their questions with question tags to the person whose name they had, to see how many of their facts were correct.

ANSWER KEY

Exercise 1

In the first two pictures she is annoyed that he isn't being environmentally-friendly. In the third picture she is annoyed because he isn't getting ready to go to a party.

Exercises 2, 3 and 4

Answers on student page.

Exercise 5

Students' own answers.

Further practice

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

VOCABULARY

1 In your notebook, write the correct word for each definition.

- 1 To keep someone or something safe. **protect**
- 2 It's black or grey and is produced when something burns. **smoke**
- 3 A building where things are produced in large quantities. **factory**
- 4 To make air, water, etc. dirty. **pollute**
- 5 A long line of vehicles on the road that can't move. **traffic jam**
- 6 To use more of something than you need or than is useful. **waste**

2 Complete the sentences with the words and phrases below. Write the answers in your notebook.

endangered animal public transport
recycling centre rubbish throw away

- 1 Do you usually **throw away** your old clothes?
- 2 Do you know where the nearest **recycling centre** is?
- 3 Do you think people should use **public transport** instead of their own cars?
- 4 If you see **rubbish** in the street, do you pick it up?
- 5 Which **endangered animal** would you help protect?

3 In pairs, ask and answer the questions in Exercise 2.

GRAMMAR

4 Complete the diary entry with the Past Perfect form of the verbs below. Write the answers in your notebook.

cause choose forget not arrive not have plan

Thursday was our school trip. I was excited because our teacher ¹**had planned** a day at a wind farm. She ²**had chosen** the biggest wind farm in Scotland with more than 200 wind turbines. But when we got to school in the morning, the bus ³**hadn't arrived** and we had to wait for ages. We heard that an accident in the town centre ⁴**had caused** a huge traffic jam. When it finally came, I was starving because I ⁵**had forgotten** my packed lunch. It was a really long journey and when we got to the farm, the wind turbines weren't moving. The farm ⁶**hadn't had** any wind that week!

5 Complete the sentences with the correct form of **used to** below. Write the answers in your notebook.

- 1 The factories **used to** pollute the air, but they're cleaner now.
- 2 Oliver **didn't use to** have any hobbies, but now he recycles furniture.
- 3 **Did** your friend **use to** be a member of the Teen Action group?
- 4 The school **used to** throw away a lot of paper, but now it recycles it.
- 5 **Did** you **use to** collect things on the beach when you were little?
- 6 The lake in the park **didn't use to** have so much litter in it, did it?

6 Match sentences 1–6 with question tags a–f. Write the answers in your notebook.

- | | |
|--|---------------|
| 1 You recycle everything, c | a do you? |
| 2 The smoke smells bad, f | b won't it? |
| 3 It's a long traffic jam, e | c don't you? |
| 4 The campaign will help, b | d didn't it? |
| 5 You don't want to waste it, a | e isn't it? |
| 6 The oil polluted the river, d | f doesn't it? |

SPEAKING

7 In pairs, role-play the situations.

- 1 **A:** Tell your friend about an idea to recycle some old jeans. Say why you think it's a good idea.
B: Say if you agree or disagree with your friend's idea.
- 2 **B:** Tell your friend about an event you are organising to make people more aware of the litter in your local park. Say why you think it's a good idea.
A: Say if you agree or disagree with your friend's idea.

DICTATION

8  1.36 Listen to the recording. Write the sentences in your notebook.

Audio script: page 137

Check yourself!

- ✓ I can talk about pollution, the environment, elections and campaigns.
- ✓ I can talk about past events using the Past Perfect.
- ✓ I can talk about repeated past actions that no longer happen.
- ✓ I can understand the main points and identify specific detail in an article and in a conversation.
- ✓ I can agree and disagree with other people's point of view.
- ✓ I can use question tags to check information.

LESSON 2.1

Pollution Zanieczyszczenie środowiska naturalnego

bin /bɪn/ kosz

endangered /ɪn'deɪndʒəd/ zagrożony

environment /ɪn'vaɪrənmənt/ środowisko naturalne

factory /'fæktəri/ fabryka

litter /'lɪtər/ śmieci

oil /ɔɪl/ ropa naftowa

petrol /'petrəl/ benzyna

plant /plɑːnt/ roślina

pollution /pə'luːʃən/ zanieczyszczenie

rubbish /'rʌbɪʃ/ śmieci

smoke /sməʊk/ dym

traffic /'træfɪk/ ruch uliczny

Environment phrases

Wyrażenia związane z ochroną środowiska naturalnego

clean up the beach / the park /ˌkliːn 'ʌp ðə biːtʃ, pɑːk/ posprzątać plażę/park

damage the environment /'dæmɪdʒ ðə ɪn'vaɪrənmənt/ szkodzić środowisku

pollute the air / the ocean /pə'luːt ði 'eə, ði 'əʊʃən/ zanieczyszczać powietrze/ocean

protect the planet /prə'tekt ðə 'plænit/ chronić planetę

recycle plastic bags / aluminium cans /riː'saɪkl 'plæstɪk bægz, ælə'mɪniəm kænz/ powtórnie przetwarzać plastikowe torebki / aluminiowe puszki

save electricity / energy /seɪv ɪlek'trɪsəti, 'enədʒi/ oszczędzać prąd/energie

throw away rubbish /θrəʊ ə'wei 'rʌbɪʃ/ wyrzucać śmieci

waste water / money /weɪst 'wɔːtə, 'mʌni/ marnować wodę/pieniądzę

Compound nouns

Rzeczowniki złożone

bottle bank /'bɒtl bæŋk/ punkt skupu butelek

climate change /'klaɪmət tʃeɪndʒ/ zmiany klimatyczne

petrol station /'petrəl 'steɪʃən/ stacja benzynowa

public transport /'pʌblɪk 'trænsپɔːt/ transport publiczny

recycling centre /riː'saɪklɪŋ 'sentə/ centrum recyklingowe

renewable energy /riː'njuːəbəl 'enədʒi/ energia odnawialna

traffic jam /'træfɪk dʒæm/ korek uliczny

acid rain /'æsɪd reɪn/ kwaśny deszcz

air pollution /eə pə'luːʃən/ zanieczyszczenie powietrza

aluminium /ælə'mɪniəm/ aluminium

escape /'ɪskeɪp/ uciekać

false teeth /'fɔːls tiːθ/ sztuczne zęby

flood /flʌd/ powódź

green /grɪn/ ekologiczny

land pollution /lænd pə'luːʃən/ zanieczyszczenie gleby

solar panel /'səʊlə 'pænzl/ panel słoneczny

water pollution /'wɔːtə pə'luːʃən/ zanieczyszczenie wody

LESSON 2.2

animal waste /æniməl weɪst/ odchody zwierzęce

appetite /'æpətaɪt/ apetyt

biogas /'baɪəʊgæs/ biogaz

can /kæn/ puszka

container /kən'teɪnə/ pojemnik

electricity /ɪˌlek'trɪsəti/ prąd, elektryczność

engine /'endʒɪn/ silnik

heat /hiːt/ upał, żar

jellyfish /'dʒelɪfɪʃ/ meduza

natural gas /'nætʃərəl gæs/ gaz naturalny

solar energy /'səʊlə 'enədʒi/ energia słoneczna

LESSON 2.3

awareness /ə'weənəs/ świadomość

community /kə'mjuːnɪti/ społeczność

connection /kə'nekʃn/ połączenie

Earth /z:θ/ Ziemia

encourage /ɪn'kʌrɪdʒ/ zachęcać

environmental /ɪn'vaɪrənməntl/ związany ze środowiskiem naturalnym

formal /'fɔːməl/ formalny, oficjalny

guardian /'gɑːdiən/ strażnik

intense /ɪn'tens/ intensywny

lyrics /'lɪrɪks/ słowa piosenki

organisation /ɔːgənə'zeɪʃən/ organizacja

outdoors /aʊt'dɔːz/ na świeżym powietrzu

set up /set 'ʌp/ założyć, ustawić

turquoise /'tɜːkwɔɪz/ turkusowy

United Nations /juː'naitɪd neɪʃnz/ Organizacja Narodów Zjednoczonych

LESSON 2.4**Out of class**

It's a shame, really. /ɪts ə 'ʃeɪm ɪˌrɪəli/ Jaka szkoda!

Ouch! /aʊtʃ/ Au!

trip over /trɪp 'əʊvə/ potknąć się o

wind farm /wɪnd fɑːm/ farma wiatrowa

LESSON 2.5**Elections and campaigns**

Wybory i kampanie wyborcze

become a member /bɪˌkʌm ə 'membə/ zostać członkiem

hold an election /həʊld ən sə'lekʃən/ zorganizować wybory

join a campaign /dʒɔɪn ə kæm'peɪn/ wziąć udział w kampanii

organise an event /ɔːgənaɪz ən ɪvənt/ organizować wydarzenie

sign up /saɪn 'ʌp/ zapisać się, zarejestrować się

vote for /vəʊt fə/ głosować na

candidate /'kændɪdət/ kandydat

councillor /'kaʊnsələ/ radny

head boy /hed bɔɪ/ reprezentant szkoły

head girl /hed gɜːl/ reprezentantka szkoły

leaflet /'liːflət/ ulotka

sticky tape /'stɪki teɪp/ taśma klejąca

stink /stɪŋk/ śmierdzić

string /strɪŋ/ sznurek

student council /'stjuːdənt 'kaʊnsəl/ rada uczniowska

wildlife /'waɪldlaɪf/ dzika przyroda

LESSON 2.6**Out of class**

Let's get started! /ləts get 'staːtɪd/ Zaczynamy!

Try it out! /traɪ ɪt aʊt/ Wypróbuj to!

You can say that again! /jə kən seɪ 'ðæt ə'gen/ Całkowicie się z tobą zgadzam!

collapse /kə'ləps/ zawalić się

design /dɪ'zaɪn/ projekt, wzór

fit /fɪt/ pasować, zmieścić (się)

loose /luːs/ swobodny, luźny

reuse /riː'juːz/ powtórnie wykorzystać

tie (sth) together /taɪ tə'geðə/ związać coś

trash /træʃ/ śmieci

treasure /'treʒə/ skarb

Lesson 2.7

e-waste /iː weɪst/ odpady elektroniczne

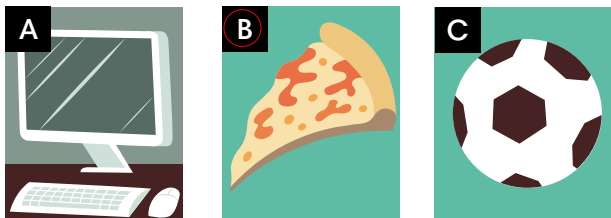
gadget /'gædʒɪt/ gadżet

unleaded petrol /ʌn'ledəd 'petrəl/ benzyna bezołowiowa

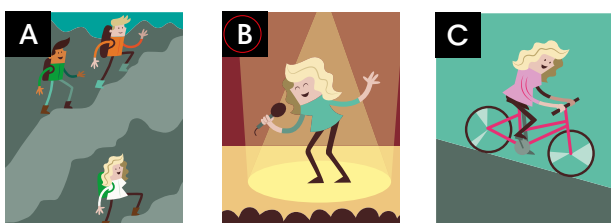
SŁUCHANIE

- 1**  **1.37** Usłyszysz dwukrotnie pięć tekstów. W zadaniach 1–5, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Odpowiedzi zapisz w zeszycie.

1 What did the boy enjoy on his first day at school?



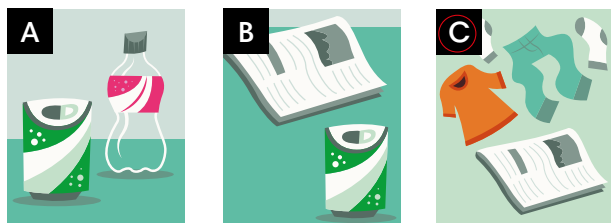
2 Which experience did the girl find most difficult?



3 What is the boy concerned about in his city?



4 What can you recycle at school?



5 What are the people going to do?

- A Have a picnic on the beach.
- B Go for a walk in the main square.
- C Clean up the park.**

FUNKCJE JĘZYKOWE

- 2** Dla każdej z opisanych sytuacji (1–5) wybierz właściwą reakcję. Odpowiedzi zapisz w zeszycie.

1 Chciałbyś/Chciałabyś poprosić koleżankę o pomoc. Co powiesz?

- A Could you give me a hand?**
- B May I help you?
- C Can I get you anything?

2 Współpasażer proponuje pomoc w umieszczeniu twojego bagażu na półce. Co odpowiesz?

- A No, I'm fine, but thanks anyway.**
- B I think so too.
- C Let's get started!

3 Kolega narzeka, że praca domowa jest bardzo trudna. Jak się z nim zgodzisz?

- A I totally disagree.
- B You can say that again.**
- C That's not always true.

4 Jesteś na spotkaniu, ale musisz już iść. Jak pożegnasz się z kolegami i koleżankami?

- A Catch you later!**
- B I'll be with you in a minute.
- C It's a shame, really.

5 Dyskutujesz z kolegą na temat ochrony środowiska. Miałeś/Miałaś odmienne zdanie, ale jego argumenty brzmią przekonująco. Co powiesz?

- A I totally agree.
- B No, of course not.
- C Maybe you're right.**

CZYTANIE

- 3** Przeczytaj teksty. W zadaniach 1–5 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Odpowiedzi zapisz w zeszycie.

1

Hi Mike,

The after-school Art club is really cool. I'm rather shy so I didn't really want to join it at first because I didn't know anyone. But I made myself do it and actually made some new friends. It wasn't easy, but it really boosted my confidence!

Jim

Anna,

We've just played the first show with my new band! I used to just play the guitar, but we couldn't find a singer so I decided to give it a go. It was really hard at first – I was really anxious that everyone's attention was on me. But it went quite well – I'm really glad I did it.

Steph

Both texts are about

- A going out of your comfort zone.**
- B trying to fit in in a new place.
- C feeling nervous before an important event.

2

This bin is for glass, plastic and paper only. Please do not put non-recyclable litter into it.

- ☐ A This bin is for recycling only.
- ☐ B This bin is for recycling and general litter.
- ☐ C Do not put glass, plastic or paper in this bin.

3

James, I've just been to the new climbing wall in town. It was great! Do you want to give it a go with me next weekend? Text me later today so I can book it. Matt

What should James do?

- ☐ A tell Matt about the new climbing wall
- ☐ B book the climbing wall for next weekend
- ☐ C send Matt a message today

4

Students wanted, to help with the park cleaning project on 7 October. We need at least twenty helpers, so bring a friend or family member if you can. If you're interested, sign your name below. It'll be messy work, so we suggest you wear some old clothes!

What do students who want to take part in the project have to do?

- ☐ A sign the notice
- ☐ B wear some old clothes
- ☐ C bring other people

5

WANTED

Adventurous people who are not afraid of heights!

Would you like to challenge yourself with a bungee jump?

Sign up at letsbungee.com!

Hurry up – the first 100 people get a free place for themselves and a friend!

Give it a go, you'll definitely get a buzz out of it!

What do you need to do to get a free bungee jump?

- ☐ A not be afraid of heights
- ☐ B register on the website
- ☐ C bring a friend

ŚRODKI JĘZYKOWE

- 4 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki. Odpowiedzi zapisz w zeszycie.

confused congratulated part excited expressed place

My audition for the College of Music took ¹ *place* yesterday. I was nervous at first. There were lots of candidates there and I thought they were all better than me. But after I entered the audition room I wasn't afraid any more. In fact, I was quite ² *excited* about performing in front of the professors! I played three pieces on my cello and I could see the examiners liked them. Then they asked me questions about my interests and achievements. When I left the room I felt quite good and I even ³ *congratulated* myself, but I still have to wait a month for the results.

- 5 Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Odpowiedzi zapisz w zeszycie.

- 1 When she came to the club, her friends (już poszli) *had already gone* home.
- 2 I (nie miałem zwyczaju) *didn't use* to think about the environment when I was younger.
- 3 She (nie uczyła się) *wasn't learning* for the exam when I called her yesterday.
- 4 Mike (choruje) *has been ill* since Monday.
- 5 Most students hate homework, (prawda) *don't they?*

PISANIE

- 6 Wykonaj poniższe zadanie. Napisz list w zeszycie.

Napisz do koleżanki z Kanady list, w którym:

- informujesz ją o konkursie fotograficznym, do którego się niedawno zgłosiłeś/zgłosiłaś,
- opisujesz, w jakich okolicznościach zrobiłeś/zrobiłaś zdjęcie, które wysłałeś/wysłałaś na ten konkurs,
- zachęcasz ją do odwiedzenia internetowej strony konkursu.

Długość tekstu powinna wynosić od 50 do 120 słów.

Lesson 3.1

Vocabulary

Lead-in

Review of vocabulary from previous unit

Use words from the previous unit in a *Hangman* game. One space represents one letter, and students take turns to guess the letters to fill in the gaps. They can guess the whole word if they think they know it. If a guessed letter doesn't appear in the word, draw on the board a section of a hangman's noose and victim. Students have to find the word before the victim is hanged. Suggested words: *bottle bank, community, endangered, factory, litter, natural gas, pollution, renewable energy, traffic jam, waste, wind farm*. To make it easier for students, where there are two-word vocabulary items, write the gaps for each word one above the other rather than next to each other. When students guess a word correctly, elicit a definition or translation of the word.

Exercise 1

Tell students not to open their Students' Books yet. Ask the questions and then elicit more details such as which shops and markets they shop at, what they buy in each place, how often they use each and the advantages and disadvantages of shopping in each place.

Exercise 2 2.01

When students have identified the items in the photos, go through the Vocabulary A box with the class. Check students understand the meaning of *hoodie* (hooded top) and *wellies* (Wellington boots). Elicit definitions or translations of the words which aren't shown in the photos, i.e. *bracelet, boots, earrings, leggings, pullover, raincoat, scarf, tracksuit*.

Exercise 3 2.02

Tell students that the items are described but the speakers don't actually name them. For each speaker, students should write down any words which describe the items and any words that say when or where the people are going to wear them. Allow students to compare ideas in pairs and play the recording again for students to check their ideas. Elicit key words and ideas which helped students identify the items.

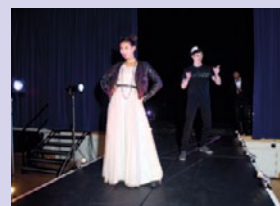
3

VOCABULARY

Clothes and accessories | Adjectives to describe clothes and accessories | Appearance | Parts of clothes and shoes | Descriptive adjectives

GRAMMAR

Present Perfect Continuous | Present Perfect Simple and Continuous



SPEAKING

Giving compliments



READING

A bad hair day

LISTENING

The National Museum of Fashion

WRITING

An email describing appearance

BBC Culture and Skills

Who is the queen of fashion?

34 Unit 3

Exercise 4

Discuss the website headings with the class and what they might mean, e.g. *basics* – things which are necessary; *active* – things for sports; *party* – things for going out; *accessories* – items like jewellery or belts (not clothes). Students work in pairs to think of ideas. Invite pairs to share their ideas with the class.

Style challenge!

VOCABULARY Clothes and appearance

I can describe clothes, accessories and appearance.

BASICS	ACTIVE	PARTY	ACCESSORIES	SALE
				
A 	C 	D 	G 	
B 		E 	F 	

1 CLASS VOTE Where do you usually buy clothes? Why?

at a market in a second-hand shop in a shopping mall online

2 2.01 Study the Vocabulary A box. Find the items in the website photos A-G above. Listen and check.

Vocabulary A Clothes and accessories

bracelet boots earrings gloves **F** hoodie **E** leggings
necklace **G** pullover raincoat sandals **A** scarf suit **C** tights **D**
tracksuit wellies **B**

3 2.02 Listen to four people talking about clothes and accessories from the website. Match speakers 1-4 with items of clothing from the Vocabulary A box. Write the answers in your notebook.

1 *suit* 2 *wellies* 3 *necklace* 4 *sandals*

4 I KNOW THAT! What clothes or accessories from the Vocabulary A box would you expect to find in these sections of the website? Can you add any more? Write your ideas in your notebook.

Street I.D. Fashion

BASICS ACTIVE PARTY ACCESSORIES

Exercise 5 2.03

Students complete the table in pairs. Elicit the answers and the meaning of each word.

Exercise 6

Ask students to work alone to write their sentences. They then compare ideas in pairs and correct each other's descriptions if necessary. Invite students to read out their descriptions but without saying the name of the item, e.g. *It's a smart, blue and red, striped.*

The rest of the class tries to guess the item.

Exercise 7 2.04

When students have completed the Word Friends box and listened to check their answers, elicit the meaning of the different phrases and ask students if anyone in the class has a *pale complexion*, is *tanned*, wears glasses, etc

- 5 **2.03** Study the Vocabulary B box. In your notebook, write the adjectives in the correct columns in the table below. Listen and check.

Vocabulary B		Adjectives to describe clothes and accessories
awesome	baggy	black-and-white checked cotton denim fashionable flowery leather old-fashioned plain polka-dot scruffy skinny smart striped tight woollen worn-out

General appearance	Opinion	Size/Fit
?	awesome	?
Colour	Pattern	Material
?	?	?

Use adjectives in this order:

opinion/general – size/fit – colour – pattern – material

She loves her worn-out, plain, leather jacket.

He's wearing an awesome, red, checked, cotton shirt.

Watch OUT!

- 6 Choose three items from the website on page 34. Describe them using as many adjectives as possible. Remember to use the correct order.

There's a smart, blue-and-red, striped tie.

- 7 **2.04** Complete the phrases with *be*, *have* or *wear*. Write the answers in your notebook. Listen and check.

Word Friends	Appearance
<i>have</i> :	a pale complexion, a piercing, dyed hair, freckles, painted nails, pierced ears
<i>be</i> :	good-looking, in his/her thirties, slim, tanned
<i>wear</i> :	a wig, glasses, jewellery

- 8 **2.05** Complete the sentences with words and phrases from the Word Friends box. Write the answers in your notebook. Listen and check.

- Sarah *is tanned* after her holiday in Italy.
- The boy's brother *has two piercings*.
- The actor *is really good-looking*.
- My friend *has freckles* all over her nose.
- Her older sister always *has painted nails*.

- 9 **I KNOW THAT!** Can you think of any other uses of *have*, *be* or *wear* to describe appearance?

have brown hair, be tall, wear a hat, ...

- 10 In pairs, describe people you know.

My brother is slim, has short, brown hair and a pale complexion.

- 11 **2.06** Read the article. Choose the correct option. Write the answers in your notebook. Listen and check.

1 jeans

Dress to impress! (for guys)

Do you always wear the same old baggy ¹sunglasses / jeans, smelly trainers and a ²smart / ~~worn-out~~ T-shirt? Then you need to read these top tips!

- **Choose a style:** What style do you like? Skater: trainers, jeans, hats and accessories. Hipster: checked ³freckles / ~~shirts~~, skinny jeans, big glasses and scarves. Classy: suits, shirts and ~~smart~~ / scruffy shoes.
- **Do your research:** Check which shops sell the style of clothes you want to buy.
- **Take your friends shopping:** A second opinion is always a good idea and friends can encourage you to try new styles.
- **Learn what colours suit you:** If you ⁴have / are a pale complexion, you need to wear strong colours. If you ⁵wear / ~~are~~ tanned, however, you can usually wear pale colours.
- **Buy clothes that fit:** Size is so important! You don't want clothes that are too tight or too ⁶skinny / ~~baggy~~. Remember sizes are not always the same in different shops. Always try on clothes before you buy them.
- **Accessorise:** Accessories aren't just for girls! A cool pair of sunglasses, a good belt or some ⁷baggy / ~~leather~~ bracelets can make an outfit, and the right ⁸denim / hat could save you when your hair's a mess! Lots of guys ⁹wear / have piercings now too!

- 12 In pairs, ask and answer the questions.

- Which advice in the text do you agree/disagree with? Why?
- Do you think the same advice is true for girls too? Why? / Why not?
- How important are clothes and appearance for you?

Unit 3 35

descriptions and redistribute them.

The groups read the four descriptions they are given and try to identify the group which wrote them and the student in that group the description matches. Invite groups to read out the descriptions and say which students they think they match.

Exercise 11 2.06

Look at the example with the class and ask why *jeans* is the correct answer (*Baggy* means 'very loose fitting'. We cannot describe *sunglasses* as being *baggy*). Students work in pairs to complete the task. Elicit the answers, asking students to explain their choices.

Exercise 12

Set a time limit for the discussion. Invite pairs to share their ideas with the class and find out if there are differences in opinions between boys and girls.

ANSWER KEY

Exercises 1, 6, 9, 10 and 12
Students' own answers.

Exercises 2, 3, 7, 8 and 11
Answers on student page.

Exercise 4

Basics: boots, hoodie, leggings, pullover, raincoat, sandals, (shirt, shoes, skirt, socks, T-shirt, trousers, etc.)

Active: boots, gloves, hoodie, leggings, tracksuit, (sweatshirt, trainers, etc.)

Party: bracelet, suit, tights, (dress, tie, etc.)

Accessories: bracelet, earrings, necklace, scarf, tights, (belt, hat, ring, sunglasses, etc.)

Exercise 5

General appearance: scruffy, smart, worn-out

Opinion: fashionable, old-fashioned

Size/Fit: baggy, skinny, tight

Colour: black-and-white

Pattern: checked, flowery,

plain, polka-dot, striped

Material: cotton, denim, leather, woollen

Audio scripts: page 137

Further practice

- Photocopiable Resource 15, page 203
- Workbook, page 28

Exercise 8 2.05

Tell students to work in pairs and think of different ways to complete the sentences. Invite students to share their ideas with the class. Hold a class vote on the most likely answer for each sentence before playing the recording.

Exercise 9

Put students into groups of three. Set a time limit of two minutes for students to discuss ideas. One student from each

group writes down ideas with *have*, one writes down ideas with *be* and one writes down ideas with *wear*. When they have finished, change groups so that students who wrote down ideas with *have* are together, those who wrote down ideas with *be* are together and those who wrote down ideas with *wear* are together. They compare notes and add ideas to their lists. Students then go back to their original groups and tell each

other about the new ideas they heard.

Exercise 10

When students have discussed their ideas in pairs, invite students to share some of their descriptions with the class.

Extra activity

Students work in groups of four. On a piece of paper, they write a description of each person in their group without writing their name. Collect in the

Lesson 3.2

Grammar

Lead-in

Review of clothes and appearance vocabulary

Put students into two groups. One student from each group goes outside while the rest of the class choose one person in the class to describe. The two students come back and sit at the front, facing away from the class. They cannot turn round to look at the other students and the other students mustn't say the person's name or give clues that aren't related to appearance. The two groups take turns to describe what the person is wearing. They say one thing only, e.g. *She's wearing a long, blue skirt*. The two students at the front try to guess who it is. They can only guess once. If one is correct, they win a point. If neither is correct, a student from the other group says a sentence about the person. Repeat with different students.

Exercise 1

Tell students not to open their Students' Books yet. Ask the questions and allow students to discuss their ideas in pairs before sharing them with the class. Ask if anyone watches fashion shows and elicit what happens at them.

Exercise 2 11 2.07

When students have watched the video, check the answer and elicit what the different people in the fashion show were wearing. Ask students which clothes they preferred and why. Look at the *Out of class* box with the class and ask when they might say each phrase. (e.g. *Hurry up!* when you're waiting to go out and someone is taking a long time to get ready. *At last!* when something you've been waiting impatiently for finally happens. *I've been thinking*, when you don't like an idea and want to put forward a different one. *You'll be great*, to give encouragement to someone who is nervous about something they have to do.)

Exercise 3

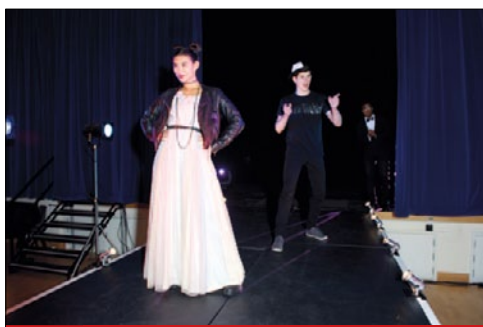
When students have found the examples, remind them that state verbs cannot be used in the continuous form. Discuss the difference between permanent states and temporary situations and which form we use with each.

Exercise 4

When students have completed the task, discuss how the

3.2 GRAMMAR Present Perfect Continuous

I can talk about things that started in the past and have continued until now.



STAGE SUCCESS!

- Jay:** Hi, everybody. As you all know, we've been working for a long time to raise money for the school trip. And here it is, the Belmont Academy Fashion Show.
- Skye:** That was brilliant, Dan! You've been practising! Now, quick. Go and put this on.
- Dan:** What about the other hat?
- Skye:** I can't find it.
- Dan:** Hurry up, Skye! I'm back on in a minute.
- Skye (on the phone):** Tommo? Where are you? Have you got the kayak for the final scene? Great! Now, just get here as soon as you can!
- Jay:** And now it's time for Nina!
- Skye:** Tommo? At last! We've been waiting for you for ages. Dan's been doing really well.
- Tommo:** Listen, I've been thinking. You can use my kayak, but ... do I have to go on stage?
- Skye:** But we've been waiting for you, Tommo. Come on!
- Tommo:** I just feel really nervous.
- Dan:** You'll be great. Just put on these sports clothes and imagine you're going out in your kayak. Forget about everybody else.
- Jay:** And now the moment you've all been waiting for. Please give a big cheer for Tommo!

How do you say these expressions in Polish?

Hurry up! I've been thinking.
At last! You'll be great.

OUT of class

- 1 CLASS VOTE** Would you like to be in a fashion show at your school? Why? / Why not?

I would love to be in a fashion show because ...

- 2  2.07** Listen. Why are they organising a fashion show? *to raise money for a school trip*

- 3** Study the Grammar box. Find more examples of the Present Perfect Continuous in the dialogue.

Grammar Present Perfect Continuous

I've been working hard.
She hasn't been practising much.
How long have you been waiting?

Time expressions

all day/night
We've been working all day.
since last Friday/October/Saturday/I woke up
They've been waiting here since one o'clock.
for two hours/three years/a long time/ages
She's been doing her homework for three hours.

GRAMMAR TIME > PAGE 128

- 4** Complete the advert with the Present Perfect Continuous form of the verbs in brackets. Write the answers in your notebook.

¹Have you been looking (look) for something new to wear? ²Have you been thinking (think) of buying a fashionable polka dot dress but couldn't find one? At Awesome we ³have been making (make) clothes the way you want them since we started. Our designers ⁴have been listening (listen) to your ideas and our expert shoppers ⁵have been collecting (collect) the best fashions. So, if you ⁶have been saving (save) for something super cool, check out our new collection.

- 5** Complete the sentences with *for* or *since*. Write the answers in your notebook.

- I've been saving up *for* ages to buy this fantastic jacket!
- Has Liam been making his own clothes *for* a long time?
- Emma has been practising for the show *since* October.
- Jake hasn't been taking any selfies *since* his mum cut his hair!

- 6** In pairs, tell each other four things using the Present Perfect Continuous and these verbs.

help look for practise save up think about
I've been saving up for some new trainers.

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meaning of the text would change if it used the Present Continuous.

Exercise 5

Remind students that we use *for* with a length of time and *since* with a point in time.

Exercise 6

Look at the example with the class and elicit alternative ways to end the sentence using *for* or *since*. Encourage students to use *for* or *since* with all their sentences.

 Video scripts: page 153

Further practice

- Grammar Time, page 128
- Photocopiable Resource 16, page 204
- Workbook, pages 30 and 38

ANSWER KEY

Exercises 1 and 6

Students' own answers.

Exercises 2, 4 and 5

Answers on student page.

Exercise 3

've been working; 've been practising; 've been waiting; 's been doing; 've been thinking; 've been waiting; 've all been waiting

I can identify specific detail in a text and talk about the main ideas.

1 CLASS VOTE Do you like going to the hairdresser's? Why? / Why not?

2 Read the comments people made after a visit to the hairdresser's. In pairs, discuss how they're feeling.

- 1 It cost a lot of money and it doesn't look any different.
- 2 The colour is really awesome. I can't wait to show my friends.
- 3 It's incredibly short. I don't know if I like it.
- 4 It's awful – my ears look too big.

3 Look at the title of the article and the photo. What do you think it will be about?

4 Read the first paragraph. In pairs, answer the questions.

- 1 What problems do James and Georgia have? *They both worry a lot about how their hair looks.*
- 2 Do you agree that boys and girls have similar hair problems?

5  **2.08** Now read the whole article. Are the sentences true or false?

- 1 The teenagers in the survey were between twelve and sixteen years old. *False*
- 2 Most teens are generally happy with how their hair looks. *False*
- 3 Wigs in ancient Egypt were attractive and practical. *True*
- 4 Egyptians copied Cleopatra's hairstyles to be fashionable. *False*
- 5 Copying a hairstyle from the internet might not always be successful. *True*
- 6 The author thinks your hairstyle should express your personality. *True*

6 Look at the highlighted words in the text. Check your understanding. Use a dictionary if necessary.

7 Work in pairs. What is the main idea in each paragraph? In your notebook, write one sentence that summarises the whole text.

Are you having a bad hair day?

Do you usually wake up, take one look at your hair and run for the shower? In a recent survey by Teensnet of 2,000 teenagers aged around sixteen years old, eight out of ten said they weren't happy with their appearance and it's their hairstyle that's been causing most of their problems. 'Since the age of twelve, I haven't left the house without checking my hair a million times in the mirror,' says James. His friend Georgia has been going to the same hairdresser since she was little, but says that she never has her hair cut if she's got school the next day. 'I worry that it won't look right,' she says. These are problems that many teens have – and yes, it's boys and girls.

Hair worries are not a modern thing. Men and women have been trying different styles for thousands of years. You can cut it, straighten it, gel it and colour it. The ancient Egyptians thought that hair was very important and created beautiful hairstyles with hair extensions and beads. Men and women cut off their hair then dyed it and made fashionable wigs that looked good and also protected their heads from the sun. Historians say that Queen Cleopatra used different styles to show her power and fame. Paintings from that time show that Egyptians copied her styles – perhaps because they wanted to appear powerful too.

Today we still try to copy others. Celebrities, especially football players and pop stars, have been influencing our appearance for a long time. A photo of a famous person with the 'perfect' hairstyle can go viral and suddenly lots of people try to copy it. However, if the style doesn't suit the shape of your face or your complexion, it can be a disaster. How many times have you looked at a photo of yourself and thought 'Oh no, why did I think rainbow-coloured hair was a good idea?' So, yes, hair is important because it makes us feel good about ourselves. But maybe it's time to forget what other people look like and choose a style that reflects our true selves.



8 Cover the text and take it in turns to tell each other what it's about.

Lots of teenagers aren't happy with their appearance ...

9 In pairs, ask and answer the questions.

- 1 Who influences your hairstyle? Your parents? Your friends? Your favourite pop stars or sports heroes? Your hairdresser?
- 2 Have you ever tried to copy a hairstyle or do you know somebody who's copied a hairstyle? What was it like?

Exercise 2

When students have discussed the comments, ask if they have ever felt like any of the speakers and, if so, to give more details of what they had done.

Exercise 3

Ask students to give their opinions of the hairstyle in the photo, then to discuss the question in pairs.

Exercise 4

Elicit ideas from the class and ask students if they are similar to James and Georgia.

Exercise 5

Ask students what information in the text helped them choose their answers.

Exercise 6

When students have found the definitions, ask them to use the words in different sentences to show their meaning, e.g. *I answered some questions about school in an online survey.* Invite students to share their sentences with the class.

Exercise 7

Tell students to read the text again and then discuss the three paragraphs and what they were about. When they have agreed on the subject of each paragraph, they write their summaries.

Exercise 8

Tell students to close their Students' Books. Start by saying: *Lots of teenagers aren't happy with their appearance.* Invite a student to continue with a second sentence. That student then invites another student to continue. This continues until students have summarised the whole text.

Exercise 9

Tell students to play the role of interviewer and interviewee. The interviewer stops the interviewee in the street and asks if he/she can ask a few questions about hairstyles. The interviewee tries to give as detailed an answer as possible. Invite pairs to act out their interviews in front of the class.

ANSWER KEY

Exercise 1, 2, 3, 6, 7, 8 and 9 Students' own answers.

Exercises 4 and 5

Answers on student page.

Further practice

• Workbook, page 31

Lesson 3.3

Reading and Vocabulary

Lead-in

Review of the Present Perfect Continuous

Tell students to think of something they have been doing and are still doing now. They write a sentence on two slips of paper: *I have been* + verb phrase on one piece of paper and *for/since* + time expression on another, e.g. *I have been learning English –*

since I was twelve. Collect the endings (i.e. the slips of paper with the *for/since* phrase) and redistribute them.

Write the following questions on the board: *What have you been doing? How long have you been ... ?* Tell students to mingle and ask and answer the questions on the board. If a student's answer to the *How long ... ?* question matches what's written on the slip the person asking the question is holding, the person asking the question keeps both halves of

the sentence and sits down. When several students are seated, stop the activity and elicit, from those seated, what they found out, e.g. *Max has been wearing his trainers since 8 a.m.*

Exercise 1

Before students open their Students' Books, put them into groups of three and ask the questions. Students discuss and then share ideas with the class.

Lesson 3.4

Grammar

Lead-in

Review of the Present Perfect Continuous

Write on the board:

What have you been doing recently?

Students write sentences using the Present Perfect Continuous. They work in groups of four and share their ideas. Invite students to share some of their sentences with the class.

Exercise 1

Ask the questions and allow students to discuss ideas for two minutes. Invite groups to share ideas with the class.

Exercise 2

When students have read the blog and found the answers, put them into groups of three to discuss what other things that people can make at home would be popular amongst their classmates.

Exercise 3

When students have found the examples, discuss the different uses of the Present Perfect Simple and Continuous.

Language notes

The Present Perfect Simple and the Present Perfect Continuous can both be used to talk about things which started in the past and which are still happening.

- We cannot use the Present Perfect Continuous with state verbs.

I have known Tom for two years.

- We can use the simple or continuous form for actions which could be seen as temporary or permanent. The more permanent they are, the more likely we are to use the simple form.

I have lived here all my life.

I have been living here for three months.

Exercise 4 2.09

Ask students why the Present Perfect Simple is correct in the example. (*The speaker is focusing on the finished result.*

If she used the Continuous, we would understand that the necklace is unfinished.)

Students work in pairs. Elicit the answers with reasons.

Exercise 5

Remind students that if there is a state verb, they should use the Present Perfect Simple. Elicit answers using both *for* and *since*.

Exercise 6 12

Before watching, check students understand the

3.4

GRAMMAR Present Perfect Simple and Continuous

I can understand the difference between the Present Perfect Simple and Continuous.

1 CLASS VOTE Have you ever made your own clothes or accessories? What are the advantages and disadvantages of making your own things?

2 Read the blog post and the comments. What does the girl make that everyone wants? Why do her friends want them?

Kelly's blog

Everyone wants one!

Last month it was my best friend Rachel's birthday and I made her a case for her tablet. Since Rachel's birthday, lots of people have been asking me to make more and so I've been very busy. I've been creating lots of new designs and have made tablet cases for eight people in my class at school. I think people like them because they're different. They like the fact that you can't buy them in the shops. I've been taking photos of all the cases I've made. I've uploaded some photos [here](#) so you can tell me what you think!



Cara: I've been looking for a cool case for my tablet for ages and I haven't seen anything I like. These are awesome! I'm going to try making one. Thanks, Kelly!



Nathan: I've been reading your blog for ages and I've found it really useful. Your ideas are great and my friends love them.

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3 Study the Grammar box. Find more examples of the Present Perfect Simple and Continuous in the blog post and comments.

Grammar Present Perfect Simple and Continuous

Present Perfect Simple

They **'ve made** a lot of jewellery. (focus on result)
She **hasn't bought** a new skirt. (focus on result)

Present Perfect Continuous

She **'s been looking** for a new skirt for ages. (focus on activity)
They **'ve been taking** photos of the jewellery. (focus on unfinished action)

Time expressions

for
I've been waiting for her email **for** a week.
since
I've known Jessica **since** October.

Be careful!

With state verbs (*know, understand, etc.*) you can only use the Present Perfect Simple.

GRAMMAR TIME > PAGE 128

4 2.09 Choose the correct option. Write the answers in your notebook. Listen and check.

- Here you are. I've made / I've been making you a necklace. Do you like it?
- I've been being / I've been interested in fashion since I was about twelve.
- I'm really tired. I've shopped / I've been shopping all morning.
- I don't know what to wear for the party. I've tried / I've been trying on five different dresses and I don't like any of them!
- I've been wearing / I've worn these shoes all evening and my feet really hurt!

I've made

5 In your notebook, write questions using the Present Perfect Simple or Continuous. In pairs, ask and answer the questions.

- how long / you / have / your mobile phone / ?
- how long / you / learn / English / ?
- how long / you / know / your best friend / ?
- how long / your favourite clothes shop / be / open / ?

A: *How long have you had your mobile phone?*

B: *I've had it for two years.*



6 VOX POPS Talk to your partner. Do you know anybody who's good at making things? What do they make, how long have they been doing it and what have they made?



meanings of *sari* and *inspiring*. While watching, students should write down what the three people are good at making (*cakes, saris, clothes*).

Video scripts: page 154

Further practice

- Grammar Time, page 128
- Photocopiable Resource 17, page 205
- Workbook, page 32
- Extra Online Homework: Vox Pops Extra Activities

ANSWER KEY

Exercises 1 and 6

Students' own answers.

Exercise 2

Suggested answers: She makes tablet cases. Her friends want them because they are unusual.

Exercise 3

Present Perfect Simple: 've been very busy; have made; 've made; 've uploaded; haven't seen; 've found
Present Perfect Continuous: have been asking;

've been creating; 've been taking; 've been looking; 've been reading

Exercise 4

Answers on student page.

Exercise 5

2 How long have you been learning English?

3 How long have you known your best friend?

4 How long has your favourite clothes shop been open?

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

- 1 **CLASS VOTE** Do you think we can learn about life in the past by looking at old clothes and accessories? Why? / Why not?

- 2 **2.10** Label the photos with words from the Vocabulary box. Write the answers in your notebook. Listen and check.

Vocabulary Parts of clothes and shoes

button collar heel hood laces
pocket sleeve sole zip



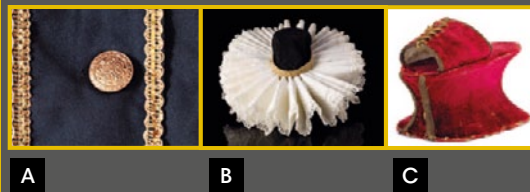
- 3 **2.11** Choose the correct option. Write the answers in your notebook. Listen and check.
- I left my money in my coat pocket / collar.
 - There's a hole in the sole / button of my shoe. When it rains, my toes get wet!
 - This zip / collar is really uncomfortable. It's too tight around my neck.
 - I can't walk in these shoes – the heel / hood is broken.
 - I can't take my jeans off! The zip / sole is stuck!
 - It takes a long time to put my new boots on. They have long laces / sleeves.
 - I always leave the top heel / button open on my shirt.
 - My arms get hot in the summer, so I like to wear short sleeves / a short pocket.

1 pocket

- 4 Look at the photos. What do you think these objects are?

The National Museum of Fashion

Take a fascinating journey through the different ages of fashion!



- 5 **2.12** Listen to a conversation between a radio presenter, Ryan, and a reporter, Sylvia, about the National Museum of Fashion. Put photos A–C in the order you hear about them. Write the answers in your notebook. 1 C 2 B 3 A

- 6 **2.12** Listen again. Choose the correct answers. Write them in your notebook.

- Sylvia says the museum
 - a is mostly about modern fashion.
 - b shows only clothes from the past.
 - c has both old and modern clothes.
- 'Chopines' were
 - a fifteen centimetres high.
 - b only popular in Venice.
 - c in fashion between the fifteenth and seventeenth centuries.
- Who wore very tall chopines?
 - a both men and women
 - b women who loved fashion
 - c women who wanted to show their social status
- A 'ruff' is a type of collar that was popular
 - a before the fourteenth century.
 - b in the sixteenth and seventeenth centuries.
 - c after the seventeenth century.
- A story says that Napoleon put buttons on his soldiers' sleeves
 - a to help keep the uniforms cleaner.
 - b in order for the soldiers to look smarter.
 - c to make the uniforms more comfortable.



- 7 **VOX POPS** In pairs, describe the most unusual item of clothing you've ever seen. Take it in turns to ask and answer these questions.

- What was it?
- Where did you see it?
- What did it look like?
- Did you like it? Why? / Why not?



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Exercise 3 **2.11**

Students work alone and then compare answers in pairs before listening to check their answers.

Exercise 4

Put students in pairs and set a time limit for them to discuss the three objects. Elicit ideas from students, but don't tell them if they are right or wrong yet.

Exercise 5 **2.12**

Ask students how they are going to order the three items if they don't know what they are called. Elicit that they will listen for descriptions of the items. Tell students to work in pairs and think how they would describe the items if they were talking about them to a friend. Elicit ideas and note key words on the board, e.g. A gold, button; B white, neck, collar; C red, laces, high.

Exercise 6 **2.12**

Before you play the audio again, encourage students to read the choices and discuss in pairs which answers they think or remember as being correct. Elicit the answers and ask students what the speakers said that helped them decide.

Exercise 7 **13**

Before watching, ask students what they know about Lady Gaga and the clothes she wears. After watching, ask them which of the items mentioned they would most like to see and why.

Extra activity

Put students into groups of four. Tell them to imagine that it is the year 2100. They are opening a museum of fashion with clothes from the years 2010–2020. Students discuss which items of clothing they would exhibit – either general fashion or specific items worn by certain celebrities. When students have finished, they present their ideas to the class.

Lesson 3.5

Listening and Vocabulary

Lead-in

Review of the Present Perfect Simple and Continuous

Tell students to think of a problem they could have if they did an activity for too long, e.g. *My eyes hurt. (I've been playing computer games for hours.)* Tell students they are going to mingle and tell each other their problems. The other students have to guess the

reason for the problem, e.g. *Have you been watching a lot of television? No. Have you been playing computer games? Yes.* Set a time limit and tell students to try to share problems with as many people as possible.

Exercise 1

Tell students to keep their Students' Books closed. Ask the questions in the rubric and follow up by asking students if they have been to a museum in which there were old clothes.

Exercise 2 **2.10**

When students have completed the task, invite two students who have buttons somewhere on their clothes to stand up. Ask them to touch a button. Repeat with different students and collars, heels, hoods, laces, pockets, sleeves, soles and zips. If there are any items that no students are wearing, ask a student to draw them on the board instead.

ANSWER KEY

Exercises 1, 4 and 7
Students' own answers.

Exercises 2, 3, 5 and 6
Answers on student page.

Audio scripts: page 137

Video scripts: page 154

Further practice

- Workbook, page 33
- Extra Online Homework: Vox Pops Extra Activities

Lesson 3.6

Speaking

Lead-in

Review of vocabulary for clothes and accessories

On a blank piece of paper, students draw two fairly large stick people; just a circle for the head, a line for a body and two lines each for the arms and legs. They label the stick people A and B. Dictate information for students to draw, pausing as necessary to give students enough time:

A is wearing a shirt with a collar. The shirt has got four buttons and short sleeves.

B is wearing a top with a hood and long sleeves. It has got a zip up the front.

A is wearing baggy trousers.

B is wearing wearing leggings. A is wearing one trainer with laces. The other trainer is lying on its side with the sole showing. B is wearing shoes with high heels.

When they have finished, students compare their pictures with their classmates.

Exercise 1

Before students open their Students' Books, put them into groups of three and ask the questions.

Exercise 2 14 2.13

After students have watched the video and answered the questions, look at the Out of class box with them and ask them what each phrase means (*Dan's a bit of a big head.* – The speaker thinks Dan is too confident and sure of himself. *That's not like you.* – You say this to someone who acts differently from usual.)

Exercise 3

When students have found the examples in the text, put them into pairs. They take turns to compliment their partner on either something about their appearance or their actions, and their partner responds appropriately.

Exercise 4 2.14

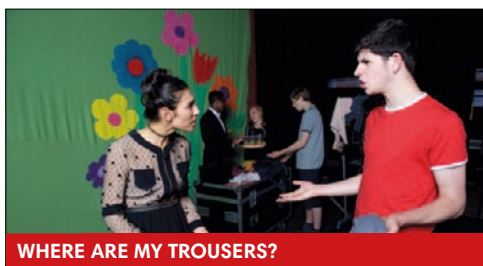
Give students time to complete the dialogues and play the audio for them to check their answers. Then put students into pairs and ask them to practise reading the dialogues.

Exercise 5

Set a time limit for students to discuss their ideas and practise giving and responding to compliments. Invite pairs to act out one of their dialogues in front of the class. Follow up with a discussion about how

3.6 SPEAKING Giving compliments

I can give and respond to compliments.



WHERE ARE MY TROUSERS?

- Jay:** Phew! I'm so glad that's over. I've been worrying about it all week. I hate being on stage.
- Tommo:** But you look great in that suit. I was a disaster!
- Jay:** No, you weren't, Tommo. Your kayak idea was awesome!
- Tommo:** Oh, thanks. You've made my day. Now, where are my trousers?
- Skye:** Tommo, those shorts are so cool. You did really well.
- Tommo:** Really? But Dan and Nina were brilliant. I love their style.
- Skye:** Dan's being really moody.
- ...
- Nina:** Dan, stop being stupid. You were brilliant! Let's get a drink.
- Dan:** No, I'm going now.
- Tommo:** Dan, what's up? Don't go.
- Skye:** They're always together now.
- Tommo:** Are you jealous, Skye?
- Skye:** No! It's just that you're always so nice, Tommo, but Dan's a bit of a big head.
- Tommo:** Skye! That's not like you. What's the matter?
- Skye:** I miss my old school.
- Tommo:** You'll be fine. Hang on! Where are my trousers? Dan!

How do you say these expressions in Polish?

Dan's a bit of big head.
That's not like you.

OUT of class

- 1 CLASS VOTE** Do you usually comment when a friend is wearing new clothes or has a different hairstyle? Why? / Why not?

If a friend of mine has a new hairstyle, ...

14 2.13 Listen and answer the questions.

- How does Jay feel after the show?
- Why do you think Dan is angry?

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- 1 Relieved and happy that it's over.
2 He doesn't think Tommo really did anything for the show.

- 3** Study the Speaking box. Find more examples of giving and responding to compliments in the dialogue.

Speaking Giving compliments

Complimenting appearance

You look good/great in that suit/in pink/in that colour.
What a nice T-shirt!
Your clothes are awesome.
That jacket is cool.
You've got amazing hair/a nice smile.
I like your style.
You've got great taste in clothes.
It really suits you.

Complimenting actions

You are/were brilliant/fantastic!
You did really well.
You're always so kind/helpful.

Responding to compliments

Thanks. You've made my day.
That's really nice of you.
You've made me feel really good.
Really? / Are you sure? / Do you really think so?

- 4**  2.14 Order the dialogues. Write the answers in your notebook. Listen and check.

- Yes, it suits you. **5**
You look good in blue. **3**
Yes, I got it yesterday, but I'm not sure about the colour. **2**
That jacket is awesome! Is it new? **1**
Are you sure? **4**
- Really? I was very nervous. **2**
Thanks. You've made my day. **4**
That was a great show. You were brilliant. **1**
Honestly – you did really well. **3**

- 5** In pairs, read the compliments. Are they about appearance or actions? Take it in turns to choose one and say it to your partner. Your partner responds. How long can you keep the conversation going?

I love your hair.

You look good in that hat.

You've got a nice smile.

Your clothes are really cool.

You were brilliant in class today.

You're always nice to people.

they feel when they receive compliments and whether they feel proud, embarrassed or something else.

 Video scripts: page 154

Further practice

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

ANSWER KEY

Exercise 1

Students' own answers.

Exercises 2 and 4

Answers on student page.

Exercise 3

Complimenting appearance: you look great in that suit; those shorts are so cool; I love their style.

Complimenting actions: Your kayak idea was awesome!; You did really well.; Dan and

Nina were brilliant.; You were brilliant!; you're always so nice
Responding to compliments: You've made my day.; Really?

Exercise 5

Appearance: I love your hair; You've got a nice smile.; You look good in that hat.; Your clothes are really cool.
Actions: You were brilliant in class today.; You're always nice to people.

I can write an email describing people's clothes and appearance.

1 CLASS VOTE Look at these ideas for fancy-dress party themes. Which one is your favourite? What other themes can you think of?

- James Bond
- celebrities
- Star Wars
- animals
- Wild West
- beach party

2 Read Skye's email about her fancy-dress birthday party. What is the theme? *the 1980s*

Hi Alisha,

I haven't heard from you for ages. What have you been doing? I've been planning a fancy-dress party for my birthday next month and I'd love you to come.

The theme of my party is the 1980s, so you'll have to dress up! At that time girls used to wear short leggings under a mini skirt or polka-dot dresses with coloured necklaces and plastic bracelets, and the guys wore baggy trousers and jackets in bright colours. I've found an amazing outfit! I'm going to wear a checked dress with pink and red striped tights, a bright green wig and huge earrings!

By the way, I've made friends with an interesting girl from Colombia called Nina. She's pretty and really trendy and was in the school fashion show we had recently. She's also friendly and fun to be with and she's really into hip-hop music. We enjoy talking about the latest songs. Sometimes she has cool hair extensions or she wears crazy hats. I hope you can come to the party so that you can meet her. Anyway, let me know if you can make it.

Bye for now,
Skye

4 Skye wants two friends who don't know each other to meet at her party. In pairs, discuss if this is a good idea. Give reasons.

5 Look at the words in bold and match sentences 1–2 with descriptions a–b. Write the answers in your notebook. Find more examples in Skye's email.

- We're having the party in the summer **so that** everybody can come.
 - We came late to the party, **so** we didn't eat the cake.
- 1 a** shows the purpose of an action
2 b shows the result of an action

6 Study the Writing box. Which phrases can you find in Skye's email?

Writing An email describing appearance

Starting your email

I haven't heard from you for ages.
What have you been doing/up to?
Sorry I didn't write sooner, but I've been busy.
I've got some great news!

Describing clothes and appearance

I'm going to wear short leggings/baggy trousers.
I'm going to have a ponytail/a crazy hairstyle.
She's/He's stunning/cool/handsome/pretty.

Giving more information

By the way, ...
I also wanted to tell you about ...

Ending your email

Anyway, let me know if you can come/make it.
Write back soon.
Cheers./Bye for now./Speak soon.

3 Complete the Vocabulary box with adjectives highlighted in Skye's email. Write the answers in your notebook. Can you add any other words?

Vocabulary Descriptive adjectives

Clothes

short, mini, *polka-dot, baggy, bright, amazing, checked, pink and red striped*

Accessories

coloured, plastic, *bright green, huge, cool, crazy*

Appearance

pretty, *trendy*

Personality

interesting, *friendly, fun*

7 WRITING TIME In your notebook, write an email to a friend about a fancy-dress party. Follow the instructions below.

- Say what the theme is.
- Describe what you're going to wear.
- Your cousin is going to the party. Describe him/her and say why you would like your friend to meet him/her.

Use descriptive adjectives to make your writing more lively and interesting.

Exercise 4

After students have discussed their ideas in pairs, ask the class if they have ever invited people who don't know each other to a party. Ask if they mingled or stayed in separate groups. Ask students if they would do it again or not.

Exercise 5

When students have finished, write the following on the board:

*I'm going to leave home early so that ...
I always get hungry at school, so ...*

Elicit possible endings, e.g. *I'm not late.*

I'm going to make extra sandwiches.

Extra activity

Students work in pairs. Write on the board: *I'm organising a party for the new students so that ... They may feel uneasy, so ...* Students think of ways of completing the sentences. When they have finished, invite pairs to share their ideas with the class. Make sure that the sentence endings are appropriate.

Exercise 6

When students have found the phrases, say: *In the first paragraph, Skye asks about Alisha's news and then invites her to a party.* Students give similar summaries of the other two paragraphs. Invite students to share their summaries with the class.

Exercise 7

Put students into groups of three. Set a time limit and tell students to discuss some ideas for their emails. Students then write their emails alone, either in class or at home. If students write them in class, get them to work in pairs, read their partner's email and give some positive feedback, e.g. *Your description of the clothes you're going to wear is brilliant.*

ANSWER KEY

Exercises 1, 4 and 7

Students' own answers.

Exercises 2, 3, 5 and 6

Answers on student page.

Further practice

- Photocopiable Resource 19, page 207
- Workbook, page 35

Lesson 3.7 Writing

Lead-in

Review of giving and responding to compliments

Tell students to write their names on a piece of paper. Collect the pieces of paper and redistribute them, making sure you don't give any students their own names. Tell students not to show anyone whose name they have got. Students now write

a compliment on the piece of paper for the person who wrote their name on it. Collect the papers in again and read out the compliments, encouraging students to respond to them appropriately.

Exercise 1

Ask students if they have ever been to a fancy-dress party and if they have, what they dressed up as. Students then open their books and discuss the questions in pairs and as a class.

Exercise 2

As well as answering the question, tell students to read the email and find out which person or people from *Belmont Academy* Skye mentions. (*Nina*)

Exercise 3

When students have found the words, ask them to work alone and draw two of the items mentioned in the letter, e.g. *huge earrings and a crazy hat*. Students then work in pairs to compare their pictures.

VOCABULARY

1 In your notebook, write the correct word for each definition.

- 1 A piece of jewellery you wear around your wrist. **bracelet**
- 2 The bottom part of a shoe that touches the ground. **sole**
- 3 These keep your hands warm. **gloves**
- 4 A top and trousers that you usually wear for doing exercise. **tracksuit**
- 5 Untidy and not smart. **scruffy**
- 6 Very light in colour. **pale**

2 Complete the sentences with the words below. Write the answers in your notebook.

appearance dyed earrings glasses
heels second-hand

- 1 I think some people spend too much time and money on their **appearance**.
- 2 Jewellery such as **earrings** always looks better on women than on men.
- 3 I love buying cheap **second-hand** clothes. I think new clothes are a waste of money.
- 4 I don't know why women wear high **heels**. They look so uncomfortable!
- 5 I think people who wear **glasses** look more intelligent.
- 6 I believe people who have **dyed** hair are often more creative.

3 Work in pairs. Do you agree with the sentences in Exercise 2? Why? / Why not?

GRAMMAR

4 Complete the sentences with **for** or **since**. Write the answers in your notebook.

- 1 She's been wearing that jacket **for** years – it looks really scruffy now!
- 2 I've had pierced ears **since** I was ten.
- 3 He's tried on five different pairs of trainers **since** we came into this shop!
- 4 Laura has had dyed red hair **for** about a year.
- 5 They've been looking round the fashion exhibition **for** hours.
- 6 I've had this bracelet **since** my birthday. It was a present from my mum.
- 7 My brother hasn't had a party **since** he finished school five years ago.
- 8 I've been wearing these boots **for** twelve hours. My feet hurt!

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

Fashion weekly – fashion you can eat?

For the last few days, designers ¹ **have been preparing** (prepare) for today's fashion show. So what's different about this show? Well, the designers ² **have made** (make) all the outfits out of chocolate. Yes, that's right – chocolate! It's the first chocolate fashion show in this city and people ³ **have been queuing** (queue) all morning to buy tickets. One fashion fan told me, 'I ⁴ **have been** (be) to lots of fashion shows, but I ⁵ **have never seen** (never/see) clothes made out of chocolate! I can't wait!' Of course, chocolate melts when it gets warm and the organisers ⁶ **have put** (put) the air conditioning on cold, so if you're planning to come to the show, wear a hat and scarf!

6 In pairs, ask and answer questions about your day. Use the Present Perfect Simple and Continuous.

What have you been doing this morning?

SPEAKING

7 In pairs, role-play the situations.

- 1 **A:** Tell your friend that you are not sure about your new haircut.
B: You like your friend's new haircut. Give him/her a compliment about their appearance.
- 2 **B:** You have entered a design competition. Tell your friend you are worried that your fashion designs aren't good enough.
A: You think your friend is good at designing clothes. Give him/her a compliment about the designs.

DICTATION

8  **2.15** Listen to the recording. Write the sentences in your notebook. *Audio script: page 138*

Check yourself!

- ✓ I can describe clothes, accessories and appearance.
- ✓ I can talk about things that started in the past and have continued until now.
- ✓ I can understand the difference between the Present Perfect Simple and Continuous.
- ✓ I can identify specific detail in a text and talk about the main ideas.
- ✓ I can identify specific detail in a conversation and talk about unusual clothes.
- ✓ I can give and respond to compliments.
- ✓ I can write an email describing people's clothes and appearance.

LESSON 3.1

Clothes and accessories

Ubrania i dodatki

accessories /ək'sesəris/ akcesoria, dodatki

bracelet /'breislət/ bransoletka

boots /bu:ts/ kozaki, ciężkie buty

earring /'ɛərɪŋ/ kolczyk

gloves /glʌvz/ rękawiczki

hoodie /'hudi/ bluza z kapturem

leggings /'legɪŋz/ legginsy

necklace /'nekləs/ naszyjnik

pullover /'pʊl,əʊvə/ sweter, pulower

raincoat /'reɪnkəʊt/ płaszcz

przeciwdeszczowy

sandals /'sændəlz/ sandały

scarf /ska:f/ szalik

suit /su:t/ garnitur

tights /taɪts/ rajstopy

tracksuit /'træksuɪt/ dres

wellies /'welɪz/ kalosze

Adjectives to describe clothes and accessories

Przymiotniki opisujące ubrania i dodatki

awesome /'ɔ:səm/ fantastyczny

baggy /'bægi/ luźny, workowaty

black-and-white /blæk ən'waɪt/ czarno-biały

checked /tʃekt/ w kratkę

cotton /'kɒtn/ bawełniany

denim /'denɪm/ dżinsowy

fashionable /'fæʃənəbəl/ modny

flowery /'flaʊəri/ w kwiaty, kwiecisty

leather /'leðə/ skórzany

old-fashioned /'əʊld'fæʃənd/ staromodny

plain /pleɪn/ gładki, bez wzoru

polka-dot /'pɒlkə dɒt/ w kropki

scruffy /'skrʌfi/ niechlujny, zaniedbany

skinny /'skɪni/ obcisły

smart /smɑ:t/ elegancki

striped /straɪpt/ w paski

tight /taɪt/ obcisły

woollen /'wʊlən/ wełniany

worn-out /'wɔ:n 'aʊt/ znoszony

Appearance

Wygląd

be in your thirties /bi ɪn jə 'θɜ:tiz/ mieć trzydzieści parę lat

dyed hair /daɪd 'heə/ farbowane włosy

freckles /'frekəlz/ piegi

good-looking /gʊd'lʊkɪŋ/ przystojny, atrakcyjny

have painted nails /həv peɪntəd 'neɪlz/ mieć pomalowane paznokcie

have a pale complexion /həv ə peɪl kəm'plekʃən/ mieć bladą cerę

have pierced ears /həv pɪəst 'iəz/ mieć przekłute uszy

piercing /'pɪərɪŋ/ kolczyk (w ciele)

slim /slɪm/ szczupły

tanned /tænd/ opalony

wear a wig /weə ə wɪɡ/ nosić perukę

wear glasses /weə 'glɑ:səz/ nosić okulary

wear jewellery /weə 'dʒu:əlri/ nosić biżuterię

basics /'beɪsɪks/ podstawowe przedmioty

belt /belt/ pasek

classy /'kla:si/ z klasą

clothing /'kləʊðɪŋ/ odzież

dress /dres/ ubierać się

fit /fɪt/ pasować (rozmiarem)

impress /ɪm'pres/ robić wrażenie

market /'mɑ:kət/ targ

material /mə'tɪəriəl/ materiał

pair /peə/ para

pattern /'pætən/ wzór

sale /seɪl/ wyprzedaż

second-hand /'sekənd'hænd/ używany, z drugiej ręki

shopping mall /'ʃɒpɪŋ mɔ:l/ centrum handlowe

smelly /'smeli/ śmierdzący

suit /su:t/ pasować (kolorem, fasonem)

tip /tɪp/ rada

try on /traɪ ɒn/ przymierzać

LESSON 3.2

Out of class

At last! /ət 'la:st/ Nareszcie!

Hurry up! /'hʌrɪ 'ʌp/ Pospiesz się!

I've been thinking. /aɪv bi:n θɪŋkɪŋ/ Zastanawiałem się nad tym.

You'll be great! /jəl bi: 'greɪt/ Na pewno świetnie ci pójdzie!

collection /kə'lektʃən/ kolekcja

designer /dɪ'zaɪnə/ projektant

fashion show /'fæʃən ʃəʊ/ pokaz mody

scene /si:n/ scena

LESSON 3.3

bead /bi:d/ koralik

cause /kɔ:z/ powodować

extensions /ɪk'stenʃənz/ przedłużone włosy

gel /dʒel/ nażelować

go viral /gəʊ 'vaɪərəl/ szybko zyskiwać popularność w internecie

hairstylist /'heə,dresəz/ fryzjer

influence /'ɪnfluəns/ wpływać na coś

protect /prə'tekt/ chronić

reflect /rɪ'flekt/ odzwierciedlać

straighten /'streɪtn/ prostować

survey /'sɜ:veɪ/ ankietę

LESSON 3.4

case /keɪs/ futerał

design /dɪ'zaɪn/ wzór, krój

LESSON 3.5

Parts of clothes and shoes

Elementy ubrań i butów

button /'bʌtn/ guzik

collar /'kɒlə/ kołnierzyk

heel /hi:l/ obcas

hood /hud/ kaptur

laces /'leɪsɪz/ sznurówki

pocket /'pɒkət/ kieszeń

sleeve /sli:v/ rękaw

sole /səʊ/ podeszwa

zip /zɪp/ suwak

social status /səʊʃl steɪtəs/ pozycja społeczna

uncomfortable /ʌn'kʌmfətəbəl/ niewygodny

uniform /'ju:ni:fɔ:m/ mundur

LESSON 3.6

Out of class

He's a bit of a big head. /hɪz ə bɪt əf ə 'bɪg hed/ On jest trochę zarozumiały.

That's not like you. /ðæt s nɒt laɪk 'ju:/ To zupełnie do ciebie niepodobne!

compliment /'kɒmplɪmənt/ komplement

jealous /'dʒeləs/ zazdrosny

shorts /ʃɔ:ts/ szorty

stage /steɪdʒ/ scena

style /stɑɪl/ styl, krój

taste /teɪst/ gust

trousers /'traʊzəz/ spodnie

LESSON 3.7

Descriptive adjectives

Przymiotniki jakościowe

huge /hju:dʒ/ wielki

friendly /'frendli/ przyjazny

mini /'mini/ mini, o długości mini

plastic /'plæstɪk/ plastikowy

trendy /trendi/ modny

dress up /dres ʌp/ wystroić się, przebrać się

fancy-dress /'fænsi dres/ kostium na bal przebierańców

hairstyle /'heəstɑɪl/ fryzura

handsome /'hænsəm/ przystojny

pretty /'prɪti/ piękny

ponytail /'pəʊni,teɪl/ kucyk

stunning /'stʌnɪŋ/ oszałamiający, wspaniały

theme /θi:m/ motyw

outfit /'aʊtfɪt/ strój

Poland What are we like?

1 CLASS VOTE Raise your hand if you think that

- there's some truth in national stereotypes.
- national stereotypes are often unfair.
- people use national stereotypes to understand the world.

2 Read the following stereotypes about other nations. Which nations are they about? How do you know?

1 They're fashionable but they eat frogs! *the French*

2 They drive big cars and they're overweight. *the Americans*

3 They're really stingy. Their men wear skirts! *the Scottish*

4 They wave their hands around a lot and they're very loud. *the Italians*

5 They drink tea at five. They like queuing. *the English*

3 2.16 Match the adjectives from the box to the definitions. Write the answers in your notebook. Listen and check. Which of these qualities are popular stereotypes about Polish people?

conservative diligent hospitable
religious well-mannered xenophobic

- 1 generous and friendly to guests *hospitable*
- 2 going to church regularly *religious*
- 3 polite, with good manners *well-mannered*
- 4 intolerant of people from other countries *xenophobic*
- 5 hard-working and persistent *diligent*
- 6 traditional, not fond of new ideas *conservative*

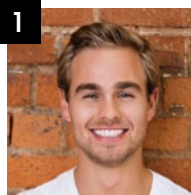
4 Read what four foreigners think about Polish people. Which of the qualities from Exercise 3 do they mention? 1 hospitable 2 diligent, well-mannered 3 xenophobic 4 conservative, religious

5 Read the texts in exercise 4 again and answer the questions.

- 1 Who expresses very positive opinions? *Bjorn and Susan*
- 2 Who has mixed feelings about Polish people? *Chris*
- 3 Who sounds most objective? *Alice*

WHAT ARE POLISH PEOPLE LIKE?

1



In my opinion, Polish people are very generous to visitors. I've been invited to Polish homes a few times. Each visit was amazing! My hosts did their best to make me feel at home. I was always treated to home-made food – to a lot of food, to be precise.

Bjorn, Sweden

2



The first thing that comes to mind about Polish people is that they are hard-working. At least that's what British people think of Poles living in the UK. The Polish people I've worked with always took their jobs very seriously. I also think that Polish men are very polite towards women in this kind of old-fashioned way.

Susan, UK

3



There's very little ethnic diversity in Poland, which really struck me when I first arrived here. As a black American, I clearly stand out. I often feel like I'm getting some odd looks. I don't want to say that Polish people are prejudiced against other races or nations, but I think they're not exactly very open-minded about foreigners. Much as I like Poland, I don't always feel welcome in every place.

Chris, USA

4



It's hard for me to say what Polish people are really like. I can see a lot of differences between the young and old generations. What's more, a lot seems to depend on where someone comes from or where someone lives. Popular national stereotypes are often outdated because all societies are changing fast. Still, I'd say that the Poles have rather traditional views on life and family. A lot of them go to church and follow their cultural traditions.

Alice, France

That's so Polish!

1



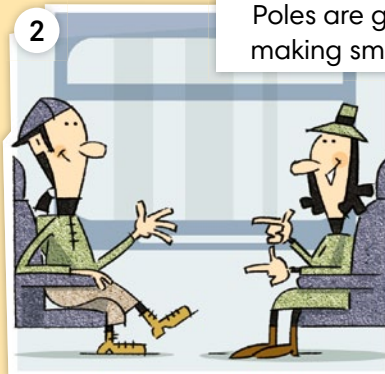
It's so hot today!



Yes, it's too hot!

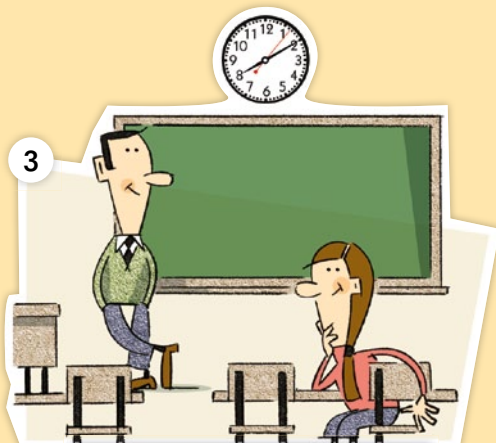
Poles only complain about the weather.

2



Poles are good at making small talk.

3



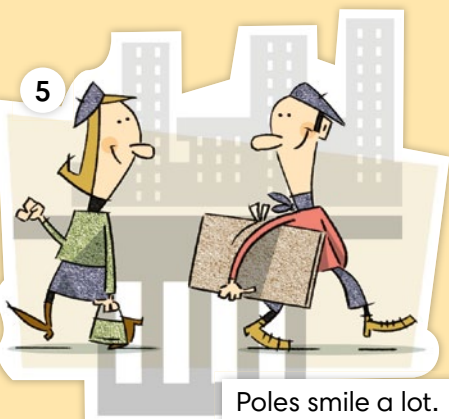
Poles are often unpunctual.

4



Poles enjoy being at home.

5



Poles smile a lot.

Lovely dress!

6



Oh, it's really old.

Poles are modest and don't like to boast.

6 Work in pairs and discuss the questions.

- 1 Do you find any of these opinions surprising or unfair?
- 2 Whose views do you share?
- 3 Do you know any foreigners living in Poland? What is their opinion about Polish people?

7 Read the comic strip. In pairs, discuss how accurate these opinions about Polish people are.

8 2.17 Listen to three foreigners living in Poland. Which of the opinions in Exercise 7 do they talk about? Do they agree with them?

- 1 Poles like to complain and are modest.
 2 Poles are punctual and enjoy being at home.
 3 Poles are not good at small talk and don't smile as much as Americans.

PROJECT

9 Work individually. Prepare a presentation entitled *How Polish of me!*

- 1 Make a list of 4–5 popular national stereotypes about Poles. Which of them do you fit and which of them don't you fit?
- 2 Illustrate each point with a picture or a drawing.
- 3 Show your presentation to the class and explain your points.
- 4 Vote for the best presentation.

Who is the queen of fashion?

The Queen of fashion

It's hard to imagine that the royal look could be a fashion icon in the UK but that's exactly what it has become in recent years.

The Queen's headscarf, Burberry check or tartan skirt might seem old-fashioned, but when they are reinvented by famous designers such as Dolce & Gabbana, these country clothes take on a very trendy look. Changing the position of a sleeve or a pocket can give them a modern touch. The royal tartan check was even used in punk fashion as a statement of rebellion. Yes, rock stars wore kilts!

But the Queen's Barbour jacket is perhaps the most distinctive of all her garments. Dating from the 1890s, Barbours were originally made for country people and sailors who needed hard-wearing, waterproof clothes. But now they are equally popular with farmers, 'fashionistas' and film stars – both male and female. One of the latest stars to wear one was actor Daniel Craig in the James Bond films. Helen Mirren also wore one in her role as – yes, you guessed it – the Queen!

However, the real queen of royal fashion these days is Kate Middleton, or Catherine, the Duchess of Cambridge, Prince William's wife. Unlike Princess Diana, who wore royal tiaras and had her hair short, Kate prefers the more informal trend for long hair. She also dresses in a more extravagant but affordable way. In fact, her look is a careful combination of designer fashion with everyday clothes that can be bought anywhere in the UK.

Her influence is so great that it's become known as 'the Kate effect'. As soon as she wears a particular dress that is available on the high street, the same garment sells out in no time. In this way, she has made some British clothes brands more popular. Now, thanks to Kate, everyone can feel like a queen for the day!



GLOSSARY

distinctive (adj) easy to recognise because of being different or special

kilt (n) a type of skirt made of tartan, often worn by Scottish men

garment (n) a piece of clothing

waterproof (adj) not allowing water to go through

affordable (adj) not expensive

READING

1 In pairs, discuss the questions.

- 1 Who can you see in the photo?
- 2 Would you say the look is modern or old-fashioned? Why?
- 3 Do you follow fashion? Why? / Why not?

2 Read the text and choose the correct option.

Write the answers in your notebook.

- 1 The writer believes it's strange / normal that the Queen is a fashion icon. (*It's hard to imagine ...*)
- 2 In the past the Barbour jacket was only used as a working garment / fashion item. (... *originally made for country people and sailors who needed hard-wearing, waterproof clothes.*)
- 3 Barbour jackets are worn by men only / both sexes. (... *both male and female.*)
- 4 Kate Middleton rejects high street fashion labels / wears clothes anyone can afford. (*She also dresses ... affordable way.*)
- 5 'The Kate effect' describes the fact that people buy / copy the same clothes Kate Middleton has worn. (... *the same garment sells out in no time.*)

3 In pairs, discuss the questions.

- 1 Are celebrities like Kate Middleton considered fashionable where you live? Why? / Why not?
- 2 Are you influenced by how famous people dress? If so, who?

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

LISTENING

- 4  **BBC 3** Listen to Part 1 of a documentary about British fashion. Is the speaker in favour of the British style? Why? / Why not? 

- 5  **BBC 3** Listen again. Are the sentences true or false? In your notebook, correct the false sentences. 

- 1 Designers think British style is weird and wonderful. *True (Many designers think that the English have a strange but brilliant sense of style.)*
- 2 The Queen is a typical fashion icon. *False (... she's become an unlikely fashion icon.)*
- 3 British style is great because it is practical. *True (... traditional British style is that it's perfectly practical.)*
- 4 British clothes are not well-known. *False (These clothes are world famous today, ...)*
- 5 British clothing is designed to protect us. *True (... designed to protect us from the weather and the outside world.)*

- 6 Match words 1-7 to a-g to make expressions from the documentary. Check your understanding. Use a dictionary if necessary.

1 constant <i>b</i>	a classes
2 fashion <i>d</i>	b inspiration
3 outdoor <i>g</i>	c symbol
4 perfectly <i>e</i>	d designer
5 status <i>c</i>	e practical
6 upper <i>a</i>	f famous
7 world <i>f</i>	g clothes

- 7  **BBC 4** Listen to Part 2. What fashion item is it about? 

The Barbour Jacket

- 8  **BBC 4** Listen to Part 2 again and answer the questions. 

- 1 What is James Percy's job at Barbour?
He is the style director.
- 2 How long have Barbour been making their wax jackets? *for over a century*
- 3 What happened to sales of Barbour jackets in the USA after the premiere of the film *The Queen*? *Their sales doubled.*
- 4 How do Europeans like their Barbour jackets? *In perfect condition.*
- 5 How do British people prefer them?
They prefer them to look older and as though they have been worn for many years.

- 9 What clothes are popular where you live? Do they normally look old or new? Discuss in pairs or small groups.

PROJECT

- 10 In small groups, prepare a presentation about clothes and fashion in your town.

- 1 Discuss popular fashion styles where you live and why they are in fashion at the moment.
- 2 Write a short script to describe your ideas. Choose images or videos that you would like to use.
- 3 Share your presentation with the class.

 **Video scripts:** pages 154

Lesson 4.1

Vocabulary

Lead-in

Review of vocabulary from the previous unit

Choose a word from the wordlist on page 43 of the Students' Book: a type of clothing or accessory, an adjective to describe pattern or a part of clothing, e.g. *striped*. Tell students the part of speech (e.g. *adjective*) and the name of a student in the class who is wearing something this adjective could describe. Invite that student to stand at the front of the class.

Put students into two groups. Each group can only guess once what the word is. If they guess correctly, they win a point. If neither group guesses correctly, give them the name of someone else wearing something *striped*. This person also comes to the front of the class and the groups get one more guess each. Keep going until one of the groups guesses correctly. Repeat with nouns (e.g. *jewellery, laces, belt, earring*) or other adjectives (e.g. *checked, baggy, denim, flowery*).

Exercise 1

Before students open their Students' Book, ask them to think about what job they would like to do in the future. Give them 20 seconds and then invite students to say why they chose that job. Students then discuss the questions in Exercise 1 in pairs, giving reasons for the order they chose.

Exercise 2 2.18

Ask students what they can see in each photo and give them a written record of any new vocabulary, e.g. photo A: *microscope, mask, glasses*; photo B: *books, library, shelves*; photo C: *hat, bowl, whisk*; photo D: *pipes, overalls, sink*. Ask them to try to match the photos with jobs in the Vocabulary A box. The first three they should either know or be able to link to words they know (*scientist – science, librarian – library, cook – to cook*). Play the audio for students to listen to all of the words and check their answers. Point out that a cook can also be called a *chef*. Also clarify any possible problems with *cook/cooker* and *chef/chief/boss*.

4

VOCABULARY

Jobs | Finding and losing a job | Working conditions | Success at work

GRAMMAR

Talking about the future | Future Continuous



SPEAKING

Instructions and reminders



READING

Summer jobs

LISTENING

Success at work

ENGLISH IN USE

Verbs with prepositions

SKILLS REVISION

Units 3–4

48 Unit 4

Exercise 3 2.19

Before students listen, ask how they will be able to identify the jobs if the speakers don't actually say the job titles (by listening for references to where they work, what they do, what they wear, etc.). Elicit the answers and any key words that helped students decide.

Exercise 4

When students have finished, put them into groups of four to add any jobs the other pair thought of that they didn't.

Team work

VOCABULARY Work and jobs

I can talk about jobs and work experience.

My world



A

Lisa: It's great to have hands-on experience. I didn't ...

[CLICK FOR MORE](#)



B

Alex: I've really enjoyed it and it looks good on my CV! It was ...

[CLICK FOR MORE](#)



C

Jack: It's helped me decide what I want to do in the future and it's given ...

[CLICK FOR MORE](#)



D

Ella: It was more interesting than I expected. I learned so much ...

[CLICK FOR MORE](#)

- 1 **CLASS VOTE** What are the most important factors in a job? Order the factors below. Can you think of any other things which are important?

holidays hours money people place of work

- 2  2.18 Study the Vocabulary A box. Find some of the jobs in the photos. Listen and check.

Vocabulary A Jobs

cleaner cook **C** engineer interpreter librarian **B** lifeguard manager painter plumber **D** psychologist scientist **A** writer

Compound nouns

app designer computer programmer dentist's assistant fashion designer film director flight attendant lorry driver music critic travel agent veterinary assistant

- 3  2.19 Listen to six students talking about doing work experience. What jobs do they refer to? Write the answers in your notebook.

1 **librarian** 2 **music critic** 3 **cook** 4 **travel agent** 5 **scientist** 6 **plumber**

- 4 **I KNOW THAT!** Work in pairs. How many more jobs can you add to the Vocabulary A box? Write your ideas in your notebook.

Exercise 5

When students have described jobs in pairs, divide the class into three groups. One person from one group describes a job and the other two groups race to guess the job. The first group to guess wins a point. Repeat the process until each group has described at least two jobs.

Extra activity

Students work in pairs. They choose one of the jobs that they brainstormed in Exercise 4

and write a short dialogue similar to the dialogues in the audio in Exercise 3. However, rather than being students on work experience, tell them to imagine they are employees. Tell them their dialogue should take place at work and can be between two employees, a boss and an employee or a customer and an employee. Set a time limit and then invite each pair to act out their dialogue in front of the class. The other students listen and try to guess what the job is.

- 5 In pairs, take it in turns to describe a job for your partner to guess.

I help people understand each other when they don't speak the same language.

- 6 2.20 Complete the Word Friends box with the verbs below. Write the answers in your notebook. Listen and check.

apply earn get (x2) meet quit sign write

Word Friends Finding and losing a job

look for a job	gain work experience
write a CV	get a promotion
apply for a job	get fired
have an interview	give up/quit work
have training	be unemployed
sign a contract	get unemployment benefits
meet your colleagues	be retired
be part of a team	get a pension
earn a salary/a wage	

- 7 Complete the sentences with verbs from the Word Friends box. Write the answers in your notebook. In pairs, discuss the questions.

- Do you think it's important to be 100 percent honest when you *write* your CV?
- How do most people feel when they *have* an interview? Why?
- Do you like to *be* part of a team or do you prefer to work alone? Why?
- Do you think it's important to *gain* some work experience before you leave school?
- Can you think of some reasons why people *get* fired from their job?
- At what age do people *get* a pension in your country? Do you think this is the right age?

- 8 2.21 Study the Vocabulary B box. Complete the article with the words and phrases below. Write the answers in your notebook. Listen and check.

company flexible overtime
hourly rate *part-time* paid holiday

Vocabulary B Working conditions

It's a full-time/part-time/temporary/permanent/summer job.
I work in a big company/in a small firm.
It's well-paid/badly-paid.
The hourly rate is ...
We work shifts/flexible hours/nine to five.
We often work overtime.
You can get a bonus/a pay rise.
You have paid holidays.

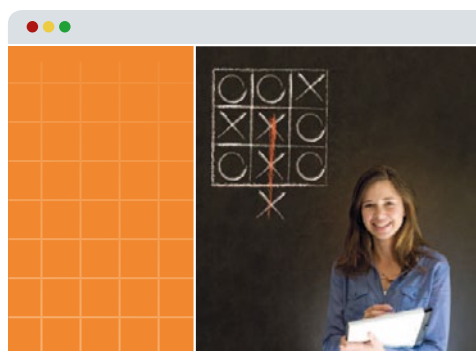
Exercise 6 2.20

When students have completed the task and listened to the answers, go through all the word friends and elicit the meaning of each phrase. Ask questions to check their understanding, e.g. *What information do you write on a CV?* (qualifications, experience, interests, etc.) *What else might you have to send when you apply for a job?* (a letter of application, an application form, etc.) *What*

sorts of questions do people ask when you have a job interview? (questions about why you want the job, what your skills are, etc.)

Exercise 7

When students have completed the exercise, put them in groups of three to discuss the questions. Invite groups to share their ideas with the class and allow a class discussion of each point if students disagree with each other.



Could you be a teen trep?

Lots of young people I know are starting to get ¹*part-time* and full-time jobs. They work a lot of ²*overtime*, so they are too tired to go out. The ³*hourly rate* for their jobs is low – for example, my friend, who is a waiter, earns £4.50 an hour. When they complain, I want to say, 'Why don't you start your own ⁴*company* then?' I'm a teen 'trep' – that's short for 'entrepreneur'. I create online games. OK, so I don't get any ⁵*paid holiday* and I usually save money during the year so I can take a break in the summer. On the other hand, the hours are ⁶*flexible* and there's lots of freedom. So what makes a successful trep? First of all, you need to think outside the box. You'll also need people skills and good problem solving skills. If this sounds like you, why not be the next teen trep?

- 9 Answer the questions.

- What's a teen trep? What are the advantages and disadvantages of starting your own company?
- What skills do you need to be a young trep?
- What do you think the phrase *think outside the box* means?



- 10 **VOX POPS** In pairs, discuss the questions.

- In your opinion, which jobs should be better paid? Why?
- What job would you like to do? What job wouldn't you want to do? Why?



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Exercise 8 2.21

Go through the Vocabulary B box with students to check that they understand the different words and phrases. When students have finished, ask what the author's job is (*He creates online games.*) and what other ways students know of making money online (e.g. *becoming a YouTube star*).

Exercise 9

Put students into groups of four to discuss the questions.

When they have finished, invite groups to share their ideas with the class. Ask if students ever 'think outside the box' in their own lives, e.g. when studying for exams or organising free time.

Exercise 10 17

Before students discuss their ideas in pairs, ask the class why some jobs are paid better than others (e.g. unpleasant jobs, jobs which need higher qualifications) and why some difficult jobs that require good qualifications or experience aren't better paid (e.g. nurses, teachers). Invite pairs to share their ideas with the class and have a class vote on the best and worst jobs to have. After watching, elicit the jobs the speakers mentioned (*street sweepers, bin collectors, teachers, people working in the armed services, journalists*). Then ask students if they agree with the speakers' opinions about which should be better paid and which they wouldn't want to do.

ANSWER KEY

Exercises 1, 5 and 10
Students' own answers.

Exercises 2, 3, 6, 7 and 8
Answers on student page.

Exercise 4

Possible answers:

Jobs: accountant, builder, doctor, electrician, journalist, nurse, mechanic, pilot, teacher

Compound nouns: police officer, shop assistant, taxi driver, tour guide

Exercise 9

Possible answers:

- 'Teen trep' is short for 'teen entrepreneur'. Advantages: flexible hours and freedom. Disadvantages: no paid holiday.
- You need to be able to think outside the box – have creative and fresh ideas – and have people skills and problem solving skills.
- 'Think outside the box' means 'think of new, different or unusual ways of doing something' or 'have original ideas'.

Video scripts: page 155

Further practice

- Photocopiable Resource 22, page 210
- Workbook, page 40
- Extra Online Homework: Vox Pops Extra Activities

Lesson 4.2

Grammar

Lead-in

Review of vocabulary related to jobs

Invite one student to come to the front of the class and ask him or her to think of a job. The other students have to ask questions to try to identify what the job is, but the student can only answer yes or no. Students ask questions like: *Do you work in an office? Are you well-paid? Do you work as part of a team?* When they think they know, they guess the job. Students now repeat the activity in groups of four, with each student taking turns to choose a job and answer the questions.

Exercise 1

Before students open their Students' Books, ask the questions in the rubric. If there is an open air cinema in their town, ask how often they go there and how the experience compares with going to a traditional cinema.

Exercise 2

When students have found the answers, ask how they would feel if someone offered them the chance of doing what Dimitris is going to do.

Exercise 3

When students have found the examples in the email, ask them to match the examples with the rules in the Grammar box.

Extra activity

Tell students to imagine they are Matt and have just received Dimitris' email. Students work in pairs to think of some plans they have for the summer and some questions to ask Dimitris about his own plans. When they are ready, change the pairs so that students are now working with someone else. They take turns to play the part of Matt and to ring up Dimitris. The students ask and answer questions about their plans for the summer. Invite pairs to act out their phone calls in front of the class.

Exercise 4

When students have completed the task, discuss any different answers students may have given and ask them to give reasons for their choices.

Exercise 5 2.22

Tell students that because of the structures given to choose from, there is only one possible answer for each one. Elicit why

4.2 GRAMMAR Talking about the future

I can use different forms to talk about future events.

- CLASS VOTE** What are the advantages and disadvantages of an open air cinema? Do you think it would be fun to work in one?
- Read the email. What are Dimitris' plans? *to go to Greece in the summer, help his uncle in an open air cinema, spend his mornings on the beach, work in the evenings*



Hi Matt,

What are you going to do in the summer? I'm going to Greece. My uncle is starting an open air cinema this summer and I'm going to help sell tickets. My uncle lives next to the sea, so I'll be able to swim every day. I'll probably spend my mornings on the beach with my cousins and then I'll work with my uncle in the evenings.

My flight is on the day after we finish school and I fly back to the UK on 30 August. I'm going to miss hanging out with my friends, but I won't miss the British weather! I'll send you a postcard from Greece! ☺

Bye for now,
Dimitris

- Study the Grammar box. Find more examples of these forms in the email.

Grammar Talking about the future

will

I'll **get** you some water – you look thirsty. (spontaneous decision)
They **won't find** this kind of work difficult. (prediction)

be going to

I'm **not going to work** full-time. (plan)
The job's **going to be** interesting. (prediction based on facts)

Present Continuous

Sam and Chloe **are arriving** at two o'clock. (arrangement)

Present Simple

The train **leaves** in twenty minutes. (timetable)

Look at the future forms of *can* and *must*.

I **can** save some money. → I'll **be able to** save some money.

I **must** be back at two. → I'll **have to** be back at two.

GRAMMAR TIME > PAGE 129

- Complete the second sentence so that it means the same as the first one. Use no more than three words. Write the answers in your notebook.

1 Julia and Zara have arranged to visit their friend at the weekend.

Julia and Zara **are visiting** their friend at the weekend.

2 They're expecting to be well-paid.

They think **they will be** well-paid.

3 The boat is timetabled to leave at 4 p.m. tomorrow.

The boat **leaves** at 4 p.m. tomorrow.

4 I'm planning to quit my job.

I'm **going** to leave my job.

-  **2.22** Choose the correct option. Write the answers in your notebook. Listen and check.

Mark: Hi, Lara. Are you OK? You look worried!

Lara: I am! My interview at the bakery **will be / is** in half an hour!

Mark: I didn't know you were looking for a job.

Lara: Yes. I **'m going / 'll go** on holiday next month; it's all booked now, so I need to save some money!

Mark: Oh, I see. And where **do you go / are you going?**

Lara: Ireland – I can't wait. My friend's grandparents have invited us, so **we 're staying / 'll stay** at their house in Dublin.

Mark: Cool! **Will you be able to / Are you able to** travel around Ireland a bit?

Lara: Yes, definitely. We plan to go to Cork, Galway and Limerick.

Mark: I hope you have a great time – and good luck with the interview!

Lara: Thanks!

I is

- In your notebook, write two true sentences and one false one about your plans for the holidays. Use *be going to* for plans and the Present Continuous for arrangements. In pairs, ask and answer questions to find out the information that is not true.

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the other choice is wrong each time.

Exercise 6

Invite students to report on their partner's true plans and arrangements.

Further practice

- Grammar Time, page 129
- Photocopiable Resource 23, page 211
- Workbook, page 42

ANSWER KEY

Exercises 1 and 6

Students' own answers.

Exercises 2, 4 and 5

Answers on student page.

Exercise 3

will: I'll probably spend; I'll work; I won't miss; I'll send
be going to: What are you going to do; I'm going to help; I'm going to miss

Present Continuous: I'm going to Greece; is starting
Present Simple: My flight is; we finish; I fly back
can: I'll be able to swim
must: –

I can find specific detail in short texts.

- 1 **CLASS VOTE** Do you think summer jobs are a good idea? Why? / Why not?
- 2 **2.23** Read the ads quickly. What jobs are advertised?

A Train on the job

Are you a strong swimmer, a good communicator and would like a challenge? We are looking for lifeguards for our busy summer season. No experience is necessary as you will get two weeks of training before you start the job. As well as being physically fit, you need to be available for work Mon–Fr, 7 a.m.–11 a.m.

For more information, please contact Kim Rogers on 07865542342.

B Summer staff needed at City Souvenirs

We are looking for shop assistants for our busy gift shop. Applicants need to be reliable, friendly and enjoy speaking to customers. A second language is preferred as many of our customers are tourists from other countries. The positions are part-time and the hours will be mostly at weekends. Visit our website for more information.

C Keystones: new vacancy

Keystones Italian restaurant has a part-time position available for a lunchtime kitchen assistant. The role includes preparing food and cleaning the kitchen. This is a great opportunity to gain experience and work with some great chefs. The hours are between 10 a.m. and 6 p.m., Thurs–Sun. Call Marco for more information on 07796472837.

D Star summer job!

Little Stars Summer Camp is looking for activity leaders to organise activities for children aged 5–8. You will work as part of a team, and activities will include arts and crafts and sports. Working hours are between 1 p.m. and 5 p.m., Monday to Friday. So if you love working with children and have lots of energy, please write to: littlestars@gmail.co.uk.

- 4 **2.24** Three young people are looking for summer jobs. Match the people with ads A–D. Write the answers in your notebook.

Joe D

Joe likes being outdoors and is very sociable. He loves water sports and often takes his young cousins surfing. He enjoys learning new things. This summer he's having guitar lessons every morning.



Lola B

Lola usually does babysitting for some neighbours, but now she's looking for a completely different experience. She likes talking to people and is a fast learner. At the moment Lola is learning Chinese on Tuesday and Thursday afternoons and is quite fluent in it. She isn't very sporty, but she loves drawing.



Otto C

Otto is half German and half Scottish. He loves sport and he's part of a swimming club that meets every morning at 8 a.m. – also in the summer. He's quite shy and finds it difficult to talk to people he doesn't know. He likes working with his hands and is very neat and tidy.



- 5 Do you think you would be good at any of the summer jobs in the ads? Why? / Why not?

*I think I would be a good lifeguard because I'm a strong swimmer and I'm quite brave!
I don't think I'd be a good activity leader because I'm not very patient with children.*

Exercise 2 2.23

Before students look at the texts, tell them that they are only looking for the names of jobs so they shouldn't worry about the details of the texts at this point.

Exercise 3

Students work in pairs to discuss the words. When they have finished, ask why a lifeguard would need to be a good communicator (to tell people what they can and can't do, explain rules, etc.), physically fit (so they can rescue people quickly) and available at certain times (that's when the pool needs a lifeguard). Look at the other highlighted words and elicit synonyms or meanings for them (staff = workers; positions = jobs; vacancy = an available job; opportunity = chance; gain experience = do a job and get better at it; arts and crafts = things like drawing, painting, making things; working hours = the time employees are working).

Exercise 4 2.24

Tell students to read the three texts and find key words about what the people want from the job and what they can offer. Look at the text about Joe with students and ask what the information tells us about him (He's probably fit. He likes talking to people. He's responsible (looking after young cousins) and he's only available in the afternoons.). Students do the same for the texts about the other two people. Elicit the jobs they could apply for and reasons why they would suit them.

Exercise 5

Tell students to rank the jobs in order from the one they would be best at/enjoy the most to the one they would be least good at/least enjoy. Students then work in groups of three to discuss how they ordered the jobs and why.

Lesson 4.3 Reading and Vocabulary

Lead-in

Review of future forms

Write these three sentences, with each word written in large writing on a separate piece of card. Use a capital letter for the first word and a full stop after the last word in each sentence.
I'm meeting my friends at five o'clock outside the cinema.

I'll never be able to find a job I like.

I'll have to start looking for a summer job soon.

Invite students to come to the front of the class and give them one card each for the first sentence. Students look at their own word card, 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 with the word cards where to stand in order to form

a sentence. Then the students at the front say their words in order, so that they can find out what sentence they have formed. Repeat with the other two sentences (using different students each time).

Exercise 1

Ask students if they know anyone who has worked during the holidays and, if so, ask for details of what they did and how they felt.

ANSWER KEY

Exercises 1, 3 and 5
Students' own answers.

Exercise 2

- A lifeguard
- B shop assistant
- C kitchen assistant
- D activity leader

Exercise 4

Answers on student page.

Further practice

- Workbook, page 43

Lesson 4.4

Grammar

Lead-in

Review of continuous forms

Write these two sentences on the board:

I am learning English at the moment.

I was watching TV at eight o'clock last night.

Elicit the tenses (Present Continuous, Past Continuous) and how they are formed. Put students into pairs and ask them to write two similar sentences of their own.

Exercise 1

Have a class discussion about the best age and ask for reasons for their views.

Exercise 2

After students have watched the video, look at the *Out of class* box with them and ask them how the characters are feeling when they say the different phrases. (*I've been waiting for ages!* – Skye is complaining that the letter has taken a long time to arrive. *Do you mind?* – Skye is upset that Dan implies Basil isn't a real pet. *Just wait and see.* – Skye is sure that she is correct and Dan is wrong.)

Exercise 3

Discuss the use and form of the Future Continuous with students before they look for the examples in the dialogue.

Exercise 4

When students have finished the exercise, check the answers and explain that all of the sentences could also be written using *will* and would be grammatically correct. The continuous form, however, indicates that we are talking about a longer activity, not a single action.

Exercise 5

When students have asked and answered the questions in pairs, elicit the correct questions and some possible answers from the class. Where applicable, make sure they form short answers correctly.

Exercise 6

Before watching, check that students know what a *post house* is (a place where post production is done on films, TV series or music (i.e. after the filming or recording is complete), e.g. dubbing voices, adding effects, editing. Tell students to listen to the speakers and say which of the activities mentioned they would most like to be doing at some point in the future.

4.4 GRAMMAR Future Continuous

I can talk about actions in progress in the future.



EXCITING NEWS

- Dan:** Look – you've got a letter.
Skye: At last! I've been waiting for ages for this. It's from the vet. He says I can help in the surgery this summer.
Dan: Cool. What will you be doing?
Skye: Let me see. I'll be working in the office and I'll be doing simple day-to-day jobs with the vet.
Dan: Mmm ... simple day-to-day jobs ...
Skye: Yes, it'll be fun. I'll be working with different animals. I'll be looking after sick pets. And I'll be helping people who are worried about their pets.
Dan: But you haven't got any experience. You haven't even got a real pet. Well, except for Basil.
Skye: Do you mind! Basil is a real pet. And anyway, that's why I'm doing it, Dan. I need the experience. Just wait and see. In ten years I'll be working as a vet and I'll be enjoying it.
Dan: Yes, but until then you won't be helping them. You'll be cleaning up after them!

How do you say these expressions in Polish?

I've been waiting for ages!
Do you mind!
Just wait and see.

OUT of class

- 1 CLASS VOTE** What do you think is a good age to do work experience?
2 Listen and answer the questions.
 1 What news does Skye receive?
 2 What does Dan think about the news?
 52 Unit 4 1 *an offer of some work experience with a vet*
 2 *He's not sure it's going to be good.*

Video scripts: page 155

Further practice

- Grammar Time, page 129
- Photocopiable Resource 24, page 212
- Workbook, pages 44 and 50
- Extra Online Homework: Vox Pops Extra Activities

- 3** Study the Grammar box. Find more examples of the Future Continuous in the dialogue.

Grammar Future Continuous

She'll be helping in the office.
 We won't be working outside.
 Will you be working with animals? Yes, I will./No, I won't.
 When will you be working there?

Time expressions

in five / ten / twenty years
 I'll probably be working in a hospital in five years.
 at 9 p.m. / half past eight tonight
 I'll be doing my homework at 7 p.m. tonight.
 next summer / next year / in the future
 I'll be working with animals next summer.

GRAMMAR TIME > PAGE 129

- 4** Complete the sentences about Dan and Skye with the Future Continuous form of the verbs in brackets. Write the answers in your notebook.

- Skye will be doing (do) a lot at the surgery.
- Will Dan be working (work) with Skye in the summer?
- The vet will be showing (show) Skye how to look after sick animals.
- Skye probably won't be earning (not earn) much money.
- Skye will be visiting (visit) farms to learn about other animals.
- Dan won't be seeing (not see) much of Skye because she'll be busy.

- 5** In your notebook, write questions in the Future Continuous. In pairs, ask and answer the questions.

- you / work / in your own country / in the future / ?
- what subjects / you / study / next year / ?
- you / do / work experience / next summer / ?
- your friends / go to university / after school / ?
- you / celebrate / your birthday / soon / ?

A: Will you be working in your own country in the future?
 B: No, I won't. I'll probably be working abroad.



- 6 VOX POPS** Work in pairs. In your notebook, complete the sentences to make them true for you. Use the Future Continuous.

Next summer ... After dinner this evening ...
 In five years ... At 11 p.m. tonight ...
 In fifty years ... This weekend ...

In five years I will be studying Art ...



ANSWER KEY

Exercises 1 and 6

Students' own answers.

Exercises 2 and 4

Answers on student page.

Exercise 3

What will you be doing?; I'll be working; I'll be doing; I'll be working; I'll be looking after; I'll be helping; I'll be working; I'll be enjoying; you won't be helping; You'll be cleaning up

Exercise 5

- What subjects will you be studying next year?
I'll be studying ...
- Will you be doing work experience next summer?
Yes, I will./No, I won't.
- Will your friends be going to university after school?
Yes, they will./No, they won't.
- Will you be celebrating your birthday soon?
Yes, I will./No, I won't.

I can understand specific detail in a conversation and talk about success at work.

- 1 **CLASS VOTE** Have you ever won a prize? What was it? What was it for?

- 2 **2.26** Study the Vocabulary box. Match the words from the box to the definitions below. Write the answers in your notebook. Listen and check.

Vocabulary Success at work

award candidate career diploma
employer speech

- a prize that you get for doing something well
- a job that you have trained for and have done for a long time **career**
- a formal talk to a group of people **speech**
- a document that shows you have completed a course **diploma**
- someone who wants to be chosen for a job or a prize **candidate**
- a person or company that pays you to work **employer**

1 award

- 3 **2.27** Listen to the first part of a recording. Answer the questions.

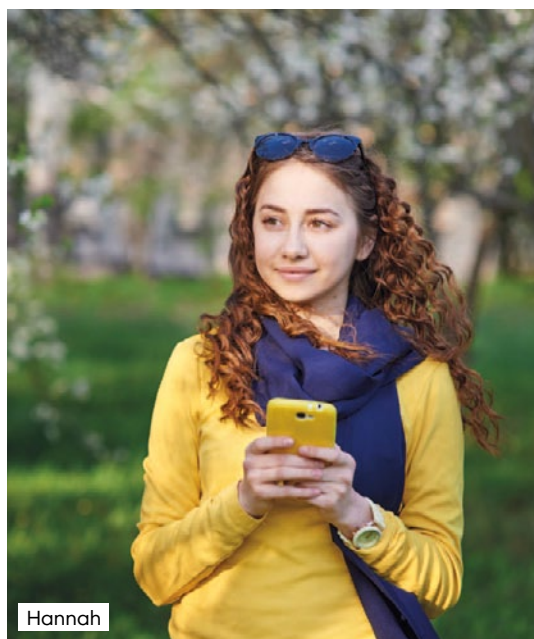
- What type of event is taking place?
- What's going to happen later in the evening?

- 4 Look at the photos of Max and Hannah. What do you think their jobs are?

- 5 **2.28** Listen to the second part of the recording. Were you right about Max's and Hannah's jobs?



Max



Hannah

Unit 4 53

- 6 **2.28** Listen again. Are the sentences true or false?

- Max felt calm on the TV show. **False**
- Max got his diploma when he was seventeen. **True**
- Max and Hannah are both interested in sport. **True**
- Hannah designed the app after a family holiday. **False**
- Hannah's mum owns a sports shop. **False**
- Max thinks of his dad as a colleague. **False**
- Both Hannah and Max won an award. **False**

- 7 In pairs, compare and contrast Hannah's and Max's stories.

Hannah is only fifteen and she's an app designer. Max is older and he's a personal trainer.

- 8 In pairs, think of a simple idea for a new business. Explain your idea to the rest of the class. Use these questions to help you.

- What is the business?
- Why is the business a good idea?
- How many people are in the business?
- What's the future for your business?

Exercise 4

Put students into pairs and set a time limit for them to describe what is happening in the photos and their ideas about Max's and Hannah's jobs. Invite students to share their ideas with the class, giving reasons, but don't tell them what the correct answers are yet.

Exercise 5 2.28

After students have listened to the recording, put them into pairs to discuss their ideas.

Exercise 6 2.28

Encourage students to read the sentences and discuss what they can remember in pairs. Elicit key words and phrases from the recording which show that the false sentences were false.

Exercise 7

When students have discussed the two characters, put them into groups of three. Half the groups talk about Hannah and the other half talk about Max. Set a time limit and then invite groups to tell the class what they remember about each character.

Extra activity

Put students into groups of three. Remind them of how the recording finished (with Hannah about to make a speech). Each group writes a short speech for Hannah. When they are ready, invite one person from each group to make their speech.

Exercise 8

Set a time limit for the discussion. When students have presented their ideas, have a class vote on the best ideas.

ANSWER KEY

Exercises 1, 7 and 8

Students' own answers.

Exercises 2 and 6

Answers on student page.

Exercise 3

1 Young Business Award competition

2 They are going to announce the winner.

Exercises 4 and 5

Max is a personal trainer in a gym. Hannah designed an app for walkers.

Audio scripts: page 138

Further practice

• Workbook, page 45

Lesson 4.5

Listening and Vocabulary

Lead-in

Review of the Future Continuous

Tell students to work in pairs and think of a job, e.g. *teacher*. Students imagine they do this job and write three sentences using the Future Continuous, e.g. *Tomorrow my class will be writing an exam.* *Tonight at 9 p.m. I'll be marking essays at home.*

On Friday at 4 p.m. I'll be relaxing in the teachers' room and talking to my colleagues. Invite pairs to share their sentences with the class.

Exercise 1

Tell students to keep their Students' Books closed. Ask the questions in the rubric. Then invite students who said they have won a prize to come to the front of the class and answer questions from other students about what they won it for, what they got, etc.

Exercise 2 2.26

When students have checked the answers, ask questions to check the vocabulary, e.g. *What awards have you or someone you know won?* *What career would be the most interesting to have?*

Exercise 3 2.27

When students have listened and answered the questions, have a class vote on who would be most likely to win a Young Business Award.

Lesson 4.6

Speaking

Lead-in

Preview of instructions and reminders

Put students into groups of three. Tell them to imagine that they are at university, sharing a flat. One student is very bad at cleaning and tidying. One student is very forgetful – he/she doesn't lock the door, switch electrical items off, buy food, etc. One student never has money for the rent, bills, shopping, etc. The problems are so bad that they aren't talking to each other, but are leaving notes for each other. Students decide which character they each are and then, on small pieces of paper, leave notes for each of the other two students. When they have finished, invite students to share some of the messages they received.

Exercise 1

Before students open their Students' Books, ask the question, which is a follow-up to the Lead-in activity.

Exercise 2

Set a time limit for student to discuss the picture in pairs, then invite students to share their ideas with the class.

Exercise 3 2.29

When students have watched the video and answered the questions, look at the *Out of class* box with the class and ask what the two phrases mean. (*He's off sick.* – He isn't at work/school because he's sick. *It's all very simple.* – It's easy./It isn't complicated.)

Exercise 4

When students have found the phrases, put them in pairs to practise the dialogue.

Exercise 5 2.30

Tell students that sometimes more than one word may be possible.

Exercise 6

Set a time limit for students to think of ideas and practise their dialogues. Invite pairs to act out their dialogue in front of the class.

Extra activity

Tell students to imagine that there is a new person joining their class. They should work in groups of three and write down instructions and reminders for the student so that they don't get into trouble, e.g. *Don't run in the corridors. Don't eat in the*

4.6 SPEAKING Instructions and reminders

I can give instructions, remind somebody what to do and respond.



A TOUGH DAY!

- Annie:** Thanks for coming, Tommo. My brother, Sam, usually works today, but he's off sick.
- Tommo:** No worries, Annie. I'm looking forward to it, but you'll have to talk me through it.
- Annie:** Oh, it's all very simple. First, show the customers to a table. Make sure the table is clean. Then give them a menu.
- Tommo:** That seems easy.
- Annie:** Yes, but be sure to give them time to read the menu.
- Tommo:** Of course. Then what?
- Annie:** After a few minutes go back to the table and take their order. Don't forget to write it down and always write the table number on the order.
- Tommo:** I hope I remember it all!
- Annie:** You need to be organised, Tommo. I'll be in the kitchen, so try to bring me the orders as soon as possible.
- Tommo:** No problem. Anything else?
- Annie:** Yes. Remember to be polite with all the customers.
- Tommo:** Sure.
- Annie:** Now, the last thing you need to do is put this apron on and enjoy it. Don't look so worried!

How do you say these expressions in Polish?

He's off sick. It's all very simple.

OUT of class

1 CLASS VOTE Do you find it easy to remember instructions or do you often forget things?

2 Look at the photo. What is Tommo doing?

3  2.29 Listen and answer the questions.

- Why does Annie want Tommo to help in the café?
- How does Tommo feel about working there?
- What does Tommo need to wear in the café?

- 54 **Unit 4**
- Because her brother Sam is ill.*
 - He's looking forward to it, but is a bit worried.*
 - He needs to wear an apron.*

classroom. Be sure to stand up when the teacher comes into the room. Invite groups to share their ideas with the class.

 **Video scripts:** page 155

Further practice

- Photocopiable Resource 25, page 213
- Workbook, pages 46 and 51

4 Study the Speaking box. Find more examples of instructions and reminders in the dialogue.

Speaking Instructions and reminders

Giving instructions

First, / Firstly, / Secondly, / Secondly, wash the glasses.
Then put ice in the glasses.
Make sure they have a menu.
Be sure to smile.
After a few minutes, / After that, / Next, ...
The last thing you need to do is ... / Finally, ...
Always / Never put your notebook down.
Try to / not to ...
You need to ... / It's important to ...

Reminding

Don't forget to give them some water.
Remember to write it down.

Responding to instructions

That seems easy.
Of course. / OK. / Sure. / No worries. / No problem.
Then what? / Then what do I do?
I hope I remember it all!

5  2.30 Complete the dialogue with words from the Speaking box. Write the answers in your notebook. Listen and check.

- Jay:** I've got an interview for a summer job at the museum, but I'm not sure how to prepare.
- Nina:** Well, ¹*first*, look at the website to find out a bit about the museum.
- Jay:** Of course. Then ²*what*?
- Nina:** After ³*that*, you need to decide what you're going to wear.
- Jay:** That ⁴*seems/sounds* easy.
- Nina:** Hmm. It's ⁵*important* to wear something smart. That shirt's too scruffy!
- Jay:** No ⁶*worries/problem*. Anything else?
- Nina:** ⁷*Don't* forget to check the time of the interview.
- Jay:** You're making me really nervous! I ⁸*hope* I remember it all.

6 In pairs, choose a summer job. Take it in turns to tell each other how to prepare for an interview.

help in a children's activity camp help in a gift shop

A: *Guess what! I've got an interview for ...*

How should I prepare?

B: *Well, first ...*

ANSWER KEY

Exercises 1, 2 and 6
Students' own answers.

Exercises 3 and 5
Answers on student page

Exercise 4

Giving instructions:
First, show the customers to a table.
Make sure the table is clean.
Then give them a menu.
be sure to give them time to read the menu.

After a few minutes go back to the table and take their order. Always write the table number on the order.
You need to be organised try to bring me the orders as soon as possible.
put this apron on and enjoy it
Don't look so worried!
Reminding:
Don't forget to write it down.
Remember to be polite.

I can use a wide range of verbs that are followed by a preposition.

Extra activity

Tell students to write three sentences about themselves using three different verb + preposition combinations. Tell them not to use *worry*, *complain* or *specialise* as these will be used later. Two sentences should be true and one should be false. In pairs, students take turns to read their sentences to their partner, who tries to guess which one is false. Invite students to tell the class one of their true sentences and their false sentence.

Exercise 3

Tell students to cover the Language box and work in pairs to decide on the correct preposition for each sentence, and then to uncover the box to check their answers.

Exercise 4 2.31

Tell students that if they aren't sure which verb to use, they should look at the preposition in the text and then see which verbs go with that preposition.

Exercise 5

When students have discussed their ideas together, discuss each question with the class asking for further information about why they would like to specialise in those subjects, why they worry about certain things and what happened when they complained.

ANSWER KEY

Exercises 1 and 5

Students' own answers.

Exercises 2, 3 and 4

Answers on student page.

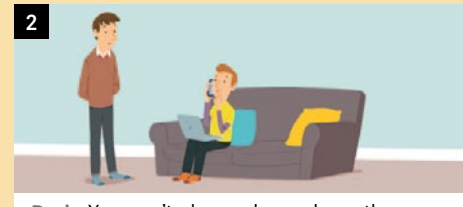
Further practice

- Photocopiable Resource 26, page 214
- Workbook, page 47



Dad: Listen, son. I don't want to argue about this, but if you want to succeed in life, you've got to be more active.

Son: Yes, Dad.



Dad: You can't always depend on others. To be honest, I worry about you.

Son: Shh, Dad! Can you just wait a minute?



Son: Dad! I've updated my CV. I've just applied for three summer jobs online and now I'm preparing for an interview. Now, what were you saying?

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

- 1 I can never concentrate *on* / *in* my homework when I listen to music.
- 2 Jessica should apologise *about* / *for* her behaviour.
- 3 Do you usually compare this year's results *from* / *with* last year's?
- 4 It smells *of* / *from* chocolate in here. Is somebody baking?
- 5 Our school specialises *with* / *in* the Science subjects.
- 6 I don't like to complain *about* / *for* things, but this food is terrible!

1 on

4 2.31 Complete the text with the verbs below. Write the answers in your notebook. There are two extra verbs. Listen and check.

agree apply **depend** dreamed specialised
succeed was concentrating worry

Are you ready for your dream job?

Using social media is a popular hobby. We all ¹*depend* on social networking to connect with other people, but did you know that digital skills can also help you when you ²*apply* for a job? That's what happened to me! I was eighteen and I ³*was concentrating* on my studies when a friend asked me to help her with a social media campaign for a school election. I did it for fun, but a company which ⁴*specialised* in computers followed my campaign and offered me a job! Now I help the company to ⁵*succeed* in creating a positive online image! Once I ⁶*dreamed* about the perfect job and now I've got it!

5 In pairs, answer the questions.

- 1 What subjects would you like to specialise in at school?
- 2 What do you worry about?
- 3 When did you last complain about something?

Language Verbs with prepositions

complain / worry **about**

Stop **worrying about** your interview – you'll be fine.

apply / apologise / prepare **for**

I've **applied for** a job at the café.

believe / specialise / succeed **in**

Amy **specialises in** art classes for teens.

consist / smell **of**

The team **consists of** nurses and doctors.

concentrate / depend **on**

You must **concentrate on** your work.

compare / cope / deal **with**

I often **deal with** difficult customers.

Some verbs can be followed by either of two prepositions, with no change in meaning.

I always **dream about** / **of** food when I go to bed hungry.

Some verbs can be followed by either of two prepositions, but with a different meaning.

She always **argues with** her younger brother. (person)

We mustn't **argue about** the money. (subject)

Lesson 4.7
English in Use

Lead-in

Review of instructions and reminders

Students work alone to write down one instruction and one reminder which they think may be useful for some of their classmates, e.g. *Don't forget to finish your English project.* *Phone me later.* When ready, tell students to mingle and give

each other their reminders and instructions and write down any that they find useful. When students have finished, invite them to share some of the reminders and instructions they received with the class.

Exercise 1

When students have read the cartoon, ask if their parents ever give them advice about how to succeed in life. If so, ask students to share the advice with the class.

Exercise 2

When students have found the examples, discuss the Language box with them and point out that if there is a verb after the preposition, we always use the *-ing* form, e.g. *I worry about failing my exams.* *I succeeded in opening the door.* *You should concentrate on finishing your homework.*

VOCABULARY

1 In your notebook, write the correct word for each definition.

Someone who:

- helps swimmers in danger at the beach is a **lifeguard**.
- repairs water pipes, toilets, showers, etc. is a **plumber**.
- translates spoken words into another language is an **interpreter**.
- works in a library is a **librarian**.
- looks after passengers on a plane is a **flight attendant**.
- studies how people's minds work is a **psychologist**.

2 Complete the email with the words below. Write the answers in your notebook.

badly-paid get meet
overtime part-time quit

Guess what! Mum's got a new job. She ¹**quit** her old job because it was ²**badly-paid** and she had to work ³**overtime** – sometimes she stayed in the office till 8 p.m. In her new job, she can work ⁴**part-time**, which is good because she wants to have more time at home. There's also a good possibility that she will ⁵**get** a promotion if she works hard. Tomorrow she's going to ⁶**meet** her new colleagues. I'm a bit worried because ... they're my teachers. Yes! Mum's going to work at my school!

GRAMMAR

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

- Don't worry. I **will help** / **help** you with your homework later.
- Jack's decided that he **isn't going to work** / **isn't working** in his dad's company.
- When I start my new job next week, I will **be able to** / **can** practise my English.
- This evening Alice **helps** / **is helping** in her local theatre.
- Let's wait here. The train **is going to leave** / **leaves** in ten minutes.
- I've failed an exam, so I will **have to** / **must** take it again in the summer.

4 Complete the dialogues with the Future Continuous form of the verbs in brackets. Write the answers in your notebook.

- A: I've got an interview tomorrow.
B: Good luck! I **'ll be thinking** (think) of you!
- A: What time will you be home tonight?
B: I'm not sure, but I **won't be working** (not work) late again.
- A: This time tomorrow you **will be relaxing** (relax) after your first day at work.
B: No, I won't. I **will be studying** (study). I've got my driving test on Friday!

5 Complete the sentences with prepositions. Write the answers in your notebook.

- Jack is always complaining **about** his job.
- I have to cope **with** some really difficult customers.
- You'll feel better if you apologise **for** your mistake.
- Our workforce consists **of** Asian workers.
- I don't want to argue **with** my boss.

SPEAKING

6 2.32 Put the conversation in the correct order. Write the answers in your notebook. Listen and check. Then act out the dialogue in pairs.

- Sam: Thanks for having me. What should I do first? **1**
- Teacher: After a few minutes, read the children a story. **4**
- Sam: I hope I remember it all. **7**
- Teacher: Then ask the children about the story. Be sure to listen to them. **6**
- Sam: That seems easy. They love stories. Then what do I do? **5**
- Teacher: First, say hello to the pupils and write your name on the board. **2**
- Sam: Of course. Then what? **3**
- Teacher: You'll be fine, Sam. The children will love you. **8**

DICTATION

7 2.33 Listen to the recording. Write the sentences in your notebook. Audio script: page 139

Check yourself!

- ✓ I can talk about jobs, work experience and about success at work.
- ✓ I can use different forms to talk about future events and about actions in progress in the future.
- ✓ I can find specific detail in short texts and understand specific detail in a conversation.
- ✓ I can give instructions, remind somebody what to do and respond.
- ✓ I can use a wide range of verbs that are followed by a preposition.

LESSON 4.1

Jobs Zawody

app designer /æp dɪ'zainə/ projektant/ projektantka aplikacji mobilnych
cleaner /kli:nə/ sprzątaczyz sprzątaczkaz
computer programmer /kəm'pjutə 'prəugrəmə/ programistaz programistkaz
cook /kuk/ kucharz/kucharkaz
dentist's assistant /dentists ə'sistənt/ asystent/asystentkz stomatologaz
engineer /endʒi'nɪə/ inżynierz
fashion designer /'fæʃən dɪ'zainə/ projektant/projektantkz mody
film director /film də'rektə/ reżyser/reżyserkz
flight attendant /flaɪt ə'tendənt/ steward/stewardesz
interpreter /ɪn'tɜ:prətə/ tłumacz/tłumaczkz
librarian /laɪ'breəriən/ bibliotekarz/bibliotekarkz
lifeguard /'laɪfgɑ:d/ ratownik/ratowniczkz
lorry driver /'lɒri 'draɪvə/ kierowciz ciężarówki
manager /'mænɪdʒə/ menedżer/menedżerkz
music critic /'mjuzɪk 'kritɪk/ krytyk muzyczny
painter /'peɪntə/ malarz/malarkz
plumber /'plʌmə/ hydraulik
psychologist /saɪ'kɒlədʒɪst/ psycholog/psychologkz
scientist /'saɪəntɪst/ naukowiec
writer /'raɪtə/ pisarz/pisarkz
travel agent /'trævəl 'eɪdʒənt/ pracownik/pracowniczka biura podróży
veterinary assistant /'vetərənəri ə'sistənt/ asystent/asystentkz weterynarzaz

Finding and losing a job

Szukanie i utrata pracy
apply for a job /ə'plai fə ə 'dʒɒb/ ubiegać się o pracę
be part of a team /bi pɑ:t əv ə 'ti:m/ być częścią zespołu
be retired /bi ri'taɪəd/ być na emeryturze
be unemployed /bi ənɪm'plɔɪd/ być bezrobotnym
earn a salary / wage /ɜ:n ə 'sæləri, 'weɪdʒ/ dostawać pensję/tygodniówkę
gain work experience /geɪn wɜ:k ɪk'spiəriəns/ zdobywać doświadczenie zawodowe
get a pension /get ə 'penʃən/ dostać emeryturę

get a promotion /get ə prə'məʊʃən/ dostać awans
get fired /get 'faɪəd/ zostać zwolnionym
get unemployment benefit /get ,ənɪm'plɔɪmənt ,benefɪt/ dostać zasiłek dla bezrobotnych
give up / quit work /gɪv ʌp, kwɪt wɜ:k/ zwolnić się z pracy
have an interview /həv ən 'ɪntəvju:/ mieć rozmowę kwalifikacyjną
have training /həv 'treɪnɪŋ/ mieć szkolenie
look for a job /lʊk fɜ: ə 'dʒɒb/ szukać pracy
meet your colleagues /mi:t jə 'kɒli:gz/ poznać współpracowników
sign a contract /saɪn ə 'kɒntrækt/ podpisać kontrakt/umowę o pracę
write a CV /'raɪt ə ,si: 'vi:/ napisać CV

Working conditions Warunki pracy

badly-paid job /'bædli peɪd dʒɒb/ słabo płatna pracz
bonus /'bəʊnəs/ dodatek
flexible hours /fleksəbəl 'aʊəz/ elastyczne godziny pracy
full-time job /'fʊl 'taɪm dʒɒb/ pracz na pełny etat
hourly rate /'aʊəli reɪt/ stawka godzinowaz
overtime /'əʊvətaɪm/ nadgodziny
paid holidays /peɪd 'hɒlədeɪz/ płatne wakacje
part-time job /'pɑ:t 'taɪm dʒɒb/ pracz na pół etatu
pay rise /peɪ raɪz/ podwyżkz
permanent job /'pɜ:mənənt dʒɒb/ stała pracz
small firm /'smɔ:l fɜ:m/ mała firma
summer job /'sʌmə dʒɒb/ pracz wakacyjnaz
temporary job /'tempərəri dʒɒb/ pracz tymczasowaz
well-paid job /'wel'peɪd dʒɒb/ dobrze płatna pracz
work nine to five /wɜ:k 'naɪn tə ,faɪv/ mieć stałe godziny pracy, pracować od dziewiętej do piątej
work shifts /wɜ:k 'ʃɪfts/ pracować w systemie zmianowym

company /'kʌmpəni/ firma
entrepreneur /,ɒntrəprə'nɜ:/ przedsiębiorciz
hands-on experience /hændz ɒn ɪk'spiəriəns/ doświadczenie praktyczne

LESSON 4.3

physically fit /'fɪzɪkli fɪt/ sprawny fizycznie
position /pə'zɪʃən/ stanowisko
staff /stɑ:f/ pracownicy, kadraz
vacancy /'veɪkənsɪ/ wakaz
working hours /'wɜ:kɪŋ 'aʊəz/ godziny pracy

LESSON 4.4

Out of class

Do you mind! /,du: jə maɪnd/ Przepraszam bardzo!
I've been waiting for ages! /aɪv bi:n 'weɪtɪŋ fɜ: ,eɪdʒɪz/ Czekam całe wieki!
Just wait and see. /dʒʌst 'weɪt ənd si:/ Poczekaj, to zobaczysz.

LESSON 4.5

Success at work Sukces w pracy

award /ə'wɔ:d/ nagrodaz
candidate /'kændɪdət/ kandydat
career /kə'riə/ karierez
diploma /dɪ'pləʊmə/ dyplom
employer /ɪm'plɔɪə/ pracodawciz
speech /spi:tʃ/ przemowaz

colleague /'kɒli:g/ kolegaz z pracy

LESSON 4.6

Out of class

He's off sick. /hɪz ɒf 'sɪk/ Jest na zwolnieniu chorobowym.
It's all very simple. /ɪtʃ ə:l veri 'sɪmpəl/ To bardzo proste.

LESSON 4.7

apologise for /ə'pɒlədʒaɪz fɜ:/ przeprosić za coś
apply for /ə'plai fɜ:/ ubiegać się o
argue about /'ɑ:gju: ə,baut/ pokłócić się o
argue with /'ɑ:gju: wɪð/ pokłócić się z
believe in /bɪ'li:v ɪn/ wierzyć w
compare with /kəm'peə wɪð/ porównywać z
complain about /kəm'pleɪn ə,baut/ narzekać na
concentrate on /'kɒnsəntreɪt ɒn/ skupić się na
consist of /kən'sɪst əv/ składać się z
cope with /'kəʊp wɪð/ radzić sobie z
deal with /di:l wɪð/ mieć do czynienia z
depend on /drɪ'pend ən/ zależeć od
dream about/of /dri:m ə,baut, əv/ marzyć o
prepare for /prɪ'peə fɜ:/ przygotować się do
smell of /smel əv/ pachnieć
specialise in /'speʃəlaɪz ɪn/ specjalizować się w
succeed in /sək'sɪd ɪn/ odnieść sukces w
worry about /'wɒri ə,baut/ martwić się o

SŁUCHANIE

1  **2.34** Usłyszysz rozmowę z młodym projektantem mody. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–3. Na pytania należy odpowiedzieć w języku angielskim. Odpowiedzi zapisz w zeszycie.

- 1 What is Jake getting ready for? *He's getting ready for a big fashion show.*
- 2 What was wrong with the clothes Jake found in the shops? *He could never find exactly what he was looking for.*
- 3 What is the most important quality if you want to be successful? *The most important quality is really wanting to succeed.*

FUNKCJE JĘZYKOWE

2 Uzupełnij dialogi. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty. Luki należy uzupełnić w języku angielskim. Odpowiedzi zapisz w zeszycie.

1

I like your style. You've got great taste in clothes!



Thanks! You've made my day.

2

Let me help you with that bag.



Thanks, that's really nice of you.

3

It really suits you. You look great in that colour!



Do you think so?

4

No worries. Then what do I do?



First, turn the computer off and replace the battery.

5

Then give them the menu. Finally, write down the order and the table number.



OK. I hope I remember it all!

CZYTANIE

3 Przeczytaj tekst. Uzupełnij w e-mailu luki 1–4 zgodnie z treścią tekstu. Luki należy uzupełnić w języku polskim. Odpowiedzi zapisz w zeszycie.



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the best online recruitment services

Spring is Coming... and so is the Emplotech Online Part-time Jobs Fair!

Our third annual online part-time jobs fair takes place on 15th March! Don't miss out!

Finding a part-time job is a lot easier with Emplotech. Just follow these simple steps:

- Update your CV with any work experience you have.
- Upload your CV to our website at www.emplotech.com/yourCV.
- Browse the thousands of part-time jobs that are currently available.
- Choose the job you are interested in by clicking on the 'I Want This Job' button.
- Emplotech will send a copy of your CV and contact details to the employer.
- If they like what they read about you, they will contact you directly and arrange an online video interview.
- Remember that there are thousands of summer jobs waiting for you! If you have no luck at the beginning, keep searching our website.
- Please register and submit your CV by 28th February.

Registration is €10 (£5 for students).



From: Janek
To: Marek
Subject: Oferta

Marku,
wiem, że szukasz jakiejś ciekawej pracy na pół etatu. Właśnie znalazłem ogłoszenie o ¹ *internetowych targach pracy* organizowanych przez firmę Emplotech – wydaje mi się, że warto wziąć w nich udział. Najpierw powinieneś ² *uzupełnić swoje CV* i załadować je na stronę firmy rekrutacyjnej. Następnie musisz znaleźć interesującą ofertę (ponoć są ich tysiące!) i przesłać swoje zgłoszenie. Twoje CV zostanie automatycznie wysłane do potencjalnego pracodawcy. Jeśli się spodobaś, skontaktują się z tobą w celu zorganizowania ³ *wideo rozmowy kwalifikacyjnej*. Targi są 15 marca, ale pamiętaj, aby zarejestrować się ⁴ *do 28 lutego*! Opłata dla studentów to tylko pięć funtów.
Daj znać, co o tym myślisz,
Janek

ŚRODKI JĘZYKOWE

- 4** Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1–4) jednym wyrazem, tak aby powstał spójny i logiczny tekst zgodny z ilustracją. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych wyrazów. Odpowiedzi zapisz w zeszycie.

This photograph was taken at home. There is a man working on a ¹ *laptop* in the foreground. He is wearing glasses and casual ² *clothes*. There are some documents in ³ *front* of him which include graphs and statistical data. He may be a journalist specialising ⁴ *in* economics. In the ⁵ *background* there is a small boy playing with toys. He is wearing a purple sweater and a checked shirt.



- 5** Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyrazy już podane. Odpowiedzi zapisz w zeszycie.

- Finally, you're here! I (be / wait) *I've been waiting* for you since 2 o'clock!
- I don't think (it / be) *it will be* hard for him to find a new job.
- I've been interested in fashion design (I / be) *since I was* in high school.
- I (work) *will be working* as a fashion designer in ten years.
- How long (they / know) *have they known* each other now?

PISANIE

- 6** Wykonaj poniższe zadanie. Napisz e-mail w zeszycie.

Niedawno rozpocząłeś/rozpoczęłaś nową pracę wakacyjną. W e-mailu do kolegi z Anglii:

- napisz, jaką pracę wykonujesz,
- opisz swój pierwszy dzień w pracy,
- wyjaśnij, na co zamierzasz przeznaczyć zarobione pieniądze.

Długość tekstu powinna wynosić od 50 do 120 słów.

Lesson 5.1

Vocabulary

Lead-in

Review of vocabulary from previous unit

Choose a word from the previous unit (e.g. *award*) and write it on the board but disguised with other letters: *tacrwioamfrbdop*. Give a definition of the word (e.g. *a prize, certificate or something similar that is given to someone for achieving something special such as being voted best actor or sportsperson of the year*) and tell students the word is on the board, in the correct order. They just have to remove the unnecessary letters. When students have found the word, put them into pairs. They choose two words from the wordlist on page 57 of the Students' Book and do the same. Set a maximum number of extra letters they can use. When students have written their words and definitions, they join with another pair and swap words and definitions. The first pair to find the two words wins. Elicit words and definitions from the class.

Exercise 1

Tell students not to open their Students' Books yet. Ask the questions and invite students to share one interesting fact about space or space travel with the class, e.g. *The first person to walk on the moon was Neil Armstrong.*

Exercise 2

Invite students to describe the three photos to the class.

Exercise 3 2.35

Tell students to read the questions in groups of four and discuss any answers they know or think they know. Before playing the audio, invite students to share any information they know with the class.

Exercise 4

Tell students not to look at the quiz answer options yet, but to concentrate on the missing words in the questions. Students work alone, then compare ideas in pairs.

Exercise 5 2.36

After listening, ask follow-up questions to check students' understanding and knowledge, e.g. *What shape is an ellipse/oval?* (ask someone to draw this on the board), *Which is the first planet from the sun?* (Mercury), *What is the name*



VOCABULARY

Space |
Dimensions and distance |
Large numbers |
Space science

GRAMMAR

Zero, First and Second
Conditionals | Third Conditional



SPEAKING

Warnings and prohibition



READING

A big adventure

LISTENING

Fearless Felix

WRITING

An essay

B B C Culture and Skills

Can you run a marathon in space?

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of the most famous comet? (Halley's), *How often does the moon travel round the Earth?* (about once a month or, in exact time, once every 27 days, 7 hours, 43 minutes, 14.88 seconds!), *Who invented the telescope?* (Hans Lippershey in 1608, but Galileo was the first person to use a telescope for astronomical purposes. He used his telescope in 1610 to discover the four largest moons of Jupiter.)

Light years away

VOCABULARY Space

I can talk about space and use large numbers.



1 CLASS VOTE Have you ever:

- learned the names of stars?
- watched a programme about space?
- used a telescope?

2 Check your understanding of the words in the Vocabulary A box. Which words can you find in the pictures?

Vocabulary A Space

astronaut astronomer comet Earth galaxy moon orbit planet planetarium
satellite solar system space station spacecraft star telescope

3 2.35 Listen to a presentation at a planetarium and answer the questions.

- 1 What kind of information can satellites send?
- 2 What is a galaxy?
- 3 What is the name of the galaxy we live in?
- 4 Is the light that stars send always the same colour?
- 5 What colour is the Earth from space?
- 6 Can we see the International Space Station from the Earth?

4 Complete the quiz questions with words from the Vocabulary A box. Write the answers in your notebook.

What do you know about space? Try our quiz and find out!

1 The Earth travels around the sun in a(n) orbit, which is

- a a perfect circle.
- b an ellipse (similar to an oval).**
- a star shape.

2 The sun is a giant star. Which is the third planet from the sun?

- Mars
- Venus
- c Earth**

3 A(n) comet is an icy rock travelling through space. We can see its 'tail' of gas when

- a it's near the sun.**
- it's travelling fast.
- it's getting smaller.

4 The moon travels round the Earth. Its light

- comes from hot gas inside it.
- b is reflected from the sun.**
- is very bright.

5 If you want to see galaxies, you need a(n) telescope. They work best

- a in dark countryside skies.**
- in a bright city.
- on a cloudy night.

Exercise 6 2.37

When students have looked at the Word Friends box and completed the exercise, ask them what is still often measured in inches (*screens for TVs, tablets, laptops, etc.*).

Extra activity

Students work in groups of four. They make sentences about objects or places using the words in the Word Friends box without saying the name of the

object. Invite groups to read out their sentences and ask other students to guess what each is referring to.

Exercise 7 2.38

Discuss the Vocabulary B box with the class. Point out that the word *and* which follows hundreds is needed every time hundreds are used, e.g. 107,465,328 = one hundred and seven million four hundred and sixty-five thousand three hundred and twenty-eight.

5 2.36 In pairs, do the quiz in Exercise 4. Write the answers in your notebook. Listen and check.

6 2.37 Study the Word Friends and Watch out! boxes. Complete the sentences below with words from the Word Friends box. Write the answers in your notebook. Listen and check.

Word Friends Dimensions and distance

The box is forty centimetres **long / wide / high**.
The **length / width / height** of the box is forty centimetres.
London is ten kilometres **away**. (= We're ten kilometres **from** London.)
The **speed limit** is eighty kilometres / fifty miles **per / an hour**.
It **takes two hours** to get to London.

In the USA they use different length units:

- 1 mile = about 1.6 kilometres
- 1 foot = about 30 centimetres
- 1 inch = 2.54 centimetres

In the UK they use miles too, but they don't use feet or inches anymore.

Watch OUT!

- 1 A speed of twenty miles **per** hour is the same as thirty-two kilometres **per/an** hour.
- 2 My notebook is twenty centimetres **long** and fifteen centimetres **wide**.
- 3 I think that wall is about six metres **high**.
- 4 My home town is about ten kilometres **from** Mexico City.
- 5 What is the **length** of that route?
- 6 The school is not far from here. It's only 400 metres **away**.

7 2.38 Study the Vocabulary B box. Listen to the numbers.

Vocabulary B Large numbers

100 = a hundred 1,000 = a thousand
1,000,000 = a million 1,000,000,000 = a billion

- We do not normally use plurals with large numbers:
4,700 = four **thousand** seven **hundred**
- In British English, we put *and* between *hundred* and a different number: 1,403 = one thousand four hundred **and** three
- We use a hyphen when we write numbers 21–99:
twenty-one, ninety-nine
- In writing, we separate each thousand with a comma:
3,000,000
- We can make very big numbers simpler by using *point*:
1,700,000 (one million seven hundred thousand) =
1.7 million (one point seven million)

Watch OUT!

8 2.39 In your notebook, write the numbers as words. Listen and check.

- | | | |
|---------|---------------|-----------------|
| 1 935 | 3 2,400,000 | 5 54,322,641 |
| 2 7,268 | 4 8.1 billion | 6 6,000,000,000 |

9 Work in pairs. Take it in turns to write a number on a piece of paper. Your partner has to read it aloud.

10 2.40 Read the article. Choose the correct option. Write the answers in your notebook. Listen and check.

Did you know?

Mars is millions of kilometres

¹ *away / far* but actually, the distance between Mars and the Earth changes all the time – from over 50 to 401 ~~million~~ / *millions* kilometres. For that reason, it's difficult to calculate the ³ *long / length* of time it takes to get there.

The fastest ⁴ *satellite / spacecraft* can travel at 58,000 kilometres ⁵ *per* / *the* hour, so theoretically, we should get to Mars in thirty-nine days. However, this is not possible because the distance is never short for a long time. Also, you can't travel in a straight line. So it ⁶ *takes* / *gets* much longer! In 1969 Mariner 6 took 155 days to get to Mars, but Viking 2 took twice that time – 333 days!

¹ *away*

11 Answer the questions.

- 1 What is the distance between Mars and Earth? Why do you think it changes?
- 2 Why does getting to Mars take such a long time?
- 3 When would the journey probably take the shortest time possible?

12 In pairs, choose any three space objects or phenomena from this lesson or from other information sources. Write a short description in your notebook, including their size, distance, speed or another large number.

Light travels at a speed of 299,792 kilometres per second.

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Exercise 12

If students have access to the internet, allow them to look up information about different space objects or other phenomena. If they don't, ask students to decide on their three objects and to research information about them at home so that they can write their descriptions.

ANSWER KEY

Exercises 1, 9 and 12

Students' own answers.

Exercises 2, 4, 5, 6 and 10

Answers on student page.

Exercise 3

- 1 digital information such as TV signals, photos and phone signals
- 2 a large group of stars and planets
- 3 the Milky Way
- 4 No, it isn't.
- 5 blue
- 6 Yes, we can sometimes.

Exercise 8

- 1 nine hundred and thirty-five
- 2 seven thousand two hundred and sixty-eight
- 3 two million four hundred thousand
- 4 eight point one billion
- 5 fifty-four million three hundred and twenty-two thousand six hundred and forty-one
- 6 six billion

Exercise 11

Suggested answers:

- 1 The distance between Mars and the Earth changes all the time – from over 50 to 401 million kilometres. It changes because the planets move all the time and they are in different positions.
- 2 It takes a lot of time because the distance is never short for a long time and because you can't travel in a straight line.
- 3 It would take the shortest time possible when you choose the time of the journey when the distance is shortest and when there are no obstacles on the way.

Audio scripts: page 139

Further practice

- Photocopiable Resource 29, page 217
- Workbook, page 52

Exercise 8 2.39

Remind students that they need *and* after hundreds and hyphens for numbers between twenty-one and ninety-nine.

Exercise 9

When pairs have finished, invite students to come to the board and write one of their numbers. Invite other students to read out the number.

Exercise 10 2.40

Elicit the answers and why the other options are incorrect.

Exercise 11

Students work in pairs. Tell them that the text will give them some of the answers, but they also need to think for themselves to answer the questions fully. Invite pairs to share their ideas with the

class. Allow students to draw a diagram showing why the distance changes (Mars takes 687 days to orbit the sun because its orbit is much longer.).

Lesson 5.2

Grammar

Lead-in

Review of large numbers

Put students into two groups. Invite one student from each group to come to the board. Dictate a large number and ask both students to write it on the board. The first student to write it correctly wins a point for their team. Change students after each number.

Exercise 1

Tell students not to open their Students' Books yet. Ask the questions and allow students to discuss their ideas in pairs before sharing them with the class.

Exercise 2 2.41

Students look at the photo and discuss what they can see in pairs. Invite pairs to describe the photo to the class. Look at the question and ask students to guess what Nina sees. After watching, look at the *Out of class* box with the class and discuss the meaning of the phrases. (We use *I'm on it!* To say that we are dealing with something. We use *Oh my days!* to show surprise or awe. It has a similar meaning to *Wow!* We use *You're kidding!* to show shock or disbelief at something someone else says. It doesn't mean we don't believe them, just that it's very surprising. It can be positive as well as negative, and the difference is shown by intonation and facial expression.)

Exercise 3

When students have found the examples, elicit what type of conditional they are and why that type is the correct one to use.

Exercise 4 2.42

Elicit the answers and what function each sentence has. When students have finished the exercise, elicit how to rewrite sentence 2 using *unless* and sentence 3 using *if*.

Exercise 5

When students have found the answers, ask what the sentences tell us about the real situation, e.g. 1: Sara hasn't got time.

Exercise 6

Elicit which conditional students will use for each sentence (1 *first*; 2 *zero*; 3 *first*; 4 *second*). Ask fast finishers to think of more than one ending for each sentence. Invite pairs to share their ideas with the class.

5.2 GRAMMAR Zero, First and Second Conditionals

I can talk about things that are always true, possible situations and imaginary situations.



- Nina:** You've got some weird things, Skye.
Skye: I know. That's a bit of a meteorite. My dad found it. And that's my telescope. Astronomers use them if they want to look at planets. Oh, I think Jay's here.
Jay: Hi! You guys ready to go outside?
Nina: Why? It's cold out there. I don't want to stand around in the dark!
Skye: You'll be fine if you borrow my scarf and gloves. Come on.
Nina: Why have you brought the tripod, Jay? Are you going to take a photo of my new hairstyle in the dark?
Jay: Ha ha! No, we want a photo of the comet for our space project.
Nina: Are you sure we'll be able to see it?
Jay: Good question! The comet is millions of miles away. If we didn't have a good camera and the tripod, it would be really tricky.
Skye: Don't worry, guys. I'm on it!
Nina: Oh my days! I can see for miles. Hey, a moving light!
Jay: Wow! Quick! Take a photo, Skye. And silence now. It'll take twenty seconds.
Nina: Er, guys, I think those are fireworks.
Skye: You're kidding!
Nina: If I were you, I'd give up now.

How do you say these expressions in Polish?

*I'm on it! Oh my days!
You're kidding!*

OUT of class

- 1 **CLASS VOTE** Do you think astronomy is interesting? Why? / Why not?

- 2  2.41 Listen. What does Nina see?
a moving light/fireworks

- 3 Study the Grammar box. Find more examples of conditionals in the dialogue.

Grammar Zero, First and Second Conditionals

Zero Conditional: for things that are always true
if + Present Simple, Present Simple
 Astronomers **watch** the sky **if** the sky **is** clear.

First Conditional: for possible situations in the future:
if/unless + Present Simple, will + infinitive/imperative
If you **don't go** outside, you **won't see** the comet.
 I **will buy** a telescope **unless** it **costs** too much.
 If you **want** to see a comet, **check** online.

Second Conditional: for imaginary situations:
if + Past Simple, would + infinitive (without to)
If I won the lottery, I'd **buy** a ticket to Mars.
 I **wouldn't wait** any longer **if I were** you.

GRAMMAR TIME > PAGE 130

- 4  2.42 Match the two halves of each sentence.

Write the answers in your notebook. Listen and check. Are they Zero or First Conditionals?

- | | |
|---|-----------------------------|
| 1 Ice melts c | a unless it starts raining. |
| Zero Conditional | b you need special glasses. |
| 2 If you don't put your coat on, d | c if you heat it. |
| 3 We won't go home early a | d you'll feel cold. |
| 4 If you look at the sun, b | |

- 5 Complete the Second Conditional sentences using the correct form of the verbs in brackets. Write the answers in your notebook.

- If Sara **had** (have) enough time, she **would show** (show) me how to use the telescope.
- If we **didn't have** (not have) a Science test tomorrow, we **wouldn't feel** (not feel) stressed.
- What **would** you **do** (do) if you **won** (win) a trip into space?
- If I **were** (be) you, I **would use** (use) the binoculars to look for the comet.
- If we **had** (have) a good camera, we **would take** (take) a photo of that comet.

- 6 In your workbook, complete the sentences to make them true for you.

- I'll do my homework this evening unless ...
- I get really cross if ...
- If the weather is good tomorrow, ...
- I would feel very excited if ...

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 Video scripts: page 155

Further practice

- Grammar Time, page 130
- Photocopiable Resource 30, page 218
- Workbook, pages 54 and 62

ANSWER KEY

Exercises 1 and 6
Students' own answers.

Exercises 2, 4 and 5
Answers on student page.

Exercise 3
Zero Conditional:
Astronomers use them if they want to look at planets (*always true*)

First Conditional: You'll be fine if you borrow my scarf (*possible situation in the future*)
 Second Conditional: If we didn't have a good camera and the tripod, it would be really tricky (*imaginary situation*); If I were you, I'd give up now. (*imaginary situation*)

I can understand specific detail in an article and talk about space travel.

- CLASS VOTE** Do you think it's a good idea to send people into space? Why? / Why not?
- Look at the title of the article and the photo. What do you think the girl's dream is?

The future is far away!

Alyssa Carson is a teenager and she already has big **ambitions** for her future. If her dreams come true, she'll fly into space. But she doesn't want to orbit the Earth on the space station or go to the moon. Alyssa wants to travel to Mars, the red planet.

So, is this just a dream? No. Alyssa made the decision when she was three years old because the idea was exciting and 'no one's been there!'

After that she read lots of books on Mars and **attended** her first **space camp** when she was seven. Since then she's learned a lot about travel to other planets. It's an expensive trip, which **requires** many years of training. This is a problem for Alyssa's family, but they try to **support** her. As her father explains, 'If you see the passion she has, you have to be there for her.' Alyssa believes we are 'the Mars generation' and that the **mission** to Mars will help us get to know the planet better.

More than 100,000 people have already applied for a journey to Mars. If they pass the tests, like Alyssa, they will start a **training programme**. It's also important to speak several languages if you want to be an astronaut. Alyssa speaks Spanish, French, Chinese and some Turkish, so this should be enough! She also has a **certificate** in scuba diving and is already working on her **pilot's licence**. Both these things, as well as a certificate in skydiving, are important for an astronaut's training.

Only a few people can go on the first Mars mission. The flight to Mars won't be easy. They will spend hundreds of days together in a very tight space! So, if you were an astronaut on Mars, what would life be like? You would live in an extremely small space called a 'pod' and you would wear a **space suit** all the time. If you made a phone call home, it would take half an hour for the sound to **reach** Earth! Also, if you got ill, there wouldn't be any hospitals. Life wouldn't be as easy, that's for sure! But it would be really exciting.



- Read the first paragraph of the article. Check your ideas from Exercise 2. *The girl's dream is to travel to Mars.*

- 2.43** Read the whole article. Choose the correct answers. Write them in your notebook.

- Alyssa decided to go to Mars because she
 - read about it in a book.
 - liked the idea of doing something different.
 - went to space camp.
 - enjoyed travelling and exploring.
- What is Alyssa's parents' opinion of her ambition?
 - They think it's too expensive and try to discourage her.
 - They want to help her fulfill her dream because they are also 'Mars generation'.
 - They don't mind because they have a lot of money to spend.
 - They find it difficult because of the expense, but they try to help her.
- Which of these things is *not* important for an astronaut's training?
 - learning to fly a plane
 - learning to dive
 - attending a space camp
 - speaking foreign languages
- If you lived on Mars, what would life be like?
 - It would be possible to phone your friends and family.
 - There would be plenty of people to talk to.
 - You would wear your own clothes at the station.
 - Homes would be similar to large houses on Earth.

- Look at the highlighted words in the article. Check your understanding. Use a dictionary if necessary.

- In pairs, discuss the questions about the article.

- Is the author mainly giving advice, giving information or describing a place?
- What idea do you have of Alyssa's character?
- How would you summarise the text in one sentence?



- VOX POPS** Talk to your partner. Would you like to go to Mars? Why? / Why not?

Yes, I would. It would be really exciting.
No, I'd miss my family and friends.



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Exercise 3

When students have read the first paragraph, elicit the answer to the question in Exercise 2 and ask students what two meanings the title of the text could have. ('The future is far away' in time because she is still young and because she wants to go to Mars. 'The future' could take her 'far away' from Earth.)

Exercise 4 2.43

Point out that a multiple choice task is similar to a true/false activity but, for every question, there is one true sentence and three false ones. Draw students' attention to *not* in question 3.

Exercise 5

Put students into pairs to check the meanings of the words. Elicit definitions, translations or synonyms for each.

Exercise 6

When students have discussed the questions, elicit what the author is giving information about (*Alyssa Carson and her training*) and what information in the text demonstrates her character. Then ask each pair to give their summary. After each pair has spoken, ask the rest of the class if there was any essential information in the text that should have been included in the summary.

Exercise 7 22

Before watching, check students understand the meanings of (un)inhabitable, wander, be unable to bear something. While watching, students should decide which speaker's opinions are the closest to their own. Invite students to share their ideas with the class, giving reasons.

ANSWER KEY

Exercises 1, 2, 5 and 7
 Students' own answers.

Exercises 3, 4 and 5
 Answers on student page.

Exercise 6

- giving information
- determined, confident, intelligent, hard-working
- Alyssa Carson is a teenager who dreams about travelling to Mars one day and has spent her life so far doing everything she can to make her dream come true.

Video scripts: page 156

Further practice

- Workbook, page 55
- Extra Online Homework: Vox Pops Extra Activities

Lesson 5.3 Reading and Vocabulary

Lead-in

Review of Conditionals

Remind students how to form the Zero Conditional (*if* + Present Simple + Present Simple). Write on the board: *Zero Conditional: If ...* Put students into two groups. Elicit a second word for the sentence from one of the groups. If the other group thinks it is grammatically

incorrect, e.g. *If go ...*, *If will ...*, they say so and win a point. If the word is grammatically correct, the second group continue the sentence with another word. Write these on the board so students can see how the sentence is growing. Groups continue until a sentence has been completed. Repeat with the First Conditional, the First Conditional with *unless* and the Second Conditional.

Exercise 1

Put students into groups of three and ask the questions. Students discuss their ideas together and then share ideas with the class.

Exercise 2

Tell students not to read the whole text yet, but to see what information they think they can discover from the title of the article and the photo. Students discuss their ideas in pairs.

Lesson 5.4

Grammar

Lead-in

Preview of the Third Conditional

Dictate three Third Conditional sentence beginnings and ask students to complete them so that they are true for them. Ask students to compare their sentences in pairs.

Exercise 1

Students work in small groups, with their Students' Books closed. Invite each group to share ideas with the class.

Exercise 2

Tell students to put their hands up as soon as they find the answer.

Exercise 3

Tell students to read the text more carefully this time, in order to find the correct answers. Elicit the answers and quotes from the text.

Exercise 4

When students have found the sentences, elicit the form of the Third Conditional.

Exercise 5

Draw students' attention to sentence 1. Explain that in the Past Perfect, we sometimes have the verb form *had had*, which may look strange but is necessary when the main verb is *have*.

Exercise 6 2.44

Remind students that the result clause requires *would have* + past participle and the *if* clause requires the Past Perfect.

Exercise 7 2.45

Before class feedback, put students in small groups to briefly discuss their views.

Exercise 8 23

Before watching, ask students to work in pairs and predict one thing the speakers might say for situations 2–4 (situation 1 is not covered in the video). After watching, ask if any of their predictions were mentioned.

 **Video scripts:** page 156

Further practice

- Grammar Time, page 130
- Photocopiable Resource 31, page 219
- Workbook, page 56
- Extra Online Homework: Vox Pops Extra Activities

5.4 GRAMMAR Third conditional

I can talk about unreal situations in the past.

1 CLASS VOTE Should we spend millions of pounds on space experiments? Why? / Why not?

2 Read the interview quickly. How long did the flight take? *ten years*

This week in *Space* magazine, astronomer **Guy Greenwood** talks about a historic mission to catch a comet.



Space: The Rosetta mission cost 1.7 billion dollars. That's a lot of money! What was your aim?

Guy: Our aim was to discover more about comets. The Rosetta spacecraft flew 6.4 billion kilometres to comet 67P, which is about four kilometres wide. The flight took ten years!

Space: What would have happened if your calculations had been wrong?

Guy: Well, lots of scientists worked on this project, so we were confident that we'd got it right. We would have been very disappointed if the mission had failed. If the mission hadn't been successful, we wouldn't have had these incredible close-up photos or this analysis of the comet's surface.

Space: They are amazing photos. So, tell us more about the lander, the little spacecraft which landed on the comet.

Guy: Yes. The lander sent us the first pictures of the icy surface of a comet. There were lots of scientific experiments on the lander. If the lander's solar panels had been in sunlight, it would have been OK. But it landed in a large shadow which was quite dark. So it didn't have much power and it went to sleep. Luckily, even though it worked for two hours only, it managed to get enough information about the comet's surface.

3 Read the interview again. Answer the questions.

- 1 Were the scientists' calculations right?
Yes, they were.
- 2 Was the mission successful? *Yes, it was.*
- 3 What was a result of the mission? *The lander took photos of the comet and analysed its surface.*
- 4 Were the lander's solar panels in sunlight?
No, they weren't.

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4 Study the Grammar box. Find more examples of the Third Conditional in the interview.

Grammar Third Conditional

We use it for unreal situations in the past:
if + Past Perfect, *would have* + past participle
The experiment **would have ended** if the lander **had broken**. (It didn't break.)

GRAMMAR TIME > PAGE 130

5 Match 1–3 with a–c to make sentences. Write the answers in your notebook.

- | | |
|---|---|
| 1 If the lander had had more solar power, b | a if the comet had been nearer to Earth during the mission. |
| 2 The Rosetta mission would have been quicker a | b the scientists would have gathered more data. |
| 3 If the European Space Agency hadn't spent millions of euros, c | c the Rosetta Mission wouldn't have happened. |

6  **2.44** Complete the Third Conditional sentences in the article using the correct form of the verbs in brackets. Write the answers in your notebook. Listen and check.

Moon landings: fact or fiction?

Did you know some people believe that astronauts have never landed on the moon? They believe NASA faked the landing. Here are some of their reasons.

They say that the flag ¹*wouldn't have waved* (not wave) if the astronauts ²*had filmed* (film) it on the moon because there is no air on the moon. They also think some stars ³*would have been* (be) visible if the astronauts ⁴*had taken* (take) the photos on the moon. Another mystery is that although we can see the astronauts' footprints on the surface, we can't see any traces of the landing module. If the module ⁵*had landed* (land) on the surface of the moon, it ⁶*would have left* (leave) some traces!

7  **2.45** Listen to the second part of the article. What are the arguments against the ideas in Exercise 6? What's your view?

 **23**

8 VOX POPS Talk to your partner. Finish the sentences to make them true for you.

- 1 If I hadn't come to this school, ...
- 2 If I hadn't met my best friend, ...
- 3 If I had learned how to ...
- 4 If I had been born in a different country, ...



ANSWER KEY

Exercises 1 and 8

Students' own answers.

Exercises 2, 3, 5 and 6

Answers on student page.

Exercise 4

What would have happened if your calculations had been wrong?; We would have been very disappointed if the mission had failed.; If the mission hadn't been successful, we wouldn't have had these incredible close-up

photos ...; If the lander's solar panels had been in sunlight, it would have been OK.

Exercise 7

The astronauts kept the flag in a thin tube, so when they took it out it seemed to wave. The landings happened in the morning and the stars were not bright enough – that's why they weren't visible. The surface of the moon is covered by dust. When the module landed on the moon, the

engines blew the dust away and it didn't leave any traces. If landing on the moon had been a fake, astronauts from the other countries would have discovered it and found the proof long ago. About 40,000 people worked on the mission. It wouldn't have been possible for all these people to keep the secret.

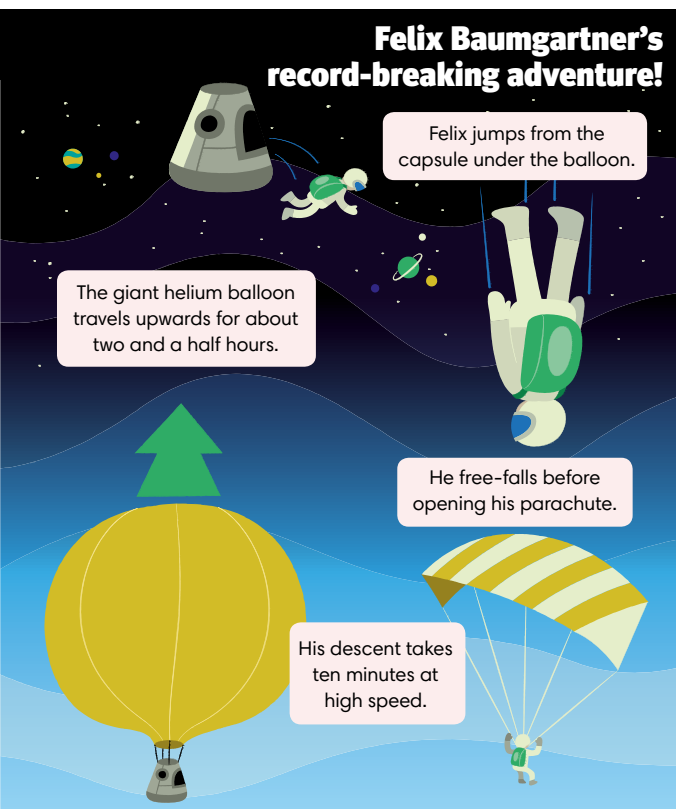
I can understand the main points of a report and talk about space science.

- 1 **CLASS VOTE** Would you jump out of a plane or a hot air balloon? Why? / Why not?
- 2 **2.46** Study the Vocabulary box. Choose the correct option. Write the answers in your notebook. Listen and check.

Vocabulary Space science

atmosphere balloon capsule engine force gravity
helium oxygen parachute sound barrier

- Humans need oxygen / helium to breathe.
 - The Concorde was a jet plane which broke the engine / sound barrier.
 - The force which attracts objects towards the Earth is parachute / gravity.
 - Helium is a very light gas which is used in balloons / parachutes.
 - A jet engine / atmosphere is very powerful.
 - Greenhouse gases damage the Earth's sound barrier / atmosphere.
- 1 oxygen
- 3 Find words from the Vocabulary box in the picture.
- 4 Look at the picture and read the information. What do you think happened? Explain your ideas.



Lesson 5.5

Listening and Vocabulary

Lead-in

Review of the Third Conditional

Put students into pairs and write on the board: *You were lucky. You had a problem.* Elicit a situation for each sentence, e.g. *I won the lottery. I failed my exam.*

Elicit how the past could have been different: *If I hadn't bought a lottery ticket, I wouldn't have won., If I had*

worked harder, I would have passed my exam. Students do the same in their pairs. Invite pairs to share their situations and Third Conditional sentences with the class.

Exercise 1

Tell students to keep their Students' Books closed. Ask the questions in the rubric and follow up by asking students what the most exciting or dangerous thing they have ever done is.

- 5 **2.47** Listen to the first part of a report about Felix Baumgartner. Were your ideas correct? Use the prompts to summarise what happened. Write the answers in your notebook.

- First, Felix put on ...
- Then he got into ...
- The balloon took him ...
- When he reached the right height, ...
- Finally, he opened ...

- 6 **2.48** Listen to the second part of the report. Complete the notes with a word or phrase. Write the answers in your notebook.

Name: Felix Baumgartner
Date of jump: 1 2012
Location: 2 New Mexico, USA
Nationality: 3 Austrian
Age: 42
Height of jump: about 4 39 kilometres
Speed: 5 1,357 kilometres per hour
Time in free fall: 6 4 minutes and 20 seconds
Cost: 7 millions of US dollars

1 14 October

- 7 What is your opinion of Baumgartner's achievement?
- 8 In pairs, decide what you would do and how you would feel in each situation.

What would you do if:

- you had to climb ten metres up a climbing wall to win a big prize?
If I had to climb ten metres up a climbing wall, ...
- you won a bungee jump as a prize in a school lottery?
- your friend invited you to fly in a hot air balloon?

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fuel, but luckily the pilot had a parachute and he was unhurt. Join pairs together into groups of four. The pairs take turns to read out their sentences without saying the word from the box. The other pair guesses the word.

Exercise 3

Students work in pairs to describe the pictures. Ask the pairs how many of the words in the box they were able to use.

Exercise 4

Set a time limit for students to discuss their ideas. Ask the class if they have ever heard of Felix Baumgartner. If so, elicit ideas from students who haven't heard of him first and then ask those who do know of him to tell the class what they know.

Exercise 5 2.47

After listening, elicit the answers and ask students what world record he broke (*the first human to break the sound barrier without using an engine*).

Exercise 6 2.48

When students have completed the information, elicit the answers in full sentences, e.g. *Felix Baumgartner made his jump on 14 October 2012.*

Exercise 7

Put students into pairs and ask each pair to think of three adjectives to describe the achievement and three to describe Felix. Students can ask you for any words they need. Elicit ideas from students and, where necessary, definitions or translations.

Exercise 8

Elicit what structure students need to use to discuss the situations (Second Conditional). Invite students to share their ideas with the class.

ANSWER KEY

Exercises 1, 3, 4, 7 and 8
Students' own answers.

Exercises 2 and 6

Answers on student page.

Exercise 5

- a special space suit
- a small metal capsule (under a giant balloon)
- up into the sky/to the edge of space
- He jumped out of the capsule.
- his parachute

Audio scripts: page 140

Further practice

• Workbook, page 57

Lesson 5.6

Speaking

Lead-in

Preview of warnings and prohibition

Put students into pairs and tell them to think about signs they see in the street, at school or somewhere else which tell them to be careful of something or not to do something. Students draw a sign. Their sign can't have any writing on it. They then mingle showing other students what they have drawn. The other pairs have to guess what the sign means, e.g. *No parking. No smoking. Danger: wet floor.* Tell students to keep their signs as they will need them later in the lesson.

Exercise 1

Ask students the questions in the rubric and tell them to use the ideas on the board and also try to think of more reasons for their views. Invite groups to share their ideas with the class.

Exercise 2

Tell students to cover the dialogue in the Students' Book so that they don't read what happens yet. Give them the following five words from the dialogue and invite them to predict what is going to happen in the video: *camera, planes, control, button, damage.*

Exercise 3

After students have watched the video, look at the *Out of class* box with them and ask them what the phrases mean. (Neat is an adjective which means *cool* or *good*. *We're off!* can mean 'we've started our journey' – here, Jay is using it to say that the drone has started moving. We use *Can I have a go?* when someone is doing something and we'd like to try).

Exercise 4

Go through the Speaking box with students. Ask if any of them have been to London and travelled on the underground. Explain that, at many stations, there is a sign saying *Mind the gap* because there can be a gap between the train and the platform.

Exercise 5

Ask students to write at least one sentence for each sign. Fast finishers can write more than one sentence, using different expressions from the box.

5.6 SPEAKING Warnings and prohibition

I can give a warning and tell somebody not to do something.



- Jay:** Skye, I've got a great idea for our Science project. We didn't get a photo of the comet, but we can make a great film with this!
- Skye:** What is that?
- Jay:** It's my birthday present. It's a drone with a small camera on it – here. You can get them for a good price now.
- Skye:** That's so neat! How fast does it fly?
- Jay:** I don't know. Let's try it. Right, the camera's on. We're off! Mind out!
- Skye:** Awesome! Be careful – don't fly too high. You mustn't get in the way of planes.
- Jay:** I don't think it's that high. I'm sure we're getting some good pictures.
- Skye:** Can I have a go?
- Jay:** Sure. Here's the control.
- Later:**
- Jay:** Watch out! You can't do that! If you're not careful, you'll ... crash!
- Skye:** Well, if you hadn't pressed the wrong button, it wouldn't have crashed!
- Jay:** It's OK. There's no damage. Phew! Let's check the recording.
- Skye:** That's amazing! This will be perfect for our project.

How do you say these expressions in Polish?

*That's so neat! We're off!
Can I have a go?*

OUT of class

1 CLASS VOTE Do you think people should be allowed to use drones? Why? / Why not?

Drones are not a good idea because they can be a danger to planes.

2 Look at the photo. What are Skye and Jay doing? What problems might they have?

3 2.49 Listen and answer the questions.

- What are they using the drone for? *They're making a film for their science project.*
- Was Jay's drone expensive? *No, probably not because he says, 'You can get them for a good price.'*
- What does Skye think of the drone? *She's excited because she thinks it's neat and she wants to have a go.*
- Was the crash Skye's fault? *Not really, because Jay pushed the wrong button.*

4 Study the Speaking box. Find examples of warnings and prohibition in the dialogue.

Speaking Warnings and prohibition

Warnings

Mind out!
Mind the steps / ladder / wet floor.
Look out!
Watch out! / Be careful!
Watch out for the people / bicycles / dogs!
If you're not careful, you'll ...

Prohibition

You can't / mustn't do that!
You aren't allowed to ... it when ...
Don't fly too high / go too fast.
Keep off the flower beds / grass / carpet.
Make sure you don't ...

5 In pairs, take it in turns to explain what each sign means. Tell the class.

Skateboards and bikes are not allowed in the park.

Smoking prohibited

**No camping permitted.
No fires or barbecues.**

It is forbidden to take photos in this exhibition.

6 What would you say in each situation? Use phrases from the Speaking box.

- You see a cyclist riding towards your friend quite fast.
- Your little brother is playing online games all evening.
- There is ice on the path where you and your friends are walking.
- Your dad is driving the wrong way up a one-way street.

ANSWER KEY

Exercises 1, 2, 5 and 6
Students' own answers.

Exercise 3

Answers on student page.

Exercise 4

Warnings: Mind out!; Be careful; Watch out!; If you're not careful, you'll crash!
Prohibition: don't fly too high.; You mustn't get in the way of planes.; You can't do that!

the rest of the class to guess. They should not say anything, apart from the key phrase for a warning/prohibition at the end. When the class have guessed the situation, another pair has a turn.

Video scripts: page 156

Further practice

- Photocopiable Resource 32, page 220
- Workbook, pages 58 and 63

Extra activity

Refer students to the pictures they drew in the Lead in activity. Invite pairs to draw their sign on the board and elicit as many different sentences about each one as possible.

Exercise 6

When students have discussed the four situations in the exercise, ask each pair to think of a different situation. Invite a pair to come to the board. They mime the situation for

I can write an essay discussing advantages and disadvantages.

- 1 **CLASS VOTE** If you won a trip into space, would you rather go to the moon, to Mars or visit the International Space Station?



- 2 In pairs, make a list of the advantages and disadvantages of space travel. Write your ideas in your notebook. Compare your ideas with the class.

- 3 Read Nina's essay. Order the sections as they appear in the essay. Write the answers in your notebook.

- 4 conclusion 2 advantages
1 introduction 3 disadvantages

In your opinion, is space travel useful?

Since the first space flight in 1961, many people have dreamed of travelling into space. But is space travel really useful?

On the one hand, I believe space travel might be useful for humans in the future. For example, the main advantage is that we can look for another planet to live on, like Mars. This would be useful if we had climate problems here on Earth. Another reason for space travel is that we can test new technology.

On the other hand, I think space travel is too expensive as things like hospitals and education are more important. Another disadvantage is that it's very dangerous because of the speed and the distance. Also, if you had to travel to Mars, you might not come back!

To sum up, if I had to choose, I would forget about space travel and try to look after planet Earth better.

- 4 Work in pairs. In your notebook, list the advantages and disadvantages Nina gives for space travel. Are they the same as your ideas in Exercise 2?
- 5 Do you agree with Nina's opinions? Explain your reasons to the class.
- 6 Study the Writing box. Find examples of these phrases in Nina's essay.

Writing An essay

Introduction

Nowadays many/more and more people ...
Many people believe/have wanted ...
But is ... really useful/good ...?
Is ... worth ...?

Arguments for and against

On the one hand, ... On the other hand, ...
Firstly, .../Secondly, .../Moreover, ...
One/Another/The main advantage/disadvantage is (that) ...
One/Another reason for ... is ...
Finally, ...

Giving and justifying opinions

I believe ...
In my opinion, ...
It seems ...
For example, ...
This is because ...

Ending

To sum up, ...
In conclusion, ...

- 7 **WRITING TIME** In your notebook, write an essay discussing this question: *Would you ever travel to space as a tourist?* In your essay you should:

- write a short introduction and conclusion.
- list your reasons for and against, and your final decision.
- give reasons for your opinions.
- use linking words (e.g. *also, in addition, however, but, because*).

Make sure your essay is clearly related to the title. Organise your arguments for and against in two main paragraphs.

Exercise 4

When students have compared Nina's advantages and disadvantages with their own, ask them which two advantages and which two disadvantages they would mention if it was their essay.

Exercise 5

Students then work in small groups with other people who share their opinion. Allow students who agree with Nina to say why, then ask students who disagree to give their opinions.

Exercise 6

When students have found the phrases, ask them to work in pairs to think how else Nina could have started and finished the essay, e.g. *Nowadays, many people dream of travelling in space, but is space travel really worth spending money on?* *In conclusion, it seems to me that it would be better to concentrate on looking after planet Earth.*

Extra activity

Put students into pairs. Each pair writes one sentence using a phrase from each section of the Writing box. These can be on any topic they wish and each sentence can be on a different topic or the same topic, e.g. *Nowadays more and more people are trying to help save the environment. One the one hand, exams are a good measure of knowledge.* Pairs then swap sentences with a different group and try to rewrite the sentences using different phrases from the Writing box. Invite students to share some of their sentences with the class and encourage students to discuss them.

Exercise 7

Put students into groups of three to discuss some ideas for their essays. Students then write their essays at home.

Lesson 5.7
Writing

Lead-in

Review of warnings and prohibition

Students work in groups of four and think of situations in which they would use warnings and prohibitions. They take turns to act out their situation to the other pair, pausing where the warning or prohibition should come. The other pair then supplies the phrase.

Exercise 1

Before students open their Students' Books, ask students the question. When they have voted, elicit reasons for their choices.

Exercise 2

Elicit one advantage and one disadvantage from the class, to give students some ideas before they discuss in pairs. Invite pairs to share their ideas with the class and write them on the board.

Exercise 3

When students have ordered the sections, ask what Nina wrote in her introduction and summary (introduction: a short sentence to introduce the topic and the question asked in the task; summary: Nina's opinion in answer to the question). Elicit how to write a for-and-against essay: You introduce the essay with the question asked. You give one side of the argument. You give the other side of the argument. You give your opinion.

ANSWER KEY

Exercises 1, 2, 5 and 7
Students' own answers.

Exercises 3 and 6
Answers on student page.

Exercise 4

Advantages: look for another planet to live on, test new technology
Disadvantages: too expensive, dangerous

Further practice

- Photocopiable Resource 33, page 221
- Workbook, page 59

VOCABULARY

1 In your notebook, write the correct word for each definition.

- 1 an item of clothing that astronauts wear
space suit
- 2 a place where you can learn about planets
planetarium
- 3 the measurement of how fast something travels
speed
- 4 a small, light flying machine with a camera
drone
- 5 how long an object is from one end to the other
length
- 6 a moving space object with a long bright 'tail'
comet

2  **2.50** Complete the quiz with the nouns below. Write the answers in your notebook. There is one extra noun. Listen and check.

Earth light year million solar system
thousand Venus

Did you know that?

- 1 the sun is about the same size as one **million** Earths?
- 2 there are thousands of planets in the universe, but only eight in our **solar system**?
- 3 two of those eight planets, **Venus** and Mercury, don't have any moons?
- 4 ancient astronomers believed that the **Earth** was at the centre of the universe?
- 5 the edge of space is called the Karman Line? It's one hundred **thousand** metres above the Earth (that's 100 kilometers!)

GRAMMAR

3 Complete the Zero and First Conditional questions using the correct form of the verbs in brackets. Write the answers in your notebook.

- 1 What **will** you **do** (do) tomorrow if the weather is good?
- 2 What do you eat if you **are** (be) really hungry?
- 3 If your friend **texts** (text) you in a lesson, do you reply?
- 4 **Will** you **help** (help) me if the teacher gives us lots of homework today?
- 5 If your home phone rings, **do** you **answer** (answer) it?

4  **2.51** Complete the text with the correct form of the verbs in brackets. Write the answers in your notebook. Listen and check.

Life as an astronaut is very strange. First of all, it's very quiet. Radio waves can travel in space, but sound waves can't. So astronauts wouldn't hear the other astronauts if they ¹ **didn't wear** (not wear) radio headphones! Then, of course, there's no gravity. What ² **would happen** (happen) if an astronaut cried in space? Or if he ³ **dropped** (drop) his sandwich? Well, the tears and the sandwich ⁴ **would stay** (stay) in the air! And at bedtime, they ⁵ **wouldn't fall** (not fall) asleep unless they fixed themselves to the 'bed'. However, one good thing happens as a result of zero gravity: your back stretches about five or six centimeters. So if you ⁶ **wanted** (want) to grow taller, you should travel into space!

5 Complete the Third Conditional sentences with the correct form of the verbs in brackets. Write the answers in your notebook.

- 1 She **wouldn't have become** (not become) an astronaut if she **hadn't been** (not be) to space camp.
- 2 If somebody **had told** (tell) me about the space documentary, I **would have watched** (watch) it.
- 3 If he **hadn't read** (not read) that book about space, he **wouldn't have studied** (not study) Physics.

SPEAKING

6 Read the situations below. What could you say in each of them?

- 1 You see a young child running to pick up a ball from the road.
- 2 Your teacher is carrying a lot of books and can't see that the floor is wet.
- 3 Your sister is going to fly a drone in a busy children's play park.

DICTATION

7  **2.52** Listen to the recording. Write the sentences in your notebook.

Audio script: page 140

Check yourself!

- ✓ I can talk about space, space travel and science, and use large numbers.
- ✓ I can talk about possible situations, imaginary situations and unreal situations in the past.
- ✓ I can understand specific detail in an article and the main points of a report.
- ✓ I can give a warning and tell somebody not to do something.
- ✓ I can write an essay discussing advantages and disadvantages.

LESSON 5.1

Space Przestrzeń kosmiczna**astronaut** /'æstrənɔ:t/ astronauta/
astronautka**astronomer** /ə'strɒnəmə/ astronom/
astronomka**comet** /'kɒmət/ kometa**Earth** /ɜ:θ/ Ziemia**galaxy** /'gæləksi/ galaktyka**moon** /mu:n/ księżyc**orbit** /'ɔ:bit/ orbita**planet** /'plænət/ planeta**planetarium** /'plænə'teəriəm/
planetarium**satellite** /'sætəlaɪt/ satelita**solar system** /'səʊlə 'sɪstəm/ Układ
Słoneczny**space station** /speɪs 'steɪʃən/ stacja
kosmiczna**spacecraft** /'speɪskraɪft/ statek
kosmiczny**star** /sta:/ gwiazda**telescope** /'teləskəʊp/ teleskop

Dimensions and distance

Rozmiary i odległość

It takes two hours to get to London./ɪt teɪks tu: 'aʊəz tə get tə 'lʌndən/
Podróż do Londynu trwa dwie
godziny.**London is ten kilometres away.**/'lʌndən ɪs ten kɪlə'mi:təz e'weɪ/
Londyn jest dziesięć kilometrów stąd.**The box is forty centimetres long/****wide/high.** /ðə bɒks ɪs ˌfɔ:ti
'sentəmi:təz 'lɒŋ, 'waɪd, 'haɪ/ Pudełko
ma czterdzieści centymetrów
długości / szerokości / wysokości.**The length/width/height of the****box is forty centimetres.** /ðə
'leŋkθ, 'wɪdθ, 'haɪt əv ðə bɒks ɪs ˌfɔ:ti
'sentəmi:təz/ Długość / Szerokość /
Wysokość pudełka wynosi
czterdzieści centymetrów.**The speed limit is eighty kilometres/****fifty miles per /an hour.** /ðə 'spi:d
'lɪmɪt ɪs eɪti kɪlə'mi:təz, fɪfti maɪlz pə,
ən 'aʊə/ Ograniczenie prędkości
wynosi osiemdziesiąt kilometrów/
pięćdziesiąt mil / na godzinę.

Large numbers Duże liczby

billion /'bɪljən/ miliard**hundred** /'hʌndrəd/ sto**million** /'mɪljən/ milion**thousand** /'θaʊzənd/ tysiąc**ellipse** /'ɪlɪps/ elipsa**distance** /'dɪstəns/ dystans**light year** /laɪt jɪə/ rok świetlny**Mars** /mɑ:z/ Mars**reflect** /rɪ'flekt/ odbijać światło**speed** /spi:d/ prędkość**unit** /'ju:nɪt/ jednostka**Venus** /'vi:nəs/ Wenus

LESSON 5.2

Out of class

I'm on it! /aɪm ən ɪt/ Pracuję nad tym.**Oh my days!** /əʊ maɪ deɪz/ O jejku!**You're kidding!** /jɔ: 'kɪdɪŋ/ Żartujesz!**binoculars** /bɪ'nɒkjələz/ lornetka**meteorite** /'mi:tɪərɪt/ meteoryt

LESSON 5.3

ambition /æm'bɪʃən/ ambicja**attend** /ə'tend/ wziąć udział**certificate** /sə'tɪfɪkət/ certyfikat**mission** /'mɪʃən/ misja**reach** /ri:tʃ/ sięgnąć**pilot's licence** /paɪləts laɪsns/ licencja
pilota**require** /rɪ'kwaɪə/ wymagać**space camp** /speɪs kæmp/ obóz
kosmiczny**space suit** /speɪs su:t/ skafander kosmiczny**support** /sə'pɔ:t/ wsparcie**training programme** /'treɪnɪŋ ˌprəʊgræm/
program treningowy

LESSON 5.4

calculate /'kælkjəleɪt/ obliczać**calculation** /ˌkælkju'leɪʃən/ obliczenia**data** /'deɪtə/ dane**experiment** /ɪk'sperəmənt/ eksperyment**footprint** /'fʊtprɪnt/ odcisk buta**land** /'lænd/ lądować**lander** /'lændə/ lądownik**landing** /'lændɪŋ/ lądowanie**scientific** /ˌsaɪən'tɪfɪk/ naukowy**surface** /'sɜ:fəs/ powierzchnia**visible** /'vɪzəbl/ widoczny**wave** /weɪv/ machać ręką

LESSON 5.5

Space science Badania kosmiczne**atmosphere** /'ætməsfɪə/ atmosfera**balloon** /bə'lʊn/ balon**capsule** /'kæpsju:l/ kapsuła**descent** /dɪ'sent/ opadanie**engine** /'endʒɪn/ silnik**force** /fɔ:s/ siła**free fall** /fri: fɔ:l/ swobodne spadanie**gravity** /'grævɪti/ grawitacja**helium** /'hi:liəm/ hel**oxygen** /'ɒksɪdʒən/ tlen**parachute** /'pærəʃu:t/ spadochron**record-breaking** /'rekɔ:d ˌbreɪkɪŋ/
rekordowy**sound barrier** /saʊnd 'bæriə/ bariera
dźwięku

LESSON 5.6

Out of class

Can I have a go? /kæn aɪ hæv ə 'gəʊ/
Czy mógłbym spróbować?**That's so neat!** /ðæt sə 'ni:t/
Znakomicie!**We're off!** /wɜ: 'ɒf/ Ruszamy!**crash** /kræʃ/ rozbić się**damage** /'dæmɪdʒ/ uszkodzenia**drone** /drəʊn/ dron**press** /pres/ nacisnąć

Can you run a marathon in space?

Sports in space!

Tim Peake is no ordinary astronaut. Apart from his duties on the International Space Station (ISS), he also likes to do sport. Amazingly, he took part in the London Marathon – from space! He did it to raise money for charity. How? Easy – with a harness to keep him tied to the running belt.

The ISS is a zero-gravity lab where a crew of six people live and work. They travel in the space station, which orbits the Earth every ninety minutes, at a speed of 28,800 km per hour. So, Tim Peake not only ran the usual 42 km but also travelled more than 100,000 km during his marathon run! But what other sports are possible in space?

American astronauts often play weightless baseball or basketball, and sometimes even golf. You can even throw a boomerang and it returns to you in orbit just like on earth! But of course, for most sports, the rules change dramatically in the absence of gravity. The astronauts have to adapt to their surroundings.

For the rest of us on 'terra firma', the closest we get to an astronaut's experience is probably skydiving. But jumping out of a plane is not for everyone. It seems too risky. So, what other safer sports can we do that challenge gravity?

Zorbing comes from New Zealand. You roll down a hill in a giant ball, or 'orb', made from transparent plastic – but you need a lot of space! If you're in the city, you could try parkour, which is like an urban obstacle course. If you come across an obstacle, you have to get round it by jumping off walls or onto other buildings. Parkour fans also go to skate parks alongside skateboarders, BMX riders and other urban sports lovers.

But a skate park in space? Now that is hard to imagine!



GLOSSARY

harness (n) a piece of equipment that holds sb or sth in place

crew (n) a group of people working together on a ship, aircraft, etc.

weightless (adj) having no weight, especially because you are in space

surroundings (n) the place where you are and the things that are in it

obstacle course (n) a race in which you have to get over a series of objects

READING

- 1 Look at the photo and the title of the article. In pairs, discuss the questions.
 - 1 Who do you think the man is? *Tim Peake, a European Space Agency astronaut*
 - 2 What is he doing? *He is running a marathon in space.*
- 2 Read the article and answer the questions.
 - 1 Why did Tim Peake run the London Marathon in space? *to raise money for charity*
 - 2 What are the American astronauts' favourite sports? *baseball, basketball, golf*
 - 3 What is necessary in order to do sport in space? *to find a way to overcome weightlessness / to change the rules to take into account the absence of gravity*
 - 4 Why isn't skydiving very popular with many people? *it seems too risky*
 - 5 What do you need for zorbing? *a giant, transparent, plastic ball and a lot of space*
 - 6 Where do fans of parkour like to go in the city? *skate parks, anywhere where there are walls or buildings they can jump off*
- 3 In pairs, discuss which of the sports mentioned in the article you would like to do and why.

LISTENING

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

- 4  **BBC 5** Listen to Part 1 of a programme about people doing extreme sports. Answer the questions. 
 - 1 What was George's job? *He was a shop window dresser.*
 - 2 How old is he? *He's 97 years old.*
 - 3 Did he enjoy the parachute jump? *Yes, he did.*
 - 4 Why do you think George decided to do it? *Students' own answers.*
- 5  **BBC 5** Listen to Part 1 again. Are the sentences true or false? 
 - 1 George has done skydiving before. *False*
 - 2 His family are frightened about him doing it. *True*
 - 3 George is also very nervous about the jump. *False*
 - 4 The trainer thinks George is a little crazy. *True*
 - 5 If he could, George would like to try skydiving again. *True*

- 6  **BBC 6** Listen to Part 2 and complete the text with the words below. There are two extra words. Write the answers in your notebook. 

beaches brother competes extreme
fun skate parks perform tricks
wheelchairs

Aaron Fotheringham is an ¹ *extreme* wheelchair athlete from Las Vegas. He usually practises his sport in ² *skate parks*. His ³ *brother* loved skating and he encouraged Aaron to do the sport for the first time. Now Aaron ⁴ *competes* internationally – he travels to many different countries to ⁵ *perform* his skills. He helps other people in ⁶ *wheelchairs* to do the same. He is very experienced but he still gets nervous before big ⁷ *tricks* and stunts.

- 7  **BBC 6** Listen again and answer the questions. 
 - 1 What is the name of the special event? *Life Rolls On*
 - 2 What does Aaron want to teach the other riders? *To treat the wheelchair as an opportunity and something fun.*
- 8 What's your opinion of George's and Aaron's feats? Whose achievement is more amazing? Why? What crazy activities can the elderly and disabled do in your country? Discuss in pairs.

PROJECT

- 9 In groups, prepare a digital presentation about an elderly or disabled person in your country who has done something extraordinary.
 - 1 Use the internet to research the person.
 - 2 Write a short script to describe your ideas. Write about their personality and what they achieved. Choose images or videos that you would like to use.
 - 3 Share your presentation with the class. What information in the other presentations surprised you? What do you think of the people's achievements?

 **Video scripts:** pages 156

Lesson 6.1

Vocabulary

Lead-in

Review of vocabulary from the previous unit

Choose a word from the wordlist on page 69 of the Students' Book and create an interesting anagram, e.g. *I am no bit (ambition)*. Give students a definition (*a desire and determination to achieve something*) and try to elicit the word. Students then work in groups of three and try to make similar anagrams of other words in the wordlist. Invite students from different groups to write some of their anagrams on the board for other groups to guess.

Exercise 1

Before students open their Students' Books, ask: *How are you today?* and see how students answer. Students then look at the choices in the book and discuss the meanings. Allow students to mingle and ask and answer the question.

Exercise 2

Drill the vocabulary, paying special attention to any words which are similar in Polish but pronounced differently. Discuss the meanings of the words. When students have discussed the people in the picture, invite pairs to give their ideas, with reasons.

Exercise 3

Set a time limit for students to share their ideas in pairs. Students then join with a second pair to compare their vocabulary and peer-teach where necessary. Invite groups to share their ideas with the class.

Exercise 4

Before students look at the task, ask them if they can remember any posters from doctors' waiting rooms that they have been in. Ask them to describe the posters and their aim – to give advice, advertise medicine, warn against dangers, etc.

Exercise 5 3.01

When students have finished, encourage them to record the phrases in their notebooks. Then ask students to work in small groups to think of other words and phrases which collocate with each noun, e.g. *have an allergy*, *have a headache*.

6

VOCABULARY

Health problems | Sickness and health | At the doctor's | Adjectives and nouns for illness | Extreme sports

GRAMMAR

Reported statements and questions | Reported commands and requests



SPEAKING

Asking for and giving advice



READING

What to do if you've got a cold

LISTENING

Extreme sports

ENGLISH IN USE

Quantifiers

SKILLS REVISION

Units 5–6

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Exercise 6 3.02

Before students listen, ask them about the last time they went to the doctor's, what was wrong with them and what the doctor advised.

Exercise 7 3.02

When students have answered the questions, ask if they have ever had to go to school when they thought they should be allowed to stay at home.

Take a deep breath

VOCABULARY Sickness and health

I can talk about health problems.



- 1 **CLASS VOTE** How are you today? Choose from the phrases below. Compare how you feel with the class.

I've never felt better. 😊😊 I'm fine. 😊 I don't feel too good. 😊
I'm coming down with something. ☹️ I feel awful. ☹️☹️

- 2 Study the Vocabulary box. In pairs, use the words and phrases to describe the people in the picture.

I think the girl has got asthma. Perhaps the boy has got a virus.

Vocabulary Health problems

allergy asthma bug food poisoning hay fever infection
injury insomnia migraine travel sickness virus

- 3 **I KNOW THAT!** What other words and phrases related to health problems can you use to describe the people in the picture? Write your ideas in your notebook.

The woman has got a headache. The boy is sneezing.

- 4 Look at the posters from the doctor's waiting room. Choose the correct explanation for each poster. Write the answers in your notebook.

- 1 a Wait here if you think you have a food allergy.
b You don't have to wait for a food allergy test.
c Everybody should get a food allergy test now.
- 2 a If you want to go to the asthma clinic, arrange a time with the nurse.
b You can check the hours of the asthma clinic with the nurse.
c The nurse will be at the asthma clinic.
- 3 a Sealegs wristbands are for sale at the chemist's.
b You can get free Sealegs wristbands at the chemist's.
c You can buy Sealegs wristbands from the doctor.

Exercise 8

When students have finished, check they understand the meanings of *swallow* and *a deep breath*. Ask them to mime the two activities.

Exercise 9

When students have finished, invite pairs to act out their conversations in front of the class.

Extra activity

Tell students to act out a different conversation between a doctor and a patient, but without speaking. When they have practised in pairs, ask students to act out their mimes in front of the class and see if the other students can guess what the problem is and what advice the doctor gives.

- 5 3.01 Complete the Word Friends box with the words below. Write the answers in your notebook. Listen and check.

a check-up ~~a rash~~ a temperature some tablets
your blood pressure your voice

Word Friends Sickness and health

Feeling ill

come down with the flu/something

have ¹a rash/a runny nose/²a temperature/

a nose bleed/a cough/an infection

lose your appetite/³your voice

Seeing the doctor

get a prescription

have ⁴a check-up

listen to your chest

take your temperature/⁵your blood pressure

Getting better

get lots of rest

stay in bed

take medicine/⁶some tablets

- 6 3.02 Listen to a conversation between a doctor and a patient. Which phrases from the Word Friends box can you hear?

- 7 3.02 Listen again. Answer the questions.

- What is the boy's problem?
- What does the doctor do?
- What is the doctor's advice?
- Is the boy happy with the doctor's advice? Why? / Why not?

- 8 Study the Speaking box. Who says what? In your notebook, write D for doctor or P for patient.

Speaking At the doctor's

Now, take a deep breath. *Doctor*

Where does it hurt? *Doctor*

It's painful when I swallow. *Patient*

Is it serious? *Patient*

It's nothing to worry about. *Doctor*

What seems to be the matter? *Doctor*

Here's something for the pain. *Doctor*

Is there anything I can take for it? *Patient*

- 9 In pairs, take it in turns to be the doctor or the patient. Choose a health problem from the Vocabulary box and have a short conversation.

Doctor: Now, what seems to be the matter?

Patient: I think I've got food poisoning.

- 10 3.03 **WORD BUILDING** Study the table. Complete the words in the factfile below. Write the answers in your notebook. Listen and check.

Adjectives from nouns

-ic

allergy – allergic

asthma – asthmatic

dyslexia – dyslexic

-ful

pain – painful

Nouns from verbs

-ion

depress – depression

infect – infection

operate – operation

prescribe – prescription

Adjectives from verbs

-ed

depress – depressed

infect – infected

injure – injured

stress – stressed

Nouns from adjectives

-ness

blind – blindness

deaf – deafness

dizzy – dizziness

ill – illness

sick – sickness

Did You Know?

Your whole body can feel ¹pain except for the brain. That's why doctors can do an ²operation on somebody's brain while they're awake!

Humans are sometimes ³allergic to their pets, but cats and dogs can also have ⁴allergies to humans!

Chewing gum helps you to calm down when you're ⁵stressed, but it isn't a new idea. The ancient Greeks chewed gum from the mastic tree thousands of years ago.

Have you cut your finger? Sugar can stop an ⁶infection from developing, but if it gets worse, always see your doctor.

It's not unusual to suffer from ⁷sea-sickness during a cruise, but some people also feel ⁸dizzy when they arrive home – even sailors – and it can last for months or years!

Ten percent of the population are ⁹dyslexic and can find reading difficult. However, people with ¹⁰dyslexia are often brilliant at doing puzzles.

- 11 In pairs, ask and answer the questions.

- Do you or does anyone in your family have an allergy?
- What do you do when you feel stressed?
- When did you last have a virus? How did you feel and what did you do?

ANSWER KEY

Exercises 1, 2, 9 and 11
Students' own answers.

Exercises 4, 5, 8 and 10
Answers on student page.

Exercise 3

Possible answers:

(from left to right)

The woman has got concussion.

The woman is having trouble breathing.

The boy has got a cold.

The man has got a stomach ache/is feeling sick.

The man can't sleep/is yawning.

The child has got a temperature/a fever/flu.

Exercise 6

coming down with something,
take your temperature, have a cough, have an infection, stay in bed

Exercise 7

- He's coming down with something./He has a terrible cough./ He can't sleep.
- She takes his temperature and listens to his chest.
- To have some hot lemon and honey.
- No, he wanted to stay off school.

Audio scripts: page 140

Further practice

- Photocopiable Resource 36, page 224
- Workbook, page 64

Exercise 10 3.03

Drill the words to show how the stress changes in some of them. Elicit the meaning of each word before students complete the factfile.

Exercise 11

When students have asked and answered the questions in pairs, ask them to work individually and think of another question they could ask other students. When they are ready, allow students to mingle and ask their question to as many people as possible. Invite students to share their question with the class and say what they found out about their classmates.

Lesson 6.2

Grammar

Lead-in

Review of vocabulary from previous lesson

Tell students to think of an illness or medical problem. They then mingle and, without speaking, mime what's wrong with them. The other student has to guess what the problem is.

Exercise 1

Students discuss the question in the book in pairs. Elicit ideas and ask students to vote for which problem would be the most annoying or serious.

Exercise 2

Ask students to describe what they think is happening in the photo.

Exercise 3

Once students have answered the question, ask a few follow-up questions: *What was wrong with him?* (he is colour-blind).

Exercise 4

Go through the rules for tense changes with students. When they have found all the examples of reported speech in the text, put them into pairs and ask them to write what the people actually said.

Exercise 5

Tell students to try to complete the sentences alone and then compare answers in pairs.

Exercise 6

Explain how students can check that they have reported a question correctly: by looking at the word order and verb form after *if* or the question word, and checking that it is the same as that in the affirmative sentence. Remind them that when they report questions in the Present and Past Simple, they should not use *do* or *did*.

Exercise 7

Give students a minute to think of ideas on their own. When pairs have discussed their ideas, invite students to tell the class one of the things someone told them.

Further practice

- Grammar Time, page 131
- Photocopiable Resource 37, page 225
- Workbook, page 66

6.2 GRAMMAR Reported statements and questions

I can report what somebody else has said.

- 1 **CLASS VOTE** If a person can't see different colours, why is it difficult to do the things below?

cook choose clothes drive a car read a Geography book

- 2 Look at the photo in the text. What sort of test do you think this is?
It's a test for colour-blindness.

When twelve-year-old George said that he was getting headaches at school, his dad made an appointment for an eye test. The optician showed him some coloured images and asked him what numbers he could see, but George found the task difficult. The optician then asked him what his plans were for the future. George said that he hoped to be a pilot. 'That might be difficult,' said the doctor, 'because you're colour-blind'. She told George that he probably wouldn't be able to fly planes in the future. He was very disappointed.

Later at home, his mum told him that colour-blindness ran in the family and said his grandad had the same problem, but that he had learned to live well with it. She said that he couldn't tell the difference between some colours. George asked if that was why his grandad didn't drive a car. 'No,' said his mum. 'You can drive when you're colour blind. He just never enjoyed driving.'



- 3 Read the text quickly. Why did George go to the doctor?
because he was getting headaches

- 4 Study the Grammar box. Find more examples of reported speech in the text.

Grammar Reported statements and questions

Present Simple → Past Simple

'I have a headache.' He said (that) **he had** a headache.

Present Continuous → Past Continuous

'I'm getting better.' She said (that) **she was getting** better.

Past Simple → Past Perfect

'I wanted to be a doctor.' He said (that) **he had wanted** to be a doctor.

will → would

'My mum will do it.' He said (that) **his mum would** do it.

can → could

'I can't see anything.' She said (that) **she couldn't** see anything.

Questions

'Do you work in a hospital?' She asked me **if I worked** in a hospital.

'What time is it?' He asked **what time it was**.

Other changes

We often change pronouns, time phrases and place adverbials.

now → then here → there this month → that month

yesterday → the previous day/the day before

tomorrow → the following day

'My brother was **here yesterday**.' The girl said **her** brother had been **there the day before**.

GRAMMAR TIME > PAGE 131

- 5 Complete the sentences in your notebook.

1 'The doctor was very kind.'
I told him that the doctor **had been** very kind.

2 'The medicine tastes horrible, but it will help.'
He said that the medicine **tasted** horrible, but that it **would help**.

3 'I tried to sleep but I wasn't tired.'
She said that she **had tried** to sleep, but that she **hadn't been** tired.

4 'Anne's visiting her aunt in hospital, so she can't come.'
I told her that Anne **was visiting** her aunt in hospital, so she **couldn't come**.

- 6 In your notebook, rewrite the questions in reported speech.

1 'What time does the doctor finish?' I asked.
I asked what time the doctor finished.

2 'When are they leaving?' Rachel asked.

3 'Does it hurt?' the nurse asked.

4 'When did you take the medicine?' he asked me.

5 'Did Emma see the doctor?' I asked.

6 'Can I make an appointment?' Liam asked.

7 'What time did you call Dr Bower?' I asked her.

8 'Are you feeling better?' Lindsay asked me.

- 7 Work in pairs. Think of the last time somebody told you some important news. What did they say? How did you feel?

My friend told me she was going to live in a different town. I was really sad.

ANSWER KEY

Exercises 1 and 7

Students' own answers.

Exercises 2, 3 and 5

Answers on student page.

Exercise 4

George said that he was getting headaches; asked him what numbers he could see; asked him what his plans were for the future; George said that he hoped to be a pilot; She told George that he probably wouldn't be able

to fly planes in the future; his mum told him that colour-blindness ran in the family and said that his grandad had the same problem; She said that he couldn't tell the difference between some colours; George asked if that was why his grandfather didn't drive a car

Exercise 6

2 Rachel asked when they were leaving.

3 The nurse asked if it hurt.

4 He asked me when I had taken the medicine.

5 I asked if Emma had seen the doctor.

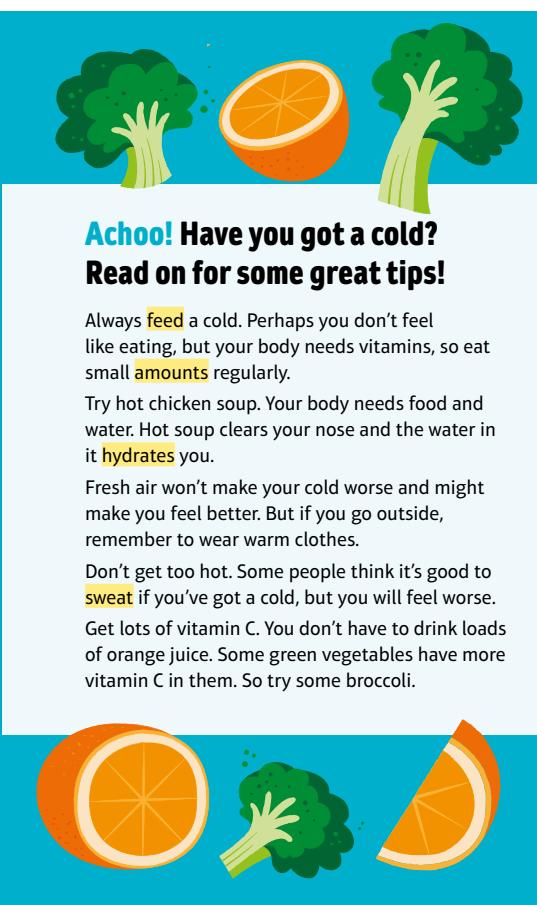
6 Liam asked if he could make an appointment.

7 I asked her what time she had called Dr Bower.

8 Lindsay asked me if I was feeling better.

I can understand specific detail in different types of text.

- CLASS VOTE** How often do you get a cold? Do you try to avoid a person who's got a cold? Why? / Why not?
- Look at the poster. Where do you think you might see this information?



Achoo! Have you got a cold?
Read on for some great tips!

Always **feed** a cold. Perhaps you don't feel like eating, but your body needs vitamins, so eat small **amounts** regularly.

Try hot chicken soup. Your body needs food and water. Hot soup clears your nose and the water in it **hydrates** you.

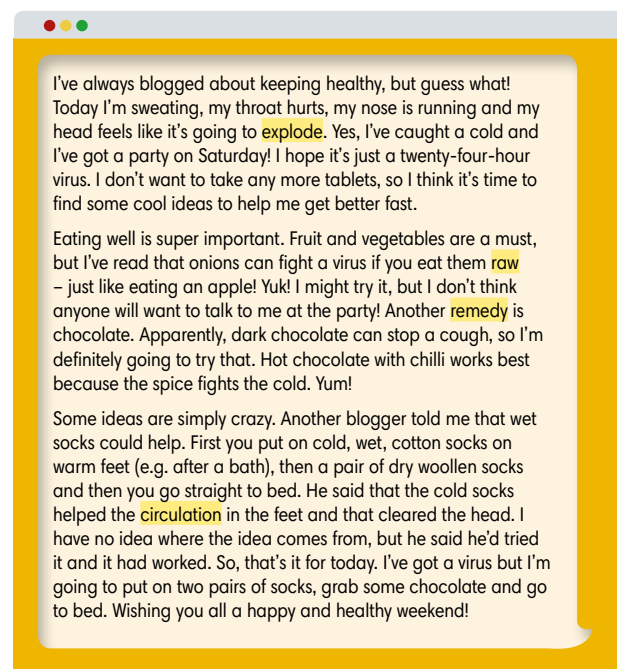
Fresh air won't make your cold worse and might make you feel better. But if you go outside, remember to wear warm clothes.

Don't get too hot. Some people think it's good to **sweat** if you've got a cold, but you will feel worse.

Get lots of vitamin C. You don't have to drink loads of orange juice. Some green vegetables have more vitamin C in them. So try some broccoli.

- 3.04** Read the poster. Are the sentences true or false?
 - You should try to stop eating when you've got a cold. **False**
 - Soup can help a cold, but you must drink water with it. **False**
 - Going outside can help when you've got a cold. **True**
 - Sweating won't make you feel better. **True**
 - Orange juice is the best source of vitamin C. **False**

- 3.05** Read the blog post quickly. Have you heard of any of these remedies before?



I've always blogged about keeping healthy, but guess what! Today I'm sweating, my throat hurts, my nose is running and my head feels like it's going to **explode**. Yes, I've caught a cold and I've got a party on Saturday! I hope it's just a twenty-four-hour virus. I don't want to take any more tablets, so I think it's time to find some cool ideas to help me get better fast.

Eating well is super important. Fruit and vegetables are a must, but I've read that onions can fight a virus if you eat them **raw** – just like eating an apple! Yuck! I might try it, but I don't think anyone will want to talk to me at the party! Another **remedy** is chocolate. Apparently, dark chocolate can stop a cough, so I'm definitely going to try that. Hot chocolate with chilli works best because the spice fights the cold. Yum!

Some ideas are simply crazy. Another blogger told me that wet socks could help. First you put on cold, wet, cotton socks on warm feet (e.g. after a bath), then a pair of dry woollen socks and then you go straight to bed. He said that the cold socks helped the **circulation** in the feet and that cleared the head. I have no idea where the idea comes from, but he said he'd tried it and it had worked. So, that's it for today. I've got a virus but I'm going to put on two pairs of socks, grab some chocolate and go to bed. Wishing you all a happy and healthy weekend!

- Read the blog post again. Answer the questions in your notebook. Do not use more than three words.
 - What does the blogger normally write about?
 - How long does the blogger hope the virus will last?
 - What effect do raw onions have on a virus?
 - What is dark chocolate good for?
 - Who has tried the sock remedy?
- Look at the highlighted words in the two texts. Check your understanding. Use a dictionary if necessary.



- VOX POPS** In pairs, take it in turns to answer the questions. Use information from the two texts and your own experience.

- What do you think are the best remedies for a cold?
I always drink hot lemon and honey.
- How do you feel when you've got a cold? Do you try to carry on with your life or do you usually stay in bed and rest?



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Exercise 4 3.05

Tell students to read the first paragraph quickly and find the problem (*a cold*). Elicit this and then tell students there are three remedies. Elicit ideas of what these may be before students read.

Exercise 5

Set a time limit for students to do the task alone. Elicit the answers and discuss the blog with the class – whether they think it is interesting, well-written or useful

Exercise 6

Check the meaning of the highlighted words and write any the fast finishers suggest on the board, e.g. *a twenty-four-hour virus, a must, apparently, that's it for today.*

Exercise 7 27

Before watching, check that students understand the meanings of *Vicks vapour rub* (something that is used to ease a blocked nose), *panadol* (a brand of paracetamol, a form of pain relief available without a prescription) and *hospitalised*. While watching, students should decide on the remedy they might like to try.

Extra activity

Tell half the class that they are doctors. They remain seated. The other half of the class have got a bad cold. They should go to one of the doctors, describe their symptoms and how they are feeling, and the doctor should recommend a remedy. Students should talk to three different doctors. Invite students to tell the class what the doctors said and which remedy they think was the most suitable. Make sure they use reported speech for this.

ANSWER KEY

Exercises 1, 2, 4, 6 and 7
Students' own answers.

Exercise 3

Answers on student page.

Exercise 5

- keeping healthy
- twenty-four hours
- They fight it.
- (stopping) a cough
- another blogger

Video scripts: page 157

Further practice

- Workbook, page 67
- Extra Online Homework: Vox Pops Extra Activities

Lesson 6.3

Reading and Vocabulary

Lead-in

Review of reported speech

Divide the class into two groups. Tell students in each group to write the names of everyone in the other group. Now tell students to think of a simple sentence or question of five words or less. When everyone has thought of what to say, students mingle and say their sentence or question

to as many people from the opposite group as possible. When students have finished, put them into the original two groups. The groups try to remember what everyone in the other group said and write it down in reported form, e.g. *Tom asked how old I was. Maria said she was going to a party.* Ask each group to say what the other students said and check that they remembered correctly. The group with the most correct reported statements and questions wins.

Exercise 1

Before students open their Students' Books, ask the questions in the rubric.

Exercise 2

Tell students not to read the text yet, just to look at the poster and think about the question.

Exercise 3 3.04

Elicit the answers and quotes from the text to justify students' answers.

Lesson 6.4

Grammar

Lead-in

Review of commands and requests

Elicit the difference between a command and a request. Two students are teachers and two students are parents. Set a time limit of two minutes for each pair to write down as many commands and requests as they can that they could ask their children and students. After two minutes, allow students to share their ideas as a group.

Exercise 1

Ask the questions and allow students to discuss ideas for one minute.

Exercise 2

Students work in groups of four and describe how someone looks in the recovery position, then they open their Students' Books to compare their ideas with the photo.

Exercise 3 28 3.06

Elicit the answer to the question and then ask how the two characters felt about the first aid course (Nina was taking it seriously. Dan wasn't.). Then discuss the phrases in the Out of class box with the class. Ask what the difference is between the first two phrases and the last. (The last phrase is sarcastic. The words have the opposite meaning to what the speaker says; she means that Dan's joke isn't funny at all.)

Exercise 4

Elicit the difference between pull and push.

Exercise 5

When students have found the examples, discuss how we form reported commands and requests: *subject + told/asked + object + (not) + to + verb*. Ask students to find other commands and requests in the dialogue and to report them.

Exercise 6

Point out that when the direct sentence includes the word *please*, we usually call it a request and use the verb *asked*.

Exercise 7 3.07

Elicit the answers and then ask students to guess what the people actually said.

Exercise 8

Students work in pairs and tell each other what someone else told them to do. They then write a short dialogue in which a parent or doctor tells them

6.4

GRAMMAR Reported commands and requests

I can use reported speech to talk about commands and requests.



FIRST AID

- Nina: You go first, Dan. Lie down, please. What are you doing?
- Dan: You asked me to lie down!
- Nina: Yes, but not with your legs up on that chair! Come on, Dan. Please be serious! I really want to learn this. I'd love to be a first aider at festivals one day.
- Dan: OK, I was just messing about.
- Nina: Now, the instructor told us to start by bending this arm – like this. And then I pull your other hand and put it on your cheek. I asked you to be serious!
- Dan: Sorry!
- Nina: Then he told us to bend the knee and then I need to pull the leg over.
- Dan: Gently!
- Nina: Oh yes! Sorry, Dan. Now I need to move your head a bit so you can breathe OK. Anything else?
- Dan: Yes. Call an ambulance!
- Nina: Very funny!

How do you say these expressions in Polish?

Please be serious!
I was just messing about.
Very funny!

OUT of class

- 1 **CLASS VOTE** Have you ever done a first aid course? Do you think schools should teach first aid?
- 2 Look at the photo. What are Dan and Nina doing? Why is it important to put someone who is hurt in the recovery position?
- 3  28  3.06 Listen. Why does Nina lift Dan's head? *so he can breathe*

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- 4 What do the verbs below mean? Which ones can you find in the dialogue?

(bend) (lie down) (lift) (pull) push

- 5 Study the Grammar box. Find more examples of reported commands and requests in the dialogue.

Grammar Reported commands and requests

Commands

'Move the left leg first.' I **told** you **to move** the left leg first.
'Don't rush.' She **told** us **not to** rush.

Requests

'Can you help me, please?' He **asked** them **to help** him.
'Please don't touch the medical equipment.'
She **asked** us **not to touch** the medical equipment.

GRAMMAR TIME > PAGE 131

- 6 In your notebook, rewrite the commands and requests in reported speech.

- 1 'Put a bandage on my arm.'
She told me **to put a bandage on her arm**.
- 2 'Please don't use mobile phones in the hospital.'
The nurse asked us **not to use mobile phones in the hospital**.
- 3 'Don't do any sports for the next six weeks.'
The doctor told him **not to do any sports for the next six weeks**.
- 4 'Please help me with my Biology homework.'
Sarah asked her mum **to help her with her Biology homework**.

- 7  3.07 Complete the text with the correct form of the verbs in brackets. Write the answers in your notebook. Listen and check.

Young first AIDERS Matt's story

Matt Hanford is a first aid specialist at festivals and events – and he's just sixteen years old. It all began when Matt's teacher ¹**asked** (ask) his class **to take** (take) part in a first aid course. Matt really enjoyed it and his local first aid organisation ²**asked** (ask) him **to become** (become) a first aider. The first event Matt helped at was a rock music festival. He was a bit nervous at first, but his colleagues ³**told** (tell) him **not to worry** (not worry) and he loved the experience. Last week his first aid team leader ⁴**asked** (ask) him **to help** (help) at a rugby match. When we ⁵**asked** (ask) Matt **to explain** (explain) why he likes being a first aider, he told us it's because he loves helping people – and going to lots of great events!

- 8 Think of a time when you hurt yourself or felt unwell. What did people ask you or tell you to do?

Once I fell off my bike and cut my knee.

My mum told me to wash it and put a plaster on it.

what to do. The students act out their dialogues in front of the class.

 Video scripts: page 157

Further practice

- Grammar Time, page 131
- Photocopiable Resource 38 page 226
- Workbook, pages 68 and 74

ANSWER KEY

Exercises 1 and 8

Students' own answers

Exercise 2

They are trying to learn how to put a person into the recovery position. It's important because it helps to keep their airways free so they can breathe.

Exercises 3, 4, 6 and 7

Answers on student page.

Exercise 5

Reported commands:

The instructor told us to start by ...;
Then he told us to bend the knee.

Reported requests: You asked me to lie down!; I asked you to be serious!

I can listen for specific detail and talk about extreme sports.

A snowboarding



C climbing



D bodyboarding



F white-water rafting



B paragliding



E free running



1 **CLASS VOTE** Which sports can you see in the photos? Which do you think look the most exciting? Why?

2 **3.08** Study the Vocabulary box. In your notebook, write the words in the correct category. Use a dictionary if necessary. Listen and check.

Vocabulary Extreme sports

abseiling BMXing bodyboarding bungee jumping
free running hang-gliding (ice) climbing kite-surfing
parachuting paragliding sandboarding sky-diving
snowboarding white-water rafting

- **on land:** abseiling, BMXing, free running, (ice) climbing, sandboarding, snowboarding
- **in the air:** bungee jumping, hang-gliding, parachuting, paragliding, sky-diving
- **on/in the water:** bodyboarding, kite-surfing, white-water rafting

3 **3.09** Complete the sentences with words from the Vocabulary box. Write the answers in your notebook. Listen and check.

- I love **BMXing** and I just got a new bike for my birthday.
- On our holiday in Tunisia, we went **sandboarding** in the desert.
- We're going **white-water rafting** on the Salmon River – I hope I don't fall in!
- My dad went **parachuting** once, but he was too scared to jump out of the plane!
- We do **free running** around our town. It's a mix of athletics and acrobatics.
- I tried **abseiling** for the first time today. We wore ropes and went down a ten-metre rock.

4 **3.10** Listen to a boy talking about extreme sports. Put the parts of the body in the order you hear about them. Write the answers in your notebook.

- 4 heart 3 blood 2 lungs 5 brain muscles
1 muscles

5 **3.10** Listen again. Answer the questions.

- Why does the boy think extreme sports are good?
- Who should be careful about doing extreme sports?

6 **3.11** Listen to a girl leaving a message about her birthday party. Which of the sports in the Vocabulary box is she going to do at her party? **climbing**

7 **3.11** Listen again. Complete the notes in your notebook.

Harriet's extreme party!

- Where: ¹The Climbing Wall (opposite ²the library and next to the leisure centre)
- When: Saturday @ ³11.30 a.m.
- Tell Harriet's mum about any ⁴food allergies
- Must wear: ⁵long sleeves and trousers
- Phone Katy's mum about lift (mobile no: ⁶07964738276)



8 **VOX POPS** Have you ever tried an extreme sport? Discuss in pairs.

- If so, which one? How did you feel?
- If not, which extreme sport would you like to try? Why?

I've never tried an extreme sport, but I'd like to try hang-gliding because I think it's the nearest thing to flying! It would be amazing to see everything from high up.



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Exercise 3 3.09

Before students listen, elicit their ideas and the key words in the sentences which helped them guess.

Exercise 4 3.10

Check the meaning of the different body parts before students listen and ask students how these body parts may be affected when doing an extreme sport.

Exercise 5 3.10

As well as listening for the answers to the questions in the exercise, ask students to listen to how extreme sports affect the different body parts from Exercise 4.

Exercise 6 3.11

Ask students to guess which sport someone might do at a party and if they have ever been to a party in which they did something unusual like an extreme sport.

Exercise 7 3.11

Encourage students to read through the notes and think about the missing information. Elicit ideas and predictions about what the missing information could be.

Exercise 8 29

Before watching, ask students to explain the difference between a physical sport like boxing and an extreme sport. After watching, ask students which two sports Rudy claimed didn't count as extreme sports (rugby, skateboarding) and if they agree with him.

ANSWER KEY

Exercises 1 and 8

Students' own answers.

Exercises 2, 3, 4, 6 and 7

Answers on student page.

Exercise 5

1 because they are good for our physical health (great workout, exercise different muscles, good for lungs, heart and circulation) and mental health (improve mood and confidence and reduce stress)

2 people who are unfit or have medical problems

Video scripts: page 157

Further practice

- Workbook, page 69
- Extra Online Homework: Vox Pops Extra Activities

Lesson 6.5

Listening and Vocabulary

Lead-in

Review of reported commands and requests

Tell students to work in pairs. They think of a job and then of as many requests or commands a person in this job might make, e.g. a teacher: *Sit down. Be quiet!* Students then report these to the class, who

guess what the job is, e.g. *I told them to sit down. I asked them to be quiet.*

Exercise 1

Tell students to keep their Students' Books closed. Write *extreme sports* on the board and elicit some from the class. When students open their Students' Books, ask them to cover the Vocabulary box and try to name the sports without looking at the words given.

Exercise 2 3.08

After students have listened and checked their answers, put them into pairs. Ask each pair to choose a sport from the Vocabulary box. They write a short description of what the sport involves. Invite pairs to share their description with the class and ask other students to guess the sport.

Lesson 6.6

Speaking

Lead-in

Review of vocabulary for extreme sports

Put students into groups of three. Give each group a different extreme sport from the Vocabulary box on page 77 of the Students' Book. Tell the groups that they have to create a short speech trying to persuade other students to try the sport.

Exercise 1

Check students know what *hiccups* are. Put students into groups of three to discuss their ideas for cures.

Exercise 2

Put students into pairs to discuss the photo. Elicit that they are trying to cure Nina's hiccups and ask students if they can guess the technique they are using from what they can see in the photo.

Exercise 3 3.12

After students have watched the video, ask if they think that giving someone a shock can really stop hiccups and if so, why it could be effective. Then look at the *Out of class* box with the class and ask students what the phrases mean. (*It's driving me mad!* means 'it's annoying me'. *I know it sounds weird* is used to introduce a strange idea. It helps to prepare the listeners and makes them less likely to criticise the idea. *I'll give it a go* means 'I'll try it'.)

Exercise 4

Before students look at the dialogue, ask who was asking for advice and why (Nina, because she wanted to get rid of her hiccups.). Elicit the examples used and who said them.

Exercise 5 3.13

Tell students to cover the Speaking box and try to complete the sentences without looking at it.

Exercise 6 3.14

After each short dialogue, allow students to discuss their ideas in pairs and then invite students to share their ideas with the class before continuing the recording. Ask students to vote for the best advice each time – either a suggestion from students or the advice given by the speakers in the recording.

Exercise 7

When students have worked in pairs, ask them to mingle

6.6 SPEAKING Asking for and giving advice

I can ask for and give advice.



I HATE HICCUPS!

- Nina:** You've got to help me. I can't get rid of these hiccups. It's driving me mad! Any ideas what to do?
- Skye:** Have you tried holding your breath?
- Nina:** Yes. It didn't work!
- Tommo:** I know it sounds weird, but if I were you, I'd try drinking some water upside down. Drink from the opposite side of the glass.
- Nina:** OK. I'll give it a go. Oh no, the water has gone everywhere!
- Skye:** I know! I saw this on TV. Try blocking your ears and nose and drinking the water. It's supposed to work every time!
- Nina:** OK, I'll block my ears, but ...
- Skye:** I'll hold your nose.
- Jay:** And I'll take the glass of water. Take a sip.
- Nina:** What are you doing, Dan?
- Dan:** You looked so funny, Nina. I had to take a photo!
- Nina:** Please don't! What do you suggest, Jay?
- Jay:** I wish I could help, but I've got to go. Boo!
- Nina:** Aargh! What did you do that for? Wait a minute. My hiccups have gone! Thanks, Jay!

How do you say these expressions in Polish?

It's driving me mad!
I know it sounds weird, but ...
I'll give it a go.

OUT of class

- 1 CLASS VOTE** Do you know a cure for hiccups? What is it and does it work?
I've heard that eating a slice of lemon can stop hiccups, but I haven't tried it because I don't like lemons!

- 2** Look at the photo. What do you think is happening?

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and ask three other people for advice for their problem. When they have finished, invite students to say who gave them the best advice and what it was.

 **Audio scripts:** page 140

 **Video scripts:** page 157

Further practice

- Photocopiable Resource 39, page 227
- Workbook, pages 70 and 75

- 3  3.12** Listen. Do the friends stop Nina's hiccups? How? *yes, by giving her a shock*

- 4** Study the Speaking box. Find more examples in the dialogue.

Speaking

Asking for and giving advice

Asking for advice

What do you suggest?
If you were me, what would you do?
What's your advice?
Any ideas what to do?

Giving advice

If I were you, I'd drink some honey and lemon.
You'd better see a doctor.
You should / ought to go home.
It might be a good idea to ...
Have you thought about making an appointment to see the doctor?
Have you tried putting some cream on it?
Try holding your nose.
I'd recommend / advise / suggest taking an aspirin.

Being unable to give advice

I don't know what to advise / suggest, I'm afraid.
I wish I could help / suggest something, but I ...
I'm afraid I can't really help you.

- 5  3.13** Complete the dialogues with words from the Speaking box. Write the answers in your notebook. Listen and check.

- 1 A:** I've got a rash on my stomach. What's your *advice*?
B: It might be a good *idea* to see a doctor. It could be something serious.
- 2 A:** I've had a runny nose for a few days. What do you *suggest*?
B: I don't know *what* to advise, I'm afraid. I think you'll just have to wait for it to go.
- 3 A:** I feel a bit dizzy. *Any* ideas what to do?
B: If I *were* you, I'd have something to eat and sit down for a while.

- 6  3.14** Listen to four dialogues. Respond with advice in each situation. Write your ideas in your notebook. Listen, check and compare your advice with what you heard.

- 7** In pairs, choose one of the problems below each. Take it in turns to ask for and give advice.

- a bad headache
- a sore throat
- itchy eyes and sneezing

ANSWER KEY

Exercises 1, 2, 6 and 7
Students' own answers.

Exercises 3 and 5
Answers on student page.

Exercise 4

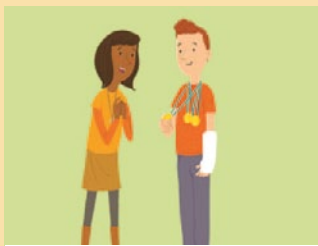
Asking for advice: Any ideas what to do? What do you suggest, Jay?

Giving advice: Have you tried holding your breath?; if I were you, I'd try drinking some water upside down.; Try blocking your ears and nose
Being unable to give advice: I wish I could help, but I've got to go.

I can use quantifiers to talk about activities and sports.



Girl: What happened to your arm?
Boy: I was at the snowboarding competition yesterday. I won both a silver and a gold medal!



Girl: Impressive! What about Al and Carl? Did either of them win a medal?
Boy: No, neither Al nor Carl won anything.



Girl: So, was it a dangerous jump? Were you going too fast? Did you fall over?
Boy: Umm ... actually, it was none of those things. I fell out of bed!

1 Look at the cartoon. How did the boy hurt his arm? Do you think he wanted to tell the girl how he hurt it?

2 Study the Language box. Find more examples of quantifiers in the cartoon.

Language Quantifiers

Two people/things

Both sports are good for you.
 Did you try **either** of the two sports?
 I didn't try **either** of the two sports.
 I tried **neither** of the two sports.

More than two people/things

All the sports listed are easy.
 Did you try **any** of the sports listed?
 I didn't try **any** of the sports listed.
 I tried **none** of the sports listed.

both ... and

Both Mark **and** Liam love BMXing.
 Mark **and** Liam **both** love BMXing.
 Mark loves **both** BMXing **and** bodyboarding.

either ... or

You can go **either** climbing **or** skateboarding.
 You **either** love extreme sports **or** you don't.

neither ... nor

Nicola's **neither** adventurous **nor** sporty.
Neither Joe **nor** Ann like running.

3 Complete the dialogues with quantifiers. Write the answers in your notebook.

- 1 **A:** Where are Simon and Rebecca?
B: They're **both** ill. **Neither** of them can come.
- 2 **A:** Are there any films on TV tonight?
B: Yes, we can **either** watch an action film **or** a thriller.
- 3 **A:** So have you asked all your friends about going snowboarding?
B: Yes, but **none** of them wants to join me.
- 4 **A:** Can Tom and Harry go to the beach with us?
B: No. **Neither** Tom **nor** Harry can go.

4 3.15 Choose the correct option. Write the answers in your notebook. Listen and check.

1 2 Lily nor I have ever done any extreme sports before. Snowboarding is going to be a new experience for 2 of us. Lily and I have been friends for years and we both have asthma. In the past, neither Lily 3 I imagined we could ever try snowboarding. When I found out I had asthma, I was worried I'd 4 have to stop sport altogether or only do very gentle, boring sports! 5 of my friends or family have asthma, so I didn't know what to expect. I soon realised that with medicine I could control my asthma. So next week it's Lily's birthday, and we're going to go snowboarding – I can't wait!

- | | | | |
|--------------------|------------------|------------------|-----------------|
| 1 a Either | b Both | c Neither | d None |
| 2 a both | b neither | c all | d either |
| 3 a and | b nor | c or | d none |
| 4 a neither | b none | c both | d either |
| 5 a None | b Neither | c All | d Both |

1 **c**

5 In your notebook, complete the sentences to make them true for you.

None of my friends have ever ...
Neither myself nor my best friend like ...
I enjoy playing both ... and ...
This weekend I'm going to either ... or ...

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Exercise 3

When students have finished, elicit the answers, first asking how many people or things are being talked about and then eliciting which words are needed and why, e.g. 1 *Neither* – we use *neither* with a positive verb to give a negative meaning.

Extra activity

Invite two students to the front of the class. Find two things to say about both and give the class some example sentences, e.g.: *Both of them are wearing jeans. Neither of them are blond.* Put students into pairs and join pairs together in groups of four. Each pair tries to write five true sentences about the other pair using *neither* or *both*. They tell each other their sentences and see if they are true and then think together of two true sentences using *all of us* and *none of us*.

Exercise 4 3.15

Tell students to work alone and then to compare answers in pairs. If there are any differences in their answers, they should try to show each other why they are correct. When they have agreed, elicit answers from different pairs.

Exercise 5

When students have finished the sentences, put them into groups of four to compare endings and see if they are true for other people too. Invite groups to share some of their sentences with the class.

ANSWER KEY

Exercises 1 and 5

Students own answers.

Exercise 2

I won both a silver and a gold medal!; Did either of them win a medal?; No, neither Al nor Carl won anything.; Actually, it was none of those things.

Exercises 3 and 4

Answers on student page.

Lesson 6.7 English in Use

Lead-in

Review of asking for and giving advice

Students work alone to think of a problem for which someone may need advice. Then put them into groups of four to ask for and give advice. They should note down the three ideas they are given. Put

students into new groups of four. Students now take turns to tell each other what advice they were given and the other students try to guess what the original problem was.

Exercise 1

After students have looked at the cartoon, ask if they have ever done something stupid and not wanted to answer their friends' or parents' questions about it.

Exercise 2

Discuss the different words and their meanings. Ask if anyone likes skiing. Choose two people who put their hand up and elicit: *Both (name) and (name) like skiing.* Now choose two people who don't like skiing and elicit: *Neither (name) nor (name) like skiing.* When students have found the quantifiers in the text, ask: *How many medals did the boy win? (two), How many medals did Al and Carl win? (none).*

Further practice

- Photocopiable Resource 40, page 228
- Workbook, page 71

VOCABULARY

- 1 In your notebook, write the correct health problem for each situation.

1 It's like a terrible headache and I need to stay in the dark.

migraine

2 I ate some fresh fish, but I was sick as soon as I got home.

food poisoning

3 I go to bed tired, but I lie awake for hours.

insomnia

4 Sometimes I find it difficult to breathe.

asthma

5 I cut my finger and didn't clean it properly. It's very red and painful.

infection

6 I fell and hurt my back doing sport, but it's getting better.

injury

- 2 Have you ever suffered from any of the problems in Exercise 1? Discuss in pairs.

- 3 Complete the text with the words below. Write the answers in your notebook.

dizzy dizziness ill painful prescribe
tiredness travel sickness

Motion sickness

It's that horrible feeling that starts in your stomach. You feel ¹ **dizzy**, you feel sick and for some people it ends with a ² **painful** headache. Although it's often called ³ **travel sickness**, it's really motion sickness. Some people get it on exciting rides at the fair or even watching 3D movies where they complain of ⁴ **dizziness** and nausea. In very serious cases, the doctor might ⁵ **prescribe** tablets, but there are other remedies such as ginger or wristbands that don't cause ⁶ **tiredness**. Other remedies include sitting on brown paper! Maybe it's worth trying as nobody wants to be ⁷ **ill** on holiday.

GRAMMAR

- 4 Read the dialogue. Complete the text below with one or two words in each gap. Write the answers in your notebook.

Alice: I feel awful. I can't get rid of my headache.

Mark: I had a bad one last week and my teacher sent me home. Have you talked to your teacher?

Alice: Yes, she just gave me a glass of water! Do you have an aspirin?

Mark: No, I don't. Sorry. Go and see the school nurse.

Alice told Max she ¹ **felt** awful. She said she ² **couldn't** get rid of her headache. Mark said that he had had a bad one the week ³ **before** and that his teacher ⁴ **had** sent him home. He asked Alice ⁵ **if** she had talked to her teacher. She said the teacher had just ⁶ **given** her water. Then Alice asked Mark if he ⁷ **had** an aspirin. Mark said he ⁸ **didn't** and told Alice ⁹ **to** go and see the school nurse.

- 5 Complete the sentences with the words below. Write the answers in your notebook.

all both either none nor

1 **Both** Emma and Diane love their BMX bikes.

2 They all went hang-gliding, but **none** of them enjoyed it.

3 Neither Carl **nor** Jane enjoyed paragliding.

4 Never again. I tried three sports and **all** of them made me sick!

5 She looks hot. **Either** it's the weather or she's got a temperature.

SPEAKING

- 6 Work in pairs. Role play the situation below.

Student A: Your partner is ill. Find out what's wrong and give him/her some advice.

Student B: Imagine you have a health problem. Tell your partner about it.

DICTIONATION

- 7  **3.16** Listen to the recording. Write the sentences in your notebook.

Audio script: page 141

Check yourself!

- ✓ I can talk about health problems and extreme sports.
- ✓ I can report what somebody else has said and use reported speech to talk about commands and requests.
- ✓ I can listen for specific detail and can understand specific detail in different types of text.
- ✓ I can ask for and give advice.
- ✓ I can use quantifiers to talk about activities and sports.

LESSON 6.1

Health problems

Problemy zdrowotne

allergy /'ælədʒi/ alergja**asthma** /'æsmə/ astma**bug** /bʌg/ wirus**food poisoning** /fu:d 'pɔɪzənɪŋ/ zatrucie pokarmowe**hay fever** /heɪ 'fi:və/ katar sienny**infection** /ɪn'fekʃən/ infekcja**injury** /ɪn'dʒəri/ uraz, kontuzja**insomnia** /ɪn'sɒmniə/ bezsenność**migraine** /'mi:greɪn/ migrena**travel sickness** /'trævl 'sɪknəs/ choroba lokomocyjna**virus** /'vaɪərəs/ wirus

Sickness and health

Zdrowie i choroby

come down with the flu /kʌm daʊn wɪð/ zachorować na grypę**get a prescription** /get ə prɪ'skrɪpʃən/ dostać receptę**get lots of rest** /get lɒts əv rest/ dużo odpoczywać**have a check-up** /həv ə 'tʃekʌp/ mieć badania kontrolne**have a cough** /həv ə kɒf/ kasłać**have a nose bleed** /həv ə nəʊz bli:d/ krwawić z nosa**have a rash** /həv ə ræʃ/ mieć wysypkę**have a runny nose** /həv ə ˌrʌni 'nəʊz/ mieć katar**have a temperature** /həv ə ˈtempərətʃə/ mieć wysoką temperaturę**have an infection** /həv ən ɪn'fekʃən/ mieć infekcję**listen to your chest** /lɪsən tə jə 'tʃest/ osłuchiwać płuca**lose your appetite** /lu:z jə 'æptɪtaɪt/ stracić apetyt**lose your voice** /lu:z jə 'vɔɪs/ stracić głos**stay in bed** /steɪ ɪn bed/ leżeć w łóżku**take medicine** /teɪk 'medsən/ brać leki**take some tablets** /teɪk səm 'tæblɪts/ brać tabletki**take your blood pressure** /teɪk jə 'blʌd ˌpreʃə/ zmierzyć ciśnienie krwi**take your temperature** /teɪk jə ˈtempərətʃə/ zmierzyć temperaturę

At the doctor's U lekarza

breath /breθ/ oddech**hurt** /hɜ:t/ boleć**pain** /peɪn/ ból**painful** /'peɪnfəl/ bolesny**serious** /'sɪəriəs/ poważny**swallow** /'swɒləʊ/ połykać**be allergic** /bi ə'lɜ:dʒɪk/ mieć alergię na coś**be asthmatic** /bi əs'mætɪk/ mieć astmę**be depressed** /bi dɪ'prest/ mieć depresję**be dizzy** /bi 'dɪzi/ mieć zawroty głowy**be dyslexic** /bi dɪs'leksɪk/ mieć dysleksję**blind** /blaɪnd/ ślepy**blindness** /'blaɪndnəs/ ślepotą**chemist's** /'kemɪsts/ apteka**clinic** /'klɪnɪk/ klinika**deaf** /def/ głuchy**deafness** /'defnəs/ głuchota**depress** /dɪ'pres/ przygnębiać**depression** /dɪ'preʃən/ depresja**dizziness** /'dɪzɪnəs/ zawroty głowy**dyslexia** /dɪs'leksɪə/ dysleksja**eye test** /aɪ test/ badanie wzroku**ill** /ɪl/ chory**illness** /'ɪlnəs/ choroba**infect** /ɪn'fekt/ zainfekować**infected** /ɪn'fektɪd/ zainfekowany**injure** /ɪn'dʒə/ zranić się**injured** /ɪn'dʒəd/ ranny, kontuzjowany**operate** /'ɒpəreɪt/ operować**operation** /ˌɒpə'reɪʃən/ operacja**prescribe** /prɪ'skraɪb/ przepisać receptę**prescription** /prɪ'skrɪpʃən/ recepta**sick** /sɪk/ chory**sickness** /'sɪknəs/ choroba**stress** /stres/ stres**stressed** /strest/ zestresowany**suffer from** /'sʌfə frəm/ cierpieć z powodu czegoś**tablet** /'tæblət/ tabletką**tiredness** /'taɪədənəs/ zmęczenie

LESSON 6.2

colour-blind /'kʌlə blaɪnd/ daltonista (osoba nierozróżniająca kolorów)**colour-blindness** /'kʌlə blaɪndnəs/ ślepotą barw, daltonizm**optician** /'ɒp'tɪʃn/ optyk**run in the family** /rʌn ɪn ðə 'fæmli/ być cechą dziedziczną

LESSON 6.3

amount /ə'maʊnt/ ilość/liczba**circulation** /ˌsɜ:kjə'leɪʃən/ krążenie**cold** /kəʊld/ przeziębienie**explode** /ɪk'spləʊd/ wybuchać**feed** /fi:d/ karmić**hydrate** /'haɪdreɪt/ nawadniać**raw** /rɔ:/ surowy**remedy** /'remədi/ lekarstwo**source** /sɔ:s/ źródło**sweat** /swet/ pocić się

LESSON 6.4

Out of class

I was just messing about. /aɪ wəz dʒʌst 'mesɪŋ ə'baʊt/ Tylko się wygłupiałem.**Please be serious!** /pli:z bi 'sɪəriəs/ Bądź poważny.**Very funny!** /veri 'fʌni/ Bardzo śmieszne.**bandage** /'bændɪdʒ/ bandaż**breathe** /bri:ð/ oddychać**cheek** /tʃi:k/ policzek**first aid** /fɜ:st eɪd/ pierwsza pomoc**knee** /ni:/ kolano**lie down** /laɪ daʊn/ położyć się**lift** /lɪft/ podnieść**recovery position** /rɪ'kʌvəri pə'zɪʃən/ pozycja bezpieczna

LESSON 6.5

Extreme sports Sporty ekstremalne

abseiling /'æbsaɪlɪŋ/ zjeżdżanie na linie**BMXing** /ˌbi: ɛm 'eksɪŋ/ jazda na rowerze typu BMX**bodyboarding** /'bɒdi ˌbɔ:dnɪŋ/ bodyboarding**bungee jumping** /'bʌndʒɪ ˌdʒʌmpɪŋ/ skoki na bungee**extreme sports** /ɪk'stri:m spɔ:ts/ sporty ekstremalne**free running** /fri: 'rʌnɪŋ/ free running**hang-gliding** /'hæŋ ˌɡlaɪdnɪŋ/ latanie lotniq**ice climbing** /'aɪs ˌklaɪmɪŋ/ wspinaczka lodowcowa**kite-surfing** /kaɪt sɜ:fɪŋ/ kitesurfing**parachuting** /'pærəˌʃu:tɪŋ/ skoki spadochronowe**paragliding** /'pærəˌɡlaɪdnɪŋ/ latanie paralotniq**sandboarding** /'sændˌbɔ:dnɪŋ/ sandboarding**sky-diving** /skaɪ ˌdaɪvɪŋ/ skoki ze spadochronem**snowboarding** /'snəʊˌbɔ:dnɪŋ/ jazda na snowboardzie**white-water rafting** /waɪt 'wɔ:tə ˈrɑ:fɪŋ/ spływ pontonem górską rzeką**blood** /blʌd/ krew**brain** /breɪn/ mózg

LESSON 6.6

Out of class

I know it sounds weird, but ... /aɪ nəʊ ɪt ˌsaʊndz 'wiəd bʌt/ Wiem, że to brzmi dziwnie, ale...**I'll give it a go.** /aɪl ˌɡɪv ɪt ə 'ɡəʊ/ Spróbuję tak zrobić.**It's driving me mad!** /ɪts ˌdraɪvɪŋ mi 'mæd/ Doprowadza mnie to do szału!**headache** /ˌhedɪk/ ból głowy**hiccups** /hɪkʌps/ czkawka**itchy** /ɪtʃi/ swędzący

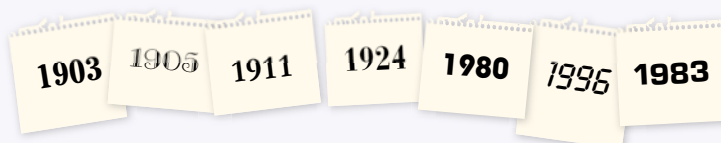
Poland Winners

- 1 Look at the photos. What do these people have in common? *They're Polish Nobel Prize winners.*
- 2 Read the encyclopedic entry about the Polish Nobel Prize winners. Complete sentences 1–3 with the words in bold from the entry. There are two extra words. Write the answers in your notebook.

Nobel Prizes in **Chemistry, Literature, Peace, Physics** and **Medicine** were established in 1895 by Alfred Nobel himself in his will. The first prizes were awarded in 1901. Starting from 1969 the Swedish National Bank has also awarded a memorial Nobel Prize in **Economics**. A Nobel Prize can only be awarded to living people.



- 1 Four Poles were awarded a Nobel Prize in *Literature*.
 - 2 Marie Skłodowska-Curie won two Nobel Prizes: the first in *Physics* (together with Pierre Curie and Henri Becquerel) and the other in *Chemistry*.
 - 3 Lech Wałęsa is the winner of the Nobel *Peace* Prize.
- 3 3.17 Listen to the task. The winner is the first person to complete the task without any mistakes.



1903 – Marie Skłodowska Curie
 1905 – Henryk Sienkiewicz
 1911 – Marie Skłodowska Curie
 1924 – Władysław Reymont
 1980 – Czesław Miłosz
 1983 – Lech Wałęsa
 1996 – Wisława Szymborska

- 5 Read the texts again and answer the questions. Write the answers in your notebook.

Which Polish Nobel Prize winner(s) in Literature

- 1 were friends? *Wisława Szymborska, Czesław Miłosz*
- 2 died before Poland regained independence in 1918? *Henryk Sienkiewicz*
- 3 spent most of their life abroad? *Czesław Miłosz*
- 4 got the Nobel prize for one book? *Władysław Reymont*
- 5 didn't enjoy celebrity status? *Wisława Szymborska, Czesław Miłosz*

- 4 Read the texts. Which Polish Nobel Prize winners are they about?

Different ... just as two drops of water are.

A *Czesław Miłosz and Wisława Szymborska*

They had a few things in common. Their poetry won them Nobel Prizes in Literature, they both loved Cracow and had long fascinating lives. He emigrated to the USA, where he worked as a professor of Slavic literature for twenty years. She lived and worked all her life in Cracow. They first met in person in 1989, but had admired each other's poetry for years. After he returned to Cracow in retirement, he was a regular guest at her famous dinner parties. When she won the Nobel Prize, he congratulated her and joked that he felt sorry for her because he knew from experience all the disadvantages of sudden fame. Indeed, she didn't like all the attention she got after 'the Stockholm tragedy' as her friends called the prize. But deep down, they were both proud that Polish poetry had again won praise and respect.

B *Henryk Sienkiewicz and Władysław Reymont*

They both received a Nobel Prize in Literature for their great talent as epic writers. The older one became a real national celebrity. His books helped the Poles keep up their spirit in partitioned Poland*. He was so loved by Polish people that they bought him a house in Oblęgorek near Kielce. The younger one had several occupations – he worked as an actor and a railway worker, among others, before he started to make a living from writing. His most important piece of work *The Peasants* – an epic novel about country life in Poland – brought him fame and the Nobel Prize. They both cared about social issues and promoted the independence of Poland, but only the author of *The Peasants* lived to see Poland become free again.

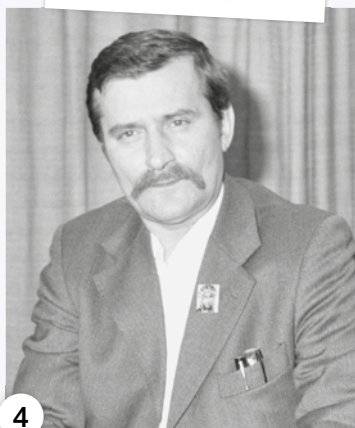
* partitioned Poland – Polska pod zaborami

Czesław Miłosz



3

Lech Wałęsa



4

Władysław Reymont



5

Wisława Szymborska



6

- 6 3.18 Match the words to the pictures. Write the answers in your notebook. Listen and check. Which of them are connected with Marie Skłodowska-Curie and which with Lech Wałęsa?

3 election 2 elements 1 radiation
4 shipyard 5 trade union 6 X-ray

1



2



3



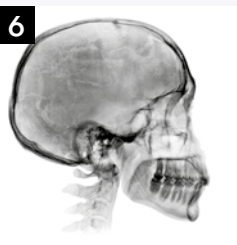
4



5



6



- 7 3.19 Work in pairs. Read the texts about Marie Skłodowska-Curie and Lech Wałęsa, and find four factual mistakes. Listen and check.

Marie Skłodowska-Curie discovered ~~three~~ **two** radioactive elements: polonium, radium ~~and uranium~~. She was the first woman to become a professor at the University of Paris. She helped build up X-ray ambulances for field hospitals in World War ~~II~~ **I**. She died of a type of anaemia, which had developed from radiation exposure.

Lech Wałęsa co-founded the Solidarity trade union. He was one of the organisers of the 1980 strike in ~~Gdynia~~ **Gdańsk** Shipyard. He couldn't accept the Nobel Peace Prize himself because he was ~~under arrest~~ **afraid** **he wouldn't be allowed to return to Poland**. He won the first presidential election in Poland after the fall of communism.

- 8 Answer the questions in pairs.

- 1 In your opinion, which Polish Nobel Prize winner deserved the prize the most? Why?
- 2 Can you think of a Pole who deserved a Nobel Prize but didn't receive it?
- 3 Have you read any books by Polish Nobel Prize winners?

PROJECT

- 9 Work in pairs. Make a presentation about your candidate for the Nobel Prize.

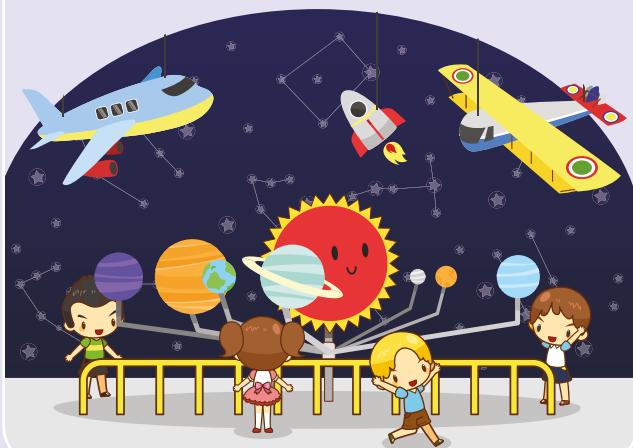
- 1 Choose one Polish candidate for the Nobel Prize. You can nominate an individual for the Nobel Prize in Chemistry, Physics, Medicine or Literature. For the Nobel Peace Prize, you can choose an individual or an organisation.
- 2 Prepare a digital presentation about your candidate. Explain why they deserve the prize.
- 3 Give your presentation in class.
- 4 As a class, vote for the best candidate. You can't vote for the person you nominated.

SŁUCHANIE

- 1  3.20 Usłyszysz dwukrotnie nagranie na temat muzeum. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–5 w poniższej notatce. Luki należy uzupełnić w języku angielskim. Odpowiedzi zapisz w zeszycie.

Museum of Space

- Date of opening: ¹ 23 February
- Number of exhibition rooms: ² nine/9
- Ticket price for under-sixteens: ³ 2 pounds
- Price includes entry to the ⁴ planetarium
- Life-size model of part of the ⁵ International Space Station



FUNKCJE JĘZYKOWE

- 2  3.21 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszycie.

- A OK, I'll give it a go. ¹
- B I'd suggest taking a day off.
- C Sorry, I was just messing about. ²
- D I would have gone to the doctor right away. ³
- E Sure. Just be careful and watch out for bicycles. ⁴

CZYTANIE

- 3 Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę 1–4 literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać logiczny i spójny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. Odpowiedzi zapisz w zeszycie.



My year in Sierra Leone

by Ann Chalmers

Two years ago I was working as a doctor at a hospital in London when a colleague asked me, 'If you had the chance to change something in the world, what would you do?' ¹ ? But later that night I saw an advertisement for Médecins Sans Frontières, a charity which sends medical staff to countries where there are emergency situations. I decided to apply for a job with them.

It took me six months to do all the tests and paperwork. ² ? The population there was badly affected by the Ebola outbreak in 2014, but one of the biggest problems now is malaria. I worked in a small team of three and it was very hard work. ³ ? Although we had one day off per week, we often had to help out then too.

⁴ ? The number of small children with malaria during this time almost doubled, but we didn't have any extra staff or facilities. If a child under five gets malaria, they need to see a doctor quickly or they might die. Although it was a difficult experience, I'm pleased I did it and I would do it again if I had the chance.



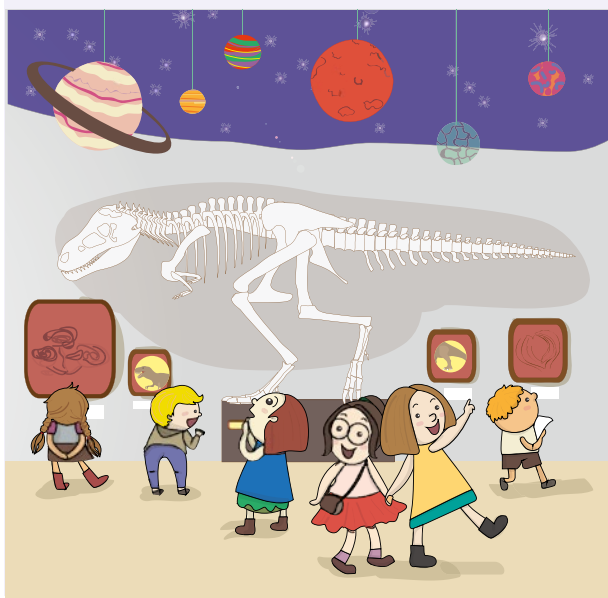
- A The rainy season was the hardest. **4**
 B Finally, they told me I could go and they sent me to Sierra Leone. **2**
 C At that time I told him that I hadn't thought about it before, so I didn't really know. **1**
 D We worked very long hours, often into the night. **3**
 E They didn't know it was going to be so hard, but they managed to finish the operation.

ŚRODKI JĘZYKOWE

- 4** Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–4. Odpowiedzi zapisz w zeszycie.

THE MUSEUM OF DISCOVERY AND SCIENCE

The Museum of Discovery and Science in Florida seems more like a theme park than a museum. In addition to two floors of interactive exhibits, it ¹ ? offers rides and 3D films for all the family. You can learn about the wildlife of Florida or experience ² ? it is like to be in the middle of a hurricane. You can see a replica of a mammoth and dig for fossils alongside a giant shark. You can also get an interactive aviation experience and ³ ? on a ride to the stars to find out what astronauts feel. The moving seats and multi-sensory effects ⁴ ? a fun educational experience that you won't forget. There is also a store with games, toys, books and other gifts.



- 1 A either **B** also C firstly
 2 A when B how **C** what
 3 A take **B** go C make
 4 **A** create B to create C creating

- 5** Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–5). Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyraz już podany. Odpowiedzi zapisz w zeszycie.

- 1 NASA wanted to launch the spacecraft last week, but the weather was bad.

WOULD

If the weather hadn't been bad, NASA *would have launched* the spacecraft last week.

- 2 NASA said, 'We finished preparing the spacecraft yesterday.'

FINISHED

NASA said they *had finished preparing* the spacecraft the day before.

- 3 NASA said to the astronauts, 'You will start at 5 a.m.'

START

NASA told the astronauts that *they would start* at 5 a.m.

- 4 They hope the weather is good so they can send the spacecraft into space.

THEY

If the weather is good, *they will send* the spacecraft into space.

- 5 If the crew was ready, they could start today.

CREW

The *crew isn't* ready so they can't start today.

PISANIE

- 6** Wykonaj poniższe zadanie. Napisz e-mail w zeszycie.

Właśnie wróciłeś/wróciłaś z wakacji, w czasie których miałeś/miałaś problemy zdrowotne. Napisz do kuzyna z RPA e-mail, w którym:

- opisujesz swoje wrażenia z wyjazdu,
- informujesz, jaki miałeś/miałaś problem,
- pytasz kuzyna, jak on spędził wakacje.

Długość tekstu powinna wynosić od 50 do 120 słów.

Lesson 7.1

Vocabulary

Lead-in

Review of vocabulary from previous unit

Pre-teach the words *vowel* and *consonant*. Put students into two groups and tell them they are going to guess words by asking for vowels or consonants. Choose a word, e.g. *blind*. Tell students the word has five letters with one vowel and four consonants. One group chooses a type of letter (e.g. consonant). Write one on the board, e.g. *n*. Tell students that this is not necessarily the first letter of the word. You can choose the letters in any order. The group try to guess the word. The second group do the same. Write the next letter on the board, e.g. *d*. The group guesses. Keep going until one group guesses correctly and award them a point. Repeat with other words from the wordlist on page 81 of the Students' Book. Elicit the meanings of all the words.

Exercise 1

Before students choose their favourite form of communication, ask them to guess which will be the most popular. After the vote, ask them for the advantages and disadvantages of each form.

Exercise 2

Put students into groups of three and when the time is up, ask how many ideas each group thought of. Ask the group with the most ideas to share them with the class and then elicit any other ideas that different groups had.

Exercise 3 3.22

Elicit the meanings of the words in the Vocabulary box and invite students to show the meaning of each through a short mime.

Exercise 4

Put students into groups of three to discuss the questions. Then ask them to act out short role plays in which one of them is new to the class and is meeting the other two. Invite groups to act out their role plays in front of the class and ask the other students to comment on the 'new' students' non-verbal communication.

Exercise 5 3.23

Check the meaning of the words by asking students to demonstrate them, but be careful about choosing the

7

VOCABULARY

Non-verbal communication | Communication phrases | Word building: verbs and nouns for communication | Advertising

GRAMMAR

The Passive: Present Simple, Past Simple, Present Perfect, *can* and *must* | The Passive with *will*



SPEAKING

Indicating objects and clarifying



READING

Communicating with family members

LISTENING

Advertising

WRITING

A review

BBC Culture and Skills

Why do languages change?

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students to show *give someone a hug* (for cultural reasons) and *raise your voice* (for discipline reasons).

Exercise 6 3.24

Before they listen, ask students to read the sentences and say whether they think they are true or false. They can give examples if they know the answers, e.g. *In Bulgaria, 'yes' is shown by shaking the head and 'no' by nodding the head*. After listening, elicit the answers and the corrected information.

A clear message

VOCABULARY Non-verbal communication

I can talk about different forms of communication.

face2face: Did you know that 80–90 percent of communication is non-verbal?
Top seven ways we communicate without words!



1 Posture: The position of your body can say a lot of things to other people – for example that you're bored, or tired.



5 Gestures: How we move our hands and arms not only shows our emotions, but also our personality.



2 Eye contact: Looking into someone's eyes can show you are engaged in the conversation. Looking away shows just the opposite!



6 Body contact: Putting your arm around someone can communicate feelings of love and friendship. But be careful: not everyone feels comfortable sharing their personal space!



3 Facial expressions: Muscle movements in our face can instantly show a range of feelings, from happiness to sadness.



4 Head movements: This is a clear way to communicate 'Yes' or 'No' – agreement or disagreement.



7 Voice: How loudly or quietly we speak can communicate how we're feeling.

1 CLASS VOTE How do you prefer to communicate with your friends? Why?

by email by phone by text face-to-face using instant messaging

2 I KNOW THAT! How many other forms of communication can you think of? Write your ideas in your notebook.

3 3.22 Use the expressions in the Vocabulary box to complete the headings in the poster. Write the answers in your notebook. Listen and check.

Vocabulary Non-verbal communication

body contact eye contact facial expressions gestures
head movements posture voice

4 Which of the ways of communicating in the Vocabulary box do you think is the most important when you meet someone for the first time? Which is the least important?

5 3.23 Match each phrase in the Word Friends box with one of the forms of communication in the poster. Write the answers in your notebook. Listen and check.

Word Friends Communication phrases

bow / shrug your shoulders give sb a hug look sb in the eye
make eye contact nod / shake your head raise / lower your voice
raise your eyebrows point a finger

Exercise 7

Elicit the missing words before students ask and answer the questions. Elicit or teach *shake (someone's) hand* as students may do this instead of giving their friends a hug. Invite students to share their ideas with the class and give examples, e.g. *I always know when my friend is sad because even when she smiles, her facial expression is different to when she is happy*.

Exercise 8 3.25

Ask students to underline the main stress in all the words, both verbs and nouns, and to practise saying them. When students have finished the exercise, invite them to define the verbs.

Exercise 9 3.26

Before students write the words, ask them to read each sentence and say whether the missing word is a noun or

- 6 3.24 Listen to a psychologist talking about non-verbal communication. Are the sentences true or false? In your notebook, correct the false sentences.

- Children learn a lot of non-verbal communication from their parents. **True**
- Children learn to read sad facial expressions first. **False**
- Facial expressions usually mean the same thing in different cultures. **True**
- Nodding your head always means 'yes'.
- People of the same nationality **False** sometimes use different forms of non-verbal communication. **True**

- 7 In your notebook, complete the questions with words from the Word Friends box. In pairs, ask and answer the questions.

- Do you think you're good at reading people's facial **expressions**?
- Do you **give** your friends a hug when you meet up with them?
- In what situations do you **raise** your eyebrows?
- Do you ever raise or **lower** your voice when you talk to your friends? If yes, when?
- Is it important to **make** eye contact when you're speaking to someone?

- 8 3.25 **WORD BUILDING** Complete the table in your notebook. Use a dictionary if necessary. Listen and check.

Verb	Noun
communicate	communication
interrupt	interruption
explain	explanation
describe	description
define	definition
suggest	suggestion
pronounce	pronunciation
repeat	repetition
discuss	discussion
inform	information

a verb and how they know. (1 verb: what the speaker's brother does; 2 noun: modified by the adjective 'correct'; 3 noun: modified by the adjective 'long'; 4 base form of a verb with 'to': something Anna tried to do; 5 base form of a verb with 'to': something the speaker has to do)

Exercise 10 3.27

Students look at the words given. Elicit that, in addition to the example, there is

a verb (*describe*), a singular noun (*explanation*) and two plural nouns (*expressions* and *gestures*). Elicit the answers and how students know which word to put where.

Extra activity

Tell students to look at the list of verbs in Exercise 8. Ask them which one you are demonstrating. Act as two characters and say:

A: *There was an interesting documentary on language learning last night.*

B: *Yes, I saw it. I learned quite a lot.*

A: *Me too. I loved the section when the presenter went to France.*

B: *Yes, the way he managed to communicate with the shop keeper was great.*

Elicit *discuss*.

Students work in pairs to think of a short dialogue which will illustrate one of the other verbs. Invite students to act out their dialogues for the rest of the class to guess the verbs.

- 9 3.26 Complete the sentences with the correct form of words from Exercise 8. Write the answers in your notebook. Listen and check.

- Every time I try to say something, my brother **interrupts** me; he never lets me finish a sentence!
- It took me a long time to remember the correct **pronunciation** of Edinburgh.
- I went to bed really late last night because I had a long **discussion** with my parents about school.
- Anna tried to **explain** to Matt why she was late, but he didn't listen.
- I often have to **repeat** myself when I talk to my grandma because she can't hear very well.

- 10 3.27 Complete the blog with the words below. Write the answers in your notebook. Listen and check.

communication describe explanation
facial expressions hand gestures

My blog

Do we still prefer face time to screen time?

It's no secret that most teens love online ¹ **communication**. However, research reports that nearly fifty percent of teens still prefer talking to a friend face-to-face rather than using technology. So what's the ² **explanation** for this?

One reason is that although texting and messaging is great, it's not always easy to ³ **describe** our feelings clearly. Without ⁴ **facial expressions**, such as a smile or frown, it's easy to misunderstand what the other person is saying. It's also more fun talking to friends in person. For example, you definitely add more laughs to a story when you use ⁵ **hand gestures** and your voice!

1 **communication**

- 11 In pairs, discuss the questions. Compare your answers with the class.

- Why do many teens still prefer face-to-face communication?
- Do you think adults or elderly people prefer face-to-face communication? Why?
- Can you think of situations in which online communication is better?



- 12 **VOX POPS** Talk to your partner. In what situations do you find communicating difficult?

When I'm in a group of people I don't know very well, I often feel shy and I find it hard to think of things to say.



Unit 7 87

Exercise 11

Set a time limit for students to discuss the questions and then invite pairs to share their ideas with the class.

Exercise 12 31

Give students some ideas to start with, e.g. *speaking in front of the class, working in groups with people you don't know so well*. Ask how students overcome these problems by changing their behaviour or avoiding the situations. Before watching, ask students to predict what situations the speakers will talk about. After watching, ask how many of their ideas were mentioned and what other situations were mentioned that they didn't predict.

ANSWER KEY

Exercises 1, 2, 4, 11 and 12
Students' own answers.

Exercises 3, 6, 7, 8, 9 and 10
Answers on student page.

Exercise 5

- look somebody in the eye, make eye contact
- raise your eyebrows
- nod your head, shake your head
- bow your shoulders, shrug your shoulders, point a finger
- give somebody a hug
- raise your voice, lower your voice

Audio scripts: page 141

Video scripts: page 157

Further practice

- Photocopiable Resource 43, page 231
- Workbook, page 76
- Extra Online Homework: Vox Pops Extra Activities

Lesson 7.2

Grammar

Lead-in

Review of vocabulary for non-verbal communication

Tell students they should follow your instructions. Say these phrases, pausing after each one, to give students time to follow the instructions: *Make eye contact with someone across the room. Shrug your shoulders. Raise your eyebrows. Point your finger. Nod your head. Shake your head. Show by your facial expression that you are bored. Show by your posture that you are interested.* Invite one or two students to the front of the class and give the same instructions.

Exercise 1

Students open their Students' Books and, in pairs, describe what is happening in the photo and discuss the questions.

Exercise 2 3.28

When students have watched the video, look at the *Out of class* box with students and ask them what the phrases mean. (*You're in a rush!* means 'You're in a hurry'. Often, as here, it is understood to mean *Why are you in such a hurry?* and a reason is expected. *It'll be a laugh* means 'it will be fun'. It doesn't necessarily mean that people will actually laugh.)

Language notes

- The Passive is formed with the correct form of the verb *to be* + the past participle of the main verb.
- Only transitive verbs (i.e. verbs that take an object) have passive forms.

Exercise 3

Elicit how the Passive is formed: object of the active sentence + correct form of verb *to be* + past participle (+ *by* + the subject of the active sentence if necessary).

Exercise 4 3.29

When students have finished the task, elicit how we form questions in the Passive. Also elicit that in short answers, we only use the auxiliary verb, not the main verb.

Exercise 5

Elicit which verbs have the same Past Simple and past participle forms (*find, keep, lose, make, say, teach*). Point out that *show* is unusual because most -ed Past Simple forms stay as -ed past participles.

7.2 GRAMMAR The Passive

I can use verbs in the Passive.



COMMUNICATION BREAKDOWN

- Jay:** You're in a rush!
Skye: We're going to a workshop. The last one was organised by the Drama teacher.
Jay: What workshop?
Nina: We were sent an email last week. Look at the poster: 'Improve your communication skills and have fun. All equipment is provided.'
Skye: Come on. It'll be a laugh.
Teacher: Hi, guys. OK, today's game has been designed to help you communicate better with each other. In this game obstacles are placed around the room. The obstacles are chairs, a table, cushions and some water. One person is blindfolded and has to get to the other side of the room.
Jay: Cushions ... cool. Can I be blindfolded?
Teacher: Sure. Now, when the instructions are given, listen carefully. OK. Dan, Nina and Skye, decide where you want the obstacles. I think we're ready. Remember: clear instructions must be given.
Dan: Jay! I said turn right.
Jay: Clear instructions weren't given.
Nina: They were! You weren't listening!
Teacher: Guys, this should be fun!

How do you say these expressions in Polish?

You're in a rush!
It'll be a laugh.

OUT of class

- 1 CLASS VOTE** Look at the photo. Do you think this type of activity helps your communication skills? Why? / Why not?

3.28 Listen and answer the questions.

- How did Nina, Dan and Skye hear about the workshop?
They got an email.
- What obstacles does the teacher mention? *chairs, tables, cushions, water*
- Study the Grammar box. Find more examples of the Passive in the dialogue.

Grammar The Passive

Present Simple and Past Simple

Special equipment **is used**.
The message **wasn't sent**.

Present Perfect

The poster **has been printed**.
The obstacles **haven't been moved**.

can and must

The game **can't be played** in groups.
More information **must be given**.

by

The workshop was organised **by** the students.

GRAMMAR TIME > PAGE 132

- 4  3.29** Write questions and short answers for these sentences from the Grammar box. Write the answers in your notebook. Listen and check.

- Is special equipment **used**? (✓) *Yes, it is.*
- Was the message **sent**? (X) *No, it wasn't.*
- Has the poster **been printed**? (✓) *Yes, it has.*
- Have the obstacles **been moved**? (X) *No, they haven't.*
- Can the game **be played in groups**? (X) *No, it can't.*

- 5** In your notebook, write the past participle form of the verbs below.

find **found** keep **kept** lose **lost** make **made** say **said**
see **seen** show **shown** speak **spoken** teach **taught**
write **written**

- 6** In your notebook, rewrite the sentences in the Passive.

- A schoolboy has found a message in a bottle.
A message in a bottle **has been found by** a schoolboy.
- Most people don't write letters now.
Letters **aren't written by** most people now.
- We can make some food for the workshop.
Some food **can be made** for the workshop.
- They didn't keep their letters for the grandchildren.
Their letters **weren't kept** for the grandchildren.
- This teaches students to work in a team.
Students **are taught** to work in a team.
- The students must speak English in this class.
English **must be spoken by** the students in this class.

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Exercise 6

When students have finished, elicit the answers and the tense used in each sentence.

 Video scripts: page 158

Further practice

- Grammar Time, page 132
- Photocopiable Resource 44, page 232
- Workbook, pages 78 and 86

ANSWER KEY

Exercise 1

Students' own answers.

Exercises 2, 4, 5 and 6

Answers on student page.

Exercise 3

The last one was organised by the Drama teacher; We were sent an email last week; All equipment is provided; Today's game has been designed to help you

communicate; Obstacles are placed around the room; One person is blindfolded; Can I be blindfolded?; when the instructions are given; clear instructions must be given; Clear instructions weren't given.

I can understand a text about communication between family members.

- 1 CLASS VOTE** Do you communicate with different people in different ways? Think about your parents, brother or sister, grandparents, neighbours.
- 2 3.30** Read the texts quickly. Which forms of communication do Sam and Amelia mention?

Sam

I don't talk much at home. It's not that I don't enjoy talking, it's just that sometimes I don't want to. This often happens when I get home from school and my mum **fires questions** at me. 'How was the Maths test? Was your homework given back to you? How did you do?' If I don't answer, she raises her voice and repeats them. It **drives me mad** – especially when I'm chatting online with my friends. Sometimes we're interrupted by my mum telling me to tidy my room or walk the dog. **Don't get me wrong** – my mum is great, but I find that really annoying! She likes texting me to find out where I am. I remember once, I came home, said hi to my dad and went straight to my bedroom. A few minutes later, my mum came in from the garden and texted me. 'Sam, where are you? Your dinner's ready!' 'Mum, I'm in my room!' I replied. That made us both laugh!



Amelia

I've always been chatty like my grandma and we talk about everything. I love her stories of when she was young and a bit of a **rebel**. We often talk about what it was like without a mobile phone or a computer. She didn't like talking to her friends on the phone at home because everyone could hear her. When she had a boyfriend, she had to go to a phone box near the house. It was used by lots of people, so she often had to wait in the cold. Gran was a good dancer and wanted to study Dance at college. Her parents wouldn't even have a discussion about it. 'That's how it was,' she says. The best thing about Gran is she can read my facial expressions. If something's worrying me, she knows and we talk about it. She never thinks I'm being silly. Gran texts me sometimes, but she's **hilarious**. She writes, 'Hello, America'. That's because in **predictive text** my name appears as 'America'!



- 3** Read the texts again. Are the sentences true or false?
- Sam always likes talking to his mum when he gets home. **False**
 - Sam's mum often has to ask the same questions more than once. **True**
 - Sam doesn't generally get on well with his mum. **False**
 - Sam's dad sent him a text about dinner. **False**
 - Amelia and her grandma both talk a lot. **True**
 - Amelia's grandma preferred using a public phone when she was young. **True**
 - Amelia's grandma's parents wanted her to study Dance. **False**
 - Her grandma often gets Amelia's name wrong in her texts. **True**

4 Answer the questions.

Which person in the texts:

- is good at reading body language? **Amelia's grandma**
- is annoyed by interruptions? **Sam**
- sometimes talks in a loud voice? **Sam's mum**
- sometimes gets texts from a person who's worried? **Sam**
- is sometimes very funny? **Amelia's grandma**
- likes hearing about life in the past? **Amelia**

5 Look at the highlighted words in the texts.

Check your understanding. Use a dictionary if necessary.

6 In pairs, discuss the questions.

- What type of person do you think Sam is? What about Amelia?
- What differences are there in the way Sam communicates with his mum and Amelia communicates with her grandma?

7 In groups, imagine you are writing a leaflet called *A parent's guide to talking to teenagers*. What suggestions would you include?

Parents shouldn't ask questions about homework at meal times.

Exercise 2 3.30

When students have read and listened to the texts, put them into pairs. One student summarises what Sam talks about and the other summarises what Amelia said.

Exercise 3

Students work in pairs and try to remember the answers without looking at the texts. They discuss their answers and then read the text to check. Elicit the information that supports the answers.

Exercise 4

Students should remember at least some of this information. Set a time limit and elicit the answers.

Exercise 5

Put students into pairs. Encourage them to guess the meaning of the words from the context. If students aren't sure or can't agree, encourage them to look up the words in a dictionary.

Exercise 6

Set a time limit for students to discuss the questions, then allow them to join together with a second pair to share their ideas.

Exercise 7

Before students work in groups, ask them to think of headings for their tips e.g. *school, relationships, hobbies, planning family holidays and events*. When they have finished, ask each group to share their ideas for one of the headings with the class. Open up the conversation to a class discussion of what good communication is.

ANSWER KEY

Exercises 1, 5, 6 and 7
Students' own answers.

Exercise 2

Sam mentions talking face-to-face, chatting online and texting. Amelia mentions talking face-to-face, talking on the phone, non-verbal communication (reading facial expressions) and texting.

Exercises 3 and 4

Answers on student page.

Further practice

• Workbook, page 79

Lesson 7.3 Reading and Vocabulary

Lead-in

Review of the Passive

Put students into up to eight groups. Give each group a passive sentence and ask them to work together to discuss what the sentence could be about. Set a time limit and invite groups to share their ideas with the class.

Some ideas: *It can't be done! It's been stolen! This is where it is made. It was found in the attic. It was sent from the USA. Nobody knows who it was painted by.*

Exercise 1

Before students open their Students' Books, put them into groups of three and ask the question. They discuss their ideas and then share them with the class.

Extra activity

In pairs, students think of a short dialogue between themselves and one of the people mentioned in Exercise 1. They shouldn't use the person's name. When ready, put pairs together into groups of four. Each pair acts out their dialogue and the other pair have to guess who they are talking to. Invite groups to choose one dialogue to act out in front of the class.

Lesson 7.4

Grammar

Lead-in

Review of the Passive

Have some sentences and questions prepared with each word written in large letters on a separate piece of A4 paper. They must be big and bold enough for students to see from the back of the class. Examples to use: *My bed hasn't been made since last Saturday.* (8 words), *We are given homework twice a week by our English teacher.* (11 words), *What were you asked to bring to school today?* (9 words). For the first sentence, invite eight students to come to the front of the class. Give each student a piece of paper with one word on it. Students can look at their own word but not anyone else's. They hold up the cards so that the rest of the class can see them. The other students work out the sentence and tell the eight students what order to stand in to form the sentence. When they are ready, the eight students say their words in the order they have been told to stand and make the sentence.

Exercise 1

Tell students to keep their Students' Books closed. Ask the questions and allow students to discuss questions in pairs for two minutes. Invite each pair to share ideas with the class.

Exercise 2

Elicit the answer and then ask more questions: *When will the course start?* (September), *Where is the course?* (at Luke's school), *Will there be more courses in the future?* (Yes, if this one is successful.).

Exercise 3

Elicit the answers and ask if they would sign up for a course like this at school and why/why not.

Exercise 4

Elicit how we form the Passive with modal verbs (*modal + be + past participle*).

Exercise 5

When students have finished, look at the first sentence with the class and elicit Passive questions that this could be the answer to: *When will the course be offered to all students?* *Who will the course be offered to next year?* Students work in pairs and think of questions for each sentence.

Exercise 6 3.31

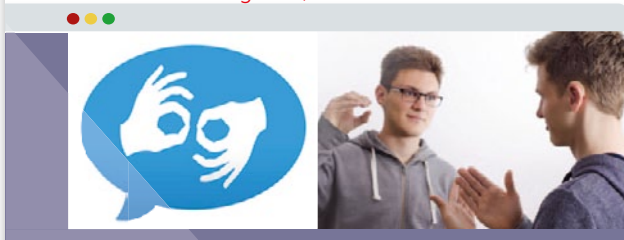
When students have read the text, elicit that it uses active

7.4 GRAMMAR The Passive with will

I can change active sentences into passive sentences.

- CLASS VOTE** Does your school offer sign language classes? If not, do you think it would be good idea to add them? Why? / Why not?

- Read the news story. Who has hearing difficulties?
Luke's new neighbour, Dominic



I can't wait until we can chat just like other mates.

When Luke Hamilton discovered that his new neighbour, Dominic, had hearing difficulties, he decided to look for a sign language course. He soon found one. From September, sign language classes will be taught at Luke's school. They'll be offered to students and parents, and Luke's very excited about it. 'The course will be taught by a qualified teacher after school. Homework won't be given, although students can do online exercises,' he says. The head teacher is sure the classes are a good idea. 'Sign language courses aren't offered in many schools in this area, so we thought it would be popular. If this goes well, more courses will be planned for the future,' he explained. During the course, students will learn basic signs for everyday use. Luke doesn't know how quickly he'll learn, but he's sure of one thing: 'My sign language will be used with Dominic,' he says. 'I can't wait until we can chat just like other mates.'

- Read the news story again. Answer the questions.

- Why did Luke decide to learn sign language?
He found out his neighbour has hearing difficulties.
- How does Luke feel about starting the course?
He feels very excited.
- Why does the head teacher think the course will be popular? *Because there aren't many schools that offer courses.*

- Study the Grammar box. Find more examples of the Passive with *will* in the news story.

Grammar The Passive with will

A science fair **will be organised** at the school.
These classes **won't be taught** during school hours.

Sometimes you can form two passive sentences from one active sentence:

Active: The school **will offer** free classes to parents.

Passive: Free **classes** will be offered **to parents**.

Parents will be offered **free classes**.

GRAMMAR TIME > PAGE 132

- Complete the sentences using the Passive with *will*. Write the answers in your notebook.

- Next year, the course **will be offered** (offer) to all students.
- A lot of new classes **will be organised** (organise) for next year.
- The suggestion **won't be discussed** (not discuss) until tomorrow.
- The information **will be written** (write) on the board for you.
- Books **won't be used** (not use) in class today because we're playing a game.

-  **3.31** Read the text. Complete the sentences below using the Passive with *will*. Write the answers in your notebook. Listen and check.

From next week, students from Hong Kong University will teach Chinese at Harwood School. Teachers believe more schools will offer Chinese lessons to students in the future. The university students will teach writing and speaking skills. They won't test the pupils, but they will organise a weekly quiz. At the end of the course they will prepare a Chinese meal to celebrate.

- From next week, Chinese **will be taught at Harwood School by students from Hong Kong University**.
- Teachers believe students **will be offered Chinese lessons** by more schools in the future.
- Writing and speaking skills **will be taught by the university students**.
- The pupils **won't be tested**, but a weekly quiz **will be organised**.
- At the end of the course, a Chinese meal **will be prepared** to celebrate.

- In your notebook, make passive sentences that are true for you.

- a school trip / organise / for my class soon
A school trip will be organised for my class soon.
- extra homework / give / today
- the answers to this exercise / discuss / in class
- a big party / plan / for the end of school

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sentences. They have to transform these into Passive forms. Elicit again that they need *will + be + past participle*. Tell students to only add *by + subject* where it is necessary.

Exercise 7

When students have finished, ask them to join together in groups of four to compare ideas and explain their choices of modals.

Extra activity

Put students into pairs. Each pair should research one word in sign language. They learn this and then each pair teaches their word to the class, who practise it.

Further practice

- Grammar Time, page 132
- Photocopiable Resource 45, page 233
- Workbook, page 80

ANSWER KEY

Exercises 1 and 7

Students' own answers.

Exercises 2, 3, 5 and 6

Answers on student page.

Exercise 4

will be taught; They'll be offered; will be taught; won't be given; will be planned; will be used

I can understand key information in short conversations and describe a TV commercial.

- 1 **CLASS VOTE** Adverts must communicate their message clearly. What do you think makes a good TV commercial?

a famous person colour humour
music other?

- 2 **3.32** Study the Vocabulary box. Complete the sentences in your notebook. Listen and check.

Vocabulary Advertising

billboard brand commercials flyers logo
poster slogan target audience

- There's a huge **?** at the side of the road. It's advertising the new cinema.
 - The **slogan** for this sports company is 'Everyone's a winner'.
 - The **logo** for Lacoste clothing is a green crocodile.
 - A man is handing out **flyers** for the music festival next weekend.
 - There are too many **commercials** on TV. It's really annoying when you're watching a film.
 - The **target audience** for this advert is children – that's why they put it on after school.
 - Can I put this **poster** up on your notice board, please?
 - I always buy the same **brand** of shampoo.
- 3 **3.33** Listen to five extracts from TV commercials. Match the commercials (1–5) with the products (a–h). There are three extra products. Write the answers in your notebook.
- | | |
|-----------------------|------------------------------|
| a chocolate 5 | e washing-up liquid 4 |
| b trainers | f nail varnish |
| c perfume | g a hamburger 1 |
| d toothpaste 3 | h a mountain bike 2 |

- 4 **3.33** Listen again. Answer the questions.

- Who is the target audience for each commercial?
- Which commercial mentions a new product of a well-known brand?
- Which commercial do you think is the most successful?
- Which one did you like best? Why?

- 5 **3.34** Listen to four short dialogues. Choose the correct answers.

- 1 What is the logo of the jeans that Anna wants to buy?

A

B

C



- 2 What is offered for free with a flyer from the pizza restaurant?

A

B

C

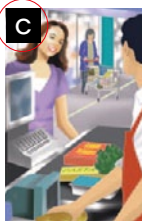


- 3 Where will Sam's poster be put?

A

B

C

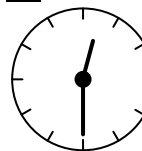
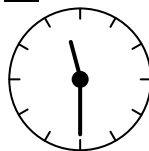
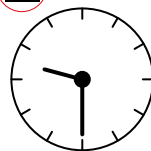


- 4 What time does Joe want to go football training?

A

B

C



33

- 6 **VOX POPS** In pairs, tell each other about your favourite TV commercial. Describe the advert and say why you like it.



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to listen out for in the advert for their product. Before they listen, remind students that they won't hear all the products mentioned (there are three extra products). When students have finished the task, ask the five groups whose products were advertised, if they heard any of their words and what other key words they heard.

Exercise 4 3.33

Play the first advertisement again and elicit who the target audience could be (*people who want a better-quality burger? young people?*) Show that there is no right answer. Just what the students think. Set a time limit for students to discuss the questions in groups of three and then invite each group to share their ideas with the class.

Extra activity

Divide the class into three groups. Assign one product to each group: trainers to the first group, perfume to the second group and nail varnish to the third group. Now divide the groups into pairs or groups of three. They work together to create a short advert similar to the ones they heard in the recording. When they are ready, invite each group to read out their advert as if it was on the radio, so sounding enthusiastic, not just reading out loud. The other students vote for the advert they like best.

Exercise 5 3.34

Before students start, put them into pairs and tell them to discuss the pictures and what they need to listen for. After listening, elicit what the wrong answers referred to each time.

Exercise 6 3.33

Before watching, check students are familiar with Cadbury's (a chocolatier and confectionary company), Chanel (a perfume manufacturer) and John Lewis (a British department store).

Lesson 7.5

Listening and Vocabulary

Lead-in

Review of the Passive with will

Ask students to think about what a good party needs. As they give ideas, write key words on the board, e.g. *music, food, people*. Also write key verbs on the board, e.g. *play, make, buy, choose*. Put students into groups of four. They have to make their party as attractive as possible using the Passive

with *will*, e.g. *The music will be chosen by me; I've got a great music collection. The cake will be made by Cathy's mum; she's a great cook*. When students have written their sentences, invite each group to talk about their party and ask students to vote on which one, apart from their own, sounds the best.

Exercise 1

Tell students to keep their Students' Books closed. Talk about famous TV adverts, not necessarily good ones, but

which are easy to remember. Students then open their Students' Books to discuss the question in groups of three.

Exercise 2 3.32

Discuss the meanings of the words in the box and elicit examples.

Exercise 3 3.33

Put students into eight groups. Tell each group to look at a different product a–h. Each group should suggest three key words for other students

ANSWER KEY

Exercises 1, 4 and 6

Students' own answers.

Exercises 2, 3 and 5

Answers on student page.

Audio scripts: page 141

Video scripts: page 158

Further practice

- Workbook, page 81
- Extra Online Homework: Vox Pops Extra Activities

Lesson 7.6

Speaking

Lead-in

Review of vocabulary for advertising

Put students into groups of three. Tell them to think of a product that they want to advertise. Together, they try to think of a brand name, logo and slogan for their product which will give a clue to what it is without mentioning the product, e.g. *Brand name: Lightning Link. Logo: a flash of lightning hitting a laptop. Slogan: Broadband for the twenty-second century.* When they are ready, students read out their brand names and slogans and describe or draw their logos. The other students try to guess what the product is.

Exercise 1

Before students open their Students' Books, ask the question in the rubric and find out if the product was worth buying or not and why.

Exercise 2 3.34 3.35

Elicit the answers and look at the *Out of class* box with students. Ask them how else the phrases could be said with the same meaning, e.g. *Do you know where ... is?* and *That's a bit difficult.*

Exercise 3

Check students' understanding of *indicate* (show by pointing or describing) and *ask for clarification* (ask what the other person means, check that you understood correctly).

Exercise 4 3.36

When students have finished, ask where they think Jay and Skye are and what they are doing.

Exercise 5

When students have practised their conversations in pairs, invite pairs to act out one of their conversations in front of the class.

Extra activity

Tell students to think of a song or advert that everyone in the class should know. When students are ready, tell them to imagine they can't remember the name of the song or advert. They mingle and ask: *Have you heard that song/seen that advert?* The other student has to ask for clarification. The first student apologises and gives more details. The second student then guesses the name. The first student

7.6 SPEAKING Indicating objects and clarifying

I can indicate different objects, ask for and give clarification.



- Nina:** Just a minute, Dan. I need a drink. Any idea where my bag is?
- Dan:** Do you mean this one, under your jacket?
- Nina:** That's it. I've got a great drink. It's that new one that's been on TV. Oh no! I've left it at home.
- Dan:** Don't worry. Let's make a drink instead. Come on.
- Nina:** Cool. What do you want me to do?
- Dan:** First, wash the fruit and cut them into small pieces.
- Nina:** OK. When you said wash the fruit, did you mean the bananas and pineapple?
- Dan:** Sorry, I meant to say wash those strawberries next to the sink.
- Nina:** Yuk! Look at these bananas. This one's black.
- Dan:** OK, but that one there is fine. Just cut that up.
- Nina:** You've got a pineapple. That's a bit tricky. Have you got a tin instead?
- Dan:** What do you mean, 'a tin'?
- Nina:** A tin of pineapple. It's much easier.
- Dan:** Brilliant! OK, let's put it all in the blender with some milk.
- Nina:** And now let's turn it on.
- Dan:** No, no, no!

How do you say these expressions in Polish?

Any idea where ... is?
That's a bit tricky.

OUT of class

- 1 CLASS VOTE** Do you sometimes buy a drink or snack because you've seen it on TV? Think of an example.

- 2  3.35** Listen. What fruits are mentioned?
bananas, pineapple and strawberries

- 3** Study the Speaking box. Find more examples of indicating and clarifying in the dialogue.

Speaking Indicating objects and clarifying

Indicating objects

That's it/them!
This one/These ones here.
That one/Those ones over there.
Look at this/that/these/those ...
It's that new/old one that ...
These/Those are the ones which ...

Asking for clarification

Do/Did you mean ...?
What/Which one do you mean?
When you said ... what did you mean?
When you said ..., did you mean ...
Could you say that again?

Giving clarification

Sorry, I meant to say ...
What I was trying to say was ...
When I said ..., I meant ...

- 4  3.36** Jay and Skye are looking at phones.

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

- Jay:** ¹*Look at that* phone! I might get it with my birthday money.
- Skye:** Which ²*one do you mean*?
- Jay:** That one ³*there*. It's got an awesome camera.
- Skye:** I thought your old phone was fine.
- Jay:** It was until it stopped working.
- Skye:** ⁴*What do you mean*, 'it stopped working'?
- Jay:** Sorry, ⁵*I meant to say* until I dropped it in the swimming pool. Then it stopped working!

- 5** Work in pairs. Choose one of the items below that you would like to buy and have a short conversation. Then swap roles.

headphones jeans a rucksack a smartphone
a sports shirt

- A:** *I want those cool headphones.*
B: *Which ones?*
A: *Those ones.*
B: *What's wrong with the ones you've got?*
A: *They aren't very good.*
B: *What do you mean ...?*

tells them if they are correct or not and gives more details if necessary.

 **Video scripts:** page 158

Further practice

- Photocopiable Resource 46, page 234
- Workbook, pages 82 and 87

ANSWER KEY

Exercises 1 and 5
Students' own answers

Exercises 2 and 4
Answers on student page.

Exercise 3
Indicating objects: It's that new one that's been on TV; those strawberries next to the sink; This one's black; that one there is fine

Asking for clarification:
Do you mean this one, under your jacket?; When you said wash the fruit, did you mean ... ?;
What do you mean, 'a tin'?
Giving clarification: Sorry, I meant to say ...

I can write a review and offer opinions and points of view.

- 1 CLASS VOTE** Which of the language learning aids below can you see in the photos? Which of these do you consider most effective and which most enjoyable?

books/films in original language
coursebook dictionary flashcards
language learning website mobile phone app



- 2** Read Jo's review and answer the questions.

- 1 What website is she reviewing and what is her opinion of it?
- 2 Who is the review written for?

website for you?

Is Wordfit the right

So many websites have been created for language learners that it can be hard to know which is the best to use. Wordfit is one of the most popular websites, but is it as good as they say?

I was impressed by the design of the website. It looks really attractive and is easy to use. There is a wide variety of online activities and lots of fun things to do, like quizzes and games. I particularly like the fact that you can chat with other language learners on the site. The only disappointing thing about the website is that very little listening practice is provided and there's no opportunity to practise pronunciation.

All in all, I think Wordfit is a useful website and I would definitely recommend it to other learners. However, if you only want to practise listening and speaking skills, it's probably not the website for you.

- 3** Order the information as it appears in the review. Write the answers in your notebook.

- a Jo gives her overall opinion and recommendation. **3**
- b Jo says what she is reviewing and why she chose to review it. **1**
- c Jo explains what she thinks the advantages and disadvantages of the website are. **2**

- 4** Find the adjectives in Jo's review.

- 5** In your notebook, write the adjectives below in the correct column. Add the adjectives you found in Exercise 5.

amazing awful boring brilliant
confusing fantastic poor weak

Positive	Negative
amazing	?

- 6** Study the Writing box. Find examples of these phrases in Jo's review.

Writing A review

What you are reviewing and why

Lots of people have asked me about ...

... is one of the most popular ...

... but is it as good as they say?

Advantages and disadvantages

I was impressed by ...

It looks attractive / confusing.

I particularly like ...

The only disappointing thing about ... is ...

Unfortunately, ...

Personal opinion and recommendation

All in all, I think ...

I would / wouldn't recommend it to ...

This is one of the best ... I have ever used / read / watched.

- 7 WRITING TIME** In your notebook, write a review of a method of language learning that you have used (e.g. an app, a book, a website, a language course). In your review, you should:

- say what you are reviewing and give a brief description.
- explain what you think the advantages and disadvantages are.
- give your personal opinion and say whether you would recommend it to others.

Organise your review into clear paragraphs and remember to use a range of adjectives.

Exercise 5

Tell students that *wide* on its own usually describes size, so it isn't positive or negative.

Extra activity

Tell students to work in pairs. They think of three topics, e.g. film or music. For each topic, they think of one example (a film, a song/band) and write at least three adjectives to describe it. They then join with a second pair. The pairs take turns to tell each other what the topic is and the adjectives they wrote for that topic. The other groups try to guess what is being described. Invite groups to choose one of their items to share with the class.

Exercise 6

When students have found the phrases, ask them to use them to describe other products or places, e.g. *Tom's Pizza Place is one of the most popular cafés in our town.* Invite students to share their ideas with the class.

Exercise 7

Students then write their reviews in class or at home. If they write them in class, allow them to swap reviews with a partner. Ask students if they would use the method their partner reviewed and why/why not.

ANSWER KEY

Exercise 1

The photos show a mobile phone app, a language learning website and a coursebook.

Exercise 2

1 Wordfit; it's useful unless you only want to practise your listening and speaking skills

2 language learners

Exercises 3, 4 and 6

Answers on student page.

Exercise 5

Positive: brilliant, fantastic, (best, popular, good, attractive, easy (to use), wide (variety), fun, useful)
Negative: awful, boring, confusing, poor, weak, (disappointing)

Exercise 7

Students' own answers.

Lesson 7.7 Writing

Lead-in

Introduction to reviews

Check students understand the meaning of *review*. Ask them what kinds of reviews they have read, e.g. of games, films, books, music, hotels. Put students into groups of four and ask them to think the reviews they have read and make a list of things a good review should include.

Exercise 1

Before students open their Students' Books, elicit any language learning aids they can think of. They then discuss what they can see and the advantages of each.

Exercise 2

Elicit the answers and then ask students if they would visit the website after reading this review. Elicit reasons for their answers.

Exercise 3

Ask students to compare their answers in pairs before class feedback.

Exercise 4

Tell students to concentrate on adjectives describing the website, so ignore *hard* (to know), *impressed* (describes Jo), etc.

VOCABULARY

- 1 In your notebook, write the correct word for each definition.
- a type of product sold by a particular company
brand
 - talking about something to exchange opinions
discussion
 - movement of the hands or arms to express an idea
gesture
 - a symbol used by a company to advertise its product
logo
 - the way in which someone holds their body
posture
 - a short phrase used to advertise a product or company
slogan
- 2  3.37 Complete the quiz questions with the noun form of the verbs in brackets. Write the answers in your notebook. Listen and check.

ARE YOU GOOD WITH WORDS? TAKE OUR QUIZ AND FIND OUT!

- Give your partner a **description** (describe) of a place in your town. Can he/she guess what it is?
- What is a good phrase to use when making a **suggestion** (suggest) in English?
- What is the correct **pronunciation** (pronounce) of the famous river that runs through London?
- What is the **definition** (define) of the adjective *chatty*?
- Can you name three types of non-verbal **communication** (communicate)?
- What is the most common **explanation** (explain) students give when they're late for class?

- 3 In pairs, do the quiz in Exercise 2.

GRAMMAR

- 4 Complete the text with the correct passive form of the verbs in brackets. Write the answers in your notebook.

At school yesterday we ¹ **were taught** (teach) how to improve our communication skills. The lesson ² **wasn't held** (not hold) in the classroom, but out on the school field. We ³ **were organised** (organise) into teams and the plan was to make a bridge. I love this type of activity because it ⁴ **is done** (do) in groups. You always have lots of problems, but they ⁵ **can be solved** (can/solve) when everybody works together. ⁶ **Was** my team's bridge **built** (build) perfectly? No, and it definitely ⁷ **can't be used** (can/not/use), but we had fun!

- 5 Write sentences in your notebook. Use the Passive with **will**.

- the ideas / discuss / in tomorrow's lesson
The ideas will be discussed in tomorrow's lesson.
- the information / not send / to you / by email
The information won't be sent to you by email.
- team members / select / next week / ?
Will team members be selected next week?
- the festival / advertise / in the local paper
The festival will be advertised in the local paper.
- we / put / into new groups / at school / ?
Will we be put into new groups at school?
- the winner / not announce / until the end of the day
The winner won't be announced until the end of the day.

SPEAKING

- 6 Complete the dialogue with the words and phrases below. Write the answers in your notebook. Then act out the dialogue in pairs.

I thought you said that one this one
those which one do you mean

Julia: Look at ¹ **those** dogs in the magazine advert. I'd love ² **that one**.

Tom: ³ **Which one did you mean?** The little brown one?

Julia: No. ⁴ **This one** – the black and white one.

Tom: ⁵ **I thought you said** your mum was allergic to pets.

Julia: She is, but I can always dream!

- 7 In pairs, talk about which of the clubs below you would like to join and why.

basketball club dance club gardening club
painting club photography club

DICTIONATION

- 8  3.38 Listen to the recording. Write the sentences in your notebook.

Audio script: page 142

Check yourself!

- ✓ I can talk about different forms of communication.
- ✓ I can use verbs in the Passive and change active sentences into passive.
- ✓ I can understand a text about communication between family members.
- ✓ I can understand key information in short conversations and describe a TV commercial.
- ✓ I can indicate different objects, ask for and give clarification.
- ✓ I can write a review and offer opinions and points of view.

LESSON 7.1

Non-verbal communication

Komunikacja niewerbalna

body contact /ˌbɒdi ˈkɒntækt/ kontakt fizyczny**bow** /ˈbəʊ/ uklonić się**frown** /fraʊn/ zmarszczyć brwi**gesture** /ˈdʒestʃə/ gest**give sb a hug** /gɪv sʌmbɒdi ə ˈhʌg/ uściśnąć kogoś**head movement** /hed ˈmu:vmənt/ ruch głowy**look sb in the eye** /lʊk sʌmbɒdi ɪn ðə ˈaɪ/ patrzeć komuś w oczy**make eye contact** /meɪk aɪ ˈkɒntækt/ utrzymywać kontakt wzrokowy**nod/shake your head** /nɒd, ʃeɪk jə ˈhed/ kiwnąć/potrząsnąć głową**non-verbal** /nɒn ˈvɜ:bəl/ niewerbalny**point a finger** /pɔɪnt ə ˈfɪŋgə/ wskazać palcem**posture** /ˈpɒstʃə/ postawa**raise/lower your voice** /ˈreɪz, ˌləʊə jə ˈvɔɪs/ podnieść/obniżyć ton głosu**raise your eyebrows** /ˈreɪz, jə ˈaɪbraʊz/ unieść brwi**read facial expressions** /ˈfeɪʃəl ɪkˈspresjən/ czytać mimikę twarzy**shrug your shoulders** /ʃrʌg jə ˈʃəʊldəz/ wzruszyć ramionami**use hand gestures** /ju:z hænd ˈdʒestʃəs/ gestykulować**communicate** /kəˈmju:nikeɪt/ komunikować się**communication** /kəˈmju:nɪˈkeɪʃən/ komunikacja**define** /dɪˈfaɪn/ definiować**definition** /ˌdefɪˈnɪʃən/ definicja**describe** /dɪˈskraɪb/ opisywać**description** /dɪˈskrɪpʃən/ opis**discuss** /dɪˈskʌs/ omawiać, dyskutować**discussion** /dɪˈskʌʃən/ dyskusja**emotion** /ɪˈməʊʃ(ə)n/ emocja**engaged in sth** /ɪnˈgeɪdʒd ɪn/ zaangażowany w coś**explain** /ɪkˈspleɪn/ wyjaśniać**explanation** /ˌekspləˈneɪʃən/ wyjaśnienie**face-to-face** /ˈfeɪs tə ˈfeɪs/ twarzą w twarz, osobiście**inform** /ɪnˈfɔ:m/ informować**information** /ɪnfəˈmeɪʃən/ informacja**instant messaging** /ɪnˈstænt ˈmesɪdʒɪŋ/ rozmowa na komunikatorze internetowym**interrupt** /ˌɪntəˈrʌpt/ przeszkadzać, przerywać**interruption** /ˌɪntəˈrʌpʃən/ przerwa, zakłócenie**message** /ˈmesɪdʒ/ wiadomość**misunderstand** /ˌmɪsʌndəˈstænd/ źle zrozumieć**muscle** /ˈmʌsəl/ mięsień**personal space** /ˈpɜ:sənəl speɪs/ przestrzeń osobista**pronounce** /prəˈnaʊns/ wymawiać**pronunciation** /prəˈnʌnsiˈeɪʃən/ wymowa**repeat** /rɪˈpi:t/ powtarzać**repetition** /ˌrepəˈtɪʃən/ powtarzanie**research** /rɪˈsɜ:tʃ, ˈri:sɜ:tʃ/ badania**suggest** /səˈdʒest/ proponować**suggestion** /səˈdʒestʃən/ sugestia, propozycja**text** /tekst/ SMS, wiadomość tekstowa

LESSON 7.2

Out of class

It'll be a laugh. /ɪtl bi ə ˈlɑ:f/ Pośmiejemy się!**You're in a rush!** /jʊ: ɪn ə rʌʃ/ Ale pędzisz!**blindfold** /ˈblʌm(d),fəʊld/ opaska na oczy**communication skill** /kəˈmju:nɪˈkeɪʃən skɪl/ umiejętność komunikacji**equipment** /ˈkwɪpmənt/ sprzęt**obstacle** /ˈɒbstəkl/ przeszkoda**workshop** /ˈwɜ:(r)kʃɒp/ warsztat

LESSON 7.3

chatty /ˈtʃæti/ gadatliwy**don't get me wrong** /dəʊnt get mi rɒŋ/ nie zrozum mnie źle**drive mad** /draɪv məd/ doprowadzać kogoś do szaleństwa**fire questions (at sb)** /ˈfaɪə ˈkwɛstʃnz ət ˈsʌmbɒdi/ zasypywać kogoś pytaniami**hilarious** /hɪˈleəriəs/ komiczny, zabawny**predictive text** /prɪˈdɪktɪv tekst/ autokorekta w telefonie komórkowym**rebel** /ˈrebəl/ buntownik

LESSON 7.4

sign language /saɪn ˈlæŋgwɪdʒ/ język migowy

LESSON 7.5

Advertising Reklama

advert /ˈædvɜ:t/ reklama**billboard** /ˈbɪlbɔ:d/ billboard**brand** /brænd/ marka**commercial** /kəˈmɜ:ʃəl/ reklama (radiowa lub telewizyjna)**flyer** /ˈflaɪə/ ulotka**logo** /ˈləʊgəʊ/ logo**poster** /ˈpəʊstə/ plakat**slogan** /ˈsləʊgən/ slogan, hasło**target audience** /ˈtɑ:gət ˈɔ:diəns/ grupa docelowa**nail varnish** /neɪl ˈva:nɪʃ/ lakier do paznokci**perfume** /ˈpɜ:fju:m/ perfumy**toothpaste** /ˈtu:θpeɪst/ pasta do zębów**washing-up liquid** /ˈwɒʃɪŋ ˌp ˈlɪkwəd/ płyn do zmywania naczyń

LESSON 7.6

Out of class

Any idea where ... is? /əni aɪˈdɪə weə ɪz/ Nie wiesz przypadkiem, gdzie jest...?**That's a bit tricky.** /ðæts ə bɪt ˈtrɪki/ To dość skomplikowane.

LESSON 7.7

amazing /əˈmeɪzɪŋ/ wspaniały**app** /æp/ aplikacja**attractive** /əˈtræktɪv/ atrakcyjny**awful** /ˈɔ:fəl/ wstrętny**boring** /ˈbɔ:ɪŋ/ nudny**brilliant** /ˈbrɪljənt/ wspaniały**confusing** /kənˈfju:zɪŋ/ zagmatwany**disappointing** /ˌdɪsəˈpɔɪntɪŋ/ rozczarowujący**fantastic** /fænˈtæstɪk/ fantastyczny**flashcards** /ˈflæʃˌkɑ:dʒ/ karty

z obrazkami

impressed /ɪmˈprest/ być pod

wrażeniem

impressive /ɪmˈpresɪv/ robiący

wrażenie

poor /pɔ:/ kiepski**recommend** /ˌrekəˈmend/ polecać**weak** /wi:k/ słaby

Why do languages change?



How languages evolve ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ●

All languages are in flux. In other words, they are constantly changing. This is especially true of English, which is a real global language. There are now nearly three times more non-native speakers of English than native speakers. 950 million people speak it as a foreign language, while only 340 million speak it as a mother tongue. So why is English changing and is this a good thing?

One reason is globalisation. These days business meetings can be held with people from all over the world – like Brazil, Nigeria and Japan. The only language spoken will be English. This has led to the creation of a new language variety, called International English. It's a kind of simplified English which can be understood by everyone. Some linguists don't like this because for them it is a corruption of the language. But it could be the future of communication in today's globalised world.

In some countries, English has a different role. In Singapore, Hong Kong and the Philippines, English is spoken as a second language. Around 600 million people speak English in this way, meaning that they are bilingual. In the Philippines, Tagalog – the country's main language – and English merge to create a variety called Taglish. It can be difficult to understand if you're not a local.

Languages also evolve because new words and phrases are coined all the time. Nouns such as *emoticon*, *spam* or *blog* and verbs like *google*, *Photoshop* or *Skype* have all been introduced thanks to digital technology. There is much discussion about whether these words should be in the dictionary or not – and some new words never make it!

The use of slang also changes a language. For example, colloquial terms such as *innit?* (*isn't it?*) and *like*, are used so much in contemporary English that they are now a kind of punctuation. But if people use these terms to communicate, why shouldn't they count as 'real words'?

GLOSSARY

mother tongue (n) the main language you learn as a child

linguist (n) sb who scientifically studies languages and how they work

corruption (n) a change from its original form

merge (v) combine; join together

coin (v) invent (a new word or expression)

READING

1 In pairs, discuss the questions.

- Does your language have different varieties or dialects?
- Do you use English words in your language? Which ones?

2 Read the text and answer the questions.

- Why is English considered to be a 'global language'? *There are three times as many non-native speakers as native speakers. It is spoken all over the world. People from two different countries often use English to communicate with each other.*
- What is International English? *A simplified English spoken by non-native speakers.*
- How many people speak English as a second language? *About 600 million.*
- How has digital technology changed language? *New words have been introduced into the language.*
- Why are some words not considered to be 'real' words? *Because they are slang words.*

3 Read the article again. In pairs, discuss the questions.

- What information in the text surprised you?
- Do you think your language is changing as much as English? If so, in what way?
- Do you agree that terms like to google are real words? Why? / Why not?

LISTENING

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

4 BBC 7 Listen to Part 1 of a programme about the English language. Choose the correct option. Write the answers in your notebook.

- People study English in the Philippines because *the teaching is better / (it is cheaper).*
- (One hundred)* / Ten million people live in the Philippines.
- Taglish is *(hard)* / easy for foreigners to understand.
- The number of foreign students in the Philippines is *stabilising / (increasing).*
- Elizaveta also considered studying in *(Australia and New Zealand) / Russia.*

5 BBC 8 Listen to Part 2. Which words can you hear? Write the answers in your notebook.

- (chav)* / chap
- ain't / *(innit)*
- (LOL)* / IMO

6 Match words 1–6 to their definitions a–f. Write the answers in your notebook.

- | | |
|------------------|------------------|
| 1 LOL <i>f</i> | 4 innit <i>a</i> |
| 2 IMO <i>b</i> | 5 chav <i>c</i> |
| 3 ain't <i>d</i> | 6 chap <i>e</i> |

- isn't it
- in my opinion
- an offensive word to describe a young person who is aggressive and often wears sportswear
- am not / aren't / isn't
- a man, especially one you like
- laugh out loud

7 BBC 8 Listen again and answer the questions.

- What are the arguments for having slang words or textspeak in a dictionary? *They are used in everyday vocabulary and they are part of the culture now.*
- How many words are there in the Oxford English Dictionary? *300,000*
- When does a word officially become a word? *When it is used by one person and understood by another; when there is evidence that it has been used in a variety of different situations – written and spoken – it can be recommended for inclusion in the Oxford English Dictionary.*

8 What did you learn about English from the programme? Would you go and study English in the Philippines? Why? / Why not? Discuss in pairs or small groups.

PROJECT

9 In groups, prepare a digital presentation about different words in your language.

- Discuss these questions:
 - What new words are currently used?
 - What kind of people use them?
 - Which words come from other languages?
 - How many English words are used?
 - What do you think of these words?
- Write a short script based on your discussion.
- Share your presentation with the class.

 Video scripts: pages 158

Lesson 8.1

Vocabulary

Lead-in

Review of vocabulary from previous unit

Tell students to think about a painting (or even a book or CD cover) which they like. Tell them that they are going to describe it to other students without saying the name of the painting (book or CD) or artist. Give students one minute to think and then put students into groups of four. Each student describes their painting (book or CD) to the others, who have to try to guess what it is. Invite each group to choose one of their descriptions to share with the class.

Exercise 1

Students stay in their groups of four. Before they open their 'Students' Books, ask the questions. Groups discuss their ideas and then share them with the class.

Exercise 2 4.01

When students have completed the Vocabulary box, elicit the meaning of each word/phrase and ask which kinds of art and paintings students like and dislike and why.

Exercise 3

Tell students that they don't need any knowledge of art to do the matching. They should just look for words in the titles that match the paintings.

Background notes

Starry Night was painted in June 1889 from the asylum where Van Gogh was admitted after he cut his ear off in 1888. *Girl with a Pearl Earring* is not dated but was probably painted in about 1665. It was bought in 1881 for two guilders (worth just over €20 today). *Black Square* was painted in 1915 and is considered to be an important work in the history of abstract and modern art.

The Café Guerbois was an important meeting place for artists and writers in the late nineteenth century. Manet produced a series of paintings and sketches of Paris cafés at that time.

Splash was made in 2010 and can be seen at Bondi Beach, Sydney, Australia.

Still Life with Basket was painted in 1890. It is one of several still lifes by Cézanne and can be seen in the Musée d'Orsay in Paris.

8

VOCABULARY

Art | Literature and books |
Being an artist | The press

GRAMMAR

Ability | Obligation and prohibition



SPEAKING

Comparing ideas and expressing opinions



READING

Art for teens

LISTENING

In a newspaper office

ENGLISH IN USE

Phrases with prepositions

SKILLS REVISION

Units 7–8

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Exercise 4 4.02

In pairs, students think of a noun and an adjective speakers might use when talking about each painting, but these cannot be words from the titles, so for A they can't use *girl*, *pearl* or *earring*. Elicit ideas and ask students to listen out for any of their words. Elicit the answers and key words the speakers used.

Exercise 5

Tell students not to worry if they aren't sure about exactly

Creative energy!

VOCABULARY Art and literature

I can describe works of art and talk about books.



1 **CLASS VOTE** Do you think you learn enough about art and literature at school? Why? / Why not?

2  4.01 Write the words below in the correct category in the Vocabulary A box. Write the answers in your notebook. Listen and check.

contemporary art landscape oil painting sculpture sketch

Vocabulary A Art

Types of art

abstract art graffiti graphic art pop art

contemporary art,
sculpture

Types of paintings

illustration portrait still life watercolour

landscape, oil painting,
sketch

3 Match the works of art (A–F) with their titles (1–6). Write the answers in your notebook.

- 1 *Starry Night*, Vincent Van Gogh **F**
- 2 *Girl with a Pearl Earring*, Johannes Vermeer **A**
- 3 *Black Square*, Kazimir Malevich **C**
- 4 *Café Guerbois*, Édouard Manet **B**
- 5 *Splash*, Tomas Misura **D**
- 6 *Still Life with Basket*, Paul Cézanne **E**

4  4.02 Listen to two descriptions. Which of the works of art above are the speakers describing?

- 1 *Splash*
- 2 *Starry Night*

what type of art is shown on page 98. Instead, they should concentrate on describing the paintings and giving their personal opinions about them. When students have discussed the other paintings, invite pairs to ask and answer about one of the pieces of art and ask the other students to guess which one they are talking about.

Exercise 6 4.03

Before listening, ask students to think about the last book they read. If they aren't keen

readers, ask them about a book they had to read for school. Ask students to write the title and author on a piece of paper. When students have finished the task, elicit the answers, then do a class survey on whether the last book students read was fiction or non-fiction.

Exercise 7

Tell students to work in pairs and to discuss their opinions for each sentence. Encourage them to give reasons, e.g.

- 5 Study the Speaking box. In pairs, take it in turns to ask and answer about the other paintings.

Speaking Talking about art

What type of art is it?

It's modern / abstract / impressionist.

What type of painting is it?

It's an oil painting / a still life.

Can you describe the painting / drawing?

It's a portrait of a young woman.

There are some mountains in the background / in the middle.

There are some lines / shapes / images.

I like the colours / atmosphere.

I can't make out what it is. Maybe it's a ...

It's unusual / simple / complicated / colourful.

It reminds me of ...

- 6 **4.03** Study the Vocabulary B box. Choose the correct option. Write the answers in your notebook. Listen and check.

Vocabulary B Literature and books

author autobiography biography chapter
character cover fiction non-fiction
novel novelist play playwright poem
poet poetry plot scene

- 1 Interesting *authors / characters* are more important in a book than a good plot.
- 2 I usually read one or two *chapters* / *poems* of a book before I go to sleep.
- 3 I prefer reading *fiction* / *non-fiction* such as science books and biographies.
- 4 I find long *novels* / *novelists* boring.
- 5 I believe there aren't enough *playwrights* / *plays* about teenagers.

1 *characters*

- 7 Are the sentences in Exercise 6 true for you?

- 8 **I KNOW THAT!** Work in pairs. How many different types of books can you name? Write your ideas in your notebook.

- 9 Look at the book titles. What type of book do you think each one is?

- 1 *Goldfinger*, Ian Fleming
- 2 *The Three Musketeers*, Alexandre Dumas
- 3 *The Shadow of the Wind*, Carlos Ruiz Zafón
- 4 *David Beckham*, David Beckham
- 5 *City of the Beasts*, Isabel Allende
- 6 *The Hound of the Baskervilles*, Arthur Conan Doyle

Goldfinger, by Ian Fleming, is a spy story.

1 I don't agree. The plot is the most important thing for me. I don't mind if the characters aren't very interesting as long as there is a lot of action.

Exercise 8

Elicit ideas from pairs and write them on the board so that all students can make a written record of them.

Exercise 9

Tell students that it doesn't matter if they don't know the

books. They should use their imagination to guess the types of stories from the titles. Elicit ideas and reasons. Ask students if they have read any of the books listed.

Extra activity

Put students into pairs. Each pair thinks of a type of book and then makes up a title for it which shows what kind of book it might be, e.g. *Night Train to East Berlin* is probably a spy story set in the 1960s–1980s.

- 10 Study the Speaking box. In pairs, talk about a book you enjoyed or didn't enjoy.

I loved Lord of the Rings. It's fiction and it's set in a place called Middle Earth. It's about ...

Speaking Talking about books

It's called ...

It was written by ...

It's about ... / It tells the story of ...

It's set in ...

It's a true story / fiction / non-fiction.

In the first / last chapter ...

It starts / ends with ...

It's fantastic / amazing / weak / boring.

- 11 **4.04** Complete the blog entry with the correct form of verbs from the Word Friends box. Write the answers in your notebook. Listen and check.

Word Friends Being an artist

appear in the news

do a painting

get good / bad reviews

give a (poetry) reading / a speech

hold an exhibition

promote your work / ideas

win an award

write a bestseller / a play / a novel

Jessilovesart.blog

Do you ¹ *do* plays or ² *do* paintings that you want to show others? Then why not try an art festival? It's the perfect place to ³ *promote* your work.

I've just been to a brilliant festival with lots of artists and writers. I met a novelist who had ⁴ *won* his first award when he was twelve. He ⁵ *gave* a funny speech about how he wrote stories during Science lessons at school! He said the best thing about his job is ⁶ *getting* good reviews.

My favourite activity was a Japanese haiku poetry workshop. A haiku poem has three lines. The first and the last line have five syllables and the middle line has seven. We wrote a poem and then we ⁷ *gave* our own poetry reading. At the end we had a party and some journalists came. The next day we all ⁸ *appeared* in the news!

1 write



- 12 **VOX POPS** In pairs, talk about a famous novelist or artist from anywhere in the world.



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a novel, not a non-fiction book. Give them a time limit and then invite students to talk about their book in front of the class.

Exercise 11 **4.04**

Discuss the phrases in the Word Friends box and what they mean. Elicit sentences using the phrases.

Exercise 12 **37**

Elicit some famous novelists and artists that students have heard of and write the names on the board. Tell students that they don't need to give too many biographical details, but to focus more on the books or works of art that they have produced and their opinion of them. Invite students to present their person to the class and other students to give their opinions of that person if they want.

Before watching, tell students who the people in the video are discussing: Verdi, Rodin, Kanye West, Roald Dahl, Charles Dickens, George Orwell. Students work in groups of four and discuss any of these people that they know and what they are famous for. After watching, ask students if they heard anything new about the people.

ANSWER KEY

Exercises 1, 5, 7, 10 and 12
Students' own answers.

Exercises 2, 3, 4, 6 and 11
Answers on student page.

Exercise 8

Possible answers:
science-fiction, horror, fantasy, comedy, mystery, etc.

Exercise 9

- 2 historical adventure
- 3 mystery
- 4 autobiography
- 5 magical fantasy
- 6 detective story
- 7 science fiction

Audio scripts: page 142

Video scripts: page 159

Further practice

- Photocopiable Resource 50, page 238
- Workbook, page 88
- Extra Online Homework: Vox Pops Extra Activities

Lesson 8.2

Grammar

Lead-in

Review of vocabulary from previous lesson

Choose words from the previous lesson and dictate them, letter by letter, as anagrams. Students work in groups of three and as soon as they think they know what the word is, they put their hands up and stop the activity. If they are correct, they win a point.

Exercise 1

Tell students to discuss the questions in pairs and then take a vote on the most popular comics when students were younger and now.

Exercise 2

Set a time limit for students to discuss the questions. Invite students to share their ideas with the class.

Exercise 3

Tell students to read the text quickly and find out what graphic novels the writer mentions (*My Life is my Message* and *Hamlet*) and then to read more carefully to answer the question.

Language notes

- *Could* can only be used for general past abilities, not specific achievements. *Couldn't* can be used for both, e.g. *I could read when I was five. I tried to beat the school 100 m record, but I couldn't do it.*
- *Could* can be used for specific events only when describing senses. *I could smell gas. I could hear people talking.* We wouldn't use *managed to* in these examples because there is no sense of achievement.

Exercise 4

Go through the rules with the class. For each example in the box, elicit what other words could be used, e.g. Present: *She can/can't paint. She is/isn't able to paint.* Past: *They could/couldn't understand the story. They were/weren't able to understand the story. They managed to/didn't manage to understand the story.*

Exercise 5 4.05

Tell students that sometimes more than one word is possible. If students have a different word to the one in the audio, explain if it is also possible or not and why.

8.2

GRAMMAR Modal verbs for ability: *can, could, be able to, manage to*

I can talk about ability in the present, past and future.

1 CLASS VOTE What comics did you read when you were younger? Did your friends read the same ones? Do you like reading comics or graphic novels?

2 In pairs, discuss the questions.

- 1 Do you enjoy reading novels?
- 2 What do you prefer: watch a film based on a book or read the book? Why?

3 Read the text. According to the writer, why are graphic novels a good idea?

*I can read books
and enjoy pictures!*

I can't remember how many different comics I read when I was little, but I know I loved them. I managed to collect a big pile of them. Then I started collecting superhero comics like *Spiderman* because they were exciting. I loved manga comics and tried to copy the drawings, but I couldn't do them very well. When I started to read novels, I couldn't always follow the story and missed the pictures. Then I discovered graphic novels! They're great if you aren't able to read very quickly because the pictures help you to stay interested. I've read fiction and non-fiction ones. There's even a graphic book about the life of Gandhi called *My Life is my Message*. When we started reading Shakespeare's play *Hamlet* at school, I couldn't follow the plot. My dad managed to find a graphic novel of it in the library, so I'll be able to understand the story and the characters. This doesn't mean I won't be able to read longer novels in the future. It just means that I'll be able to enjoy types of books that I wouldn't normally read.

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4 Study the Grammar box. Find more examples in the text.

Grammar Ability

Present

She **can/can't** paint.
They're **able to/aren't able to** speak French.

Past

They **could/couldn't** understand the story.
Jack **was/wasn't able to** come.
He **managed to/didn't manage to** read the book in a day.

Future

I'll **be/won't be able to** finish this today.

Questions

Can/Could he paint? No, he can't/couldn't.
Is/Was she able to speak French? Yes, she **is/was**.
Will you **be able to** read more books? No, I **won't**.
Did he **manage to** read the book in day? Yes, he **did**.
Be able to is more formal than **can**.
Could is used to describe general ability in the past.
Managed to describes specific achievements in the past.

GRAMMAR TIME > PAGE 133

5  4.05 Complete the dialogues with the correct form of *can, could, be able to* or *manage to*. Write the answers in your notebook. Listen and check.

Mum: What's the matter, love?

Oscar: I ¹ **couldn't** sleep last night and now I ² **can't** concentrate.

Mum: Why don't you read a nice book before you go to sleep? It ³ **can** help you to relax.

The next day:

Oscar: Hi, mum. I ⁴ **managed to** get a great book from the library.

Mum: Oh, that's good. Tonight you'll ⁵ **be able to** read it in bed and you'll soon fall asleep.

Oscar: It's a horror story!

Mum: That's no good, Oscar! You ⁶ **won't be able to** sleep after that!

6 Complete the questions with the correct form of the words in brackets. Write the answers in your notebook. Give answers that are true for you.

1 **Did you manage to** (you/manage to) fall asleep quickly last night?

No, I didn't. I couldn't sleep for ages.

2 **Could you** (you/can) swim when you were four?

3 **Can your best friend** (your best friend/can) tell funny jokes?

4 **Are you able to** (you/able to) do homework and listen to music at the same time?

5 **Will you be able to** (you/be able to) finish this exercise before the end of the lesson?

Exercise 6

Before students look at the exercise, elicit the short answers needed to answer different questions. Look at the example with the class and point out that, as well as the short answer, they should try to give some extra information.

Further practice

- Grammar Time, page 133
- Photocopiable Resource 51, page 239
- Workbook, page 90

ANSWER KEY

Exercises 1 and 2

Students' own answers

Exercise 3

The pictures help you stay interested, make it easier to follow the plot and enjoy types of books that you wouldn't normally read.

Exercise 4

Present: I can read books and enjoy pictures; I can't remember; if you aren't able to read very quickly

Past: I managed to collect; I couldn't do them very well; I couldn't always follow; I couldn't follow the plot; My dad managed to find
Future: I'll be able to understand; I won't be able to read; I'll be able to enjoy
Questions: -

Exercises 5 and 6

Answers on student page.

I can identify detail in a text about an artist and talk about different types of exhibitions.

- 1 **CLASS VOTE** Do you enjoy visiting art exhibitions? Why? / Why not?
- 2 Look at the photos in the article. Which type of art do you prefer? Why?
- 3 **4.06** Read the article. How many types of art or paintings does it mention?
- 4 Read the article again. Choose the correct answers. Write them in your notebook.
 - 1 What does Charlotte try to do in this text?
 - a give a review of an art gallery
 - b apologise for being noisy in art galleries
 - c** explain how to enjoy art galleries more
 - d describe different types of art
 - 2 What was the school trip to the art gallery like?
 - a It was successful although the students behaved badly.
 - b** It was stressful for the teacher and not much fun for the students.
 - c It was better than the students thought it would be.
 - d It was interesting because they had studied the artist at school.
 - 3 What does Charlotte think about art galleries now?
 - a They should have more events for young people.
 - b You don't need to visit them to enjoy them.
 - c There are more exhibitions for teens now than before.
 - d** You can enjoy them if you find events especially for teens.
 - 4 Charlotte finds Kristián Mensa's work interesting because
 - a he uses extraordinary, unique objects in his pictures.
 - b he puts a lot of effort into each work of art.
 - c** he's got original ideas and is very creative.
 - d he uses different techniques at the same time.
- 5 Look at the highlighted words in the text. Check your understanding. Use a dictionary if necessary.

Art has something for everyone, but you have to look for it!



By Charlotte, 17

At school, Art is fun because we experiment with different techniques. We do portraits, make sculptures and generally get creative! However, a school trip to an art gallery is often disappointing if you're a teen.

For example, last year my Art teacher organised a trip to an exhibition of abstract art by Mark Rothko. The gallery was full of older people, who obviously didn't want to be with noisy school kids. We all got bored and we couldn't stop giggling. Our teacher was getting stressed and kept telling us to be quiet.

The next day we talked to our teacher about the lack of activities for visitors our age at art galleries. She agreed that a visit should be both educational and fun. That's when I decided to go online and look for art galleries that have special events for teens. I managed to find a huge range of activities and proposed some of them to the teacher. Next month we're going to see an exhibition of pop art and meet an artist who specialises in it. So, if you say art galleries are boring, I can show you where to look for inspiring ideas!

It's also a good idea to use the internet to learn about artists. Recently I managed to find a contemporary artist from Czechia, called Kristián Mensa. I've already seen artists who combine different techniques, but this is totally different. He does unique illustrations with ordinary household objects such as mobile phones, headphones and even biscuits. His art is very simple, but it makes you see things differently. For example, he notices that a flower is similar to a mop – and puts this idea into life by drawing a little man and giving him a real flower mop. It's hilarious! I hope I'll be able to go to an exhibition of his work in the future.

- 6 In pairs, read the adverts for different art exhibitions. Which one would you like to go to? Why?

Giant tree sculptures in the park

Wild animals in watercolour

Contemporary art from China

Impressionist gardens by Monet

Unit 8 101

Lesson 8.3 Reading and Vocabulary

Lead-in

Review of modal verbs of ability

Divide the class into five groups. Each group writes a question beginning as follows:

- 1: Can you ... ?
- 2: Are you able to ... ?
- 3: Could you ... ?
- 4: Did you manage to ... ?
- 5: Will you be able to ... ?

Students then mingle and ask their question to as many people as possible, noting how many say yes and no. When they have finished, invite students to share their findings with the class, e.g. *Twelve people can play the piano. Fourteen people can't play the piano.*

Exercise 1

Before students open their Students' Books, ask the questions in the rubric.

Exercise 2

The two photos for students to discuss are examples of paintings by the artists mentioned in the article. Allow students to discuss their ideas in pairs and then talk about the photos with the class.

Background notes

Kristián Mensa was born in 1997 in Prague. He adds everyday items to his pen and ink drawings. In the picture of the boxer, the boxer's right glove is a tomato. He has also drawn

pictures of a trumpeter where the trumpet is a screw, an old-fashioned record player where the speaker is a flower, and many others using similar ideas. Mark Rothko (1903–1970) was an American painter of Russian descent. He is generally identified as an abstract expressionist. Many of his famous paintings are made up of two squares of colour separated by a thinner stripe, making them resemble flags in a way. Many are colourful and, to an untrained eye, may look simplistic and childish.

Exercise 3 4.06

Elicit the different kinds of art or painting mentioned and talk about what each word means.

Exercise 4

Tell students to work alone and then compare their answers in pairs. Elicit the answers and the information in the text which shows that these are correct.

Exercise 5

Allow students to do this task in small groups. Students explain any words they know to the other students in their group and only use a dictionary if nobody knows the word.

Exercise 6

Ask students what they would expect to see in each exhibition, e.g. *Maybe sculptures which look like trees, but are made with different materials and which maybe have strange or even frightening shapes.* When students have discussed their ideas, have a class discussion about what might be good or bad about each exhibition.

Extra activity

Tell students to take a blank piece of paper. Set a strict time limit for them to produce a piece of modern art. When they are ready, display them around the room. Ask half the students to stand next to their pictures while the others mingle. The students who are mingling should ask the 'artists' what their picture represents. The 'artists' explain their ideas.

ANSWER KEY

Exercises 1, 2, 5 and 6
Students' own answers

Exercise 3

portraits, sculptures, abstract art, pop art, illustrations

Exercise 4

Answers on student page.

Further practice

• Workbook, page 91

Lesson 8.4

Grammar

Lead-in

Preview of modal verbs of obligation and prohibition

Students work together in groups of four to think of rules for the perfect school. They must use each of the modal verbs just elicited at least once. Set a time limit and then invite groups to share their ideas with the class.

Exercise 1

Ask students to describe what they can see in the photo: who the people are, what they are wearing, where they are and what they think they are doing.

Exercise 2 38 4.07

When students have watched the video, look at the *Out of class* box with the class and ask them to think of an example of when they could use each phrase (e.g. *What's up?* when you get to school and your friend looks upset. *Sorry I'm late* when you get to a lesson after it has started. *Off we go!* when you start out on a journey.).

Exercise 3

Tell students to read through the Grammar box. When they have finished, ask what they can say about *must* in the past or future (It isn't used; we have to use other forms.). Ask what they notice about the verb *allow* (It is in the passive form. We can also use it in the active form: *My parents won't allow me to go out.* but *let* is more common: *My parents won't let me go out.* We don't use *let* in the passive form.).

Exercise 4

Elicit the answers and if there are any problems with the question forms or short answers, discuss the students' errors and elicit why their questions or answers are wrong.

Exercise 5

Before students start the task, ask them what word means the same as *have to* (*must*), what word or phrase means the same as *mustn't* (*can't/not be allowed to*). Elicit which words or phrases have the same meaning as *it was necessary* (*had to*), *it is necessary* (*must/have to*) and *it isn't necessary* (*don't have to*).

8.4

GRAMMAR Modal verbs for obligation and prohibition: *must* and *have to*

I can talk about obligation and prohibition in the past, present and future.



- Skye:** OK. First, we have to spread this plastic on the ground. And then we add the paint.
- Nina:** This is a great idea for painting T-shirts.
- Skye:** I know. We should ask school if we can do it on the last day.
- Nina:** No, we won't be allowed to do it. It's too messy.
- Skye:** Dan, hi. Listen, you'll have to hurry up. We're nearly ready.
- Nina:** What's up?
- Skye:** Dan's left the T-shirts at home. He had to go back for them, but he won't be long.
- Nina:** It's OK. Mum won't be home until later. She says we're allowed to do this, but we have to clean up before she gets back.
- Dan:** Sorry I'm late. You didn't have to wait for me.
- Skye:** You've got the T-shirts, Dan!
- Nina:** OK. Let's put on the T-shirts, then get some water on the plastic and we're ready.
- Skye:** Are there any rules?
- Nina:** No, just run and slide, but we mustn't push each other. Off we go!
- Skye:** Oh no! Your mum's home. We have to clean up.
- Nina's mum:** Hi! That looks fun. Can I try it?
- Skye:** Sure, you'll have to change first though!

How do you say these expressions in Polish?

What's up? *Sorry I'm late.*
Off we go!

OUT of class



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4.07

- 2** Listen. Why can't they start the activity? *Dan left the T-shirts at home.*

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Unit 8

- 3** Study the Grammar box. Find more examples in the dialogue.

Grammar Obligation and prohibition

Obligation

You **must/have to** leave.
They **had to** leave.
I **will have to** leave.
Do/Did/Will you **have to** leave? Yes, I **do/did/will**.

Lack of obligation

You **don't have to** come.
She **didn't have to** come.
He **won't have to** come.

Prohibition

You **mustn't/aren't allowed to** go.
I **wasn't allowed to** go.
He **won't be allowed to** go.
Are/Were you **allowed to** stay late?
Will you **be allowed to** stay late?

Must and mustn't don't have past or future forms. We use different verbs instead.
In question forms we usually use *have to*.

GRAMMAR TIME > PAGE 133

- 4** In your notebook, write questions and short answers about the dialogue.

- they / be allowed / paint T-shirts / in Nina's garden / ?
Are they allowed to paint T-shirts in Nina's garden? Yes, they are.
- they / be allowed / paint T-shirts / on the last day of school / ? *Will they be allowed to paint T-shirts on the last day of school? No, they won't.*
- why / Nina and Skye / have to / wait for Dan / ?
Why did/do Nina and Skye have to wait for Dan? He had the T-shirts.
- what / they / have to / do / before Nina's mum arrives / ? *What do they have to do before Nina's mum arrives? They have to clean up.*
- Nina's mum / have to / change her clothes / ? *Will Nina's mum have to change her clothes? Yes, she will.*

- 5** Complete the second sentence so that it means the same as the first one. Use the word in brackets. Write the answers in your notebook.

- You mustn't paint on the walls. (allowed)
You **aren't allowed to** paint on the walls.
- It was necessary to tidy the room. (have to)
They **had to** tidy the room.
- It will be necessary to stay after class. (have to)
They **will have to** stay after class.
- Writing in your book is not allowed. (must)
You **must not write** in your book.
- It won't be necessary for Jack to come. (have to)
Jack **won't have to** come.



Video scripts: page 159

Further practice

- Grammar Time, page 133
- Photocopiable Resource 52, page 240
- Workbook, pages 92 and 98

ANSWER KEY

Exercise 1

Students' own answers.

Exercises 2, 4 and 5

Answers on student page.

Exercise 3

Obligation: we have to put; you'll have to hurry up; He had to go back; we have to clean up; We have to clean up; you'll have to change

Lack of obligation: You didn't have to wait
Prohibition: we won't be allowed to do it; we're allowed to do this (lack of prohibition, i.e. permission); we mustn't push

I can understand a conversation between friends and talk about the press.

1 **CLASS VOTE** Who in your family listens to or reads the news?

2 **4.08** Match the groups of words in the Vocabulary box with the headings below. Write the answers in your notebook. Listen and check.

in the news people types of press

Vocabulary The press

Types of press: broadsheet magazine online news site tabloid

People: designer editor journalist paparazzi reporter

In the news: adverts celebrity gossip commercials headlines
horoscope local/national news weather forecast

3 In your notebook, complete the sentences with words from the Vocabulary box.

- My sister works as an **editor** in a fashion magazine.
- I don't buy newspapers. I read the news on an online **news site**.
- This magazine is all about **celebrity gossip**: who is dating who, where an actor went on holiday or what they were wearing at a party.
- The **weather forecast** says it's going to rain at the weekend.
- A **tabloid** is a type of newspaper that has a lot of photos and not much serious news.

4 In pairs, answer the questions. Compare your answers with the rest of the class.

- What do the paparazzi do? **They take photos of famous people.**
- What's the difference between a reporter and an editor?
A reporter finds a story and writes it, an editor is in charge of a newspaper or magazine and decides what should be included in it.
- Why is a good headline important? **It makes people want to read a newspaper/story/article.**
- What's the difference between a tabloid and a broadsheet?
A broadsheet has a bigger page size and has more serious news.

5 Look at the picture. Why do you think there's a pony in a newspaper office?



6 **4.09** Listen to Freddie and Ava talking about Freddie's day in a newspaper office. Did Freddie win a prize for his short story or his photos? **his short story**

7 **4.09** Listen again. Are the sentences true or false?

- Freddie went to the office with another winner. **False**
- When Freddie arrived, he met the editor. **True**
- The office was busy when Freddie was there. **False**
- The football player signed a shirt for Freddie. **True**
- The owner of the pony got angry in the reception. **False**

8 **4.09** Listen again. In your notebook, match 1–6 with a–f to make sentences.

- The editor **d**
 - The reporters **f**
 - Ava **e**
 - Freddie **b**
 - The football player **a**
 - The pony **c**
- a wasn't pleased about the photo.
b wrote a funny headline.
c wasn't happy about the visit to the office.
d introduced Freddie to the reporters.
e thought the bird story was funny.
f were looking for news stories.

9 In pairs, tell each other what you remember about Freddie's day at the newspaper office.

First, he met ...

10 In pairs, take it in turns to ask and answer the questions.

- Do you prefer national or local news?
- Is there too much celebrity gossip in newspapers?
- Do you ever read your horoscope?
- What kinds of magazines do you like reading?

Exercise 4

Set a time limit for students to discuss the questions and tell them not to worry if they don't know some of the answers. Invite pairs to say which words they know and then go through all the items in the Vocabulary box, eliciting or checking the meaning.

Exercise 5

Put students into pairs and ask them to discuss the possible story and to think of an attention-grabbing headline for it. Students share their ideas with the class.

Exercise 6 4.09

After listening, ask students about why the horse was in the office (the owner wanted the newspaper to write a story about it). Then elicit the answers to the question in the rubric.

Exercise 7 4.09

Encourage students to read the sentences before they listen again. Explain that another way of looking at True/False statements is to think of them as questions, i.e. 1 *Who did Freddie go to the office with?*

Exercise 8 4.09

Students work in pairs to match the beginnings and endings before they listen again. Elicit the answers and allow students to listen to the recording to check their answers.

Exercise 9

When students have discussed the story in pairs, invite one student to say the first sentence of the story. That student then invites another student to continue the story. This continues until the story has finished. Tell students not to ask someone who has already spoken to speak again.

Exercise 10

Set a time limit for each question. When they have discussed all four questions, have a class discussion about what students read and don't read.

Lesson 8.5

Listening and Vocabulary

Lead-in

Review of modal verbs of obligation and prohibition

Divide the class into six groups. Each group writes a question beginning as follows:

- Do you have to ... ?
- Did you have to ... ?
- Will you have to ... ?
- Are you allowed to ... ?
- Were you allowed to ... ?
- Will you be allowed to ... ?

When students have written a question, rearrange them into groups of six, with one student from each of the six original groups. Students take turns to ask and answer their questions.

Exercise 1

Tell students to keep their Students' Books closed. Ask the question. Follow up by asking which TV channel, radio station, website or newspaper students and their families use to access the news.

Exercise 2 4.08

Tell students that there should be at least one word in each group that they know and which will allow them to match the headings, even if they don't know all the words.

Exercise 3

Students work in pairs and leave any answers they aren't sure of. Elicit the answers and tell students you will look at the meaning of the words after the next exercise.

ANSWER KEY

Exercises 1, 5, 9 and 10
Students' own answers.

Exercises 2, 3, 4, 6, 7 and 8
Answers on student page.

Audio scripts: page 142

Further practice

• Workbook, page 93

Lesson 8.6

Speaking

Lead-in

Review of vocabulary related to the press

Write the definitions of eight vocabulary items from the previous lesson on the board. Put students into pairs and give each pair a blank piece of paper. In their pairs, students write down the word for each definition. Pairs then swap papers and check each other's answers. Tell them to award one point for each correct answer.

Exercise 1

Before students open their Students' Books, ask them the question and elicit examples of songs in which they like the lyrics more than the music, and songs in which they like the music but not the lyrics.

Exercise 2

Tell students that when they discuss the question, they should find three songs for each topic they think of, e.g. three love songs. Invite students to share their ideas with the class.

Exercise 3 39 4.10

Tell students to look at the photo and elicit what is happening. When students have watched the video, ask them what they think of the rap. Then look at the *Out of class* box with them and ask them what the phrases mean. (*I bet* has a similar meaning in this context to 'I'm sure'; *Sort of* means 'In a way'; *We'll see how it goes* means 'We'll see what happens'.)

Exercise 4

When students have found the examples, ask them what things they express opinions about and what sort of ideas they compare.

Background notes

David Bowie (1947–2016) was a singer-songwriter and actor. His career began during the 1960s and he had his first major success at the end of that decade. *Starman* was released in 1972. It was David Bowie's first hit single since *Space Oddity* in 1969. *2001: A Space Odyssey* is a 1968 science fiction film directed by Stanley Kubrick.

Exercise 5 4.11

Tell students to cover the Speaking box and work in pairs to try to complete the sentences without looking.

8.6

SPEAKING Comparing ideas and expressing opinions

I can compare and contrast ideas and express opinions.



Tommo: I could be wrong, but I bet she's got her headphones on.

Nina: Let's throw a stone at her window.

Skye: Hi, guys. Sorry, I didn't hear you. I really need your help. I'm trying to write a song for the school show, but it's exactly the same as my last one.

Nina: Is it a sad song again?

Skye: Sort of. One friend moves away and the other friend is lonely.

Nina: It seems to me that you need some fresh ideas, Skye. What do you think, Tommo?

Tommo: I think Nina's right. Why not write about Basil?

Skye: Basil! Are you mad? People don't write about their pet snakes!

Tommo: Personally, I think Basil is more interesting than two sad friends.

Nina: In my opinion, Tommo's right, Skye. It's got to be fun. OK, we'll write one line each about Basil and see how it goes.

Later:

Nina: And now let's do a rap. My fun won't end with you as my friend.

Tommo: I'm not gonna lie. I'll never say bye!

Skye: I've had a few pets, but you're the best.

Nina: He might be a snake, but Basil's my mate!

Skye: Nina, you're brilliant! If you ask me, we've got a hit song! Now let's write some more lines.

How do you say these expressions in Polish?

*I bet ... Sort of.
We'll see how it goes.*

OUT of class

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Exercise 6 4.12

Tell students they should use one word (plus an article if necessary) for each answer.

Exercise 7 4.12

Allow students to compare ideas before listening again.

Exercise 8 40

After watching, elicit as many of the film, book and song titles, writers, singers and bands mentioned as the students can remember.

 **Audio scripts:** page 142

 **Video scripts:** page 160

Further practice

- Photocopiable Resource 53, page 241
- Workbook, pages 94 and 99
- Extra Online Homework: Vox Pops Extra Activities

1 **CLASS VOTE** What do you think is more important in a song: the lyrics or the music?

2 Work with a partner. What are songs often about?

3  **4.10** Listen. Why doesn't Skye open the door to Nina and Tommo? *she's listening to loud music with her headphones on*

4 Study the Speaking box. Find more examples in the dialogue.

Speaking Comparing ideas and expressing opinions

Comparing ideas

On the one hand, ... but on the other hand, ...
Personally, I think ... is better / more interesting than ...
... is the best idea because ...
It's exactly / almost the same as ...
... is totally different from ...

Expressing opinions

In my opinion, ... is brilliant / amazing / awful.
As I see it, ...
I think you're right.
As far as I can see, ...
As far as I'm concerned, ...
It seems to me that ...
If you ask me, ...
I'm not sure ...
I could be wrong, but ...

5  **4.11** Complete the dialogue with words from the Speaking box. Write the answers in your notebook. Listen and check.

A: In my ¹*opinion*, the best song ever written is *Starman* by David Bowie.

B: What makes it special for you?

A: Well, as I ²*see* it, it's a message about hope.

B: ³*Personally*, I think *Space Oddity* is better.

A: You might be right. I'm not ⁴*sure*, but I think he wrote it after watching the film *2001: A Space Odyssey*.

B: If you ⁵*ask* me, all of his songs are brilliant.

6  **4.12** Listen to two short dialogues. What is each dialogue about? *1 graffiti 2 a novel*

7  **4.12** Listen again. Which phrases from the Speaking box can you hear?

I'm not sure; Personally, I think ... is more interesting than ... ; On the one hand ... but on the other hand ... ; As I see it



8 **VOX POPS** In pairs, talk about:

- the most boring book you've ever read.
- your favourite song.
- a disappointing film.



ANSWER KEY

Exercises 1, 2 and 8
Students' own answers.

Exercises 3, 5, 6 and 7
Answers on student page.

Exercise 4

Comparing ideas: Personally, I think Basil is more interesting than two sad friends.
Expressing opinions: I could be wrong, but ... ; It seems to me that ... ; I think Nina's right; In my opinion, Skye ... ; If you ask me, ...

I can understand and use phrases with prepositions.

Modern Art Exhibition – opens today!

Hamish: Is everything on display, Olivia?

Olivia: Nearly, Hamish. We're waiting for the final painting. It's on loan from another gallery.

One hour later

Olivia: It's been sent to another gallery by mistake!

Hamish: But the exhibition opens in ten minutes! We're in trouble, Olivia.

Olivia: Well done, Hamish. Thanks to you, the exhibition started on time.

Visitor: At last, real art!

1 Look at the cartoon. What's the problem at the art exhibition?

2 Study the Language box. Find more examples of phrases with prepositions in the cartoon.

Language	Phrases with prepositions
at	all / first / last / least
by	coincidence / hand / mistake
in	a hurry / a mess / advance / danger / fashion / ink / pencil / trouble
on	display / fire / foot / loan / purpose / sale / time

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

- At *first* / *last*, Ellie was a nervous Art student but now she paints with confidence.
- I'll draw a picture of you in *pencil* / *fashion* first. Then I'll add colour.
- We can't leave this room in a *mess* / *trouble*. Let's clean up.
- I'm sorry. I didn't break it on *display* / *purpose*. It was an accident.
- Someone left the door open by *hand* / *mistake* and a thief stole the painting.
- We'd like at *least* / *all* 100 people to come to the poetry reading.

1 *first*

4 4.13 Complete the blog post with prepositions. Write the answers in your notebook. Listen and check.

Can you judge a book by its cover?

Choosing the right book is difficult, but ¹*at* last there's an exciting new way to do it. I've discovered a company called Blind Date With a Book. The books are wrapped ²*by* hand in brown paper and a few words are written on the cover. Nothing else! They're ³*on* sale in shops and online. When I get my mystery parcel, I'm always ⁴*in* a hurry to open it. The last book was *Pride and Prejudice*, by Jane Austen. ⁵*By* coincidence, I had just seen the film! In the past, I've bought boring books ⁶*by* mistake just because I liked the cover. Now I find out ⁷*in* advance what the book is about and so far, I haven't been disappointed!

5 In groups, play a game of *Blind Date With a Book*.

- Choose a book you've read and write four clues about it. Don't write the title or the author's name.
- Read your clues to the rest of the group.
- Vote for the best book. Say why you would like to read it.
- Can you guess the titles of all the books?

illustrate the meaning of three different phrases from the Language box. Invite pairs to share their sentences with the class.

Extra activity

Students work in pairs, choose a phrase and write a short text which illustrates the phrase without actually mentioning it. Invite students to read out their texts for other students to guess the phrase.

Exercise 4 4.13

Tell students to cover the Language box and think about which prepositions complete the phrases.

Exercise 5

Elicit what the text in Exercise 4 was about (an idea to choose a book just by reading a few words about it, with the cover hidden by brown paper). Decide on more rules for the game – can students write the type of story it is, e.g. *a fantasy* or *a comedy* or should the only clues be in the description? Students write their descriptions alone and then get into groups of four. When the groups have finished, invite each group to choose one of their books to share with the class.

ANSWER KEY

Exercise 1

A painting for the exhibition has been sent somewhere else by mistake.

Exercises 2, 3 and 4

Answers on student page.

Exercise 5

Students' own answers.

Further practice

- Photocopiable Resource 54, page 242
- Workbook, page 95

Lesson 8.7 English in Use

Lead-in

Review of comparing ideas and expressing opinions

Tell students to work alone to think of one sentence about any topic at all which starts: *In my opinion, ...*. When students have done this, they look at the Speaking box on page 104 of the Students' Book to remind themselves about how to compare ideas and express

opinions. Students then get into groups of four. They take turns to make their statement and the other three have to express their opinions. When students have finished, invite each group to share one of their statements with the class and allow other students to express their opinions.

Exercise 1

Tell students to cover the writing on the cartoons and just look at the pictures. Elicit guesses as to what the

problem is. Students then read the text to check their ideas.

Exercise 2

When students have found the examples, discuss the meaning of the phrases in the Language box, especially ones which may be new to students such as *by coincidence*, *on purpose*.

Exercise 3

When students have finished the task, put them into pairs and ask each pair to write three similar sentences to

VOCABULARY

1 In your notebook, write the correct word for each definition.

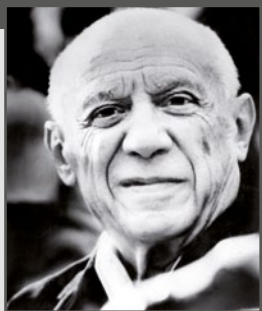
- 1 photographers who follow famous people and take photos **paparazzi**
- 2 a painting of objects, often flowers or fruit **still life**
- 3 the person who decides what goes in a book or newspaper **editor**
- 4 a newspaper that is small, with lots of pictures and no serious news **tabloid**
- 5 one part of a book **chapter**
- 6 a work of art made from wood, stone, etc. **sculpture**

2 Complete the text with the words below. Write the answers in your notebook. There are two extra words.

appear illustrations plays poems poet poetry reviews

Picasso

Did you know that Pablo Picasso spent a short time as a ¹ **poet**? At the age of fifty-three, he stopped painting and drawing, and started writing. He moved to France and soon managed to ² **appear** in the French press although he didn't always get good ³ **reviews**. He wrote two ⁴ **plays** for the stage and produced ⁵ **illustrations** for more than fifty books. However, he soon returned to his life as a painter.



3 Complete the sentences with prepositions. Write the answers in your notebook.

- 1 Although the bus was late, we got to the exhibition **on** time.
- 2 Her paintings are **on** sale at a gallery in town.
- 3 **By** coincidence, I met the editor of a newspaper and he offered me a job.
- 4 There's paint everywhere – we can't leave this room **in** a mess like this.
- 5 I've finished this chapter, **at** last! It took ages!
- 6 Have you seen the headlines? The art gallery is **on** fire!

GRAMMAR

4 4.14 Complete the text with the words below. Write the answers in your notebook. Listen and check.

able are can can't couldn't managed will

Robots ¹ **can** beat humans at chess, but ² **are** they able to be creative? In a recent poetry competition, a poem written by a computer ³ **managed** to win second prize. While some people ⁴ **couldn't** believe the result, others weren't surprised. Experiments have shown that robots are ⁵ **able** to produce beautiful portraits and landscapes, although they ⁶ **can't** work alone – a human needs to draw the shape first. Some scientists believe that in the future, robots ⁷ **will** be able to paint and write as well as humans.

5 Complete the sentences with the correct form of the verbs in brackets. Write the answers in your notebook.

- 1 I **have to** (have to) go out now. You **will have to** (have to) tell me the rest of the story tomorrow.
- 2 The students **weren't allowed to** (not be allowed to) leave until they had finished their poems.
- 3 We **didn't have to** (not have to) pay for the books because somebody gave them to us.
- 4 The book's a surprise. You **mustn't** (must not) say anything.

SPEAKING

6 Complete the dialogue with the words below. Write the answers in your notebook. Then act it out in pairs.

ask me opinion sure wrong

- A: Do you like the play we're reading at school?
B: Well, if you ¹ **ask** me, it's more interesting than a long novel.
A: I'm not ² **sure**. It seems to ³ **me** that it would be better to watch it at the theatre.
B: I know what you mean. I could be ⁴ **wrong**, but I think the teacher is organising a trip.
A: That's brilliant. In my ⁵ **opinion**, we should watch plays first and then study them.

DICTATION

7 4.15 Listen to the recording. Write the sentences in your notebook. **Audio script: page 142**

Check yourself!

- ✓ I can describe works of art and talk about books.
- ✓ I can talk about ability in the present, past and future.
- ✓ I can talk about obligation and prohibition in the past, present and future.
- ✓ I can identify detail in a text about an artist and talk about exhibitions.
- ✓ I can understand a conversation between friends and talk about the press.
- ✓ I can compare and contrast ideas and express opinions.
- ✓ I can understand and use phrases with prepositions.

LESSON 8.1

Art Sztuka

abstract art /'æbstrækt a:t/ sztuka abstrakcyjna

contemporary art /kən'tempərəri a:t/ sztuka współczesna

graffiti /græ'fi:ti/ graffiti

graphic art /'græfik a:t/ grafika

illustration /ilə'streɪʃən/ ilustracja

landscape /'lændskeɪp/ pejzaż

oil painting /ɔɪl 'peɪntɪŋ/ obraz olejny

pop art /pɒp a:t/ pop-art

portrait /'pɔ:trət/ portret

sculpture /'skʌlptʃə/ rzeźba

sketch /sketʃ/ szkic

still life /stɪl laɪf/ martwa natura

watercolour /'wɔ:tə,kʌlə/ akwarela

Literature and books

Literatura i książki

author /'ɔ:θə/ autor

autobiography /ɔ:tbə'ɒgrəfi/ autobiografia

biography /baɪ'ɒgrəfi/ biografia

chapter /'tʃæptə/ rozdział

character /'kærəktə/ postać

cover /'kʌvə/ okładka

fiction /'fɪkʃn/ literatura piękna

non-fiction /nɒn 'fɪkʃn/ literatura faktu

novel /'nɒvəl/ powieść

novelist /'nɒvələst, 'nɒvəlɪst/ pisarz

play /pleɪ/ sztuka teatralna

playwright /'pleɪraɪt/ dramaturg

plot /plɒt/ fabuła

poem /'pəʊəm/ wiersz

poet /'pəʊət/ poeta

poetry /'pəʊətri/ poezja

scene /si:n/ scena

Being an artist Bycie artysty

appear in the news /ə'pɪə ɪn ðə nju:z/ pojawić się w wiadomościach

do a painting /du: ə 'peɪntɪŋ/ namalować obraz

get good/bad reviews /get gud, bæd rɪ'vju:z/ dostać dobre/złe recenzje

give a poetry reading /gɪv ə 'pəʊətri ri:dɪŋ/ wziąć udział w wieczorze poetyckim (jako autor)

give a speech /gɪv ə 'spi:tʃ/ wygłosić przemówienie

hold an exhibition /həʊld ən ,eksə'biʃən/ zorganizować wystawę

promote your work/ideas /prə'məʊt jə 'wɜ:k, aɪ'diəz/ promować swoje prace/idee

win an award /wɪn ən ə'wɔ:d/ zdobyć nagrodę

write a bestseller/a play/a novel

/'raɪt ə ,best 'selə, ə pleɪ, ə ,nɒvəl/ napisać bestseller/sztukę/powieść

artist /'a:tɪst/ artysta

be set in /bi set ɪn/ rozgrywać się w

colourful /'kʌləfʊl/ kolorowy

complicated /'kɒmplɪkətəd/ skomplikowany

draw /drɔ:/ rysować

image /'ɪmɪdʒ/ obrazek

impressionist /ɪm'preʃnɪst/ impresjonistyczny

in the background /ɪn ðə 'bækgraʊnd/ w tle

shape /ʃeɪp/ kształt

simple /'sɪmpəl/ prosty, zwykły

syllable /'sɪləbəl/ sylaba

unusual /ʌn'ju:ʒuəl/ niezwykły

weak /wi:k/ słaby

LESSON 8.2

comic /'kɒmɪk/ komiks

graphic novel /'græfik 'nɒvəl/ powieść graficzna

LESSON 8.3

art gallery /a:t 'gæləri/ galeria sztuki

combine /kəm'baɪn/ łączyć

disappointing /,dɪsə'pɔɪntɪŋ/ rozczarowujący

experiment /ɪk'sperɪmənt/ eksperymentować

extraordinary /ɪk'strɔ:dnəri/ nadzwyczajny, wyjątkowy

giggle /'gɪɡl/ chichotać

household object /haʊshəʊld 'ɒb dʒekt/ przedmiot codziennego użytku

inspiring /ɪn'spaɪərɪŋ/ inspirujący

lack /læk/ brak

technique /tek'ni:k/ technika

unique /ju:'ni:k/ unikatowy

LESSON 8.4

Out of class

Off we go! /'ɒf wi gəʊ/ Ruszamy!

Sorry I'm late. /sɒri ɪm 'leɪt/ Przepraszam za spóźnienie.

What's up? /wʌts ʌp/ Co słychać?

LESSON 8.5

The press Prasa

advert /'ædvɜ:t/ reklama

broadsheet /'brɔ:dʃi:t/ gazeta o dużym formacie, zawierająca poważne treści

celebrity gossip /sə'lebrəti 'ɡɒsɪp/ plotki o celebrytach

commercial /kə'mɜ:ʃəl/ reklama (w radiu lub telewizji)

designer /dɪ'zaɪnə/ projektant

editor /'edɪtə, 'editə/ redaktor

headline /'hed.laɪn/ nagłówek

horoscope /'hɒrəskəʊp/ horoskop

journalist /'dʒɜ:nəlɪst/ dziennikarz

local news /'ləʊkl nju:z/ wiadomości lokalne

magazine /,mægə'zi:n/ magazyn, czasopismo

national news /'næʃnəl nju:z/ wiadomości z kraju

online news site /'ɒnləɪn nju:z saɪt/ portal internetowy z wiadomościami

paparazzi /,pæpə'retsi/ paparazzi

reporter /rɪ'pɔ:tə/ reporter

tabloid /'tæblɔɪd/ tabloid

the press /ðə pres/ prasa

weather forecast /'weðə 'fɔ:kəst/ prognoza pogody

LESSON 8.6

Out of class

I bet ... /aɪ bet/ Założę się, że...

Sort of. /sɔ:t ɒf/ Tak jakby.

We'll see how it goes. /wɪl si: həʊ ɪt 'gəʊz/ Zobaczmy, jak to wyjdzie.

LESSON 8.7

Phrases with prepositions

Wyrażenia z przymkami

at all /ət ɔ:l/ w ogóle

at first /ət fɜ:st/ na początku

at last /ət lɑ:st/ w końcu

at least /ət li:st/ przynajmniej

be in trouble /bi ɪn 'trʌbəl/ mieć kłopoty

be on fire /bi ɒn faɪə/ palić się, płonąć

by coincidence /baɪ kəʊ'ɪnsədəns/ przez przypadek

by hand /baɪ hænd/ odręcznie

by mistake /baɪ mə'steɪk/ przez pomyłkę

in a hurry /ɪn eɪ 'hʌri/ w pośpiechu

in a mess /ɪn eɪ mes/ w nieładzie

in advance /ɪn əd'vɑ:ns/ z wyprzedzeniem

in danger /ɪn 'deɪndʒə/ w niebezpieczeństwie

in fashion /ɪn 'fæʃən/ modny

in ink /ɪn ɪŋk/ napisane atramentem

in pencil /ɪn 'pensəl/ napisane ołówkiem

on display /ɒn dɪ'spleɪ/ na wystawie

on foot /ɒn fut/ pieszo

on loan /ɒn laʊn/ wypożyczony

on purpose /ɒn 'pʊrəs/ celowo

on sale /ɒn seɪl/ na sprzedaż; przeceniony

on time /ɒn taɪm/ na czas

SŁUCHANIE

1  **4.16** Usłyszysz dwukrotnie rozmowę dwojga osób. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Odpowiedzi zapisz w zeszycie.

- 1 The woman tells the man
 - A to explain the painting to her.
 - B to look at the painting from another side.
 - C** to decide for himself what the painting means.
- 2 Which of these sentences is true?
 - A The man likes the gallery better than the Louvre.
 - B** There is a good choice of places to eat inside the Louvre.
 - C The man only liked one painting in the Louvre.
- 3 The man and woman are
 - A** on holiday in Budapest.
 - B in an art gallery in their home town.
 - C in a café inside an art gallery.

FUNKCJE JĘZYKOWE

- 2** Uzupełnij dialogi 1–5. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty. Luki należy uzupełnić w języku angielskim. Odpowiedzi zapisz w zeszycie.
- 1 X: Hi Mike! Any idea where my hoodie is?
Y: *Which one do you* mean?
X: The black one. I can't find it anywhere.
 - 2 X: First you need to switch it on and then reset it with the red button.
Y: *Could you say that* again? I didn't hear you.
 - 3 X: What do you prefer, reading books or watching films?
Y: I'm not sure. *On the one hand*, films are exciting to watch. On the other hand, I find reading relaxing.
 - 4 X: Mike! You're finally here! I've been waiting for you for an hour!
Y: Sorry *for being late*. I got stuck in a traffic jam on my way here.
 - 5 X: Do you like this song? I find it rather depressing.
Y: If *you ask* me, it is sad but also hopeful.

CZYTANIE

- 3** Przeczytaj teksty 1 i 2. W zadaniach 1–3 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Następnie uzupełnij w e-mailu luki 1–4 zgodnie z treścią tekstów. Luki należy uzupełnić w języku polskim. Odpowiedzi zapisz w zeszycie.

Tekst 1

Spotlight on George Orwell

Tuesday, January 16th

A rare chance to talk to the renowned translator Jan Kruczek, author of the new translation of George Orwell's *Coming Up For Air*!

At the meeting, you can get your copy of the book signed by Mr Kruczek. *Coming Up For Air* is available in our webstore as well as in our bookshop.

Two of the most famous books by George Orwell – *Animal Farm* and *1984* – will also be on sale.

The meeting is free, but registration is necessary. Send us an email by Sunday, January 14th: bookclub@library.dot



- 1 The aim of Text 1 is to:
 - A inform people about a book sale.
 - B introduce a new writer.
 - C** invite people to an event.
- 2 What happened during George's journey?
 - A He won some extra money.
 - B** He thought about the past.
 - C He met some old friends.
- 3 What is true about *Coming Up For Air*?
 - A** It is not as famous as other works by Orwell.
 - B It is very critical of 20th century Britain.
 - C It was written to show how a writer's mind works.

Tekst 2

Coming Up For Air by George Orwell

Description

Reviews

Coming Up For Air is set in Britain during the 1930s, just before the start of World War II. The novel begins when the main character, also called George, wins some money on a horse race and chooses not to tell his wife about it. He decides to use the money to take a trip down memory lane and visit his birthplace. He hadn't been there for 25 years!

When he is driving there in his car he becomes more and more excited and begins to remember some of the events of his childhood that he thought he had forgotten. As a result, the reader is given a wonderfully personal view of life in Britain in the early 20th century. However, when he arrives, he is surprised and shocked by the changes that he sees in people and places. George realises how happy he was in the past and how scared he is about the present. As he is driving home he wonders what he will say about his day to his wife.

'A less known, but equally interesting, book by the master author of *1984* and *Animal Farm*, offering a rare insight into the great writer's creative process.' *Literary Times*

Buy now

From: Ania

To: Marta

Marto,

przesyłam Ci informacje o spotkaniu ¹ z tłumaczem jednej z mniej znanych książek George'a Orwella. Wiem, że bardzo lubisz tego pisarza, i pomyślałem, że spotkanie cię zainteresuje, tym bardziej, że akcja powieści rozgrywa się ² w latach trzydziestych w Wielkiej Brytanii, a ty interesujesz się historią tego kraju!

Na miejscu będzie można kupić tę książkę w nowym tłumaczeniu. Dostępne będą także inne powieści Orwella. Będziesz mogła także zadać pytania autorowi tłumaczenia oraz ³ dostać jego autograf. Spotkanie jest darmowe, ale pamiętaj o ⁴ wysłaniu e-maila do organizatorów przed 14 stycznia, aby się zarejestrować.

Pozdrawiam,

Ania

ŚRODKI JĘZYKOWE

4 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki. Odpowiedzi zapisz w zeszycie.

was were had must could able

I would love to be a novelist one day, so when I saw an advert for an online writing course, I decided to apply for it. I ¹ **had** to write an essay and do a short phone interview before I ² **was** accepted. Now, though, I can tell you that it was a good investment. I learned about writing short stories for magazines and I have already started writing my first novel. I hope I will be ³ **able** to finish it this year! I'm really excited about it!

5 Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyrazy już podane. Odpowiedzi zapisz w zeszycie.

- I am sorry, but all your emails have (*just / delete*) **just been deleted** from the server.
- Students (*give*) **will be given** extra homework later on.
- This program (*can / not / use*) **can't be used** for individual work.
- I didn't (*manage / read*) **manage to read** that book in time for our Polish lesson.
- (*you / allow*) **Were you allowed** to stay out late when you were younger?

PISANIE

6 Wykonaj poniższe zadanie. Napisz e-mail w zeszycie.

Twoja koleżanka z Australii prosi cię o polecenie jej ciekawego polskiego filmu lub programu telewizyjnego. W e-mailu do niej:

- zaproponuj film lub program,
- wyjaśnij, dlaczego twoim zdaniem warto go zobaczyć,
- poproś koleżankę o polecenie interesującego australijskiego programu lub filmu.

Długość tekstu powinna wynosić od 50 do 120 słów.

Lesson 9.1

Vocabulary

Lead-in

Review of the vocabulary from the previous unit

Divide the class into two groups. Write three gapped words from the previous unit on the board and tell the groups that they are going to take turns to guess the missing letters. Each time they guess correctly, they get a point. They can't guess complete words, even if they know them – just letters. When the words have been completed, the team with the most points wins. Possible words to use: *bestseller, character, journalist, horoscope, lack, recite, novelist, poetry, sculpture*.

Exercise 1 4.17

Before students open their Students' Books, check they understand the meaning of *celebrate* and *celebration*. Elicit some reasons to celebrate and some occasions when there are celebrations at home, at school or in the town. Remind students of modals of speculation (*could, may, might*) which they can use if they aren't sure about the event, e.g. *Photo A could be a school prom*. When students have described the photos, ask if they have ever been to similar events. Students work in pairs and tell each other what happened and how they felt.

Exercise 2 4.18

Before students listen, put them into groups of four. Each student has to describe one photo as if he/she were present at the event. They tell the other students who the people are, what is happening, what else happened that day, etc. When they have finished, they look at the Word Friends box to see if they used any of the phrases there or can guess which might be used for each photo.

Exercise 3 4.19

When students have completed the task, talk about different traditions in Poland: *Are black cats good or bad luck? Do you unwrap presents in front of the people who give them to you or later? Do you make a wish when you blow out the candles on a birthday cake? What kinds of decorations do you put up for a birthday party?*

Exercise 4 4.20

Before playing the audio, tell students that there will be a pause in the recording after each situation. During this



VOCABULARY

Celebrations |
Phrases for special occasions |
National celebrations |
Sounds

GRAMMAR

Defining and non-defining relative clauses | Indirect questions



SPEAKING

Talking about future plans



READING

Fun attractions

LISTENING

Do you enjoy firework displays?

WRITING

An informal invitation

BBC Culture and Skills

What is a virtual festival?

SKILLS REVISION

Unit 9

110 Unit 9

pause, students can choose and say the most appropriate phrase from the Speaking box.

Exercise 5

When students have voted, ask those who celebrate with friends what they do, those who go to a restaurant what kind of restaurant they usually go to and who with, those who have a party how many people they invite and where they hold the party, and those who celebrate with parents what they do to celebrate.

Let's get together

VOCABULARY Celebrations

I can talk about special occasions.



1 4.17 Study the Vocabulary A box. What is being celebrated in each photo? Listen and check.

Vocabulary A Celebrations

dinner party cultural festival family get-together house-warming party
leaving party Mother's Day name day New Year's Eve party
religious ceremony school prom wedding reception

2 4.18 Listen. Which phrases from the Word Friends box can you hear?

Word Friends Celebrating

blow out candles
bring good/bad luck
celebrate a birthday
follow the tradition of
hire a limo
let off fireworks
make a toast
put up decorations
throw a (street) party
turn eighteen/a year older
(un)wrap presents

3 4.19 Complete the dialogues with the correct form of verbs from the Word Friends box. Write the answers in your notebook. Listen and check.

- A: In the UK, seeing a black cat is supposed to **bring** good luck.
B: Really? In my country it's bad luck!
- A: Aren't you going to **unwrap** your presents?
B: No, not before my friends arrive.
- A: Can I **blow out** the candles on my cake now?
B: Just wait a minute. I want to take a photo first!
- A: What are you doing, Tom?
B: I'm **putting up** decorations for my little sister's party.
- A: Do you remember when our football team won the championship?
B: Of course! And the neighbours **threw** a street party. Brilliant!

Exercise 6

Check students understand the meaning of *grease*. Elicit the answers and then ask students to write two sentences about birthday celebrations in Poland: one of which is true and one which is false. Invite students to share their sentences with the class, who say whether they are true or false.

Exercise 7 4.21

Have a class vote on each sentence and note down how many people think it is true and false. After listening, ask students how many they guessed correctly. Ask students which traditions they would like to have in their country.

- 4 4.20 Study the Speaking box. Choose the most suitable phrase for each situation. Write your ideas in your notebook. Listen and check.

Speaking Phrases for special occasions

Congratulations!
Cheers!
Happy Birthday / Anniversary / Mother's Day!
Happy Christmas / New Year!
Have fun!

- 1 I'm going to a party tonight.
2 I've just won a gold medal for swimming!
3 Has everyone got a drink? Here's a toast to the best mum!
4 It was thirty years ago today that your grandad and I got married.
5 Look! It's nearly midnight! Five, four, three, two, one ...
- 5 **CLASS VOTE** How do you usually celebrate your birthday?
- with friends? • in a restaurant?
 - at a party? • with parents?
- 6 Complete the quiz with verbs from the Word Friends box. Write the answers in your notebook.
1 *celebrate*

Birthday traditions around the world

True or false?

- In Vietnam, you don't **?** your birthday on the day you were born. You turn a year older on 'Tet' (New Year's Day), no matter when you were born during the year.
- In Brazil, when it's a child's birthday, the parents often **put up** decorations which are brightly-coloured paper flowers.
- In the UK, children usually **let off** fireworks on their birthday.
- In parts of Canada, the birthday boy or girl's nose is greased with butter. This is supposed to **bring** good luck.
- In Hungary and Argentina, the birthday boy or girl's ears are pulled as they **unwrap** their presents.
- In Ireland, when a boy or girl turns sixteen, the parents **throw** a street party.
- Many Jamaicans **follow** the tradition of 'flouring', or covering the birthday boy or girl in baking flour.
- In Venezuela, some people follow the custom of pushing the person's face into the birthday cake when they **blow out** their candles!



Background notes

Saint Patrick's Day is held on 17 March, the date of the death of Saint Patrick (c. AD 385–461), the patron saint of Ireland. It was made an official Christian feast day in the early seventeenth century. Saint Patrick's Day is celebrated in more countries than any other national festival.

- 7 4.21 In pairs, discuss which of the traditions in the quiz you think are true and which are false. Listen and check.

- 8 4.22 Study the Vocabulary B box. Read the text and choose the correct option. Write the answers in your notebook. Listen and check.

Vocabulary B National celebrations

custom display flag national symbol parade
public holiday spectators traditional costume



Maisy's blog: I ♥ Ireland

Yesterday was 17 March and it was St Patrick's Day. It's a public ¹ *holiday / display* in Ireland and that means that everyone was out celebrating. It was amazing! There was a huge ² *custom / parade* in the centre of Dublin, Ireland's capital city. There were lots of people, all dressed in ³ *national symbol / traditional costume* or fancy dress.

Crowds of people came to watch and most of the ⁴ *spectators / displays* were dressed up in green. This ⁵ *flag / custom* comes from the shamrock, which is a kind of green leaf and the ⁶ *national symbol / traditional costume* of Ireland. As you'll see in my blog photos, I joined in the fun, wore a really funny tall green hat and bought an Irish ⁷ *custom / flag*. The festival also included a street party, an awesome fireworks ⁸ *parade / display* and loads of street performances. It was definitely the best day of my trip to Ireland so far.

1 *holiday*

- 9 Read the blog post again. Answer the questions.

- When and where is the celebration held?
- What happens?
- What can you see?
- How are the people dressed?



- 10 **VOX POPS** In pairs, ask and answer about a celebration you have enjoyed. Use the questions in Exercise 9 to help you.



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Write these names on the board: *The All Blacks*, *Basel*, *Fasnacht*. Elicit or tell students that *The All Blacks* is the nickname for the New Zealand rugby team who play in black shirts and shorts, *Basel* is a city in Switzerland and *Fasnacht* is a local celebration there. After watching, ask students which of the celebrations mentioned they like best and why.

ANSWER KEY

Exercises 1, 5 and 10
Students' own answers.

Exercises 2, 3, 6 and 8
Answers on student page.

Exercise 4

- Have fun!
- Congratulations!
- Cheers!
- Happy Anniversary!
- Happy New Year!

Exercise 7

- 1 True 2 True 3 False
- 4 True 5 False 6 False
- 7 True 8 True

Exercise 9

- The celebration is held on 17 March throughout Ireland and all over the world.
- In Dublin, there is a parade and a fireworks display.
- In the photo we can see part of a parade.
- The people who are taking part in the parade are wearing traditional costumes or fancy dress. The text says that most of the spectators wear green.

Audio scripts: page 143

Video scripts: page 160

Further practice

- Photocopiable Resource 57, page 245
- Workbook, page 100
- Extra Online Homework: Vox Pops Extra Activities

Exercise 8 4.22

Discuss the meaning of each word in the Vocabulary B box before students look at the text.

Exercise 9

When students have finished, ask them to check their answers in pairs and then elicit answers from the class.

Exercise 10 41

Put students into pairs and give them a minute to brainstorm ideas. Ask them how they can change the questions in Exercise 9 to talk about a specific past event. When students have both asked and answered their questions, invite pairs to share their experiences with the class.

Lesson 9.2

Grammar

Lead-in

Review of vocabulary related to celebrations

Put students into groups of four. They choose a type of celebration from the Vocabulary A box on page 110 of the Students' Book and some of the word friends from the same page. They mime the event and the actions. When they have practised, invite groups to mime in front of the class. The other students guess what the event is and what individual students were doing.

Exercise 1

Ask the question and elicit reasons why students would and wouldn't choose each means of transport.

Exercise 2

Invite students to describe what the characters are wearing and ask them how they would prepare for such a celebration.

Exercise 3 4.23

Tell students to keep the dialogue covered and to watch without the sound. Elicit what they think the answers are, then play the video again, this time with the sound on, and allow students to read as well if they want.

Exercise 4

When students have found the examples, elicit the differences between defining and non-defining relative clauses.

Exercise 5

Tell students to read the sentences up to the gap. If they make sense, the relative clause is non-defining, i.e. just adding information. If it sounds strange or incomplete, the relative clause is defining and necessary.

Exercise 6 4.24

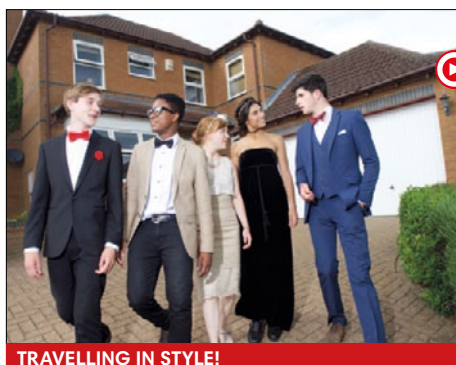
After listening, elicit the answers and ask students about their own celebrations at the end of the school year.

Exercise 7

Discuss with students what they need to plan, e.g. place, clothes, music, activities. Tell them to look at the example and explain that students need to make a general statement with a defining relative clause, e.g. *We need a place where we can dance and then a specific idea, e.g. the school hall.* Set a time limit for students to discuss their ideas, then invite pairs to share their ideas with the class.

9.2 GRAMMAR Defining and non-defining relative clauses

I can be specific about people, things and places.



- Skye:** Just a minute. I've forgotten something.
Jay: Skye, you're always the one who's late!
Skye: Sorry, everyone! I'm ready now!
Nina: OK. Before we leave, let's make a toast.
Dan: Is that champagne?
Nina: No, it's the bottle of sparkling grape juice that my mum gave me. Anyway, here's to great friends and a great night!
All: Cheers!
Tommo: So, shall we go now?
Skye: But where's the car?
Dan: There is no car.
Nina/Skye: What?
Skye: You were the one who was supposed to organise the transport.
Dan: Don't worry, I have. Give us two minutes.
Nina: Space hoppers! You must be joking!
Skye: We can't go on those. Look at the dresses we're wearing!
Jay: They're great fun! My uncle, who owns a toy shop, got them for us.
Tommo: Come on. It'll be a laugh!
Skye: Oh all right. Actually, it's quite fun.
Dan: Well, they say your school prom is a night that you never forget!

How do you say these expressions in Polish?

Let's make a toast.
Cheers!

OUT of class

1 CLASS VOTE How would you like to travel to your school prom? Why?

limo rickshaw skateboard space hopper

2 Look at the photo. How do you think the friends have prepared for their evening?

3 4.23 Listen and answer the questions.

- Why do Skye and Nina get annoyed with Dan?
- How do they feel about the transport in the end?

4 Study the Grammar box. Find more examples of relative clauses in the dialogue.

Grammar Relative clauses

Defining relative clauses

That's the car **which/that** we hired for the prom.
 Students **who/that** go to the prom usually have fun.
 That's the place **where** we're meeting Jack.
 Sara's the girl **whose** mum teaches at my school.

Non-defining relative clauses

Our school prom, **which** was last month, was great.
 Tom Evans, **who** is a musician, played the piano.
 The hall, **where** the dance was held, was huge!
 Our Maths teacher, **whose** daughter also graduates this year, will lead the ceremony.

GRAMMAR TIME > PAGE 134

5 In your notebook, complete the sentences with **who, which, whose** or **where**. Decide if the relative clauses are defining or non-defining.

- Look at the tuxedo **which** I bought in the sales last week. **D**
- This is the Olive Tree restaurant, **where** we celebrated my parents' wedding anniversary. **ND**
- Is that Ann Miller, **who** was at your birthday party? **ND**
- Is this the cake **which** you made? **D**
- This is the street **where** the parade will start. **D**
- That's Jessica Brown, **whose** brother is getting married next month. **ND**

6 4.24 Listen to a teenager talking about school proms in Britain and answer the questions.

- How old are British students when they go to their first prom? **sixteen years old**
- When do some students go to a second prom? **at the end of sixth form or when they are eighteen years old**
- What do students usually wear to a prom? **Boys usually wear tuxedos and girls usually wear formal dresses.**

7 In pairs, plan an end-of-year celebration for your school.

We should hold the celebration in a place where ...

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 Audio scripts: page 143

 Video scripts: page 160

Further practice

- Grammar Time page 134
- Photocopiable Resource 58, page 246
- Workbook, pages 102 and 110

ANSWER KEY

Exercises 1, 2 and 7

Students' own answers.

Exercise 3

- Because they think Dan's forgotten to organise the transport and then they get annoyed when the transport is space hoppers.
- They think it's fun.

Exercise 4

Defining relative clauses:
 you're always the one
 who's late!; it's the bottle of

sparkling grape juice that my mum gave me; the one who was supposed to organise the transport; your school prom is a night that you never forget!
 Non-defining relative clauses:
 My uncle, who owns a toy shop, got them for us

Exercises 5 and 6

Answers on student page.

I can understand the main points of an article and talk about tourist attractions.

- 1 **CLASS VOTE** What's the best place for a visitor to your town or city to go to? Why?
- 2 **4.25** Read the texts. What four attractions are described? Which one would you like to visit?

Fun attractions in Tokyo!

A Experience Japanese culture

Spend an **unforgettable** day at the Shiokawa

Recreation Centre learning about Japanese culture by taking part in a **tea ceremony** and dressing up in a **kimono**. A **kimono** is the traditional costume of Japan, which is still often worn for festivals and celebrations.

Opening times: Saturdays, 10.30–3.30; **Price:** adults 5,500 yen, children (twelve and under) 3,500 yen.

B Cats ... everywhere!

Why not take a break from shopping and visit the Kyoshi café, which is one of Tokyo's many pet cafés? Pet cafés are a place where people can **stroke** and sit with animals.

Opening times: 10.00 a.m.–10.00 p.m.; **Charge for one hour:** 1,000 yen (weekdays) 1,200 yen (weekends); Children must be twelve years old or over to enter.

C A visit to the future

If you love **futuristic** things, you'll love the Naomichi Museum, a small private museum of science and technology. The main attraction is Jin, a walking robot that also plays football. So, play a game with Jin or observe the solar system. And shop for books on science, **experiment kits** and souvenirs in the museum shop.

Open daily, from 10.00 to 5.00; **adults:** 620 yen, **children:** 210 yen; free admission for young people aged eighteen and under on Saturdays

D Bean-throwing festival

Enjoy the Japanese ceremony of bean-throwing, which is part of the Setsubun celebration. Setsubun celebrates the start of spring and the custom of throwing soya beans is believed to bring good luck. Sushi lovers will be happy to taste makisushi and it's also a custom to eat roasted soya beans. You can also admire beautiful costumes and masks. The Zojoji Temple will **hold a bean-throwing ceremony** between 12.00 and 1.00 p.m. on Wednesday 3 February. Entry is free.

- 3 **4.26** Three young people are looking for things to do in Tokyo. Match the people with attractions A–D. Write the answers in your notebook.

Sophie C

Sophie's been in Tokyo for a week. She's visited lots of historical sites with her parents and has already learned a lot about Japanese culture. On her last day, which is Saturday, she would like to do something different, which is **free of charge**. She loves animals and technology.



Max D

Max and his brother Sam are visiting his uncle in Tokyo. He's pleased that they'll be able to meet the rest of the family: his uncle's having a family get-together on Wednesday at 1.30. Max and Sam want to do something before the rest of the family arrive. They're both **keen on** Japanese culture. They also love robots and enjoy shopping, but have already spent all their money!



Emma A

Emma arrives in Tokyo on the evening of 3 February and is staying until Sunday 7 February. She prefers learning about old things rather than modern science and technology. She loves Japanese culture and is **especially** interested in art and fashion. She enjoys Japanese food, but she has to be careful as she's allergic to some kinds of food, as well as animal hair.



- 4 Look at the highlighted words in the texts. Check your understanding. Use a dictionary if necessary.

- 5 **4.27** In pairs, ask and answer the questions. Listen and check.

- 1 What kind of tea is served at a tea ceremony? **green tea**
- 2 What do you think the Japanese word *kimono* means? **'thing to wear'**
- 3 Why do you think pet cafés or cat cafés are popular in Tokyo? **because many people live in small apartments where pets are not allowed**
- 4 How many roasted soya beans do you think people eat at Setsubun? **usually one for each year of life**



- 6 **VOX POPS** Think of the last attraction you visited. What did you do there? Would you recommend it to others?



Exercise 2 4.25

When students have read and listened to the texts, put them into groups of three to discuss what they read, which place they would like to visit and why. Invite students to share their ideas with the class.

Exercise 3 4.26

Tell students that there may not be a perfect place for each person, but there will be a best place for them. Elicit the answers, asking students to explain the reasons for their choices, as well as reasons why the other places were not suitable.

Exercise 4

Put students into pairs. Encourage them to guess the meaning of the words from the context. If students aren't sure or can't agree, they should look up the words in a dictionary.

Exercise 5 4.27

Ask students to guess the answers to the questions before they listen.

Exercise 6 4.3

Tell students to try to note down one tourist attraction and one town or country mentioned by the speakers. Allow students to compare their answers in small groups and then elicit what they heard. (Tourist attractions mentioned: London Eye, London Dungeon, a church, Victor Hugo's house, Edinburgh Castle. Towns and countries mentioned: London, Phuket Island, Chefchaouen (Morocco), Edinburgh).

ANSWER KEY

Exercises 1, 4 and 6
Students' own answers.

Exercise 2

- A Shiokawa Recreation Centre
- B Kyoshi Pet Café
- C Naomichi Museum (of Science and Technology)
- D a bean-throwing ceremony at the Zojoji Temple, part of the Setsubun celebration

Exercises 3 and 5

Answers on student page.

Video scripts: page 160

Further practice

- Workbook, page 103
- Extra Online Homework: Vox Pops Extra Activities

Lesson 9.3 Reading and Vocabulary

Lead-in

Review of relative clauses

Students will need three slips of paper and three different coloured pens or pencils. Write on the board: *Matt Damon, who starred in the Bourne films, is my favourite actor.* Write each part of the sentence in different handwriting and/or colour. Tell students to do the same, using different coloured pens

for the three different parts of the sentence. Put students into groups of four and tell them to put all their pieces of paper together, mixed up so that they aren't in order. Students swap papers with a different group and work together to create four sentences that make sense. Invite students to read the sentences to the class.

Exercise 1

Put students into small groups to discuss their ideas. They then share with the class.

Extra activity

Students stay in their groups and write a short paragraph about one place in their town. They should write it as if it were in a leaflet for tourists, with adjectives to make it sound as attractive as possible. Tell students not to write the name of the place. In its place, they should just write a question mark instead. Collect in the descriptions and display them around the room, then let students read them and guess the places.

Lesson 9.4

Grammar

Lead-in

Review of reported questions

Remind students of how we form reported questions. Elicit the general rules about tense changes (shifting one tense back) and pronoun changes. Each student writes a question on a piece of paper with their name on it. Collect all the questions and redistribute them to different students in pairs, i.e. each pair gets two questions which they didn't write. Invite pairs to report the questions to the class. Ask other students what the direct question was.

Exercise 1

Tell students to keep their Students' Books closed. Ask the questions and allow students to discuss them in pairs for two minutes.

Exercise 2 4.28

When students have finished, elicit reasons for their choices. Then play the recording for students to check.

Exercise 3

Set a time limit for students to discuss the best answers, giving reasons.

Exercise 4

Before students look at the Grammar box, elicit again why answer b was better than a for question 3 in Exercise 2 (Answer a is too direct and sounds rude in English.). Tell students this is called an indirect question. Ask if there is any difference in the way the indirect question is formed compared to the direct question (the word order is different).

Exercise 5

Remind students that in indirect questions we use the same structure and word order as statements.

Exercise 6

Elicit the answers and encourage peer-correction if students make mistakes with the form of the direct questions.

Exercise 7

Tell students to try to use a variety of ways of introducing the indirect question each time, but that they should use logical beginnings. Elicit the answers.

Exercise 8

Remind students that we often use indirect questions to be more polite. When they have

9.4 GRAMMAR Indirect questions

I can ask questions politely.

- CLASS VOTE** Do you prefer to have friends over to your house or to go and visit your friends in their own homes? Why?

- 4.28** Do the quiz and compare your results with the class. Listen and check.

Are you an ideal guest or host? Take the test and find out!

- 1** You have invited guests to your house, but it's very late and you are tired. What do you say?
 - I wouldn't say anything. If you have invited some guests, you have to stay up until they want to leave.
 - 'I was wondering when you're going home. I feel sleepy.'
 - 'How long are you going to stay? I feel a bit sleepy. Maybe we can meet tomorrow.'
 - 'Do you mind if I go to bed? You can stay here as long as you want. Just close the door when you leave!'
- 2** Your girlfriend's/boyfriend's parents have invited you to dinner. They are well-known actors and you'd like to know how much they earn. What do you say?
 - 'How much do you earn?'
 - 'I'd like to know how much you earn.'
 - I would never ask such a question. You shouldn't ask people about money.
 - 'Wow, you're so famous! Are you very rich?'
- 3** You need the bathroom at a party. You have to ask your friend's parents. What do you say?
 - 'Where's the bathroom?'
 - 'Could you tell me where the bathroom is?'
 - 'Do you have any idea where the bathroom is?'
 - I wouldn't ask. I'd look for the bathroom myself.



- 3** Do you agree with the 'correct' answers given in the quiz? Discuss in pairs.

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finished, invite pairs to share their ideas with the class.

Audio scripts: page 143

Further practice

- Grammar Time, page 134
- Photocopiable Resource 59, page 247
- Workbook, page 104

- 4** Study the Grammar box. Find more examples of indirect questions in the quiz.

Grammar Direct and indirect questions

Wh- questions

Direct: Where's the party?

Indirect: **Could you tell me where** the party **is**?

Direct: When will you be back?

Indirect: **I'd like to know when** you **will** be back.

Wh- questions with does or did

Direct: What time does the party start?

Indirect: **Do you have any idea what time** the party **starts**?

Direct: Where did you go after the party?

Indirect: **I was wondering where** you **went** after the party.

Yes/No questions

Direct: Is Tom having a birthday party?

Indirect: **Do you know if** Tom **is having** a birthday party?

Direct: Can I use your phone?

Indirect: **Do you mind if** I **use** your phone?

GRAMMAR TIME > PAGE 134

- 5** In your notebook, order the words to make indirect questions.

- you / tell me / how much / cost / the tickets / could / ?
Could you tell me how much the tickets cost?
- when / the next bus / know / arrives / you / do / ?
Do you know when the next bus arrives?
- if / have / you / I'd / to know / a boyfriend / like
I'd like to know if you have a boyfriend.
- any idea / who / you / she / have / do / is / ?
Do you have any idea who she is?
- is / how / was / I / wondering / expensive / it
I was wondering how expensive it was.

- 6** Change the indirect questions in Exercise 5 into direct questions. Write them in your notebook.

- 7** Write indirect questions in your notebook. Use phrases from the Grammar box.

- How old are you?
Could you tell me how old you are?
- Where are you from?
I was wondering where you're from.
- Do you like this music?
I'd like to know if you like this music.
- Have you been to the UK?
I was wondering if you have been to the UK.
- When did you go there?
Could you tell me when you went there?
- Did you have a good time?
I'd like to know if you had a good time.

- 8** In pairs, ask and answer about each situation. Use indirect questions.

- You've forgotten someone's name.
- You're not sure what's on the menu.
- You need to know the way to the bus station.

ANSWER KEY

Exercises 1, 3 and 8

Students' own answers.

Exercises 2, 5 and 7

Answers on student page.

Exercise 4

I was wondering when you're going home; Do you mind if I go to bed?; I'd like to know how much you earn.; Could you tell me where the bathroom is? Do you have any idea where the bathroom is?

Exercise 6

- How much do the tickets cost?
- When does the next bus arrive?
- Do you have a boyfriend?
- Who is she?
- How expensive is it?

I can identify specific detail in a radio interview and talk about sounds.



1 CLASS VOTE Do you enjoy firework displays? Why? / Why not?

2 4.29 Study the Vocabulary box and listen to the sounds.

Vocabulary Sounds

bang buzz cheer clap
crackle fizz

These words are both verbs and nouns.

3 4.30 Match the definitions with the words in the Vocabulary box. Write the answers in your notebook. Listen and check.

- 1 A happy crowd makes this noise when they shout.
- 2 You hear this noise when you open a can of soft drink. *fizz*
- 3 The flames of a fire make this noise. *crackle*
- 4 A happy crowd makes this noise with their hands. *clap*
- 5 The sound of a door slamming shut. *bang*
- 6 Bees and flies make this noise. *buzz*

4 4.31 Listen to a radio programme about fireworks. When is the interview taking place?

- a Thanksgiving Day
- b New Year's Eve
- c Independence Day**

5 4.31 Listen again. Choose the correct answers. Write them in your notebook.

- 1 According to the presenter, China
 - a has the most firework displays in the world.
 - b makes the most fireworks in the world.**
 - c makes the largest fireworks in the world.
- 2 According to An Li, the first fireworks came from
 - a China.**
 - b India.
 - c Syria.
- 3 When the fireworks were made by putting powder inside a bamboo, they were
 - a hotter.
 - b brighter.
 - c louder.**
- 4 Assistants at firework displays in England wore hats of leaves because
 - a it made people laugh.
 - b it protected their heads.**
 - c it was an English tradition.
- 5 Italians changed fireworks by
 - a making them colourful.**
 - b making them bigger.
 - c making displays safer.
- 6 The first firework display in the United States was in
 - a 1608**
 - b 1776
 - c 1777

6 In pairs, discuss your answers in Exercise 5. Give reasons for your choices and explain why you think the other two options are not correct. Listen again if necessary.

7 Think of the last time you saw a firework display. In pairs, take it in turns to describe the event.

Exercise 3 4.30

When students have matched the definitions with the words, ask them to work in pairs and think of situations when a happy crowd might cheer, something that makes a fizzing sound, etc. Do the same for all the words and invite students to share their ideas with the class.

Extra activity

Students work in pairs. They think of a short dialogue in which something happens to make one of the sounds in the Vocabulary box, e.g. they may be outside when they hear a noise, so one asks: *What was that?* and the other replies: *It sounded like a gun.* Although they don't say the sound, the other students should be able to guess it was a bang. When students are ready, invite them to act out their dialogues in front of the class and see if the other students can guess the sound.

Exercise 4 4.31

Tell students that, even if they hear the answer quite quickly, they should keep listening as they will have to answer other questions later.

Exercise 5 4.31

Before students listen again, encourage them to read the questions and options to see if they can remember any of the answers. Don't elicit the answers yet.

Exercise 6

Tell students to discuss their answers together. Elicit the answers from the class and reasons for their choices.

Exercise 7

Give students three or four minutes to discuss in pairs. Then invite students to share their stories with the class and ask them if they prefer watching fireworks from the safety of their home or outside.

Lesson 9.5

Listening and Vocabulary

Lead-in

Review of indirect questions

Put students into groups of three. Tell them to imagine that one of them is at home, one is visiting and the third person is a parent of the person whose home it is. The person who is visiting asks a question. The friend says: *Ask my (mum/dad.).*

The visitor then asks the same question, but more politely, e.g.:

A: *Can I use your phone?*

B: *Ask my dad.*

A: *Excuse me, I was wondering if I could use your phone.*

C: *Of course.*

A: *Thank you.*

Students repeat three times, each time playing a different part. When they have finished, invite each group to act out one of their dialogues.

Exercise 1

Tell students to keep their Students' Books closed and ask the questions. Students then open their books to describe the photo and say where and when they think it was taken.

Exercise 2 4.29

After listening, encourage students to say the words so that they sound as much like the sound they are describing as possible.

ANSWER KEY

Exercises 1, 6 and 7

Students' own answers.

Exercises 3, 4 and 5

Answers on student page.

Audio scripts: page 143

Further practice

• Workbook, page 105

Lesson 9.6

Speaking

Lead-in

Review of be going to for future plans

Remind students that we can talk about future plans using *be going to*. Tell them to write down one plan they have for the holidays using *be going to*. Students mingle and tell as many people as they can. Ask them to try to remember the names of anyone who has the same or similar plans to theirs. Invite students to tell the class their plan and any details they know about it.

Exercise 1

Tell students to choose the adjective which best matches their feelings and compare their ideas in pairs. Invite students to share their ideas with the class.

Exercise 2

Students describe the photo in pairs. Elicit some ideas and ask students to guess what the characters may do during the summer, e.g. *Tommo may go kayaking*.

Exercise 3 4.32

Elicit the answers to the questions. Then look at the *Out of class* box with students and ask them to think of an example of when they could use each phrase, e.g. *I'm dying for ...* when you need something a lot e.g. *a rest*. *In your dreams!* when someone says something about themselves that you think could only be true in a dream. *No worries* in this context is a way of responding to thanks, similar to *Don't mention it*.

Exercise 4

Go through the Speaking box with students and ask them which structure shows that something probably isn't going to happen (*I wish I could ...*).

Exercise 5 4.33

When students have finished, elicit the answers and then ask students to make their own sentences using the same structures.

Exercise 6

Before students start, look at the example sentence about Lisa and ask students to think of more ideas about her plans.

Extra activity

Students work in groups of four. Tell students to brainstorm ideas about things they could do as a class on the last day of the school year. Students

9.6

SPEAKING Talking about future plans

I can use verb phrases with *to*-infinitives and *-ing* forms to talk about future plans.



TIME TO CELEBRATE

- Skye:** It's so hot on the dance floor. I'm dying for a drink!
- Nina:** Me too! What I really want is some nice cold water. I hope Jay and Tommo hurry up with our drinks.
- Dan:** Have you two got any plans for the summer?
- Skye:** Well, Mum and Dad are going to Iceland. I'd love to see some volcanoes. What have you got planned, Nina?
- Nina:** I'm going back to Colombia for a holiday. I can't wait to see the sun again!
- Dan:** I wish I could come with you!
- Nina:** In your dreams!
- Tommo:** We're back! Drinks for everyone!
- Skye:** Thanks, guys.
- Jay:** No worries. Here's to a great summer. I hope we all have fun.
- All:** Yes. Cheers, everyone!
- Nina:** Right. Who feels like a dance? I love this music.
- Jay:** Hang on a minute. What's that noise?
- Tommo:** It's the firework display. It's just starting.
- Nina:** I hope it's not cold outside!
- Skye:** Come on, Nina. It's fine! Anyway, we could all do with some fresh air.
- Dan:** The fireworks are amazing. Look!

How do you say these expressions in Polish?

I'm dying for ...
In your dreams!
No worries.

OUT of class

1 CLASS VOTE How do you feel about coming to the end of the school year? Why?

disappointed excited happy sad worried

2 Look at the photo. How do you think the friends are feeling?

3 4.32 Listen and answer the questions.

- What are Tommo and Jay doing while the others are waiting for them? Why? *They're getting drinks because everyone's hot from dancing.*
- Who would like to travel with a friend? *Dan would like to go to Colombia with Nina.*
- Why do they go outside? *They go outside to watch the fireworks.*
- Why is Nina worried about going outside? *She thinks she'll get cold.*

4 Study the Speaking box. Find more examples in the dialogue.

Speaking Talking about future plans

Asking about future plans

What are your plans for the summer / the future?
What have you got planned?
Have you got any plans for the weekend?
What would you like to do?
What do you fancy doing?

verb + to-infinitive

I'd love / like to go to India.
I need to visit my grandparents.
I'm planning to learn to surf this summer.
I can't wait to have a rest!
I'm dying to try my new skateboard.

verb + noun / -ing

I fancy a concert / *going* to a concert.

Other structures

I wish I could go to the beach.
I hope we have a good time.
I'm looking forward to the trip / *going* on a trip.
I feel like a swim / *going* for a swim.

5 4.33 Choose the correct option. Write the answers in your notebook. Listen and check.

- I'd like to *get* / *getting* a ticket for the prom.
 - They fancy *to watch* / *watching* the fireworks.
 - I can't wait *to go* / *going* on holiday.
 - What have you got *planned* / *planning* for tomorrow?
 - I wish we *have* / *could have* a party.
 - Are you looking forward to *go* / *going* away for the weekend?
- 1 *to get*

6 In pairs, talk about what you would like to do in the school holidays. Use phrases from the Speaking box. Then tell the class about your partner.

Lisa is planning to go to Greece.

discuss their ideas using the phrases in the Speaking box.

 **Video scripts:** page 161

Further practice

- Photocopiable Resource 60, page 248
- Workbook, pages 106 and 111

ANSWER KEY

Exercises 1, 2 and 6

Students' own answers.

Exercises 3 and 5

Answers on student page.

Exercise 4

Asking about future plans:
Have you two got any plans for the summer?; What have you got planned, Nina?; Who feels like a dance?

Verb + *to*-infinitive: I'd love to see some volcanoes.; I can't wait to see the sun again!

Verb + noun / *-ing*: -

Other structures: I'm dying for a drink!; I hope Jay and Tommo hurry up; I wish I could come with you!; I hope we all have fun.; I hope it's not cold outside!

I can write an email inviting a friend to a celebration.

- 1 CLASS VOTE** Which of the information below would you give a friend or relative who was coming to stay with you during the holidays? What other information might you include?

a description of your house advice on what to bring
places to go plans for things to do

- 2** Read Dan's email to Mike. Whose birthday is it? *Ed's*

Hi Mike,

How are your summer holidays going? What have you been up to? We're throwing my brother Ed a surprise twenty-first birthday party. Would you like to come? He came back from the USA yesterday and he's staying for a couple of weeks. The party's on Saturday 19 August at our house. Mum and dad said you could stay at our house for the weekend. Do you think you'll be free?

On the Sunday after the party we're planning to go to the Atlantis Water Park. It's absolutely amazing there! So, you could do with some swimming trunks. We could hang out with my cousins. Do you remember them? They'll be at the party too.

By the way, you don't need to wear anything smart to the party - you can wear whatever you want. I hope you can come. Let me know as soon as possible!

Speak soon,
Dan

- 3** Read the email again. Are the sentences true or false?

- 1 Ed doesn't know about the party. *True*
- 2 Ed's in the USA at the moment. *False*
- 3 Mike has met Dan's cousins before. *True*
- 4 Mike needs to bring smart clothes for the party. *False*



- 4** Why do you think people often like to celebrate their twenty-first birthday? Are there any other special birthdays that are important in your country?
- 5** Study the Writing box. Complete gaps 1-5 with phrases from Dan's email. Write the answers in your notebook.

Writing An informal invitation

Starting your email

How are things?
How are your summer holidays going?
¹ *What have you been up to?*

Offering an invitation

Do you fancy coming to ...?
Do you want to meet up ...?
² *Would you like to come?*

Explaining your plans

I'd like to show/take you ...
I hope we can ...
³ *We're planning to ...*

Before you finish

I hope you can come.
I'm really looking forward to seeing you (again).
⁴ *Let me know as soon as possible.*

Ending your email

Hope to see you soon.
⁵ *Speak soon,*

- 6 WRITING TIME** In your notebook, write an email inviting a friend to a celebration. In your email, you should:

- ask your friend how they are.
- offer an invitation.
- give details of where and when the celebration is taking place.
- add some details to the invitation which will help persuade your friend.

In an informal email, your language can be quite chatty. For example, it's natural to ask questions. You can use exclamation marks too, but be careful: don't use too many.

Exercise 3

Elicit the answers and the words in the text which helped students decide.

Background note

In many countries, twenty-one was traditionally the age that someone became an adult. In richer families, young people often received their inheritance at this age. They were also allowed to vote. Even though people in the UK are legally adults at eighteen nowadays, many young people leave school at eighteen and do a three-year university course, so twenty-one is often the age they finish their studies and get a job.

Exercise 4

Other examples may be thirteen (becoming a teenager), sixteen (especially for girls; several countries have 'sweet sixteen' parties, e.g. in the USA and Canada), eighteen (when in most countries young people become adults), forty ('Life begins at forty.'), fifty (half a century).

Exercise 5

When students have found the phrases, point out that sometimes we have to use more than one of the phrases together for the email to make sense, e.g. in Dan's final paragraph, he couldn't just choose *Let me know as soon as possible*. He has to write *I hope you can come first*.

Exercise 6

Ask students to address the email to their partner. When they have finished, they 'send' their emails to each other and read them. Ask students if their partner mentioned when the invitation is for, what it is for, where and when the celebration will take place, who is going to be there and what else is going to happen.

ANSWER KEY

Exercises 1, 4 and 6

Students' own answers.

Exercises 2, 3 and 5

Answers on student page.

Further practice

- Photocopiable Resource 61, page 249
- Workbook, page 107

Lesson 9.7

Writing

Lead-in

Review of talking about future plans

Put students into groups of four. Ask each group to talk about one of these topics:

- things you're looking forward to doing
- things you wish you could do but aren't allowed to
- things you would love to do one day

- things you're dying to try
 - things you fancy doing this weekend
 - things you hope will happen this summer.
- Set a time limit and then invite each group to share their ideas with the class.

Exercise 1

Before students open their Students' Books, ask them if anyone is planning to visit them during the summer. Ask if there is anyone they would like to visit them if it was possible.

Students then open their Students' Books and discuss the questions in pairs. Invite pairs to share their ideas with the class.

Exercise 2

When students have read the email, ask them which of the topics from Exercise 1 Dan mentioned and what else he mentioned (advice on what to bring, places to go, plans for things to do; when Mike could stay, why there is a party and who else will be at the party).

VOCABULARY

- 1** Complete the words in the sentences. Write the answers in your notebook.

- 1 My parents love cooking and they often invite friends over for a **dinner party**.
- 2 We've just moved into a new house and we're having a **house-warming party**.
- 3 She got a new job, so we threw her a **leaving party** on her last day.
- 4 Every **Mother's Day** we give our mum breakfast in bed!
- 5 My **name day** is 25 November. Everyone called Katerina celebrates on this day.
- 6 When my cousin got married, they had their **wedding reception** in a big hotel.

- 2** Complete the text with the words below. Write the answers in your notebook.

costumes custom festival follow parade
get-together good luck New Year's Eve



I love Chinese New Year! The Chinese New Year ¹**festival** lasts for fifteen days. On ²**New Year's Eve**, we usually have a family ³**get-together** and have a large meal. At midnight, it's the ⁴**custom** to open the doors and windows of your house to let the old year leave. On the last day of the festival, there is a ⁵**parade**. There are lots of brightly coloured animal ⁶**costumes**. I like the lion dance, which is supposed to bring ⁷**good luck**. Many people also ⁸**follow** the tradition of giving children money in red envelopes!

GRAMMAR

- 3** Join the sentences using relative pronouns. Add commas where necessary. Write the answers in your notebook.

- 1 This is the Rex Hotel. We had our prom here.
This is the Rex Hotel, where we had our prom.
- 2 I like these shoes. My mum bought them for me.
I like these shoes which/that my mum bought for me.
- 3 Mia is a friend. I met her at a New Year's Eve party.
Mia is a friend who I met at a New Year's Eve party.
- 4 We met Dina. Her albums have sold millions of copies.
We met Dina, whose albums have sold millions of copies.
- 5 We're going to stay on the island. My parents got married there.
We're going to stay on the island where my parents got married.

- 4** Choose the correct option. Write the answers in your notebook.

- 1 Can you tell me what time **the lesson starts** / does the lesson start?
- 2 Do you have any idea where is Anna / **Anna is**?
- 3 I was wondering who **you saw** / did you see after the cinema.
- 4 Could you tell me why are you / **you are** late?
- 5 Do you know if **they live** / do they live here?
- 6 I was wondering where **did you buy** / **you bought** that shirt?

SPEAKING

- 5** **4.34** Complete the dialogues with the correct form of the verbs in brackets. Write the answers in your notebook. Listen and check. Then act out the dialogues in pairs.

- A: What are your plans for the weekend?
B: I'm planning ¹**to visit** (visit) my cousin in London. I can't wait ²**to see** (see) him. What about you?
A: I need ³**to finish** (finish) my French essay.
C: What have you got planned for the holidays?
D: Nothing much. I could do with ⁴**having** (have) some rest after the exams. I just need ⁵**to relax** (relax). What about you?
C: I'm planning ⁶**to go** (go) surfing in Greece. I dream of ⁷**trying out** (try out) my new surfboard.

DICTATION

- 6** **4.35** Listen to the recording. Write the sentences in your notebook. *Audio script: page 144*

Check yourself!

- ✓ I can talk about special occasions and ask questions politely.
- ✓ I can be specific about people, things and places.
- ✓ I can understand the main points of an article and talk about tourist attractions.
- ✓ I can identify specific detail in a radio interview and talk about sounds.
- ✓ I can use verb phrases with to-infinitives and -ing forms to talk about future plans.
- ✓ I can write an email inviting a friend to a celebration.

LESSON 9.1

Celebrations Uroczystości

- blow out candles** /bləʊ əʊt 'kændlɪz/ zdmuchnąć świeczki
- bring good/bad luck** /brɪŋ ,ɡʊd, 'bæd 'lʌk/ przynosić szczęście/pecha
- celebrate a birthday** /'seləbreɪt ə 'bɜːθdeɪ/ obchodzić urodziny
- celebration** /ˌselə'breɪʃən/ uroczystość
- cultural festival** /'kʌltʃərəl 'festəvəl/ festiwal kulturalny
- dinner party** /'dɪnə 'pɑːti/ przyjęcie
- family get-together** /'fæməli 'get tə,geðə/ spotkanie rodzinne
- follow the tradition of** /'fɒləʊ ðə trə'dɪʃən əv/ przestrzegać tradycji
- hire a limo** /haɪə ə 'lɪməʊ/ wynająć limuzynę
- house-warming party** /haus 'wɔːmɪŋ ,pɑːti/ parapełnowka
- leaving party** /'lɪv ɪŋ ,pɑːti/ impreza pożegnalna
- let off fireworks** /let ɒf 'faɪə,wɜːks/ puszczać fajerwerki
- make a toast** /meɪk ə 'təʊst/ wznieść toast
- Mother's Day** /'mʌðəz deɪ/ Dzień Matki
- name day** /neɪm deɪ/ imieniny
- New Year's Eve party** /njuː jɪəz 'iːv ,pɑːti/ impreza sylwestrowa
- put up decorations** /ˌdekə'reɪʃnz/ przygotować dekoracje
- religious ceremony** /rɪ'lɪdʒəs 'serəməni/ ceremonia religijna
- school prom** /skuːl prɒm/ bal absolwentów
- throw a (street) party** /θrəʊ ə 'striːt ,pɑːti/ zorganizować imprezę (uliczną)
- turn eighteen** /'tɜːn eɪtiːn/ skończyć 18 lat
- unwrap presents** /ʌn'ræp ,prezənts/ odpakować prezenty
- wedding reception** /'wedɪŋ rɪ'sepʃən/ wesele

National celebrations Święta narodowe

- custom** /'kʌstəm/ zwyczaj
- display** /dɪ'spleɪ/ pokaz
- flag** /flæɡ/ flaga
- national symbol** /'næʃənəl 'sɪmbəl/ symbol narodowy
- parade** /pə'reɪd/ parada

- public holiday** /'pʌblɪk 'hɒlədi/ święto państwowe
- spectators** /spek'tetəs/ widzowie
- traditional costume** /trə'dɪʃənəl 'kɒstjum/ tradycyjny strój

Cheers! /tʃɪəz/ Zdrowie!

Congratulations! /kən,ɡrætʃu'leɪʃnz/ Gratulacje!

Happy anniversary! /hæpi ,ænə'vɜːsəri/ Wszystkiego najlepszego z okazji rocznicy!

Happy birthday! /hæpi 'bɜːθdeɪ/ Wszystkiego najlepszego z okazji urodzin!

Happy Christmas! /hæpi 'krɪsməs/ Wszystkiego najlepszego z okazji świąt Bożego Narodzenia!

Happy Mother's Day! /hæpi 'mʌðəz deɪ/ Wszystkiego najlepszego z okazji Dnia Matki!

Happy New Year! /hæpi njuː 'jɪə/ Wszystkiego najlepszego z okazji Nowego Roku!

Have fun! /hæv fʌn/ Baw się dobrze!

shamrock /'ʃæm,rɒk/ koniczyna

LESSON 9.2

Out of class

Cheers! /tʃɪəz/ Zdrowie!

Let's make a toast. /lets meɪk ə 'təʊst/ Chciałbym wznieść toast.

champagne /ʃæm'peɪn/ szampan

rickshaw /'rɪkʃəʊ/ riksza

skateboard /'sket,bɔː(r)d/ deskorolka

tuxedo /tʌk'siːdəʊ/ frak

LESSON 9.3

be keen on /bi kiːn ɒn/ bardzo coś lubić

especially /ɪ'speʃəli/ zwłaszcza

experiment kit /ɪk'sperəmənt kɪt/ zestaw do przeprowadzania eksperymentów

free of charge /friː əv tʃɑːdʒ/ darmowy

futuristic /ˌfjuːtʃə'rɪstɪk/ futurystyczny

hold a ceremony /həʊld ə 'serəməni/ organizować ceremonię

soya bean /'sɔɪəbiːn/ nasiono soi

stroke /strəʊk/ głaskać

tea ceremony /tiː 'serəməni/ ceremonia parzenia herbaty

unforgettable /ˌʌnfə'getəbəl/ niezapomniany

LESSON 9.5

Sounds Dźwięki

bang /bæŋ/ huk; huknąć

buzz /bʌz/ brzęczenie; brzęczeć

cheer /tʃɪə/ wiwat; wiwatować

clap /klæp/ brawa, oklaski; klaskać

crackle /'krækəl/ trzask; trzeszczeć

fizz /fɪz/ syczenie; syczeć

fireworks /'faɪə,wɜːks/ fajerwerki

Independence Day /ˌɪndə'pendəns deɪ/ Dzień Niepodległości

Thanksgiving Day /θæŋks'ɡrɪvɪŋ deɪ/ Święto Dziękczynienia

LESSON 9.6

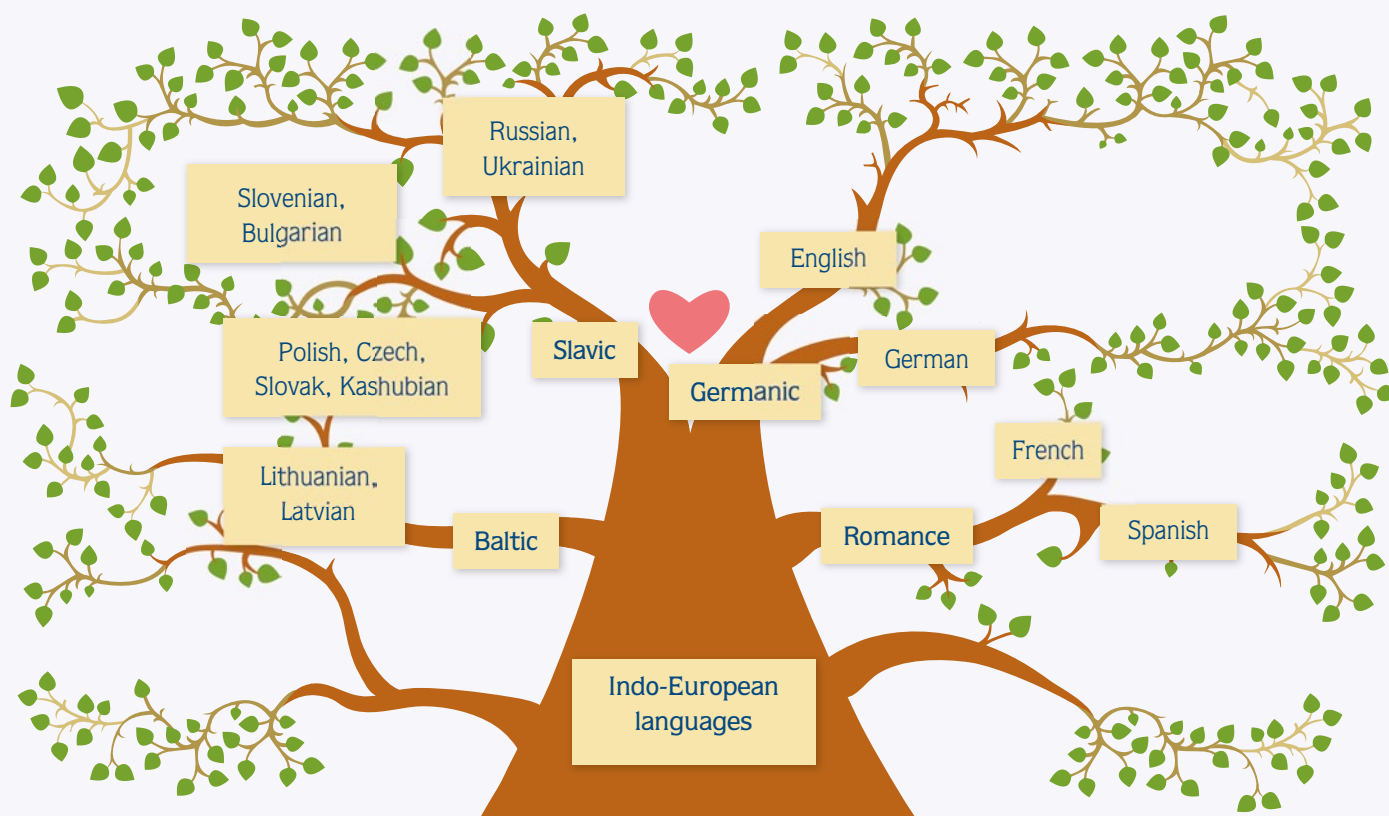
Out of class

I'm dying for ... /aɪm daɪɪŋ fə/ Mam ochotę na...

In your dreams! /ɪn jə driːmz/ W twoich marzeniach!

No worries. /nəʊ 'wɒrɪəs/ Nie martw się!

fancy doing sth /'fænsɪ ,duːɪŋ sʌmθɪŋ/ mieć ochotę na



1 CLASS VOTE Do you know any foreigners who have learnt Polish? Have you ever tried to teach Polish to people from other countries?

2 Read the text. Why did Gordon write the quiz?

He wrote the quiz to help his British friends find out about the languages spoken in Poland.



I'm Gordon. I'm from the UK but I've lived in Poland for some time. I'm also very proud of being able to speak Polish. Here's a quiz I wrote for my British friends to help them find out something about the languages spoken in Poland.

3 **4.36** Do the quiz in pairs. Write the answers in your notebook. Then listen to the recording and check your answers.

4 In addition to *inflections*, what do you think may be difficult for foreigners when they learn Polish? Discuss in pairs.

5 Write the Polish translations of these words in your notebook. Are there any similarities between the Polish and English words?

knee *kolano* nose *nos* milk *mleko*
sister *siostra* two *dwa* wolf *wilk*

Polish language quiz

- Polish belongs to the big Indo-European family of languages.
☒ A True ☐ B False
- Polish is a Slavic language, just like ...
☒ A Russian and Czech. ☐ B Italian and French.
- Polish is an *inflected* language. It means that ...
☐ A words never change their forms.
☒ B a lot of words change their forms, depending on their use.

- Most people in Poland ...
☒ A speak standard Polish.
☐ B speak local dialects.
- Several bilingual *gminas* in Poland have two official languages: Polish and Belarusian, German, Lithuanian or ...
☒ A Kashubian.
☐ B Slovak.



- 6 Read the text and check your answers from Exercise 5. Then answer questions 1-2 in pairs.



What do English and Polish have in common?

English and Polish are distant cousins in the big Indo-European family of languages. Our ancestors spoke the same language, but throughout the centuries the family members grew apart and changed so much that we don't understand each other any more. But if you take a closer look at some basic every day vocabulary, you'll be able to see the evidence of our common past.

Several Polish and English words are quite alike, for example *brother* and *brat* or *nose* and *nos*. On the other hand, some English words have changed their pronunciation so much that you can only notice the similarities when you compare their spellings. Read *two* or *knee* the way they're spelt and you're not far from *dwa* and *kolano*. Lastly, it may be very hard to make a connection between some words because they now mean different things in both languages. Take *red* and *rudy* - aren't they quite similar? They are, and it's not a coincidence.

- 1 What kind of words show the common past of Polish and English vocabulary? *Basic every day vocabulary, like brother or nose.*
- 2 Why is it difficult now to notice similarities between the two languages? *Some of the words now mean different things than in the past.*

- 7 Read the sentences and find words that were borrowed from English. How popular are these borrowings? Which do you use often? Can you replace them with Polish words?

- 1 Co powiesz na jakiś fast food w przerwie na lunch?
- 2 Wystarczy podać swojego maila, aby otrzymać link do audiobooków.
- 3 Trudno walczyć z hejtem w necie.
- 4 Zalajkuj naszego posta o modzie na bycie cool.

- 8  4.37 Listen to Marek, an English teacher from Poland. Complete the sentences in your notebook.

- 1 Poles use English words in Polish to communicate more easily and *faster*.
- 2 Marek thinks we should not borrow English words but *make up/create* our own ones.
- 3 The Polish word for car is different from *other Slavic languages*.
- 4 The word won a *competition* to find new a Polish word for *automobile*.
- 5 The word started to be used in the *early 1920s*.

- 9 Answer the questions in pairs.

- 1 How do you feel about English borrowings in Polish?
- 2 Do you use English words or expressions when you speak Polish?
- 3 Should we always create new Polish words for new things? Why (not)?

PROJECT

- 10 Work individually. Do research on new English borrowings used in Polish.

- 1 Make a record of English borrowings that you come across in the media during one week.
- 2 Choose between 5 and 10 borrowings that you would like to eliminate from every day Polish.
- 3 Think of new or existing Polish words to replace these borrowings.
- 4 Present your ideas to the class.
- 5 As a class, vote for the best ideas.



Audio scripts: page 144

What is a virtual festival?

Video gaming festivals: staying in to have fun

When you think of festivals, do you think street parades, traditional events and colourful costumes? Well, think again! Nowadays, it's fashionable to stay indoors with your screens! Why? It's to celebrate video-gaming, which is one of the most popular hobbies around. There are lots of big gaming festivals in the world and the UK is one of the main centres because most gamers communicate in English.

Insomnia, which is the biggest festival in the UK, is held every year near Birmingham and attracts thousands of young people. It's an amazing get-together where you can meet the world's most renowned players. Some of these celebrities are only eleven or twelve years old! There are tournaments of popular games like Mortal Kombat. Minecraft is also everywhere, which shows that it is a real cultural phenomenon.

Although the festival happens inside and everyone is glued to screens, these events have a lot in common with traditional festivals. There are many fans who form long queues to watch celebrity gamers on big stages. There are incredible light displays and giant screens everywhere. At first sight, it looks more like a rock concert!

We interviewed a teenager at the Insomnia festival in Coventry to see what she thought:

Marcela: 'This is the best party I've ever been to! I've travelled across the world to be here. There's a real sense of community. I've met a lot of people who I only knew from the internet. We share our love for video games and discuss how best to play them. It's great for my English because that's what everyone speaks online and here too!'



GLOSSARY

fashionable (adj) popular at a particular time

renowned (adj) famous

phenomenon (n) sth that happens or exists in society, culture, nature, etc.

be glued to (phr) give sth your full attention

isolated (adj) without much contact with other people

READING

1 Look at the photo. In pairs, discuss the questions.

- Where do you think the people are?
- What are they doing?
- What kind of festivals for young people do you know? Would you like to go to any of them? Why / Why not?

2 Read the text and choose the correct option. Write the answers in your notebook.

- The article says that staying in is now more / less trendy than going out.
- Gaming events are popular in the UK because of the great facilities / English is the common language.
- Some of the most famous players are pre-teens / young adults.
- Video game events are more similar to / different from traditional events than you think.
- The celebrity video gamers are in the audience / on stage like superstars.

3 Choose the correct summary for Marcela.

- I can share my experience with people about playing video games.
- I have met a lot of people with similar interests who I never knew existed.

4 In pairs, discuss the questions.

- Do you agree with Marcela? Why? / Why not?
- Are similar events popular where you live?

LISTENING

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

5  **BBC 9** Listen to a programme about the Insomnia festival and complete the sentences with the words below. There are three extra words. Write the answers in your notebook.

evolving employees followers inspiring
legend legitimate skills surprising

- If you know the game, you can appreciate another player's *skills* and technical ability.
- One teen thinks that gaming is a(n) *legitimate* sport.
- Some gamers have a lot of fans and *followers*.
- Siv has two *employees*.
- The reporter concludes that gaming is *changing* and growing all the time.

6  **BBC 9** Listen again. Answer the questions. Write the answers in your notebook.

- What can you appreciate if you see professional gamers?
the level of skill and the technical ability that goes into playing the game
- Why is it inspiring to watch other players play computer games?
it inspires you to keep on going/playing the game
- How big was the audience online and at live events?
more than seventy million
- How does Siv earn a living?
He records himself playing League of Legends and then uploads it to YouTube.
- Is gaming more popular than football?
No, it isn't - not yet.

7  **BBC 10** Listen to a programme about the Festival of Neighbourhood. Are the sentences true or false? In your notebook, correct the false sentences.

- BMX and parkour are not part of the Festival of Neighbourhood. *False*
- Stick says that graffiti dates back to very ancient times. *True*
- There will be no dance performances during the festival. *False*
- The festival celebrates both art and sport. *True*
- The Southbank has always been a favourite place for urban artists. *True*
- What's your opinion of the two events? Which of these events would you like to go to? Why? Which of them would be more popular where you live? Why? Discuss in pairs.

PROJECT

9 In groups, plan your own urban event or festival.

- Choose the main focus of the event (e.g. sport, street art/graffiti, dance, music concerts).
- Write a short script to describe your event or festival.
- Present your event to the class.

 **Video scripts:** page 161

SŁUCHANIE

1  **4.38** Usłyszysz dwukrotnie cztery wypowiedzi na temat przyjęć. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1–4) odpowiadające jej zdanie (A–E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszycie.

- A It was different than I had imagined. **4**
- B I really liked the place where the party was held. **1**
- C The party was spoiled by some of the guests.
- D Not everyone who was invited came to the party. **3**
- E My friend's parents were pleasantly surprised. **2**

FUNKCJE JĘZYKOWE

2 Uzupełnij dialog. Wpisz w każdą lukę (1–3) brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich formy. Luki należy uzupełnić w języku angielskim. Odpowiedzi zapisz w zeszycie.

- X:** I'm going to London next month but this time I ¹ *feel like doing* (feel) something other than shopping.
- Y:** If you're going next month, why not go to the Notting Hill Carnival?
- X:** I've never heard of it. Tell me about it.
- Y:** Notting Hill is a borough in West London and they hold a Caribbean Carnival there. It's quite famous.
- X:** ² *Do you mean* (mean) to say there's a Caribbean festival in London? How come?
- Y:** Well, in the late 1940s and early 50s many people from Jamaica and other Caribbean islands moved to the UK. They wanted to do something that would remind them of their cultural background.
- X:** So what is the festival like?
- Y:** People dance in the streets, eat Caribbean food and make lots of new friends. It's the second biggest carnival in the world after the one in Rio de Janeiro.
- X:** Seriously? I guess ³ *you're right* (right). I have to go.



Samba in Rio

12 February 2018

I'm a member of a dance group and I won a prize to go to Rio de Janeiro in Brazil for the Rio carnival. My prize included taking part in the parade with the samba school Beija-Flor (Humming Bird), one of the most famous schools in Rio. However, in order to participate in the parade, I needed to learn how to do the dance, including all the correct facial expressions and gestures.

The carnival officially starts on Friday and goes on all the next week, but the atmosphere in the city is very exciting for days before that. On Saturday and Sunday nights, the samba schools parade in the Sambadrome, a special stadium in the centre of the city where a group of judges choose the best parade. The competition is very important and Brazilians take it very seriously. The theme of the parade this year was the history of Brazil and my costume was designed to look like the Sabiá-laranjeira, a bird which is one of the national symbols of Brazil.

CZYTANIE

3 Przeczytaj tekst. Odpowiedz na pytania 1–3 zgodnie z treścią tekstu. Uzupełnij zdania, wpisując swoje odpowiedzi w luki. Luki należy uzupełnić w języku angielskim. Odpowiedzi zapisz w zeszycie.

- 1** What did the author have to do to take part in the parade?
The author had to *learn how to do the dance (including correct facial expressions and gestures)*.
- 2** What did the costume look like?
The costume *looked like a bird*.
- 3** Why did the author feel happy?
The author felt happy because *because her dream was coming true/she loved the noise and excitement*.



Finally, on Saturday night it was time for our parade. As we walked out, dancing and singing, I felt happier than ever before in my life. My dream was coming true and I loved the noise and excitement! There were thousands of spectators and you could hear them cheer and clap above the sound of the drums and singing. At the end of our parade there was a fireworks display with the colours of the Brazilian flag. I was tired and my legs hurt, but it was worth it. The next day I slept all day!



ŚRODKI JĘZYKOWE

4 Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Odpowiedzi zapisz w zeszycie.

- 1 I was wondering (gdzie poszedłeś) *where you went* after school yesterday.
- 2 That's the place (gdzie spotkaliśmy się) *where we met* for the first time.
- 3 Mr Robbins, (który stoi) *who is standing* next to me, is a successful actor.
- 4 Students (którzy wzięli udział) *who took part* in the prom had a great time.
- 5 Do you know (czy podobał jej się) *if/whether she liked* the film last night?

5 Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1–4) jednym wyrazem, tak aby powstał spójny i logiczny tekst zgodny z ilustracją. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych wyrazów. Odpowiedzi zapisz w zeszycie.



This photograph was taken at a ¹ *wedding*. In the middle of the picture there is a married couple with a beautiful wedding cake on a table in ² *front* of them. The guests are watching them as they are cutting the cake for everyone to eat. It is a very ³ *special* occasion, so the guests are all wearing smart clothes – the men are wearing ⁴ *suits* and ties, and the women are wearing smart dresses.

PISANIE

6 Wykonaj poniższe zadanie. Napisz e-mail w zeszycie.

Planujesz sobotnie wyjście z przyjaciółmi. W e-mailu do koleżanki:

- wyjaśnij, gdzie się wybieracie,
- zaproś koleżankę, aby do was dołączyła,
- zaproponuj miejsce spotkania.

Długość tekstu powinna wynosić od 50 do 120 słów.

1.2 Czesy Present Simple, Present Continuous oraz czasowniki opisujące stany

Czesy Present Simple i Present Continuous

She often **takes** the bus to school. (regularnie wykonywana czynność)

He **lives** in Madrid. (fakt)

He's **talking** to his friends now. (czynność mająca miejsce w chwili mówienia)

She's from Brazil, but she's **studying** in the UK. (sytuacja tymczasowa)

Czasowniki opisujące stany

Niektórych czasowników zazwyczaj nie używamy w czasach typu *continuous*: *like, love, prefer, wish, hate, want, need, believe, know, remember, understand, be, cost, belong, mean, seem*.

Niektóre z tych czasowników mogą także opisywać czynności.

I **think** he's right. (stan)

What **is** he **thinking** about? (czynność)

I **see** her – she's round the corner. (stan)

I'm **seeing** Peter a lot these days. (czynność)

I **have** a dog. (stan)

I'm **having** lunch. (czynność)

The soup **tastes/smells** lovely. (stan)

I'm **tasting/smelling** the soup. (czynność)

Niektóre czasowniki można stosować w czasach *simple* i *continuous* bez zmiany znaczenia.

I **feel** tired./I'm **feeling** tired.

- 1 Choose the correct option. Write the answers in your notebook. Which verb can be used in the Present Simple or Present Continuous?

Hi Sara,

How are you? I ¹ **am enjoying** / enjoy my new school. There are lots of after-school clubs and I ² **belong** / 'm belonging to the Drama Club now. We ³ **re meeting up** / **meet up** every Friday. At the moment the club ⁴ **prepares** / **is preparing** for a show and they ⁵ **re wanting** / **want** me to be in it. I ⁶ **think** / **'m thinking** about it and I ⁷ **like** / am liking the idea, but I ⁸ **feel** / 'm feeling anxious about it. What ⁹ **do you think** / are you thinking I should do?

Sam

- 2 Do you belong to a club or have a hobby? Write a few sentences using the Present Simple and Present Continuous and the phrases below.

- I belong to ...
- My hobby is ...
- I usually/often/always ...
- At the moment I/we ...

1.4 Czesy Past Simple, Past Continuous i Present Perfect

Czas Past Simple

She **arrived** yesterday. (czynność zakończona)

They **studied** every day. (powtarzająca się czynność)

Zmiany w pisowni czasowników regularnych:

study – **studied** drop – **dropped**

Czas Past Continuous

Last night/At six o'clock she **was talking** to her friend.

(czynność, która trwała w określonym momencie w przeszłości)

Czesy Past Simple i Past Continuous

I **was climbing** the mountain **when** I **fell**.

While I **was sleeping**, the phone **rang**.

(czynność, w trakcie trwania której nastąpiło inne wydarzenie)

Czas Present Perfect

She's just **left** the party. (czynność mająca odzwierciedlenie w teraźniejszości)

They've never **been** to India. (doświadczenie życiowe)

Z czasem Present Perfect często używamy przysłówków, takich jak **never, ever, just, yet, recently** i **already**.

Czesy Present Perfect i Past Simple

I've **been** to this theatre before. I **came** here with my parents last year. (doświadczenie życiowe/pojedyncze wydarzenie z przeszłości)

- 1 Choose the correct option. Write the answers in your notebook.

1 It **was raining** / **rained** when I **woke up** / **was waking up**.

2 While I **had** / **was having** my breakfast, my friend **sent** / **was sending** me a text.

3 I **was jogging** / **jogged** in the park when I **met** / **was meeting** my friend.

4 He **was breaking** / **broke** his leg when he **learned** / **was learning** to ski.

1 **was raining**

- 2 Complete the questions with the correct form of the verbs in brackets. Write the answers in your notebook.

1 **Have** you ever **won** (win) a competition?

2 What **were** you **doing** (do) at 8 a.m. this morning?

3 What **did** you **have** (have) for dinner yesterday?

4 **Was** the sun **shining** (shine) when you **got up** (get up) this morning?

- 3 In pairs, ask and answer the questions in Exercise 2. Tell the class about your partner.

- 4 In your notebook, write an email to a friend you haven't seen for a month. Tell him/her any interesting things that have happened since you last met.

2.2 Czas Past Perfect

Czas Past Perfect stosujemy, aby opisać czynność, która miała miejsce przed innym wydarzeniem z przeszłości.

We **had done** our homework.

They **hadn't seen** our house.

Had he **bought** the present?

Yes, he **had**./No, he **hadn't**.

8 p.m. 9 p.m. 9.30 p.m. 10 p.m.

Maria left. I arrived.

Maria **had left** the party when I **arrived**.

Określenia czasu

after, already, before, by the time, just, never, until

We **had finished** our lunch **by the time** our other friends **arrived**.

Before she **watched** the documentary, Sally **hadn't thought** much about pollution.

I **hadn't heard** about Luke's news **until** Kelly **told** me.

He started recycling more **after** he **had learned** where his rubbish **went**.

They **had** never **been** to the café **before**.

- 1 Complete the text with the Past Perfect or Past Simple form of the verbs in brackets. Write the answers in your notebook.

Until last year, I ¹**had read** (read) about solar energy only in my school books and I ²**had never seen** (never/see) a solar panel. Then last year my uncle ³**filled** (fill) one of the fields on his farm with solar panels. Before that, he ⁴**had grown** (grow) potatoes in the field. My uncle ⁵**hadn't thought** (not think) of doing it before, but another local farmer gave him the idea. ⁶**Had** I ever **imagined** (imagine) that one of my uncle's fields ⁷**could** (can) produce renewable energy? No, never!

- 2 In your notebook, write a few sentences about things you had and hadn't done by the time you were five. Use the Past Perfect and the Past Simple, and a suitable time expression.
By the time I was five, I had learned to walk and talk. I hadn't learned to ride a bike – I learned that when I was about seven. I had never ...
- 3 In your notebook, write six true sentences about yourself. Use the Past Perfect and the Past Simple with six different time expressions.

2.4 Wyrażenie *used to*

Wyrażenia *used to* używamy, aby opisać zwyczaję z przeszłości, lub opisać czynności, które wydarzały się regularnie w przeszłości (ale już nie mają miejsca).

We **used to stay** with my gran every summer holiday.

She **used to have** long hair.

W formie przeczącej usuwamy końcówkę *-d*:

I **didn't use to** play basketball when I was younger.

Did he **use to** have a dog? Yes, he **did**./No, he **didn't**.

Wyrażenia *used to* nie używamy do opisywania pojedynczych wydarzeń z przeszłości. W takim przypadku stosujemy czas Past Simple.

~~We used to go on holiday to Brazil last year.~~

We **went** on holiday to Brazil last year.

Do opisywania zwyczajów z przeszłości można także użyć czasu Past Simple.

We **used to go/went** on holiday to Brazil every year.

- 1 Complete the dialogue with *used to* and the correct form of the verbs in brackets. Write the answers in your notebook.

Teacher: Did you know that I ¹**used to go** (go) to this school?

Student: No, really? What ²**did** it **use to be** (be) like?

Teacher: It ³**used to be** (be) much smaller. Not so many people ⁴**used to live** (live) in the town. We all ⁵**used to walk** (walk) to school every day. Families ⁶**didn't use to have** (not have) cars, so there was less traffic and less pollution!

- 2 In your notebook, write questions with *used to* from the prompts.

My country twenty years ago

- 1 many people / recycle / plastic and paper? **Did many people use to recycle plastic and paper?**
- 2 the countryside / in your country / be / more or less polluted? **Did the countryside in your country use to be more or less polluted?**
- 3 people / waste / less energy? **Did people use to waste less energy?**
- 4 people / throw away / more or less rubbish? **Did people use to throw away more or less rubbish?**

- 3 In pairs, ask and answer the questions in Exercise 2. Tell another pair about your answers.

A: *Did many people use to recycle all their plastic and paper?*

B: *No, I don't think many people used to recycle twenty years ago.*

- 4 Choose one of the questions from Exercise 2. In your notebook, write a few sentences about your town.

3.2 Czas Present Perfect Continuous

Czas Present Perfect Continuous używamy aby opisać:

- czynności, które zaczęły się w przeszłości i trwają do chwili obecnej.
I've been waiting for two hours. (I'm still waiting.)
- czynności, które zaczęły się w przeszłości i mają wpływ na teraźniejszość.
She's been playing basketball all morning.
(She's feeling tired now.)
Have they been watching the fashion show?
Yes, they have./No, they haven't.

Określenia czasu

all day/night, recently, How long ...?

since last Friday/October/Saturday/I woke up

for two hours/three years/a long time/ages

- 1 Complete the sentences with the Present Perfect Continuous form of the verbs below. Write the answers in your notebook.

collect practise save wait write

- 1 Anna has been writing her own fashion blog since January.
- 2 We have been waiting for Jack for half an hour – and he's still not ready!
- 3 My brother has been collecting baseball caps since he was little. He's got over fifty!
- 4 They have been practising their dance for the show all morning.
- 5 I have been saving my money to buy a jacket.

- 2 Complete the questions with the Present Perfect Continuous form of the verbs in brackets. Write the answers in your notebook.

- 1 There's chocolate all round your mouth!
Have you been eating (eat) chocolate cake?
- 2 You've got lots of nice clothes. Have you been shopping (shop) recently?
- 3 Your jacket's really wet! Has it been raining (rain)?
- 4 Your jeans are really dirty. Have you been playing (play) outside?

- 3 In your notebook, write three sentences about yourself. Use the Present Perfect Continuous and the verbs below.

collect learn practise read save

I've been reading a really good book about the fashion business.

3.4 Czasy Present Perfect Simple i Continuous

Czas Present Perfect Simple

They've sold a lot of jewellery. (podkreślamy rezultat)

She hasn't finished her homework. (podkreślamy rezultat)

Czas Present Perfect Continuous

She's been making her own jewellery for ages. (podkreślamy długość trwania czynności)

We've been trying on lots of clothes today. (podkreślamy, że czynność jeszcze się nie skończyła)

Wyrażenia since i for stosujemy w obu czasach.

Czasowników wyrażających stany nie używamy w czasie Present Perfect Continuous.

How long has Mark known Tom?

They've been friends for a long time.

- 1 Complete the sentences with the Present Perfect Simple or Continuous form of the verbs in brackets. Write the answers in your notebook.

- 1 I haven't had (not have) anything to eat since breakfast.
- 2 I have been learning (learn) English since I was six.
- 3 I have never liked (never/like) going to the hairdresser's.
- 4 I have been sitting (sit) in the classroom for half an hour.
- 5 I have known (know) my best friend for five years.

- 2 In pairs, say if the sentences in Exercise 1 are true for you.

- 3 Complete the text with the words below. Write the answers in your notebook.

been bought continued for have
making since wearing

Have you ¹bought any jeans recently? Did you know that jeans are one of the most popular items of clothing? People have been ²wearing them ³for more than 140 years. Over the years, jeans have ⁴been both work clothes and fashion clothing. Their style has changed many times ⁵since the start of their history. Young people ⁶have been setting new fashion trends for decades, whether it's baggy jeans or skinny jeans. Surprisingly, the original indigo blue colour has ⁷continued to be a favourite over the many years companies have been ⁸making jeans.

- 4 In your notebook, write a few sentences about your style. What clothes have you been wearing recently? What's your favourite item of clothing and how long have you had it?

I've been wearing skinny jeans and large T-shirts a lot recently. My favourite item of clothing is ...

4.2 Wyrażanie przyszłości

Czasownik use *will* stosujemy do

- wyrażania spontanicznych decyzji i zamiarów,
I **won't have** any dessert, thanks.
- przewidywania wydarzeń z przyszłości.
I think people **will work** less in the future.

Wyrażenia *be going to* używamy do

- wyrażania planów i zamiarów,
Rachel's **going to work** in the café.
- przewidywania przyszłych wydarzeń na podstawie widocznych obecnie przesłanek.
I'm **not going to have** time to go out with my friends.

Czasu Present Continuous używamy w odniesieniu do przyszłości do wyrażenia planów i ustaleń, często z wyrażeniami typu *this evening, next week, in the summer, at the weekend, on Wednesday*.

Joe **isn't helping** at the shop this weekend.

Czasu Present Simple używamy w odniesieniu do przyszłości, aby opisać rozkłady i plany zajęć.

The bus **arrives** at half past two.

1 Make questions from the prompts. Use the future form in brackets. Write the answers in your notebook.

- what time / this lesson / finish? (Present Simple)
What time does this lesson finish?
- what / you / do / this weekend? (Present Continuous) *What are you doing this weekend?*
- you / buy / anything this weekend? (be going to)
Are you going to buy anything this weekend?
- what / the weather / be / like / tomorrow? (will)
What will the weather be like tomorrow?

2 In pairs, ask and answer the questions in Exercise 1.

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

- A: Hi, Adam. What **are you doing** / will you do after school?
- B: I **'m helping** / help my uncle. He owns a tennis club and I serve drinks in the café there. Maybe you can meet me afterwards.
- A: Sounds good! I **won't do** / **'m not doing** anything after school. I **'ll meet** / **'m going to meet** you there. What time **will you be** / **are you being** free?
- B: My shift in the café **is finishing** / **finishes** at six o'clock.

1 *are you doing*

4 You plan to watch a film at the cinema tonight and want to invite your friend. In your notebook, write a short email to your friend saying what you are going to see, what time the film starts and why you think your friend will like it.

4.4 Czas Future Continuous

Czasu Future Continuous używamy do opisanie czynności, która będzie trwała w określonym momencie w przyszłości.

In the summer, Harry **will be working** on his grandfather's farm.

She **won't be relaxing** on a beach.

Will you **be flying** over the Atlantic this time tomorrow?

Yes, I **will**./No, I **won't**.

What **will** you **be doing**?

Określenia czasu

- in ten minutes/a week/a month/a year/the future*
In two years, I'll **be finishing** school.
- at 6.45 this evening/midnight/10 a.m. tomorrow*
At eleven o'clock tonight I'll **be sleeping**.
- next spring/month/year*
Next winter, I'll **be teaching** children how to ski.
- soon*
I'll **be working** on a new project **soon**!

1 Complete the dialogues with the Future Continuous form of the verbs in brackets. Write the answers in your notebook.

- A: *Will* you *be looking* (look) for a full-time job when you leave school?
B: No, I **will be starting** (start) a beauty therapy course at college.
- A: *Will* you *be earning* (earn) any money this summer?
B: Yes, I will. I **will be helping** (help) my uncle on his farm.
- A: *Will* you *be studying* (study) this afternoon?
B: No, I **will be working** (work) in my parents' shop.

2 Complete the email with the Future Continuous form of the verbs in brackets. Write the answers in your notebook.

Hi Lily,

I got the summer job at the beach café! So we **'ll be working** (work) together this summer. I can't wait! I'm so pleased I **won't be staying** (not stay) at home all summer. I hope we **will be doing** (do) the same hours. I **will just be cleaning** (just/clean) tables in the beginning. I **won't be taking** (not take) orders for the first week.

Anyway, speak soon!

Katy

5.2 Okresy warunkowe – zerowy, pierwszy i drugi

Zerowy okres warunkowy

If you **freeze** water, it **expands**. (fakt naukowy)
Sarah **starts** to sneeze if she **smells** flowers. (zawsze tak jest)

Pierwszy okres warunkowy

We **'ll look** at the NASA website later if we **have** time. (wynik danej czynności)
Unless it **'s** a clear night, we **won't see** many stars. (taki będzie rezultat, jeśli zaistnieje pewne warunki)

Drugi okres warunkowy

If I **was/were** older, I **d train** to be an astronaut. (niemożliwa sytuacja)
If my little sister **offered** to help me, I **d be** amazed. (nieprawdopodobna sytuacja)

Uwaga!

- Jeśli zdanie z *if* stoi na początku, stawiamy po nim przecinek.
- *Unless* znaczy 'if not'.
- W pierwszej osobie liczby pojedynczej w drugim okresie warunkowym możemy stosować zarówno *was*, jak i *were*. Wyjątkiem jest wyrażenie *If I were you*.

1 In your notebook, write sentences from the prompts. Use the Zero or First Conditional.

- 1 water / freeze / if / you / cool / it to 0°C
Water freezes if you cool it to 0°C.
- 2 you / burn / if / you / stay / in the sun any longer
You will burn if you stay in the sun any longer.
- 3 Emma / always / call / if / she / be going to / late
Emma always calls if she's going to be late.
- 4 we / get / better pictures for our school project / if / we / use / a drone
We will get better pictures for our school project if we use a drone.

2 Complete the questions with the Second Conditional form of the verbs in brackets. Write the answers in your notebook.

- 1 What **would** you **do** (do) if you **won** (win) a competition to go into space?
- 2 If you **discovered** (discover) a new planet, what **would** you **call** (call) it?
- 3 If you **could** (can) travel anywhere, where **would** you **go** (go)?
- 4 **Would** you **do** (do) a bungee jump if your best friend **asked** (ask) you to?

3 In pairs, ask and answer the questions in Exercise 2.

4 In your notebook, write a few sentences to answer each question. Use the Zero, First and Second Conditionals.

- 1 What do you usually do if you have free time?
If I have free time, I usually ...
- 2 What will you do this weekend if you and your friends are free? *If my friends and I are free this weekend, we will ...*
- 3 What would you do if you won the lottery?
If I won the lottery, I would ...

5.4 Trzeci okres warunkowy

Trzeciego okresu warunkowego używamy, aby opisać sytuacje które mogły mieć miejsce, ale nie zdarzyły się.
If I **had known** you were coming, I **wouldn't have gone out**. (I didn't know you were coming, so I went out.)
You **wouldn't have broken** the camera if you **had been** more careful. (You weren't careful, so you broke it.)
Would you **have done** the parachute jump if it **had been** less windy? (You didn't do the parachute jump because it was windy.)

1 Complete the sentences with the Third Conditional form of the verbs in brackets. Write the answers in your notebook.

- 1 If she **hadn't studied** (not study) Science, she wouldn't have become an astronaut.
- 2 They **wouldn't have done** (not do) the mission if they had known about the dangers.
- 3 If they hadn't filmed the first landing on the moon, no one **would have believed** (believe) it!
- 4 We **would have missed** (miss) the comet if we had gone outside later.
- 5 If you **had seen** (see) the film Gravity, you would have really enjoyed it.
- 6 Peter would have won if he **had answered** (answer) all the questions correctly.

2 In your notebook, write questions from the prompts. Use the Third Conditional.

- 1 what / you / do / today / if / you / not go / to school?
What would you have done today if you hadn't gone to school?
- 2 where / you / go / on your last holiday / if / you / win / the lottery? *Where would you have gone on your last holiday if you had won the lottery?*
- 3 if / you / arrive / late at school this morning / what / happen? *If you had arrived late at school this morning, what would have happened?*
- 4 what / you / wear / today / if / the weather / be / different? *What would you have worn today if the weather had been different?*

3 In pairs, ask and answer the questions in Exercise 2.

I would have slept for twelve hours!

4 In your notebook, write a few sentences to answer the question below. Use the Third Conditional.

If you had been born 100 years ago, how would your life have been different?

6.2 Mowa zależna – twierdzenia i pytania

Twierdzenia

Mowy zależnej używamy do przytaczania cudzych wypowiedzi. Najczęściej używamy wtedy czasowników *say* i *tell*, i dokonujemy następujących zmian:

'I **feel** sick.' → He told them (that) he **felt** sick.

'She's **taking** her medicine.' → They said (that) she **was taking** her medicine.

'Tim **broke** his arm.' → She said (that) Tim **had broken** his arm.

'They **will be** tired after school.' → We said (that) they **would be** tired after school.

'I **can't** get to sleep.' → She told him (that) she **couldn't** get to sleep.

Pytania

Do przytaczania pytań ogólnych używamy *if*.

'Do you **need** to sit down?' → She asked me **if I needed** to sit down.

Do przytaczania pytań szczegółowych używamy zaimków pytających oraz czasowników pomocniczych *do/does/did*.

'Where **do** you **live**?' → He asked **where I lived**.

Inne zmiany

Zazwyczaj zmieniamy także zaimki osobowe oraz określenia czasu.

'Annabel is allergic to **my** cat.' → He told us that Annabel was allergic to **his** cat.

'I'll come back **tomorrow**.' → She said she would come back **the next day**.

'You can wait **here**.' → The nurse said that the girl could wait **there**.

1 In your notebook, rewrite the sentences and questions in reported speech.

- 'You're allergic to cats.'
The doctor told me that **I was allergic to cats**.
- 'Where are you going?'
Jack asked me **where I was going**.
- 'I've lost my appetite.'
She told me that she **had lost her appetite**.
- 'Are you feeling dizzy, Emily?'
Mum asked Emily **if she was feeling dizzy**.
- 'I'll get your prescription for you, Tom.'
She told Tom that she **would get his prescription for him**.

2 In pairs, ask and answer the questions. Tell another pair about your partner.

- What do you usually take for a sore throat?
- What can people do to sleep better at night?
- Do you ever get travel sick?
- Can you name five examples of healthy food?

6.4 Mowa zależna – polecenia i prośby

Prośby

Do przytoczenia próśb używamy czasownika *ask* (czasownik + dopełnienie + (*not*) + bezokolicznik z *to*).

'Can you read the information, please?'

She **asked him to read** the information.

'Please don't forget your appointment.'

She **asked us not to forget** our appointment.

Polecenia

Do przytoczenia poleceń i nakazów używamy czasownika *tell* (czasownik + dopełnienie + (*not*) + bezokolicznik z *to*).

'Take the tablets with water.'

The doctor **told her to take** the tablets with water.

'Don't worry.'

She **told us not to worry**.

1 Rewrite the sentences in reported speech. Use the verbs in brackets. Write the answers in your notebook.

- 'Can you lend me your surfboard?' Adam said to Jenny. (ask)
Adam asked Jenny to lend him her surfboard.
- 'Don't use your mobile phone now!' the teacher said to the student. (tell) **The teacher told the student not to use his/her phone now.**
- 'Please help me with the shopping,' the man said to his children. (ask) **The man asked his children to help him with the shopping.**
- 'Stand up,' the teacher said to the pupils. (tell) **The teacher told the pupils to stand up.**
- 'Can you follow me?' the nurse said to the visitor. (ask) **The nurse asked the visitor to follow him/her.**
- 'Take a deep breath, please,' the doctor said to his patient. (ask) **The doctor asked his patient to take a deep breath.**

2 Complete the reported commands and requests in the email. Write the answers in your notebook. Use the Past Simple.

Hi Theo,

Guess what I did with Matt last weekend? Bungee jumping! When Matt ¹**asked me to go** (ask/go) with him, I really wasn't sure. I was a bit nervous because I'd never done it before. Anyway, he ²**told me not to worry** (tell/not worry). He said I would love it! He was right – it was great fun. I ³**told him to call** (tell/call) me next time he was going. He ⁴**told me to bring** (tell/bring) you too next time, and I said that would be great. So what do you think?

Sophie

7.2

Strona bierna: czasy Present Simple, Past Simple, Present Perfect oraz czasowniki modalne *can* i *must*

Strony biernej używamy, aby skoncentrować się na czynności, która jest wykonywana względem osoby lub rzeczy – gdy czynność jest ważniejsza od osoby, która ją wykonuje, lub gdy nie znamy wykonawcy czynności.

Czasy Present Simple i Past Simple

Facial expressions **are used** to show emotions.

They **weren't told** about the party.

Was the message **sent**?

Czas Present Perfect

The problem **hasn't been discussed** yet.

Has the activity **been explained** to you?

Czasowniki modalne *can* i *must*

Drinks **cannot be taken** into the theatre.

Tickets **must be bought** in advance.

Aby wskazać wykonawcę czynności, używamy *by*.

The speech was made **by the head teacher**.

She was contacted **by an environmental organisation**.

1 In your notebook, write passive sentences from the prompts. Use the tense given in brackets and add *by* if necessary.

- the letter / write / by you? (Past Simple)
Was the letter written by you?
- we / not show / the film about communication (Present Perfect) *We haven't been shown the film about communication.*
- some hand gestures / consider / rude (can)
Some hand gestures can be considered rude.
- an email / send / after every meeting (Present Simple)
An email is sent after every meeting.
- the school rules / follow / all students (must) *The school rules must be followed by all students.*

2 Complete the text with the words below. Write the answers in your notebook.

annoyed are be been bought is **spent**

Every year more than \$500 billion is ¹*spent* on advertising worldwide. Television commercials ²*are* still used by many companies, but the biggest growth has ³*been* seen in online advertising. This is because an online advert can ⁴*be* seen by a much larger number of people. Also, much less money ⁵*is* spent on advertising a product online. You might be ⁶*annoyed* by pop-up adverts on websites, but the products they advertise are ⁷*bought* by many people anyway!

3 In pairs, ask and answer questions about the text. Use the Passive.

How much money is spent ... ?

7.4

Strona bierna z *will*

Aby utworzyć zdanie w stronie biernej odnoszące się do przyszłości, używamy *will + be + past participle* (trzecia forma czasownika).

The information **will be repeated** later.

You **won't be given** any homework today.

Will the show **be advertised** on TV?

Uwaga!

Czasami jedno zdanie w stronie czynnej może mieć dwa odpowiedniki w stronie biernej.

Active: They will teach French to students.

Passive: French **will be taught** to students.

Students **will be taught** French.

1 In your notebook, rewrite the sentences in the Passive with *will*.

- They won't understand his pronunciation.
His pronunciation *won't be understood*.
- They will advertise their product.
Their new product *will be advertised*.
- We won't give out flyers this year.
Flyers *won't be given out this year*.
- We will discuss good posture in the next lesson.
Good posture *will be discussed in the next lesson*.

2 In your notebook, write questions from the prompts. Use the Passive with *will*.

- when / the workshop / hold?
When will the workshop be held?
- who / it / teach / by?
Who will it be taught by?
- which / topics / cover?
Which topics will be covered?
- what / each student / give?
What will each student be given?

3 Read the flyer. In pairs, ask and answer the questions in Exercise 2.

Free workshop: Improve your body language!

Every Tuesday, from 4 to 5 p.m., in the sports hall, with Mr Baker

We will cover topics such as:

- ★ making eye contact.
- ★ improving posture.
- ★ how to make the most of your voice.

We will give each student their own folder with information. A fun and useful workshop for all students!

8.2 Wyrażanie umiejętności

Teraźniejszość

We **can/can't** draw.

Can he sing? Yes, he **can**./No, he **can't**.

He **is able to/isn't able to** read books in Russian.

Are they **able to** come? Yes, they **are**./No, they **aren't**.

Przeszłość

She **could/couldn't** hear the story.

Could she paint? Yes, she **could**./No, she **couldn't**.

They **were/weren't able to** finish the book.

Were they **able to** help? Yes, they **were**./

No, they **weren't**.

manage to

Wyrażenia *manage to* używamy, aby opisać konkretne wydarzenie z przeszłości.

We **managed to/didn't manage to** go to the party.

Did Ann **manage to** complete her painting?

Yes, she **did**./No, she **didn't**.

Przyszłość

They'll **be/won't be able to** come to the meeting.

Will you **be able to** join us? Yes, I **will**./No, I **won't**.

1 Complete the sentences with the words below. Write the answers in your notebook.

able could couldn't managed to will

- I **couldn't** write my name until I started school.
- After watching the play, the students were **able** to write about it.
- Next year we'll be able **to** see the film version of this book.
- We **managed** to get the book we wanted from the library.
- The teacher **will** be able to help you.
- He **could** paint very well when he was just five years old.

2 In pairs, ask and answer the questions.

- What couldn't you do last year that you can do now?
Last year I couldn't do handstands. Now I can do handstands and cartwheels.
- Can you paint or draw?
- Will you be able to meet up with your friends this weekend?
- Did you manage to finish all your homework last night?

8.4 Wyrażanie obowiązków i zakazów

Obowiązki

Czasownika *must* używamy do wyrażenia obowiązku w odniesieniu do teraźniejszości, a *have to* w odniesieniu do teraźniejszości i przeszłości.

She **had to/will have to** help him.

You **must** be home before 9. / You **have to** be home before 9.

Brak obowiązku

Do wyrażenia braku obowiązku w odniesieniu do teraźniejszości, przeszłości i przyszłości używamy *not have to*.

We **don't/didn't/won't have to** read the book.

Zakazy

Do wyrażenia zakazów używamy *must not* oraz *(not) allowed to*.

We **mustn't/aren't allowed to** touch the sculptures.

I **wasn't/won't be allowed to** touch the sculptures.

Are they **allowed to** touch the sculptures?

Yes, they **are**./No, they **aren't**.

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

- You **don't have to** / **mustn't** be good at art to enjoy it.
- We **don't have to** / **aren't allowed to** leave until we have finished.
- You **don't have to** / **mustn't** be late for class.
- It was raining, so we **must** / **had to** finish our paintings inside.

1 **don't have to**

2 Read what Ben says. In pairs, ask and answer questions about him.

- At school we **mustn't** use mobile phones.
- At weekends I'm allowed to stay up late.
Is Ben allowed to stay up late at weekends? Yes, he is.
- At home I don't have to wash the dishes.
Does Ben have to wash the dishes at home? Yes, he does.
- When I was younger, I wasn't allowed to play computer games.
Was Ben allowed to play computer games when he was younger? No, he wasn't.
- Next year I'll be able to learn another foreign language.
Will Ben be able to learn another foreign language next year? Yes, he will.

A: *Is Ben allowed to use a mobile phone at school?*

B: *No, he isn't.*

3 In your notebook, write sentences like Ben's that are true for you.

At school we mustn't take food or drink into the classroom.

9.2 Zdania przydawkowe definiujące i niedefiniujące

Zdania przydawkowe definiujące

W zdaniach przydawkowych definiujących nie stosujemy przecinków.

That's the hotel **where our prom will be held**.

Tom's the boy **whose birthday we're celebrating**.

W zdaniach przydawkowych definiujących, zamiast *which* i *who*, możemy także użyć *that*.

I'd like to find some shoes **which/that** go with this dress.

These are the boys **who/that** helped me.

Gdy zdanie przydawkowe definiujące występuje w roli dopełnienia, zaimek względny (*that*, *which*, *who* lub *where*) można opuścić.

I'm wearing the prom dress **that I bought last month**./

I'm wearing the prom dress **I bought last month**.

Zdania przydawkowe niedefiniujące

Zdania przydawkowe niedefiniujące oddzielamy od zdania głównego za pomocą przecinków.

Lee, **who is my best friend**, is a really good dancer.

Liam, **whose sister is in my class**, is a DJ.

W zdaniach przydawkowych niedefiniujących nie możemy użyć *that* zamiast *which* i *who*.

~~This jacket, that was a present from my mum, is my favourite.~~

This jacket, **which** was a present from my mum, is my favourite.

1 Complete the sentences with *who*, *which*, *whose* or *where*. Write the answers in your notebook.

- This is the house **where** we were living when I was ten.
- Look at the ring **which** I got for my birthday.
- My brother, **whose** wedding was last Saturday, is now in Bali with his wife.
- These are the earrings **which** I bought my mum for Mother's Day.
- This is the field **where** they'll let off the fireworks after the show.
- Amanda, **who** made my costume, is an Art teacher at the local college.

2 Look at the sentences in Exercise 1 again. Which relative clauses are defining and which are non-defining? In which sentences can you leave out the relative pronoun?

- | | |
|-------------------------|-------------------------|
| 1 D, can't be left out | 4 D, can be left out |
| 2 D, can be left out | 5 D, can't be left out |
| 3 ND, can't be left out | 6 ND, can't be left out |

3 In your notebook, write down the name of a person, the name of a place and a favourite possession which are special to you. In pairs, take it in turns to tell your partner why they are so important. Use relative clauses.

She/He is the person who ...

This is the place where ...

This is the watch/guitar that/which ...

9.4 Pytania bezpośrednie i pośrednie

Pytania pośrednie stosujemy, jeśli chcemy zadać pytanie w uprzejmy sposób. W pytaniach pośrednich stosujemy szyk wyrazów zdania twierdzącego i nie używamy czasowników posiłkowych *do*, *does* i *did*. Pytania pośrednie zazwyczaj wprowadzamy wyrażeniami typu *Could you tell me*, *I was wondering* lub *Do you know*.

Pytania szczegółowe

Direct: When does the festival take place?

Indirect: **Do you have any idea when** the festival **takes place**?

Direct: Who did you take to the prom?

Indirect: **I was wondering who** you **took** to the prom.

Pytania ogólne

Direct: Does the fireworks display start at 9 p.m.?

Indirect: **Do you know if** the fireworks display **starts** at 9 p.m.?

1 Complete the indirect questions. Write them in your notebook.

- Where's Sam?
Do you have any idea **where Sam is**?
- Did you hear that bang?
I was wondering **if you heard that bang**.
- What is the national flag of your country?
Could you tell me **what the national flag of your country is**?
- What do I need to wear to the party?
Do you have any idea **what I need to wear to the party**?
- Do you believe that black cats bring bad luck?
I'd like to know **if you believe that black cats bring bad luck**.

2 In your notebook, write one or two indirect questions for each situation.

- I'm hungry – I hope dinner's soon!

*I was wondering when dinner will be ready.
Could you tell me what time dinner will be ready, please?*

- I've no idea what this food is!

I'd like to know what this food is.

- I hope the parade finishes soon – I'm tired!

Do you have any idea what time the parade finishes?

- Is it the custom to make a toast?
I don't know!

Could you tell me if it is the custom to make a toast?

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 [kætʃ]	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 [hiə]	heard [hɜ:d]	heard [hɜ:d]	słyszeć
hide [haɪd]	hid [hɪd]	hidden [hɪdn]	ukryć, schować (się)
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)

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	
let [let]	let [let]	let [let]	pozwolić
lie [laɪ]	lay [leɪ]	lain [leɪn]	kłaść (się)
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
shine [ʃaɪn]	shone [ʃɒn]	shone [ʃɒn]	świecić się, błyszczeć
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
spell [spend]	spelt [spelt]/ spelled [speld]	spelt [spelt]/ spelled [speld]	literować
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

1.10 Unit 0, 0.5, Exercises 1 and 2

S = Skye J = Jay D = Dan T = Tommo

- S: Jay, have you met Dan? He's starting at Belmont, too. And this is Tommo.
 J: No, we haven't met. Hey, Tommo. Hey, Dan.
 D: Hi. At least you and Skye only have a short bus journey to school, now Skye's moved. My journey to school now is nearly an hour!
 T: I wish I could go with you.
 S: Never mind, Tommo. We can hang out at weekends.
 T: Yeah. That would be good. Now, watch this ...
 D: Hey, have you learned how to juggle yet?
 T: Yeah, I've just got the hang of it.
 S: That's brilliant, Tommo! Can I have a go?
 J: Me too! I've never tried juggling. It looks like fun.
 T: It's difficult. Here you are. Try this.
 S: Nooo!
 D: I think you need some practice, Skye.
 S: I think we should go to the cinema now!

1.19 Unit 1, 1.5, Exercises 6, 7 and 8

I = Ivan M = Marisa

- I: Hi, Marisa. Have you seen the poster about that event on Saturday?
 M: At the Science Museum on River Road?
 I: Yeah. It's called 'Bringing the World to Life'.
 M: Mmm. I saw it was for anybody between fourteen and seventeen, but I didn't take much notice.
 I: It's a workshop about projection mapping.
 M: Projection mapping? That doesn't sound much fun! Is it about making maps?
 I: Not really. You learn to create videos on a computer that you then show on buildings.
 M: Oh, I know what you mean. Last year the theatre had a big picture on the side of it of a pair of hands. The hands moved as if they were coming out of the building. Mmm. That is quite cool.
 I: Exactly. It says it's for people who are creative – that's you! And people who are curious. Well, that's me!
 M: OK, but I'm not confident enough to go on my own.
 I: No, but we can go together. Anyway, this is the sort of thing that can boost your confidence, and you can meet new people.
 M: I don't think I'd normally do something like that. What time is it?
 I: It's from ten until four. Come to my house and Dad can take us.
 M: Hah! You've already planned it. You're so organised, Ivan. Do we need to take anything?
 I: Just your lunch and a drink. You get a forty-five-minute break and it usually costs £25.
 M: You're joking! That's £50 for the two of us.
 I: Ah yes. But I said 'usually'. It's only £5 for this event and er ... I've bought your ticket already.
 M: Mmm. You're very generous, Ivan. Or are you too shy to go on your own?

1.22 Unit 1, Revision, Exercise 7

I love meeting different people, so I'm enjoying my new school. I'm very satisfied with the teachers here. It's an international school and I get a real buzz from speaking other languages with my new friends. I'm learning Spanish, which is a challenge, but I'm determined to do well.

1.23 Unit 2, 2.1, Exercise 5

Where does the rubbish route start? Well, probably in factories that produce food and drinks in plastic bottles, packets and aluminium cans. Every day huge trucks deliver these goods to shops for us all to buy. Imagine a group of friends living in a big city, where cars and trucks pollute the environment. They decide to escape the traffic and polluted air and spend a day outside the city where there are lots of parks and open spaces. They take a picnic bag with cans of soft drinks, packets of crisps and cookies and fruit in plastic bags. They enjoy their picnic but they might leave their rubbish on the ground because the rubbish bins are full – perhaps the wind picks it up and so it ends up in the river! What happens then?

1.26 Unit 2, 2.1, Exercise 9

Some countries recycle strange rubbish including false teeth! It's true. Japan has started doing this. Recycling one aluminium can save enough energy to run a TV for three days. It's false. It saves enough energy for three hours. We throw away enough cans to reach the moon and back twenty times! That's true. Acid rain damages trees and plants but not buildings. This is false. The Statue of Liberty in New York has been damaged by acid rain. Sweden is working hard to protect the environment and now recycles sixty-nine percent of its rubbish. This is false. Sweden recycles ninety-nine percent of its rubbish! Running the water when you're brushing your teeth can waste around 5,000 litres of water a year. Yes, that's true. Plastic from ships pollutes the ocean. In 2010, a ship lost 28,000 rubber ducks. People are still finding the ducks today. That's true, too.

1.32 Unit 2, 2.5, Exercise 2

G = Girl B = Boy

- G: Mark Samec, 40 votes, Alicia Barte, 83 votes ... and this year's new student councillor is ... Leo Hall with 129 votes! Congratulations Leo! Now, can you tell us Leo, what are your future plans as student councillor?
 B: Well, I want to organise a clean-up of the school playing fields and I'd also like to plant some more trees too, ...

1.33 Unit 2, 2.5, Exercise 4

1 B = Boy G = Girl

- B: Who are you going to vote for in the student election?
 G: Mark Warner – definitely! He's so cool ... and he's got great ideas about recycling at school. Is the election on the 10th March?
 B: Actually, it was the day after, but now it's on the 12th because there's a school basketball match on the 11th. I still don't know who to vote for.

2 G = Girl B = Boy

- G: What are you doing?
 B: I'm signing up to help clean a river. There's an eco-group that meets up every month. Last month we planted some trees in a local park.
 G: That sounds interesting. Last summer, I helped clean up a beach. I'd like to do something like that again. Was it good?
 B: Yeah, I'd never done any environmental stuff before, but it was good fun. We had a real laugh. Why don't you sign up too?

3 M = Mark D = Dad

- M: Dad, I've got to do a project for school on the history of recycling. When did you start recycling stuff?
- D: Oh, I'm not sure when, Mark. I started recycling paper probably about ten, fifteen years ago. As a child I used to recycle glass bottles at the local shop and get money back!
- M: Really? For plastic bottles, too?
- D: I only started recycling those a short time ago. It's hard to believe now that we used to throw so much stuff in the bin!

4 M = Mum S = Sarah

- M: Is that you, Sarah? Where have you been?
- S: I was at a meeting at school. I've joined a campaign with some friends. It's to help protect forests. Sorry I'm late. There was a huge traffic jam so my bus was late.
- M: Yes, the traffic's awful. So how was the meeting?
- S: Good! We're going to organise a recycling event. Everyone brings in things they don't want and sells them – and then all the money will go to the campaign.

1.35 Unit 2, 2.6, Exercise 5

- 1 I think it's a good idea to reuse plastic bottles.
- 2 Instead of recycling, we should just stop using paper completely in schools.
- 3 I don't think recycling clothes is a good idea. I don't want to wear other people's underwear!
- 4 Old people are less likely to recycle than young people.
- 5 Recycling is only possible in big cities.

1.36 Unit 2, Revision, Exercise 8

I used to throw away a lot of plastic bags. But they pollute the environment and damage wildlife. Sometimes the bags end up in rivers. If fish eat them, they can die. I want to protect plants and animals. So I wrote a song called Clean Up The World.

1.37 Unit 2, Skills Revision, Exercise 1

1 M = Mum B = Boy

- M: How was your first day at school?
- B: Not brilliant. We had a Computer Science lesson first, and that was terrible. The teacher wasn't very organised, so we wasted loads of time and it was really boring.
- M: Oh dear! What about sport? Did you play football in your PE lesson?
- B: Well, we did a bit of training, but the teacher was really fussy and made us practise doing everything perfectly. I was really disappointed because I usually love playing football. But lunch time was fun, and I was surprised at how good the food was. I had a really nice pizza!
- M: Oh good. And you can always play football at the weekends.
- B: That's true.

2 G = Girl B = Boy

- B: What's the hardest thing you've ever done?
- G: That's a good question. I've done a long cycle ride for charity. That was quite challenging, but I was determined to finish it and in the end it wasn't too bad. I've also climbed a mountain in Scotland with a school group. A lot of my friends found it really hard, but I thought it was OK. And the other difficult thing I've done is singing in front of the whole school. That was probably the thing that challenged me the most because I'm not a very confident person and I was really anxious about it.

3 G = Girl B = Boy

- G: Do you like your city?
- B: Yes, I do. It's quite clean. There are plenty of litter bins everywhere, so there isn't much litter on the streets.

- G: That's good. I hate it when there's rubbish everywhere. What about air pollution?
- B: Well, there used to be a lot of factories that produced really dirty smoke. Most of those had closed before we moved here. But there's a lot of traffic. There are always traffic jams.
- G: That's bad. I think they should ban traffic from city centres. It's much worse than the problem of litter because it's so unhealthy.

4

At Park Hill School we are committed to doing our bit to help the environment. We've stopped selling bottled water in our school shop and we now encourage all our students to bring their own water bottles to school, which they can refill each day. We're trying to use computers more and more, so we reduce the amount of paper that we use. And we have recycling bins for paper in the school playground. There's also a recycling bin for clothes, and next month we're hoping to introduce a new recycling bin for aluminium cans, too.

5

Hello, everyone, and welcome. Thank you all very much for joining our Clean Town campaign and signing up to help with our clean-up day. You probably know that last month we concentrated on the beach, and by the time we had finished, it looked amazing. So today we're going to walk down through the main square to the park. Once we're there, we'll spread out and work in groups of three or four to pick up as much rubbish as we can. We'll then meet up again back in the main square for something to eat. Good luck everybody!

2.02 Unit 3, 3.1, Exercise 3

- 1 I've found one on sale, but it's still so expensive! Do I have to wear one to Aunt Penny's wedding? They're so uncomfortable! Can't I just wear jeans and a nice shirt?
- 2 I need a pair for the Geography trip. We're going to be walking in streams and rivers. But I don't want the usual boring dark green or black ones. Look! Here they are. I saw these red and white polka dot ones on Street ID. Don't you think they're cool?
- 3 Are you sure about this? Aren't they for girls really? I never wear jewellery – and won't it be uncomfortable around my neck? Well, I suppose Jack wears one and it looks quite cool – and no one laughs at him. OK, here we go. It's in the basket.
- 4 I know what I'm wearing for the party. It's a really nice summer dress I bought last year, but I've only got shoes and they'll be too hot. Ah, these are nice. I like the straps around the ankle and with some red nail varnish, they'll look great with my dress!

2.05 Unit 3, 3.1, Exercise 8

- 1 Hi Sarah! Did you have a good holiday in Italy? You're really tanned, your skin's a lovely colour.
- 2 My brother has two piercings; he has one ear-pierced and a ring in his eye-brow.
- 3 I think that actor's really good-looking. He's got gorgeous eyes!
- 4 My friend has small brown freckles all over her nose. She doesn't like them, but I think they're cute!
- 5 My older sister always has painted nails, she often has a different colour for each nail. My dad really doesn't like them!

2.12 Unit 3, 3.5, Exercises 5 and 6

R = Ryan S = Sylvia

- R: Hi! I'm Ryan Gilmore and today on Teen Radio, I'm at the National Museum of Fashion talking to our arts reporter, Sylvia Tan. So, Sylvia you've been looking round the

museum all afternoon. Would you recommend it to our listeners?

- S: Hi, Ryan. Yes, definitely! Crazy fashion trends are definitely not a modern thing. This museum shows how people have been creating weird and wonderful styles since the beginning of history. You won't see the kinds of clothes people wear nowadays, but you can see what our grandparents and great-grandparents wore! I promise you there is something here to entertain everyone – and that's you guys as well as girls!
- R: Well, we've started at the footwear section. What are those?
- S: I love these! They're called 'chopines'. They're basically one of the first high-heeled shoes, but in this case the whole sole of the shoe is high. They were really popular in Venice in the fifteenth, sixteenth and seventeenth centuries, and also in Spain. Some heels were fifty centimetres high!
- R: Wow! That seems awful to wear! I guess only women who were really into fashion wore them.
- S: Not really. First of all, it's true that only women wore them, but they didn't really wear them because they wanted to be fashionable, but to show they were important. Sometimes servants had to help them to walk because the shoes were so high! So you see the fashion for stupidly high heels has been around for a long time!
- R: Wow, yeah! ... Now, these dresses are impressive! And what are those enormous collars?
- S: They're called 'ruffs'. They were popular in the sixteenth and seventeenth centuries in Western Europe. Although people have been wearing collars of different styles since the fourteenth century. These collars, or ruffs, are thirty centimetres wide. Not very comfortable around the neck!
- R: OK, so we're walking into the next room now and I can see lots of old French soldiers' uniforms. Now, I've heard a funny story about the famous French leader Napoleon and buttons.
- S: Yes, well, they say that Napoleon didn't like his soldiers wiping their dirty noses or mouths on the sleeves of their uniform. So, he put buttons on his soldiers' sleeves to stop them doing it. I don't know if that's true, but it's a good story. Now if we go through to this next room, we'll find ...

2.15 Unit 3, Revision, Exercise 8

There's a woman in the USA who has more than thirty-seven thousand different pairs of earrings. Not surprisingly, she has held the world record for the largest earring collection since 2006. She has been collecting earrings since she was twelve years old and says she has worn each pair once!

2.17 Unit 3, Poland, Exercise 8

- 1 I get the impression that Poles like to complain, and not only about the weather, which is actually much better than in Ireland. They complain about everything from prices, to public transport, to their jobs. It seems like it's part of their small talk. I sometimes wonder why. Maybe they don't realise how good their lives are, or they're just critical and ambitious, and they compare themselves to other nations too much.
- Another thing is that Polish people like to play everything down. I mean when I compliment someone on their work or clothes, they usually say that what they did was nothing special, or what they're wearing didn't cost much, things like that. I think that talking about your personal success is not in the national character.
- 2 How are Spanish people different from Poles? One of the differences is our attitude to time, I think. We're not so strict about it and we're often late. By contrast, Polish people are very serious about punctuality, especially in official or business situations. Another thing is that we love going out, while Polish people are more homebodies.

They like spending free time at home with their families or friends. It's customary to visit each other at home, organise family get-togethers or house parties. Of course, Polish people do go out, but mainly to celebrate special occasions.

- 3 I guess that small talk is an important part of American culture. It's perfectly normal for an American to start a conversation with strangers and ask them, for example what they do for a living, or where they come from. I get the impression that Polish people are a bit more reserved. They don't get into conversations with a strangers so easily. I guess they don't enjoy talking about unimportant things just to keep the conversation going. So when they're having a conversation, they're usually more honest and direct than us. Maybe for the same reason, Polish people seem rather serious and smile less to strangers than we do in America. But when they meet someone they know, that always brings a smile to their faces.

2.19 Unit 4, 4.1, Exercise 3

1 G = Girl B = Boy

- B: Some people probably think this is a bit of a boring job but ... oh ... hang on a minute ... I've got to go. Can I help you?
- G: Yes, I'm looking for this – here, I've written the title down.
- B: Oh, yeah, I know it. I'll show you which shelf it's on. Oh, sorry. It's not here. Someone has already borrowed it. I can call you when it comes back in.

2 G = Girl B = Boy

- B: What are you doing here? I didn't know you liked this band.
- G: I don't! I'm here with my uncle. He writes about bands for a music website and he's given me some work experience.

3 M = Mum B = Boy

- M: What's that smell, Ryan?
- B: Oh no! It's the burgers. I left them under the grill. Phew! It's OK. They're not burnt. Look ... Oh no!!

4 B = Boy

- B: It's not exactly what I expected. I wanted to learn how to book holidays for customers, but all I've done so far is make tea and do photocopying!

5 G = Girl

- G: This is the most amazing work experience! I spend all day in the lab either watching or helping with experiments. I'm learning so much. The only thing is I have to wear these glasses and mask though – and they're so uncomfortable!

6 G = Girl

- G: I think my friends were surprised when I told them what work experience I was doing. I suppose most people think boys are more interested in this kind of work – but I've always enjoyed fixing things. Today we're fixing this old lady's shower – she's really sweet and keeps giving us tea and biscuits!

2.27 Unit 4, 4.5, Exercise 3

Good evening everybody and welcome to this year's Young Business Award. We've had more candidates than ever and later this evening we'll be announcing the winner. We've got some great prizes to give away ...

2.28 Unit 4, 4.5, Exercises 5 and 6

H = Hannah M = Max

- H: Hi, you're Max Danes, aren't you? I saw you on TV last night.
- M: Hi, you must be Hannah. Oh, that was so embarrassing. I was really nervous in front of the cameras.

- H: You didn't look it. I thought you were very calm! So, how old were you when you started your business?
- M: Sixteen. I used to go to the gym with my dad and his friends. They wanted to get fit, but they couldn't do it on their own.
I was into sport and I started to help them.
- H: Did you do a course?
- M: Yes, I wanted to make a career of it, so I did a course and got a diploma. It arrived on my seventeenth birthday and now I'm a personal trainer.
- H: Awesome! So we're both into sport.
- M: Really? What do you do?
- H: Well, I'm only fifteen, but I love the mountains. Last year I was walking with friends when the weather suddenly changed. We got lost and couldn't follow the route on our map. At home, I designed an app with different routes but also updates about the weather.
- M: Cool idea. Do you work alone?
- H: Not exactly. My mum has a job in a sports shop and showed it to her employer. He liked it and put money into my idea. Now we're working together on an app for skiers.
- M: It's good to share your ideas with others. My dad helps me, but he is more of a friend than a colleague and I don't pay him.
- H: Oh, hang on ... they're announcing the winner.
- M: And the winner is ... Hannah Wilcox. Hannah you're off to New York to meet a famous app designer!
- M: Well done, Hannah! I hope you're ready to make a speech!
- H: Oh my goodness! I don't know what to say.

2.33 Unit 4, Revision, Exercise 7

Today a film director will be visiting my school. He's going to talk about his career. He's won awards for his films. His film company is offering training courses. I'll be looking for work next year. Perhaps I'll be able to work for him.

2.34 Unit 4, Skills Revision, Exercise 1

I = Interviewer J = Jake

- I: Jake, you've just finished school for the summer holidays. Are you planning to have a rest?
- J: Not really. Most of my friends are going to spend the summer relaxing. It would be nice to do that or to go away on holiday with my parents, but I'm taking part in a big fashion show in London in six weeks, so I've got to get everything ready for that. I think I'll be really busy!
- I: How did your interest in fashion start?
- J: When I was younger, it was my sister who loved fashion and she wanted to be a fashion designer. I wasn't interested at that time. Then, when I was about fifteen, I started wearing a lot of hoodies, and I found it annoying that I could never find exactly what I was looking for in the shops – the right colour, the right shape, etc. I was talking to my aunt one day and she said, 'Why don't you design your own?' So I started working on some designs, and I loved it. My parents were quite surprised, but they supported me.
- I: And now you're a successful young designer. What qualities do you think you need to do well as a designer?
- J: A lot of people think the most important thing is to be really creative. Of course you need that, and it's also really important to be organised so you can deal with your customers. They won't be happy if you're not reliable. But the most important thing is to really want to succeed. You have to be determined – even when things go wrong, you just pick yourself up again and carry on.
- I: Tell us about your ...

2.35 Unit 5, 5.1, Exercise 3

Good afternoon. We'd like to welcome you all to the Palace Planetarium. Look up. On the ceiling above you, you will see

the night sky. Relax and enjoy the view as we take you on an unforgettable journey to the stars. To your right you can see a man-made satellite. It is high in the sky above the Earth. Satellites like this can send digital information across the world; this includes TV signals, photos, and phone signals. Now, we're going to take you to a faraway galaxy. A galaxy is a large group of stars and planets. For example, the galaxy we live in is called the Milky Way. The shining objects you can see here are stars. Each star sends out its own light. Sometimes this can be a different colour ...
From space, the Earth looks blue. When you look down, you can see the clouds in the sky. Astronauts have to train for many years before they can go into space. This astronaut is working on the International Space Station. It's a special spacecraft which travels around the Earth: astronauts from around the world live and work on it; we can sometimes see it in the night sky. You can look online to see the next time the space station will be above you!

2.36 Unit 5, 5.1, Exercise 5

T = Teacher A = Abi N = Natalia Ma = Martha Na = Nadim
M = Marco

- A: This space quiz was easy.
- T: Good. Abi thinks the quiz is easy, so read Question 1, please, Abi and tell us the answer.
- A: One: The Earth travels around the sun in an orbit which is A a perfect circle ... B an ellipse – similar to an oval or C ... a star shape. Hmm ... I think the answer is 'B an ellipse'.
- T: You're right! Well done, Abi! Marco, you're next.
- M: OK. Question 2 The sun is a giant star. Which is the third planet from the Sun? Is it A Mars, B Venus or C Earth? ... Er ... Is it 'C Earth'?
- T: Correct. Natalia, your turn. Can you do the next one?
- N: Sure. Number 3. A comet is an icy rock travelling through space. We can see its 'tail' of gas when ... A It's near the sun, B It's travelling fast ... or C It's getting smaller. I don't know this, so I'm going to guess. Is it 'B'?
- T: Sorry, Natalia. No. It's A. The sun starts to melt the ice in the comet, so that's when it grows a 'tail' that we can see. Nadim – what about you?
- Na: Question 4. The moon travels round the Earth. Its light ... A comes from hot gas inside it, B is reflected from the sun or C is very bright. I think the answer's 'B' because only stars make light.
- T: Yes, that's right. Well done, Nadim. Last question. Let's have ... Martha.
- Ma: Ahem ... Number 5. If you want to see galaxies, you need a telescope. They work best ... A in dark countryside skies, B in a bright city, C on a cloudy night. I've got a telescope, so I know the answer's A. It's quite hard to see stars in a bright city and you can't see through clouds!
- T: Thank you. Good answer, Martha. Now, can you all ...

2.45 Unit 5, 5.4, Exercise 7

However, people who disagree with the conspiracy theory can explain all these mysteries. The astronauts kept the flag in a thin tube, so when they took it out it seemed to wave. Why are there no stars visible in the photos? The landings happened in the morning and the stars were not bright enough to appear.
The surface of the moon is covered by dust. When the module landed on the moon, the engines blew the dust away and it didn't leave any traces! And they add that if landing on the moon had been a fake, astronauts from the other countries would have discovered the truth long ago! Moreover, about 40,000 people worked on the mission. It wouldn't have been possible for all these people to keep the secret!

2.47 Unit 5, 5.5, Exercise 5

Good afternoon and welcome to *Fantastic Firsts*, the programme where we look at record-breaking scientific achievements of the twenty-first century. Today we remember Felix Baumgartner from Austria – the famous 'Fearless Felix'! In October 2012, Felix jumped from a balloon high above the Earth in New Mexico, USA. He was falling so fast that he became the first human to break the sound barrier without using an engine.

We're going to hear about that record-breaking jump. And as usual, we'll have a prize for the first person to phone in with the answers to five questions, so listen carefully!

So what actually happened on the big day? Well, if you look on our website you can get an idea from the pictures there. First of all, Felix put on a special space suit, like the one astronauts wear. If he hadn't worn this suit, he wouldn't have survived the jump. Then he got into a small metal capsule under a giant balloon. The balloon was filled with helium which is a really light gas. This took Felix up into the sky, right to the edge of space. The journey upwards took more than two hours. He had oxygen in his parachute pack to help him breathe. At one point, Felix couldn't see through his helmet, but he carried on. Once he reached the right height, Felix jumped out of the capsule. At first, he fell towards the Earth without using his parachute, pulled by the force of gravity. This is called 'free fall'. Then finally, he opened his parachute before he landed safely on the ground as a record breaker.

2.48 Unit 5, 5.5, Exercise 6

So here's some more information about Felix Baumgartner's amazing jump which he made on the 14th of October 2012 in New Mexico in the United States.

The famous Austrian skydiver, then aged 42, had already performed over 2500 skydiving jumps before this particular jump.

Now, in the 2012 jump Baumgartner flew upwards about 39 kilometres into the skies over New Mexico. He broke the unofficial record for the highest manned balloon flight which was 37,640 metres.

Baumgartner's total jump, from leaving the capsule to landing on the ground, lasted approximately ten minutes. During the free fall, he was travelling at incredible speeds of up to 1,357 kilometres per hour. That's faster than the speed of sound, a new record at that time!

Before he jumped, Baumgartner expected the free fall – the part without using the parachute – to last about five or six minutes. In fact he opened his parachute after roughly 4 minutes and 20 seconds. If he had waited a bit longer, he would have broken the record for the longest time for a free fall. However, his jump was still the highest.

The whole event was extremely expensive. Well, his space suit alone cost 200,000 dollars. The total cost was not just thousands but millions of US dollars.

So now, if you want to win a prize, just send us a text or email about this amazing jump. We need to know the place, Baumgartner's nationality, the height, the speed and the length of time he was in free fall. Oh, and the total cost. Good luck!

2.52 Unit 5, Revision, Exercise 7

Space is much bigger than the galaxy where we live. If you wanted to count all the stars, it wouldn't be easy. In fact, astronomers can't count them, even with strong telescopes. That's because there are millions of stars and most of them are light years away from Earth.

3.02 Unit 6, 6.1, Exercises 6 and 7

D = Doctor P = Patient

D: Hi, what seems to be the matter?

P: Hi doctor. Well, I think I'm coming down with something.

D: Let me take your temperature ... That seems normal.

P: Really? But I've got a terrible cough. I can't sleep with it.

D: OK, take a deep breath for me, please. Mmm... your chest is fine. You haven't got an infection, but maybe you could have some hot lemon and honey.

P: Should I stay in bed for the next few days?

D: Oh no! Not at all! You can go to school, just make sure you go to bed early.

3.10 Unit 6, 6.5, Exercises 4 and 5

Why do extreme sports? Well, they provide a great workout for your body. In many extreme sports you use your whole body, so you exercise lots of different muscles. As most extreme sports are done outdoors, you also get lots of fresh air into your lungs. The adrenaline rush you get from doing an extreme sport really gets your blood pumping and so it's also good for your heart and circulation. But it's not only good for your physical health. Extreme sports can have a positive effect on your brain, too.

Research shows that doing extreme sports can improve your mood and your confidence, as well as reducing stress. Of course, we should also remember that extreme sports are risky and are not for everybody. If you're unfit, you are at greater risk of injury and certainly if you have any serious medical problems, you should always consult your doctor first.

3.11 Unit 6, 6.5, Exercises 6 and 7

Oh ... hi ... umm ... it's Harriet here. I'm just phoning about my birthday party on Saturday. I'm really glad you can come. Anyway, I've got some more details about it now. It's at a place called The Climbing Wall, opposite the library and next to the leisure centre. The party was at 10 a.m. on Saturday morning, but now it's at 11:30 instead, I hope that's OK. We'll do climbing for an hour and a half and then we'll have food at the place. We're going to have some pizzas and stuff. Oh, yes, my mum just told me to ask if you have any food allergies – so let my mum know if you do. Right ... what else? Oh, yes. The man at The Climbing Wall told me to make sure everyone wears long sleeves and trousers. Oh, and Katy's mum said she'll give you a lift to the party if you want – but can you call her to let her know? Her number's 07964738276. I think that's everything. I can't wait! Bye!

3.14 Unit 6, 6.6, Exercise 6

1 G = Girl B = Boy

G: What's the matter, Freddie?

B: I fell asleep on the beach and now I've got really bad sun burn on my back.

G: If I were you, I'd put some yoghurt on your back. It will take the heat away and it will feel less sore.

2 G = Girl B = Boy

B: My ear really hurts. It started last night and I couldn't sleep very well.

G: You'd better got to the doctor's. It sounds like you've got an infection.

3 G = Girl B = Boy

G: What's up?

B: I cut my finger on a piece of metal on my bike. It's only a very small cut but it won't stop bleeding.

G: Have you tried putting a plaster on it? That should stop the bleeding.

4 G = Girl B = Boy

B: Hi, Amy. You don't look very well.

G: I'm not. I've got a really bad stomach ache, but I don't want to miss my swimming lesson. If you were me, what would you do?

B: Go home! You shouldn't go swimming with a stomach ache, it could be dangerous.

3.16 Unit 6, Revision, Exercise 7

My friend said he wanted to try an extreme sport. I said we could both go bungee jumping. He said it could make us dizzy and we could get injured. I asked if he wanted to try ice climbing. He told me the cold could make him ill!

3.17 Unit 6, Poland, Exercise 3

Here's your fastest-finger-first task. Match the names of the Polish Nobel Prize winners to the dates when they received their prizes. Write the answers in your notebook. Remember that one person was awarded two prizes. You have one minute to complete the task. When you're ready, raise your hand. Ready - steady - go! [clock ticking...a beep after 10-15 seconds]

OK, let's check! Here are the answers:

1903 - Marie Skłodowska Curie
1905 - Henryk Sienkiewicz
1911 - Maria Skłodowska Curie
1924 - Władysław Reymont
1980 - Czesław Miłosz
1983 - Lech Wałęsa
1996 - Wisława Szymborska

3.19 Unit 6, Poland, Exercise 7

Marie Skłodowska Curie was an exceptional chemist and physicist, the first person to win two Nobel Prizes in different disciplines. She's known for the discovery of two radioactive elements: polonium and radium. Marie left Poland at the age of 24 to study at the Sorbonne in Paris, where she later worked and became the first woman professor in the history of the university. When she was living in France, she never lost touch with her native country. She often visited Poland and taught her daughters Polish. During World War One she helped build up special ambulances with X-ray equipment for field hospitals. Those X-ray ambulances, called little Curies, were used to treat over a million soldiers. During her radiological work in the X-ray ambulances and her scientific laboratory work she exposed herself to harmful radiation. As a result, she developed aplastic anemia, which caused her death. For many people Lech Wałęsa is the symbol of the fight for freedom and human rights. He's the legendary trade union activist who co-founded the Solidarity trade union. He worked in the Gdańsk shipyard. That's where he led the strike in August 1980 - the strike which inspired protests all over Poland. The initial success of the Solidarity movement only lasted till December 1981, when martial law was introduced in Poland for 19 months. In 1983 Lech Wałęsa won the Nobel Peace Prize, which was an expression of the world's moral support for the whole Solidarity movement. Unfortunately, Wałęsa couldn't accept the prize himself. He was afraid he wouldn't be allowed to return to Poland. His wife and son received the prize on his behalf. Seven years later, after the fall of communism, Lech Wałęsa won the first presidential election in Poland.

3.20 Unit 6, Skills Revision, Exercise 1

I'm pleased to announce that our new Space Museum will finally open next week, after three years of careful planning. Advance tickets will go on sale on 20 February, and the doors open to the public on 23 February. We're expecting a lot of visitors over the first two weeks, so you might prefer to wait and visit in March, when it will be a bit quieter.

There will be plenty in the museum to interest everyone. There are nine permanent exhibition rooms, plus two extra rooms for temporary exhibitions, making a total of eleven. The museum will cover everything to do with space, from the history of

our solar system to understanding galaxies and the future of space travel.

We're very keen to encourage young people to visit the museum, so we've kept the price low for them, and also for the adults who come with them. Adults will pay £6 to visit the museum, but for under sixteens it's only £2. We hope in this way we can attract a lot of families to come along. There is no time limit on the ticket, so you can stay at the museum all day if you want. Also included in the ticket price is entry to our planetarium, where you can enjoy the feeling of travelling millions of miles out into distant space.

The final room in the exhibition features a full-size model of part of the International Space Station, so you can climb on board and imagine how it would feel to be orbiting the Earth and looking down on our planet.

We're very excited that our new museum will help people to learn more about space, and will also encourage more young people to become interested in the subject, and perhaps become the astronauts of the future. You can find all the details of the museum, opening hours and special activities at our website, www.spacemuseum.com.

Thank you for listening, and we look forward to welcoming you to the museum.

3.21 Unit 6, Skills Revision, Exercise 2

- 1 I know it sounds weird, but you should try drinking water upside down.
- 2 Please be serious! I really need to finish this on time.
- 3 If you were me, what would you have done?
- 4 Awesome skateboard! Can I have a go?

3.24 Unit 7, 7.1, Exercise 6

We mainly learn non-verbal communication such as facial expressions, postures and gestures from our parents. Children tend to learn to read happy facial expressions first, followed by sad and then angry expressions.

Most cultures understand facial expressions in the same way, but this is not true for other types of nonverbal communication. For example, head movements can be confusing! In many cultures, shaking your head means 'no'. However, in Greece, nodding your head backwards means 'no'. Also, in some places, making eye contact can show respect and interest, but in other countries it's not polite. Even in the same culture, you can find differences in nonverbal communication. For example one person may show they're angry by lowering their voice and raising their eyebrows, while another person may show the same feeling by raising their voice and using big hand gestures.

3.33 Unit 7, 7.5, Exercises 3 and 4

- 1 For our tenth anniversary we've got something different for you. So, if you're looking for great taste, try our new Giant. With fresh lettuce and a special mustard sauce, not only will your hunger be satisfied, but you ...
- 2 Speed, safety and style - all three are delivered with our new exciting design. So put on your trainers and your cycle helmet and get ready for the ride of your life. Now available in different ...
- 3 Only one brand has been tested and shown to offer long-lasting protection against the daily attack of food and drink. From chocolate to coffee, White Stripe offers excellent cleaning power and will leave your breath fresh and minty ...
- 4 Oh, no. Cheesy pasta sauce, roast chicken, ... That's no problem for Cinderella. Removing tough food from dishes has never been easier. And now that extra moisturiser has been added, it's kind on your hands and nails too.
- 5 Lie back and close your eyes and enjoy the beautiful rich smell that is released when you open a bar of Pure Velvet. Relax and let each square melt in your mouth and enjoy the creamy flavour while your mind is taken wherever it ...

3.34 Unit 7, 7.5, Exercise 5

1 M = Mum G = Girl

M: These are the jeans you like, aren't they? The ones with the butterfly logo?

G: I used to wear those when I was about ten, Mum! I'm looking for some BB jeans, they've got stars on the logo. You know – the ones that are advertised on TV a lot.

M: Here you are. These have got a star.

G: The logo for BB jeans have stars on a kind of crown, not just one star. Let's try another shop.

2 G = Girl B = Boy

B: Oh ... thanks.

G: What's that?

B: It's a flyer for that new pizza restaurant on Bold Street.

G: Oh, I was taken there for my birthday. It's great. You get free salad with every meal and they have an amazing salad bar! What's the flyer for?

B: Er ... You get a free soft drink and pizzas are half price. I'll keep this and see if my dad will take me after school!

3 B1 = Boy 1 B2 = Boy 2

B1: Hey, Sam. What's that?

B2: It's a poster for my band. We've been asked to play at a youth music festival at the weekend. I wanted to put a poster on the school gates, but I'm not allowed to.

B1: Really?

B2: Yeah – school rules! I'm going to put it on the noticeboard in the supermarket. I thought about the music shop, but it won't be seen by many people there.

4 G = Girl B = Boy

B: Dad, did you hear that?

D: What's that, Joe?

B: The advert on the radio for the new football academy. Training starts this Sunday. Can I go, Dad?

D: Well, didn't it say it starts at 12:30? That's when we take your sister to swimming lessons.

B: It's the beginners' group that starts then. I'd be in the higher group that starts at 9:30. And it's finished by 11:30, so it would be OK. Please, Dad?

3.38 Unit 7, Revision, Exercise 8

Animals use a lot of nonverbal communication. They communicate using smells, sounds, gestures, head movements and facial expressions. Wolves, for example, use smells to send messages to others. Gorillas show they're angry by lowering their eyebrows. Animals cannot pronounce words, but chimpanzees can learn some sign language.

4.02 Unit 8, 8.1, Exercise 4

1 I like it. It's surprising and cheerful. I don't know what it means but it made me smile when I saw it on my walk by the sea. It's made of steel and it reflects the sun rays.

2 Mmm, this reminds me of a view I had on holiday from my hotel. I think this is an oil painting. I like the dark blue and the white. There's a village and a church and some mountains in the background. I can also see the moon and the stars. I love the atmosphere in this painting.

4.09 Unit 8, 8.5, Exercises 6, 7 and 8

A = Ava F = Freddie

A: Hi, Freddie. What are you doing here?

F: Oh, hi Ava. I've just spent the day in the newspaper office round the corner. I won second prize in that competition.

A: What? The photography one?

F: No, that was ages ago. I wrote a short story for the local newspaper. I won some cinema tickets, too, but the first

winner and I were also invited to spend a day at the newspaper office.

A: So, how did it go?

F: The other winner was ill so I had to go on my own.

A: Oh, no! That was embarrassing!

F: No, it wasn't really. I met the editor when I arrived and she was really friendly. She introduced me to all the reporters.

A: What was it like in the office?

F: Well, there weren't any big stories, so it was quite quiet. There are lots of TV screens that show the news all day.

A: How do the reporters write if they're watching TV?

F: Well, they aren't exactly watching TV. They're trying to discover new stories.

A: Did anything exciting happen?

F: Hah, not really. The biggest story was about a problem with birds in the town. They keep pinching food off the tables at local cafés.

A: That's actually quite funny.

F: Yeah ... and I managed to write the headline – 'Cheeky birds steal crisps!'

A: Well done, Freddie. Did you meet any local celebrities?

F: Actually, yes. We went to a sports stadium to do an interview with a football player. He signed a football shirt for me.

A: So, were the paparazzi there?

F: You must be joking. In fact, the photographer couldn't get there, so the reporter took a photo on his phone. I think the footballer was disappointed.

A: What was the best part of the day?

F: When I got back to the office, there was a pony in the reception.

A: A pony? What was that about?

F: A man brought it in because he wanted the newspaper to write a story about it.

A: So what happened?

F: The pony got very angry and started making strange noises. So you never know what's going to happen when you work in a newspaper office!

4.12

1 A: I'm not sure I like that graffiti in the skatepark.

B: Personally, Dad, I think it's more interesting than a boring grey wall.

2 A: I don't understand that novel. On the one hand, it's about a journey, but on the other hand it's about life.

B: As I see it, the author wants you to see life as a journey.

4.15 Unit 8, Revision, Exercise 7

A novelist won an award for his bestseller. He promoted his work everywhere. He appeared in national news and tabloids. He had to meet journalists and reporters. He wasn't allowed to rest at all. One night he had to give a reading. He fell asleep!

4.16 Unit 8, Skills Revision, Exercise 1

W = Woman M = Man

W: So, this is the Victor Vasarely gallery. Isn't it wonderful?

M: Well, it's just a lot of colours and shapes, and I don't understand what any of it means.

W: It can mean whatever you want it to mean. Just look at it and use your imagination. I wish I could stay here all day. I could look at these paintings for hours. If you look at this one from a different angle, it changes completely. Isn't that amazing? What do you think?

M: I think I'm hungry.

W: Oh, Tom. I wish you could appreciate it a little more.

M: If I was in a nice Hungarian restaurant eating a big plate of goulash, I would be very happy. The food here in Budapest is wonderful.

- W: We've only just had breakfast. Oh, look at the colours on this one. They look as if they're moving. If only we had a gallery like this in our town.
- M: If it was in our town, no-one would come.
- W: Of course they would. Well, I guess you wouldn't, but you wouldn't go to the Louvre if it was next door either.
- M: Why do you say so? I wish I was at the Louvre now.
- W: Really? You hated it when we were there. You didn't even like the Mona Lisa.
- M: I know, but there were lots of cafes and restaurants there. There isn't even one here. I think I'll go outside and wait for you there.
- W: No, don't go. If you don't want to look at any more paintings, you can sit over there and wait. I won't be too long. Our river boat trip starts at midday anyway.

4.18 Unit 9, 9.1, Exercise 2

- A Matt took this photo at our school prom. I'm the one on the left, standing next to the girl in the pink dress, Emma. She's my cousin. We go to the same school and hang out with the same friends. We all hired a limo together to get to the prom. It was really cool – probably the best night of the year!
- B I took this photo at my sister's wedding reception. You can see the bride and the groom and the cake on the right. The woman on the left is my cousin, Anna. She was one of the bridesmaids. It was a really nice cake. My sister decided to follow the tradition of saving the top part of the cake to eat on their first wedding anniversary. Sounds strange to me – I mean, who wants to eat cake that's a year old?!
- C I took this photo last year at the Chinese New Year celebrations in my city. As you probably already know, Chinese New Year is a really important cultural festival. I love it because it's so colourful and so much fun. In the evening, people always let off fireworks so the sky is always full of lights ... and it gets very noisy!
- D This is a photo of my family – my grandparents, my mum and my cousins. We were celebrating my grandad's birthday. Instead of going to a restaurant, we put up decorations in my uncle's garden and had a barbecue. My grandad always prefers barbecues to fancy restaurants – he's just like me! It was a really good day.

4.21 Unit 9, 9.1, Exercise 7

Number one is true. The Vietnamese don't celebrate their birthday on the day they were born. You turn a year older on New Year's Day.

Number two is also true. In Brazil, the parents often put up decorations which are brightly coloured paper flowers for a child's birthday.

Number three, however is false. In the UK, children don't usually let off fireworks on their birthday.

Number four is true: In parts of Canada, the birthday boy or girl has their nose greased with butter. This is supposed to bring good luck.

Number five is false. In Hungary, Argentina and other countries, they do pull the birthday boy or girl's ears, but not while they're unwrapping their presents.

Number six is also false. In Ireland, parents do not throw a street party when their child turns sixteen.

And finally, number seven and number eight are both true. Many Jamaicans follow the tradition of covering the birthday boy or girl in flour. And in Venezuela, some people follow the custom of pushing of the person's face into the birthday cake when they blow out the candles!

So how did you do? Did you guess correctly?

4.24 Unit 9, 9.2, Exercise 6

A prom is an end-of-school celebration. In the UK, schools generally hold their prom at the end of secondary education in Year Eleven, when students are sixteen years old. If you continue school for another two years, which is called Sixth Form, there is usually another prom at the end of Sixth Form, when students are eighteen years old. School proms are traditionally an American custom, but over the last fifteen years, they have become popular in Britain too. Boys usually dress in black or white tuxedos and girls wear formal dresses. Sometimes the prom is held at school, or often it is at a hotel. Some people hire a limo to travel to their prom. I think for nearly all teenagers, it's the most important social event of their school life!

4.27 Unit 9, 9.3, Exercise 5

- Tea ceremonies are an important part of Japanese culture. Green tea is served at a tea ceremony.
- A kimono is the traditional costume of Japan which is still often worn for festivals and celebrations. The word kimono means 'thing to wear' in Japanese.
- Pet cafés or cat cafés have become very popular in Tokyo. This is because many people live in small apartments where pets are not allowed.
- Setsubun is a Japanese celebration at the start of spring and the custom of throwing soya beans is believed to bring good luck. The custom is to eat one roasted soya bean for each year of one's life, and in some areas, one for each year of one's life plus one more for bringing good luck for the year to come.

4.28 Unit 9, 9.4, Exercise 2

So, are you an ideal guest or host? Let's find out.

Question One. You have invited guests to your house, but it's very late and you're tired. What do you say? Yes, it's 'a'. If you've invited some guests, you have to stay up until they want to leave. It's not polite to ask someone to leave your house, so 'b', 'c' and 'd' are all a bit rude. However, 'c' is less rude and perhaps OK in some situations. For example if your guests are still in your house at two a.m. and you really need to get to sleep!

Right, on to Question two. Your girlfriend's or boyfriend's parents have invited you to dinner. They're well-known actors and you'd like to know how much they earn. What do you say? That's right, it's 'c'. You should never ask such a question. It's rude in the UK to ask people about money. So of course options 'a', 'b' and 'd' are all rude, too, because they all ask about how much money someone earns.

Last, but not least, Question three. You need the bathroom at a party. You have to ask your friend's parents. What do you say? Yes, that's right, it's 'b'. 'Could you tell me where the bathroom is?' 'a' is too direct and sounds rude in English. 'c' doesn't make sense. Of course your host knows where the bathroom is. It's their house, after all! And as for 'd' ... Well, it simply isn't polite to walk around your host's house opening doors looking for the bathroom. So how did you do? Are you an ideal guest or host?

4.31 Unit 9, 9.5, Exercises 4 and 5

P = Presenter AL = An Li

- P: There's one way to make a big celebration really special: have a display of fireworks. As today is Independence Day, with us in the studio we have An Li, a History teacher from China. So An, China makes a huge number of fireworks – more than any other country in the world, but did the Chinese invent fireworks?

AL: Hello. Most historians agree that fireworks were invented in my home country over two thousand years ago. Although they've also been in countries such as India and Syria for a very long time. Hundreds of years after these first fireworks, some scientists put special powder inside a piece of hollow bamboo wood. This made a much louder noise on the fire! And people started using fireworks to celebrate special events.

P: So could you tell me what early firework displays were like?

AL: Well, quite dangerous actually! In England, fireworks experts, known as 'firemasters', traditionally had assistants called 'green men'. They wore caps of leaves to protect their heads from sparks from the fireworks! Spectators clapped and cheered the green men because they entertained crowds with jokes. It was a dangerous job, because early fireworks often went wrong.

P: And what about other European countries?

AL: Fireworks were very popular in Italy, which became famous for its huge displays. In the 1800s, the Italians had a great idea. They found that amounts of metals and other powders could create lots of different colours. Although the new fireworks were still not very safe, the displays were more like modern shows.

P: How about in the USA?

AL: Well, Europeans brought fireworks to the USA. The earliest known firework display in America dates back to 1608. While the first Independence Day was of course in 1776, fireworks were not used until the following year, 1777. Since that year, firework displays have always been part of the celebration.

4.35 Unit 9, Revision, Exercise 6

My school prom was unforgettable! I wore a beautiful dress. My friend Alice arrived at my house in the limo we'd hired. As I opened the car door, I looked at Alice whose dress was exactly the same as mine! My mum said it was good luck, but we didn't believe her! We still had a great night.

4.36 Unit 9, Poland, Exercise 3

Hi, this is Gordon. My British friends found the quiz quite difficult, but I suppose it was pretty easy for you. Let's check the answers.

Number one. Most languages in Europe, including Polish and English, belong to the Indo-European family of languages. This huge family is divided into smaller ones: Germanic, Romance, Slavic etc. English is a Germanic language, while Polish belongs to the Slavic languages such as Czech, Slovak, Russian, Ukrainian and Croatian. Moving on to point 3, like most Slavic languages, Polish is an inflected language. It means that some words change their forms according to their use. The words *dnia* and *dni* are in fact different forms of the word *dzień*. That's obvious to you, but that's the hardest thing about learning Polish for me. Next, English has many dialects and it's often easy to say where someone comes from. Here in Poland, most of you speak the same standard Polish, which makes it almost impossible to recognise which part of Poland you're from. Many local Polish dialects were lost as a result of the massive migrations to new territories after World War II. Finally, there are also several bilingual *gminas* in Poland, that is communes which have two official languages. One of them is Polish, of course, and the others are Belarusian, German, Lithuanian and... Kashubian.

So, how did you do in the quiz? Five out of five, I guess. I've got a bonus question for you then. Is Kashubian a Slavic language?

4.37 Unit 9, Poland, Exercise 8

I work as an English teacher. English is not only my professional interest but also my real passion. All the same, I think that Polish speakers are borrowing too many English words and expressions these days. We often say that these borrowings make communication in Polish easier and faster. But are they really necessary? Or are we just lazy? Perhaps we should put more effort into making up truly Polish names for new things like we did in the past. An interesting example is the Polish word for car. There was a radio competition to choose a Polish word for the international term automobile and the winner was the word *samochód*. And that's why it is different from other Slavic languages. That new name started to be used in the early 1920s and probably sounded a bit funny at the beginning. But we've got used to this word over the years and now no one really finds it strange that *samochód* literally means 'something that goes by itself'. I really wish Polish people cared more about their language today too. After all, it is the only thing that truly connects everyone in our country.

4.38 Unit 9, Skills Revision, Exercise 1

- 1 My friend Tim organised a special party for his sixteenth birthday. His parents didn't want him to have it at home so they decided to do it in a local club. We were all really excited because we are too young to go to clubs. It was a great place and the DJ played some amazing music. Tim was a little upset though, because the club was huge and it felt a bit empty with forty of us there. I understood his feelings but it wasn't a problem for me. I'd like to have my party there, too.
- 2 Our class organised an end of year party. One of my friends lives in a big house with a huge garden. He asked his neighbours if we could have a party and play some music outside and they agreed. The whole class came – thirty people. We ordered pizzas and spent the evening chatting and dancing. At eleven o'clock, we switched off the music and the party ended. Neil's parents couldn't believe how well-behaved we were! We even stayed and helped to clean up.
- 3 My friend Melissa was very excited about her birthday. She invited everyone in the class because she didn't want anyone to feel left out. Her parents booked a room in a local restaurant where we could have some snacks and dance to music. In the end, only twelve people turned up but it was a small room so it was probably a good thing that there weren't more of us there. We had a great time! However, the people who didn't come to the party didn't apologise to Melissa and didn't explain why they hadn't come. That wasn't very nice.
- 4 For my fifteenth birthday, I wanted a big party with music, dancing and pizzas! My parents suggested booking a room in a local café but I persuaded them to let me have a party at home. They agreed but limited the number of guests to ten. It was difficult deciding who to invite, and, in the end, I only asked my six closest friends to come. I've got other friends but it would have been difficult to choose just four of them. We didn't have music, we just watched a couple of films and talked. It wasn't quite what I had wanted but it was fun anyway.

02 Unit 1, 1.5, Exercises 2 and 3

I = Interviewer MB = Miles Baker

- I: I'm here with artist Miles Baker, a projection-mapping artist, on the first night of his new show. Good evening, Miles.
- MB: Good evening.
- I: I'd never heard of projection mapping before this evening. What is it exactly?
- MB: Projection mapping is when we project images onto something. It might be onto the outside of a building or a smaller projection inside a building – for example, in a theatre. There's often sound too, and together the images and sound tell a story.
- I: Interesting. And is this quite a new thing?
- MB: No, not at all. Many people think projection mapping is a very modern art form, but it's actually been around since the 1960s. In fact, one of the first displays was in Disneyland in 1969.
- I: Really? That's over fifty years ago. Your pieces in the show are beautiful. Are there practical uses for projection mapping other than art?
- MB: Yes, absolutely. There are lots of different uses for projection mapping, from advertising to concerts. Some restaurants use it, so you can order from a 3D menu at your table. You can even find it in some modern homes, to allow people to control smart devices such as cookers. It's incredible the things you can do with projection mapping.
- I: Wow! It sounds as if you really enjoy what you do.
- MB: I do. It's such an exciting art form, and I love my work. I really get a buzz out of the fact that I can be creative every day.
- I: Thanks very much for your time, Miles.
- MB: Thank you.

03 Unit 1, 1.6, Exercise 4

J = Jesse S = Steph M = Matt

- J: Hi, Steph. Sorry to disturb you, but could you give me a hand with something?
- S: Sure! I'll be with you in a minute. Sorry about that. What can I help you with?
- J: I'm having problems with my Maths homework – it's really difficult. Would you mind helping me?
- S: Oh sorry, Jess. I'm really bad at Maths!
- M: Can I give you a hand, Jess? Maths is my best subject.
- J: That's really nice of you Matt, thanks. Could you help me with number three, here?
- M: Of course! Let me look. Oh, it's simple – see? You just need to add these two numbers together and divide the total by this number.
- J: Ah, I see! Thanks for helping!
- M: No problem. Do you need anything else?
- J: No, I'm fine thanks.

04 Unit 1, Exam Skills, Exercise 1

- 1 I was at a party but I was thinking about a History project I had to write. Suddenly a boy came up to me and said: "You're working too hard." I was confused and just stared at him. Then he laughed and said: "It takes 43 muscles to frown but only 17 to smile." That made me smile and we started chatting. I don't think what he said was true but I try to smile more often nowadays.
- 2 When I was younger, I blushed every time a teacher asked me a question. I read on the Internet that we blush if we try to hide our embarrassment. So, the next time a teacher asked me a question, I said loudly "Oh no, I'm going to

blush now." The other students laughed but, amazingly, I could feel the blushing going away. I got more and more confident and started making jokes every time I was asked a question. I stopped blushing but I started getting into trouble with my teachers!

- 3 I was at the cinema with a friend watching a horror film. We were eating popcorn. I didn't know that my friend had made a hole in the bottom of the box and put her finger in it. Halfway through the film, I put my hand in the box to get some popcorn and grabbed the finger. I screamed loudly and then, when I realised that it was my friend's finger, laughed even more loudly! I don't think the other people in the cinema were very happy!
- 4 I was very busy last May. I had to revise for exams and I was rehearsing for a concert. One Saturday, my friend came to see me with some exciting news about his new website. I was very tired but we went online to look at it. It was very interesting but I kept yawning and my friend got upset! I apologised and explained that I'd had a lot of work but I'm sure he thought I was yawning out of boredom.

05 Unit 2, 2.5, Exercises 2 and 3

T = Tara A = Alex

- A: What did you do in the holidays, Tara?
- T: Oh, I went to a green camp.
- A: You went where?!
- T: Haven't you ever heard of it? It's great fun. We stayed in the countryside and learned about endangered plants and animals and how we can help the environment.
- A: Oh, that sounds fun. I had a really boring holiday. I failed my History exam last term, so I had to spend the whole time in the library, studying.

2 C = Chrissie D = Dan

- C: Hey, have you heard? Tyler James is going to stand in the student election, as a 'green' candidate! He gave a speech in our class the other day about how we need to save water.
- D: What? But he's never cared about those issues. Also, I've seen him throw away litter in the street!
- C: I know. What a joke! I certainly won't vote for him.

3 D = Dad K = Kerry

- D: How was school today, Kerry?
- K: It was good, Dad. I signed up for an environmental project. They're really into recycling and reducing waste.
- D: Yes, I heard about the project from Kate's mum. Are you going to pick up litter in the park?
- K: No, that was last month. This month we're going to the beach to clean it up!
- D: Well done. I'm very proud of you.

4 P = Paul E = Eva

- E: So, Paul, how can we reduce pollution in our city?
- P: Well, I think there are too many cars in the city centre. There's a lot of traffic and this makes the air dirty. In my opinion, we need to create more cheap, public transport. This will mean fewer traffic jams and less air pollution from car engines.
- E: Yes, I think that's a great idea.

06 Unit 2, 2.6, Exercise 5

K = Kyla D = Dan A = Anne

- K: OK. Let's get started. So what ideas do we have for the class environmental project?
- D: Well, I thought we could organise a garage sale to raise money for an environmental organisation.

- K: I'm not sure about that. I think the idea is to do something that the whole class can get involved in, rather than just raise money for a charity.
- D: Yeah, maybe you're right.
- A: I think so too. I thought we could give a presentation on different ways to save energy at home.
- D: I don't think we should limit ourselves like that. What about something where we take direct action? Could we go and collect plastic bags and aluminium cans, then recycle them?
- A: I think that is a great idea. Also, any money we make, we can donate to an environmental organisation – like you wanted to, Dan.
- K: I totally agree. Yes, I think this is going to be a great project.
- A: You can say that again!

07 Unit 2, Exam Skills, Exercise 1

G = Girl B = Boy

- G: Did you see that TV programme about upcycling last night?
- B: No. I was round at my friend's house playing computer games last night. Anyway, I've never heard of upcycling. What is it?
- G: Well, you probably know what recycling is – using something again rather than throwing it away. Well, upcycling is using rubbish in a more creative way, by turning old things that you don't want into new, fashionable things that you do want.
- B: Really? Well, it sounds quite interesting, I suppose, but it sounds like a lot of effort. I mean, it's much easier to just go to the shops and buy something new when you need it.
- G: Yes, but that's the problem. We all buy too many things and we create too much rubbish, which is damaging the environment. It's up to each one of us to reduce the amount we consume and the amount of waste we produce.
- B: Hmm, I'm not sure that individuals can really make a big difference. I think it's really up to governments to take action by changing the law. For example, the government could ban plastic carrier bags and that would really reduce the amount of plastic waste in the environment.
- G: Yes, you're right that the government should do more. But I still think that everyone could be more creative and think of new ways to use old things. For example, there are some great clothing companies now that take clothes people had thrown away and turn them into really fashionable new clothes. For example, they might take an old raincoat and add new colourful pockets and buttons, and all of a sudden it looks like a really smart piece of clothing.
- B: Hmm, I see what you mean, but I'm not sure I'd like to wear old clothes, even if they are upcycled. But if you feel strongly about it, why don't you start a campaign at school, to make people more aware of upcycling?
- G: That's a good idea. I think I'll do that.

08 Unit 3, 3.5, Exercises 3 and 4

J = Joe M = Mum

- J: Are you OK, Mum? You look tired.
- M: I'm exhausted. I've been cleaning out some old boxes in the garage all morning. But I found some old family photos from the 1990s. Do you want to see?
- J: Oh, yes! Is that you, Mum? What is that top you're wearing?
- M: [laughs, embarrassed] Ha, yes! It's a really baggy denim shirt – the same colour as my jeans. They were fashionable at the time – honest!
- J: Right, if you say so, Mum. What's that on your neck, above your necklace?

- M: Oh yes! I haven't worn that for ages! It's called a choker necklace. It was very tight, but not really uncomfortable.
- J: It looks it! Who's the boy in that photo?
- M: That's your dad!
- J: Really? He looks so young! That is an awful pullover, too.
- M: Yes, it's a turtleneck, with a big collar. You know, sometimes he used to wear a T-shirt with short sleeves over a long-sleeved top, too. It was quite ridiculous! His shorts are quite funny though, aren't they? Look how long and baggy they are!
- J: Yes! They look like they're too big! I like that jacket though. That's Auntie Jane, right?
- M: Yes, that's right. It is a nice jacket. I remember she loved that and used to wear it everywhere. It was real leather and had all those beautiful pockets and zips all over. She still has it, I think, but it's scruffy and worn out now.
- J: Is that my Aunt Emma? What has she got on her arms?
- M: Oh, those are friendship bracelets! You make them out of string and beads, then give them to your friends. As you can see, she was very popular! Do you like them? We can make some this afternoon if you want.
- J: Yes, I'd like that.

09 Unit 3, 3.6, Exercise 5

1 K = Katie L = Liz

- K: What do you think about this dress, Liz?
- L: I love it! You look great in that colour.
- K: Do you really think so? I'm not sure I like the pockets on the side.
- L: I see what you mean, but it really suits you, I think.
- K: Oh, thanks, Liz, that's really nice of you. Oh, look at these. What nice boots! Why don't you try them on?
- L: OK. What do you think?
- K: Those boots are awesome! You look great in them.
- L: Oh, thanks. You've got great taste in clothes.
- K: Thanks. You've made my day. I love going shopping with you!

2 N = Nick J = Jamie

- N: What a game! I can't believe we won! You were brilliant, Jamie.
- J: Really? Thanks. You did really well too. That goal you scored was amazing!
- N: Thanks! You've made me feel really good. Let's celebrate!
- J: Yes, let's get a pizza on the way home.

10 Unit 3, Exam Skills, Exercise 1

T = Tony M = Maya

- T: Wow, look at all this stuff, Maya. You really can buy anything here.
- M: What would you like to buy, Tony?
- T: I don't know... A gold watch? A hot-air balloon? A cardboard model of Buckingham Palace?
- M: All very useful. Well, I need some clothes for next week's fancy dress party.
- T: What sort of clothes are you thinking of?
- M: I don't know yet. Something interesting.
- T: Look, this long blue dress is nice. What's it made of? Cotton?
- M: Wow, I think it's real silk. And there are long silk gloves to go with it. Very impressive.
- T: Do you like it?
- M: Maybe... But look at these leather trousers! They're really cool!
- T: You're joking, Maya, right?
- M: No, I'm not. They're made of beautiful, soft black leather, I think they'll fit me perfectly and they're only twenty pounds. Amazing!

- T: What on earth do you want to wear them with?
M: Well, I've got black leather boots, so that's OK... I've got lots of tops I just need a jacket. Actually, I think your jacket would be just right.
T: What?
M: Can I borrow your black leather jacket for the party?
T: Maya, please. Do you really have to dress like a biker? What's wrong with the dress?
M: There's nothing wrong with the dress, Tony. In fact, I think I'll buy both the dress and the trousers. But I'm going to wear the trousers to the party.

11 Unit 4, 4.5, Exercises 3 and 4

M = Marcus C = Cathy

- M: What do you want to do when you're older, Cathy?
C: What, you mean for a career? I have no idea! I hope I'll be doing something interesting. Maybe working with animals? Or children? I'm not that bothered about earning a huge salary or anything, but I'd like to have enough money to be able to do the things I want and go away on holiday every year. What about you, Marcus?
M: Oh, I want to be as successful as possible. In ten years, I hope I'll be earning lots of money! But I'd also like to retire early and spend my days relaxing on a beach.
C: Wow! You're ambitious, aren't you? So, how are you going to do that?
M: As it happens, I already have my own business.
C: Do you? What's that?
M: Well, last year I started walking people's dogs for them. Then I advertised in the local newspaper and soon I had lots of people who wanted me to walk their dogs. But soon it became too much work for me to do by myself, so I started employing my friends to do it! Now I have five people working for me.
C: Wow! That's amazing!
M: Thanks. When I finish school, I'm going to study for a diploma in business, then start my own company. I'm not sure what yet and I know it will be a lot of hard work, but I'm ready for that.
C: I'm really impressed, Marcus. I think you'll become a billionaire when you're older! I don't think you should work too hard though. Remember there are other things which are important in life, like your family, your friends and your health.

12 Unit 4, 4.6, Exercise 5

C = Claire I = Ian

- C: Hi, Ian. Nice to meet you. I'm Claire – I'm your manager. Let's get started then. First, you get changed in here and store your clothes and things in your cupboard. If you arrive early, you can wait and have a drink in the staff canteen.
I: No worries.
C: After that, come and find me and I'll tell you what you need to do each day.
I: OK, great! What jobs will I do today?
C: Let's see. Start by looking at the shelves to see which products need replacing. Remember to write them down. Next, go to the storage area at the back of the shop, find the products you need and put them on the shelf.
I: That seems easy.
C: Yes, it usually is, except when it gets really busy. The shelves become empty quickly and sometimes a customer might be angry if they can't find an item.
I: Oh. Then what?
C: Well, try not to get nervous. It's important to be polite. Find out what they need and go and find it in the storage area.
I: OK. I hope I remember it all!
C: You'll be fine. Any problems, just come and ask me, OK?

13 Unit 4, Exam Skills, Exercise 1

1 B = Boy G = Girl

- B: Are you going to look for a job this summer?
G: Yes. They're looking for lifeguards at the swimming pool in town. That might be fun.
B: The pay isn't very good, though. And it might get a bit boring, just sitting there all day.
G: That's true. Maybe I'll apply for a job in a restaurant in town – working in the kitchen. It's hard work washing dishes, but the hourly rate is quite good.
B: Yes, and they're always looking for temporary staff in the summer.
G: The other possibility is to work as a veterinary assistant, to gain some experience, but I wouldn't get paid for that, so I think I'll apply to a restaurant.

2 B = Boy G = Girl

- G: Is it your interview at the cinema today?
B: Yes, it is. I'm really nervous. I hope it goes well, because I really want this job for the summer.
G: Have you prepared for your interview?
B: Yes, I've read all about the job and planned what I'm going to say.
G: What time do you need to leave?
B: Well, I need to get the bus at about one thirty. That means I'll get to the cinema by two o'clock, which leaves half an hour before the interview starts.
G: Well, good luck!
B: Thanks. I'll give you a call afterwards – at about 3.30, to let you know how it went.

3 B = Boy G = Girl

- B: I hear you've got a really good job for this summer.
G: Yes, I'm starting next week. I'll be working at a holiday camp, looking after young children. It's great, because I'll be working outdoors and I love working with kids.
B: What's the pay like?
G: Well, I've been really lucky. Their standard hourly rate is £6.50, but they've offered me an extra pound an hour because I've already got some experience of this kind of work.
B: That's good.
G: Yeah, and if I go back and work for them again next year, the pay will go up to £8 per hour.
B: Well, you can buy me an ice cream, then!

14 Unit 5, Lesson 5.5, Exercise 3

Good afternoon and welcome to *In Orbit*, the weekly podcast of what's new in the world of space travel. This week I'm at the European Space Agency's centre for research and I'm looking at space debris. 'What is space debris?' you're probably asking. Well, it's all the bits of metal and rubbish which are in orbit in space. Space debris consists of old spacecraft and satellites which have exploded or caught fire. In fact, it's become such a big problem that there was even a film made about it, called *Gravity*.

15 Unit 5, Lesson 5.5, Exercises 4 and 5

Scientists estimate that there are over 170 million pieces of space debris, each smaller than one centimetre in orbit around Earth. Now that might not sound very big, but just one of these pieces can damage a spacecraft or satellite. The International Space Station deals with space debris using special machines called whipple shields. These whipple shields are designed to break space debris into smaller pieces. However, there are nearly 30,000 pieces of debris larger than 10 cm and the whipple shields can't cope with debris this size. That means the space station often has to change its position so that these bigger pieces of debris don't hit the station.

The debris closest to Earth is the most dangerous. The gravity is higher here, so the objects move much faster. Sometimes some larger pieces of space debris actually fall to Earth. Most debris is very small and it disappears in the heat of the atmosphere, but some larger pieces survive these high temperatures. In fact, over the last fifty years one large piece a day has fallen to Earth.

So, what can we do to clean up all this space debris? Well, the answer is we can do quite a lot, but because it's so expensive, we don't do very much. There are no international laws to clean up the Earth's orbit at the moment, but it's becoming more and more important.

That's all for this week's podcast. Thank you for listening, and happy star-gazing!

16 Unit 5, 5.6, Exercise 5

A S = Seb M = Mother

S: Look at me!

M: Watch out! If you're not careful, you'll fall.

B J = Jason H = Harry P = Park keeper

J: Look out! Here comes the park ranger.

H: What's the problem?

P: You aren't allowed to play football here. See that sign there?

H: Oh yeah, it says 'Keep off the grass.' Sorry.

C M = Man W = Woman

M: Mind out! You nearly walked in front of that car!

W: Oh my days! Thanks!

M: You really mustn't text when you're crossing the road.

D I = Ivor B = Becky

I: I'm going for a swim in the lake.

B: You can't do that! It's dangerous.

I: No, it isn't. It's completely safe. See? There are some people swimming over there.

B: Oh, OK then, but be careful. Watch out for crocodiles.

I: Don't worry ... Wait, what did you say?!

17 Unit 5, Exam Skills, Exercise 1

I = Interviewer K = Kizzie

I: Kizzie, you've just got a place on an astronaut training programme, and after that you'll be going to the International Space Station. Congratulations – it's a great achievement. How are you feeling?

K: Oh, I'm so excited! Yesterday I met the three other people who will be training with me and I'm sure we'll get on well. I thought I might feel worried about everything there is to learn, but in fact I just feel that I want to get started. I can't wait!

I: When did your interest in space begin? Was it when you were at school?

K: Not really. At school I knew I wanted to be a scientist, but I hadn't thought about space particularly. Then, when I was at university I watched a documentary on TV about the International Space Station and that's when my passion began. Then a friend suggested that I should apply for the training programme when I left university. So I did!

I: Tell us about the training programme.

K: Well, first there's the basic training, which takes sixteen months. There's a lot of physical training and also learning about the history of space flight, like the early American space programmes. Then there's another year of learning about the International Space Station. After I've finished my training, I'll be ready for my first space flight – a short trip first, then six months on the Space Station.

I: That's great. You mentioned ...

18 Unit 6, Lesson 6.5, Exercises 3 and 4

Hi, everyone! My name's Kieran and I'm a senior organiser at ESC, which stands for *Extreme Sports Camp*. The letters ESC look like the start of *escape*, which is exactly what we want you to experience – an escape from your everyday lives!

ESC takes place in the first and second weeks of July, but it will feel much shorter than a fortnight because you'll have so much fun while you're here! At the camp, you'll spend a few days at a time doing a different extreme sport.

The first sport you'll do is BMXing – we provide the bicycle and all the equipment you need. We'll show you how to go really fast and also teach you different tricks you can do to impress your friends! On the second day, you all have a race and the winner will receive a very special prize.

The next sport you'll do is sandboarding. It's great fun, but we only do it if the weather is good!

The third sport you do is abseiling. First, you'll practise on our indoor climbing wall, then we'll take you outside to abseil down a high rock.

And the last sport you do? A parachute jump! We'll spend four days training you for it, then we'll take you up in a plane to do the jump. It's scary at first, but really, really exciting.

We'll need to check you're fit and healthy first, so we'll give you a short interview and ask you if you have any health problems. But don't worry, everything is safe and we are all trained first-aiders.

If you're interested, then you'll need to book your place before 1 June. But hurry – spaces go quickly! It costs £350 for the camp and that includes all your meals, accommodation and use of the equipment.

We really hope to see you this summer!

19 Unit 6, 6.6, Exercises 3 and 4

J = Jan L = Liz E = Ed

J: What's the matter, Liz? You look ill.

L: I keep getting these headaches. They get worse when I'm stressed, but I have to study for my exams at the moment. Any ideas what to do?

J: I'm afraid I can't really help you. Have you thought about asking Ed?

L: That's a good idea. I'll be seeing him later. Oh, wait. There he is now! Ed! Over here!

E: Hi, girls! How are things?

J: Well, I'm fine, but Liz here keeps getting headaches. I'm not sure what she should do.

L: That's right. Jan recommended I speak to you. What do you suggest?

E: You should take a painkiller.

L: I'd prefer not to if possible. I don't really like taking medicine.

E: Well, maybe you don't drink enough water. It might be a good idea to carry a bottle around with you.

L: Like this, you mean? I drink loads of water!

E: Hmm ... Well, I don't know what else to suggest, I'm afraid. If I were you, I'd make an appointment to see the doctor.

L: Yes, I think I will do that.

20 Unit 6, Exam Skills, Exercise 1

1 There aren't many students at our school and half of us would like to play football, while the other half likes rugby. Our teacher prefers football and so we almost always play that in our PE classes. He's a really good teacher and I like the lessons but I'm not very good at football and sometimes I'd like to have a chance to play rugby for a change, especially as I'm great at it. I would easily be in the school rugby team, but there isn't one.

2 I don't really like our PE classes. Half of the people spend the time chatting or messing around – we don't get a grade for PE and the teachers aren't very strict so the

people who aren't interested in sports don't really care about the lessons and they ruin it for the rest of us. It's a real shame because I'm good at basketball and play in the school team, so I would love to get some more serious practice.

- 3 Boys can play football or rugby at our school or we can do mixed activities like judo or running. I enjoy playing football but I'm not good enough to be in the school team so I hardly ever take part in matches. It's because our PE teachers focus on the best players and give them extra coaching. The rest of us are left on our own. We all take football seriously and enjoy it a lot, and I'd really appreciate some extra training too.
- 4 I love team sports but I don't like playing them at school. The teachers aren't strict enough and there are a lot of people who care more about their own performance than the overall result. They're happy if they get twenty points in basketball, even if we lose the match. I think that they should do individual sports if they want individual glory. People should always remember that there is no 'I' in team!

21 Unit 7, 7.5, Exercise 3

- 1 Introducing our new triple topper. With pepperoni, peppers and tomatoes – it's our tastiest yet. All topped with a rich tomato sauce. A taste of Italy in your own home!
- 2 I like my hair to shine and when I'm washing it with new Floral Sensations, I can feel it come to life! It gives me that all-day shine that makes me feel and look so alive!
- 3 Finally! Clearer sound. Powerful beats. Rocking rhythm. Everything you need to get the best out of your music and take listening pleasure to the next level.
- 4 I've tried other brands, but they just don't get clothes as clean without making the colours fade. Now I can wear my clothes with pride. And they smell great too!
- 5 Are you ready for the celebration of a lifetime? Here at Good Times we've got everything covered. With a range of affordable packages and hundreds of options for any occasion, we can organise everything, leaving you free to relax and enjoy the occasion!

22 Unit 7, 7.5, Exercises 3 and 4

- 1 **M = Manisha J = Jitesh**
- M: What's that you're putting up, Jitesh?
J: It's a poster for a garage sale I'm having.
M: Are you OK? You seem a bit stressed.
J: Yes, well, the sale is on Saturday, so I want to put up as many as I can today and I've got tennis practice at six o'clock.
M: Oh no. Well, I can help you if you want.
J: Really? That would be great. Thanks, Manisha.
M: Why are you writing on it?
J: Ah, the printer made a mistake. They put it as 12 p.m. when it should be 2 p.m.
- 2 **M = Molly G = Gary**
- M: Hey, Gary, you're into football. Have you seen that billboard in the High Street for the new football academy?
G: Yes! I'm starting there in the summer. My mum's already bought me some new football boots. They're really nice and comfortable.
M: New boots? Really? The billboard said that if you sign up before June, you get a free T-shirt.
G: Oh no! That wasn't offered when I signed up!

- M: Well, why don't you ask them about it when you start? They might still give it to you.
G: Yes, good idea. I think I will.

3 M = Mum A = Amy

- M: Oh, this looks good, Amy. Buy one of these pizzas and get one free.
A: No, Mum. Not these pizzas – those ones over there.
M: Those ones? But they're tiny!
A: Yes, and that's not the offer. If you buy two of them, you get a free plate.
M: Oh. Well, that doesn't seem like a very good offer, really. What do you think? Shall we get them?
A: Mum, I don't even like pizza!

4

And now the moment you've been waiting for has finally arrived! We're proud to announce the new Zoom Cheese Hat Burger! With three premium burgers and a cheese topping, it's the best burger out there. So come down now to Zoom's on the High Street and if you wear a hat, we'll give you free fries with every burger! Not only that, but the first 100 customers will also get a free T-shirt! So what are you waiting for? Hurry down to Zoom Burgers today!

23 Unit 7, 7.6, Exercise 6

SA = Shop assistant C = Clara

- SA: Good afternoon. How can I help you?
C: I'm looking for a new laptop. The problem is I don't know anything about them. I basically want to use it for doing my homework and chatting to my friends.
SA: I see. Well, these ones here are popular.
C: Which ones do you mean? They look like tablets.
SA: Sorry, I meant to say the laptops behind you.
C: Oh, these ones here?
SA: That's them. So, they come with all the programs you need for homework, and one TB of memory.
C: Um ... when you said 'one TB', what did you mean?
SA: Oh sorry. When I said 'one TB', I meant 'one terabyte'. What I was trying to say is that this is a lot of space on the computer to keep files like your homework, videos, songs, photos, etc.
C: OK, that sounds good. Can I have a look?
SA: Of course. Here you are.

24 Unit 7, Exam Skills, Exercise 1

I am reading a really interesting book right now, it's about animal communication. We all know that animals of the same species can communicate with each other. They usually do it using different sounds – for example, they will use one sound to warn each other about danger and a different one to ask for help. However, some animals can also learn to communicate with humans. Dogs, for example, can learn to understand simple words, like 'walk' and 'food'. Animals can also communicate between species. They don't use sounds for that, they use non-verbal communication. So, for example, a dog can show other animals whether it is angry or friendly by the way it stands and whether it makes eye-contact. Monkeys and chimpanzees use gestures in very similar ways to humans. For example, they wave their arms around to tell other animals to go away, just like we do. I find all this really fascinating!

25 Unit 8, 8.5, Exercises 3 and 5

P = Presenter N = Naomi

- S: I'm here today at the office of *The Weekly Voice*, the student newspaper which last week won the prestigious Nigel Thompson Award for best new journalism. In case you haven't heard of *The Weekly Voice*, it's a newspaper produced by teenagers, for teenagers and it's very

popular. It started out as a school newspaper covering local news in the school and has gone from strength to strength. Now it's a national newspaper, popular with teenagers all over the country. I'm here today with Naomi Smith, editor of the newspaper. So Naomi, what's the secret of your success?

N: Well, I think it's because we're not afraid to publish the truth, and that's what people want to read about, really.

P: How do you mean?

N: For example, when we first started out, the school had lots of rules about what we could publish in the newspaper. We could only write about things that happened in the school and we weren't allowed to write anything bad about the teachers, for example.

P: Right.

N: But one day, one of our journalists, Miguel, came to me with a story about one of the teachers that he'd seen outside school. I won't go into the details now, but let's just say it wasn't ... um ... very 'friendly'. Anyway, I thought about it for a long time and I decided to publish the story.

P: And what happened?

N: Well, the school principal wasn't happy. Not happy at all! She closed us down. She said we had broken the rules about what we could put in the newspaper. But the story was already published and everybody had read it. All of the students complained and we managed to publish another newspaper secretly about the complaints, with real comments from the students.

P: Wow!

N: Yes, it was huge! We had both tabloid and broadsheet newspapers visit us, and even some paparazzi! In the end we reopened and that's when we decided to sell the paper to the public, outside the school. The editor of a national newspaper gave us advice and some money and ... here we are!

P: A truly amazing story, Naomi. Thanks for speaking to me and I wish you every success for the future.

N: Thanks.

26 Unit 8, 8.6, Exercises 2 and 3

V = Victoria R = Rob

V: So, which song do you think should win the school talent contest then, Rob?

R: What a difficult decision! In my opinion, they're all really good.

V: I know, right? On the one hand, I really like Sula's song about her boyfriend who moved away, but on the other hand, Jonny's rap about his pet snake was funny!

R: Exactly. It seems to me that we need to decide if we go for the emotional one or the funny one.

V: Well, as I see it, Sula's song is totally different from Jonny's. I don't think Jonny's is very musical, to be honest.

R: I see what you mean. I'm not sure which is better though.

V: I know, it's difficult to choose.

R: OK, well, if you ask me, I think we should choose Jonny's rap. It's funny and original.

V: I think you're right. Shall I tell him or do you want to?

R: You can if you want.

27 Unit 8, Exam Skills, Exercise 1

1 B = Boy G = Girl

G: Did you enjoy the art exhibition yesterday?

B: Yes, it was OK. I'm not a big fan of still-life paintings, and I thought there were too many of those.

G: I agree with you. They're not my favourite, either. I loved some of the landscape paintings, though, especially ones of the mountains. They were beautiful.

B: Hmm, I get a bit bored looking at landscape paintings after a while. I thought the best part of the exhibition was the collection of graffiti art. I loved that!

G: Oh, me too!

2

This is a special announcement. As you know, the gallery usually closes at 6.30 on weekdays, but because our exhibition of contemporary art has been so popular, we have decided to keep the gallery open for an extra hour this evening, so it will remain open until 7.30. As tomorrow is the final day of the exhibition and we are expecting a large number of visitors, the gallery will remain open until 8.30 to allow as many as possible to enjoy these amazing works of art. Thank you.

3 B = Boy G = Girl

B: Oh, that's a nice painting. I really like the colours in it.

G: Thanks. I'm pleased I've managed to finish it.

B: You've got a lot of talent. Could you paint when you were little?

G: Well, I could draw quite well when I was at kindergarten. My mum's still got some drawings I did when I was only four and they're quite good. But my favourite toys at the time were books and I was already quite fluent at reading when I went to school. As for painting - I didn't really start doing that until I was about ten. And now it's definitely my favourite pastime.

4 B = Boy G = Girl

G: What are you looking at?

B: Oh, just a news website. I hate all this celebrity gossip they have. Look, it's so boring! Who cares if an actress has had an argument with her boyfriend?

G: I agree. I never read those kinds of articles. I love the horoscopes. That's what I usually look at first. Then the national news.

B: Oh, I never read the horoscopes. I don't believe them. I'm most interested in whether it's going to rain or not, so I know if I'll be able to play football after school. So I always check the forecast first.

28 Unit 9, 9.5, Exercises 2 and 3

P = Presenter SH = Scott Hurley

P: *Happy birthday to you*. We all know this as the song we sing to people on their birthday, but where did it come from? And why is it so popular? With me in the studio today is Professor of Music Scott Hurley. What can you tell us about it, Scott?

SH: Good afternoon. Well, first of all, you're right in saying it's a popular song. In fact, according to the 1998 *Guinness Book of World Records*, it's actually the best-known song in English in the world! In fact, it's difficult to find a place in the world where people won't sing along!

P: And who wrote it, do we know?

SH: The first *written* record of the song dates back to 1893 and was made by sisters Patty and Mildred Hill, in Kentucky. Patty was a kindergarten teacher and her sister was a pianist. They wanted a song that they could sing to the children on their birthday, and came up with this. However, it's widely thought that the song was used long before this, in the nineteenth century.

P: Fascinating! And do you know if it's sung in the same way around the world?

SH: More or less, yes. In most English-speaking countries, such as the UK, New Zealand and Ireland, it's traditional to sing the song when you bring out a birthday cake for the person whose birthday it is. The person then blows out the candles on the birthday cake and makes a wish. But in Canada, people usually follow up by singing, 'How old are you now?'. Then they chant, 'Are you one? Are you two?' and so on, until they reach the person's age. At that

point the person shouts, 'Yes!' and everyone claps and cheers.

P: That sounds fun. Though I think it would take a long time on my birthday! And do you know if it's sung in any other languages?

SH: Oh yes, it's been translated into at least eighteen languages that we know of. In Brazil, for example, they sing it in Portuguese, then follow up with a chant which includes the name of an indigenous children's character, 'Timbum'.

P: Do you know if it's been sung in any interesting situations?

SH: Well, yes. I think everyone knows of the time Marilyn Monroe sang it to President John F Kennedy in 1962. But did you know the Mars Rover Curiosity also sang it to the planet Mars, when it had been on the planet for one year?

P: I had no idea – I didn't even know the Rover could sing! Well, thanks very much for coming in today, Scott. And before you go, someone has told me it's actually your birthday today, so ... happy birthday to you!

SH: Thank you!

29 Unit 9, 9.6, Exercise 6

E = Em T = Tim

E: What are your plans for the summer, Tim?

T: Oh, the same as usual. We're going camping.

E: You don't sound very excited.

T: I'm not. I'd like to go on holiday with my friends, but my parents won't let me.

E: I know what you mean. I need to visit my grandparents, but I'd really love to go to a sports camp. I fancy playing tennis every day.

T: That sounds great. I wish I could get more exercise. I'd really love to go on a cycling holiday. I've just bought a new bike and I'm dying to try it out in the countryside.

E: Can't you take it with you when you go camping?

T: No, we won't have enough room in the car. I'd love to take it though.

E: Oh dear! Well, at least we won't be at school. After all those exams I feel like having a rest!

T: True! Hey, I fancy having an ice cream. Want to join me? My treat!

E: That's a great idea. Thanks!

T: No worries. And whatever happens, I hope we have a great summer.

E: Me too. Here's to a great summer!

30 Unit 9, Exam Skills, Exercise 1

OK – listen carefully everyone. As you know, the summer parade takes place this Saturday in the town centre and about fifty students from our school will be taking part. We're not meeting at the school, as we usually do, but in the park and we need to meet there at 12.30, please. That will allow us enough time to get ourselves ready and practise our dance routines. I hope you've all been practising at home!

The parade starts at two o'clock and it will go through the town centre, past the railway station and then back to the park. We should arrive back at the park at about 4.30. I've checked the weather forecast and it's going to be a very hot day, so don't forget to bring some water with you. Our theme this year is 'Pirates' and I know you've all been really busy working on what you're going to wear. Mrs Denton will be there on Saturday to help with your costumes if anyone has any last-minute problems. I'm sure you're all going to look amazing!

When we get back to the park after the parade, there will be food stalls, music and dancing. Then at nine o'clock there will be a fireworks display to end the day. It's going to be a great day and there'll be lots of fun for everyone!

31 Unit 9, Exam Skills, Exercise 2

- 1 Have you got any plans for the weekend?
- 2 What do you fancy doing today?
- 3 Would you like to go out tonight?
- 4 I'm looking forward to visiting New York next month.

32 Unit 1, Extra Practice, Exercise 6

1 A = Amy G = Ginny

A: Ginny, I'm looking for volunteers to collect money for the children's home in our town.

G: Great, count me in, I've been there a few times and I know they need a lot of things. What exactly do you have in mind?

A: The school board found some sponsors and they're going to donate some money for every person that takes part in a challenge.

G: Challenge? Something like the ice-bucket challenge?

A: Well, not exactly. The challenges are going to be connected with sport, so that we promote a healthy lifestyle and help the children at the same time.

G: That's smart! Just remember that I'm afraid of heights.

A: Climbing is on the list, but we also have a swimming challenge and a two-kilometre run if you're interested.

G: I don't fancy getting wet, so that leaves me with one option only. I guess I should start practising, then.

2 A = Amanda S = Samantha B = Ben

A: Hi, I'm Amanda. This chocolate bar you're eating looks delicious. You're the new student, aren't you?

S: Yes, I'm Samantha, Sam for short.

B: And I'm Ben, nice to meet you.

S: Nice to meet you, too.

A: It's your first day here, right? Do you need any help? You look a bit lost.

S: Yeah, I'm afraid I am. I need to go to the library to collect my library card, but I've got no idea where it is.

B: We can take you there during the next break. We shouldn't leave the classroom now, the lesson is going to start soon.

S: That would be great, thanks.

A: We can give you a tour of the whole school if you want. We'll show you the canteen, the gym and the places where school clubs meet. And after the lessons we can show you around the town as well.

S: Wow, I don't know how to thank you.

B: That's a deal, then! But tell us something more about yourself...

3

Moving to the USA has been one of the biggest changes in my entire life. I was actually really happy about it because I am a big fan of American films and music. My sister, on the other hand, was quite miserable, as she didn't want to leave her friends in Munich. I'm not saying that leaving my friends was easy, but I knew I would be able to keep in touch with them and that I would probably meet some great people in New York. The language wasn't a big challenge either, although I needed to get used to speaking English all the time. The only thing I wasn't fully prepared for, I think, was the type of food I started eating after school. Fortunately, I found out quickly that my stomach can't live on burgers and hot-dogs for too long and I switched to eating salads with my new friends at my new school.

4 T = Tom S = Simon

T: Simon, have you heard about Alex?

S: No, what about him?

T: Max and Nina saw him on TV last night! You won't guess what he was doing!

S: Come on, don't keep me wondering.

T: He was singing in a singing competition.

S: What? I don't understand. I've never heard him singing.

- T: I think nobody has. He was keeping it a secret, apparently.
 S: But come on. He never even wanted to open his mouth when we had music lessons.
 T: I know, right? Such a surprise!
 S: I'm not sure what to think about it. Maybe it wasn't him after all. Maybe Max and Nina were wrong.
 T: Well, they're quite sure. I guess Alex has finally decided to get out of his comfort zone. Good for him!

5 L = Linda M = Maria

- L: ... it's good that they've finally passed all their exams. And, by the way, how was that workshop you took part in last week?
 M: Oh, it was really informative, but also exhausting, I'm afraid.
 L: What was it about?
 M: Basically, we learned how to manage social media for our clients.
 L: That sounds interesting.
 M: Well, this was not something that I am really interested in. Social media have never been my thing, but I wanted to learn how to do it because it's getting more and more popular, and if you're a specialist, you can earn a lot.
 L: Really?
 M: Yes, but I'm only a beginner, so I really need to work on it. However, this workshop was a great start, so I'm quite hopeful and enthusiastic.
 L: OK, but if I remember correctly you wanted to change your job, right?
 M: Yeah, I did, but I got a pay rise and decided to stay.
 L: Oh, I understand. And how about...

33 Unit 3, Extra Practice, Exercise 5

- 1 Can I give you a hand with this?
- 2 I need to run, my lesson starts in a minute.
- 3 Your performance was brilliant.
- 4 Our summer holidays start in a week.

34 Unit 4, Extra Practice, Exercise 6

A = Allison Williams M = Man

- M: Good morning, Ms Williams. Have a seat, please.
 A: Good morning, thank you.
 M: So, Ms Williams, you want to assist our passengers on their flights, is that right?
 A: That's right.
 M: And of course, you're not afraid of flying, are you?
 A: No, of course not.
 M: Have you ever done this before?
 A: No, but I used to work for a travel agency as a secretary. Travelling and sightseeing have always been my passions.
 M: Was it a full-time job?
 A: No, I worked only six hours a day.
 M: And can you tell me something about your education?
 A: I attended a secondary school with a student exchange programme. We went to France and hosted students from France a few times and I even interpreted some meetings for parents, so I speak the language fluently.
 M: Great. And do you have any other skills that may be useful for the job?
 A: I'm not sure, let me think... Back in school I took a psychology course and we learned a lot about coping with stress. I think that could be helpful because there are a lot of people who feel anxious while flying.
 M: That's very useful. OK. Ms Williams, thank you for attending the interview. We're still meeting with other candidates today, but we'll call you this week if we decide to offer you the job.
 A: Thank you. It was a pleasure meeting you.

35 Unit 6, Extra Practice, Exercise 6

Today I want to tell you a story that happened to me a few years ago. It was a lovely summer evening and I was roller-skating not far from my house, when suddenly a distracted cyclist collided with me. I couldn't see him, because he was behind me, and I fell on my right arm. Fortunately, I had protective equipment on: a helmet and knee pads, but I hadn't put on my wrist guards or elbow pads. I thought the cyclist would keep riding, but he stopped and asked me if I was OK. I told him I was, because at that time my arm only hurt a little, and I was sure that there was nothing wrong with me. Unfortunately, when I woke up the next day, my arm was really painful. My mum took me to hospital, where I spent over four hours waiting for my turn as there were many people with injuries similar to mine. It was a bit annoying, because the pain in my arm was getting worse and worse. But on the other hand, I knew the doctors had to deal with the more difficult cases first, so I didn't mind it so much. Finally, I came home with my arm in a cast and I looked sadly at the pads I had intentionally left at home on the day of the accident. 'If only I had worn them,' I thought.

36 Unit 7, Extra Practice, Exercise 6

Most of us know how important body language is when we communicate with other people, but it's also really important to be aware of the differences between different cultures when it comes to many gestures. For example, a handshake is commonly used in Europe and North America as a method of greeting people. However, it may be considered aggressive if it's very strong and you are in a country such as Turkey, so remember to shake Turks' hands in a delicate way. In Japan people just bow or nod to each other and avoid any body contact when meeting for the first time. However, when you travel to South America, you may expect a hug or even a kiss on the cheek. Another thing that may cause problems is the way you sit or look at somebody. In Japan, for example, sitting with your legs crossed, especially in the presence of someone older, is considered disrespectful. In India you mustn't show the soles of your shoes, because it is offensive. Unbroken eye contact, on the other hand, which in western countries is the sign of confidence, is seen as aggressive in Latin America. That's why children shouldn't look at an adult who is speaking to them. Finally, be careful when you use your fingers and thumbs to show signs such as OK or 'thumbs up'. They are both usually considered signs of something positive. However, if you are in Iran or Greece, 'thumbs up' basically means 'keep your distance' and is as rude as showing the middle finger in America. Showing the OK sign to someone in Brazil, on the other hand, is the same as calling the person a very offensive word, so avoid it in all situations.

37 Unit 9, Extra Practice, Exercise 7

1 I'll never forget my sweet 18 party. I don't even know if I can call it a party, as it took place in a hotel ballroom, all the gentlemen were in tuxedos and the ladies, including me, were wearing beautiful expensive dresses. The most exciting moment for me was when my dad approached me with high-heeled shoes and I exchanged my flats for those gorgeous high-heels. For my family it meant I had turned into a woman. And I got a car! I was actually prepared for that, as my older sister had got one for her sweet 18 too, but I was happy anyway.

2

When I turned 18, my parents threw a dinner party for my whole family. It was in a fancy restaurant and we were served a three-course meal, which felt almost like a wedding reception. I got many gifts from my relatives and there was a birthday cake as well, but I have to admit I was missing my friends and I found it all a bit too formal. Don't get me wrong, I love my family, my cousins are great, and I'm really grateful to my parents for the whole event. But if they'd asked me about my opinion first, I guess it would all have looked a bit different.

3

I'm not too keen on celebrating birthdays and my friends know about it, but they decided to organise a party for me anyway. I turned 20 then and I wasn't really sure what to do with my life. Anyway, with the help of my sister, they hid in my flat and when I came home they started cheering, clapping and singing, which really astonished me. I have to admit I was a bit angry at all of them, but also very happy, because their support was something I really needed at that time.

4

I used to enjoy my birthday parties when I was a child, but my approach changed when I became a teenager. I hated being the centre of attention and unwrapping presents in front of my friends and family. I think my parents finally understood that and before my 18th birthday they bought me a trip to Barcelona. It was a total surprise, as they had never mentioned it before in any conversation. I was a bit afraid to accept it, because I knew it cost a lot, but they wouldn't accept 'no' for an answer. This way I spent the best week, including my birthday, in my whole life.

Unit 1, 1.2, Exercise 2

N = Nina W = Woman S = Skye D = Dan J = Jay

- N: Excuse me. I'm waiting for the number 7 bus. What time does it arrive?
W: Sorry. The number 7 doesn't stop here. It goes from the other bus stop, around the corner.
N: Thank you! Oh no, the bus is leaving. I don't believe it. Wait!
S: Hi. Are you going to Belmont Academy? A lot of students get this bus. I'm Skye. This is Jay.
N: I'm Nina.
J: Oh, here comes another bus.
N: Thank goodness for that!
S: Hey, Dan. This is Nina. She's starting at Belmont too.
D: Nice to meet you, Nina. Where are you from?
N: I'm from Colombia, but I'm living in London now. Is it always this cold here?
D: Erm, yes, quite often. What's it like in Colombia? I'd really like to go there. I love travelling. Oh, by the way ...

Unit 1, 1.3, Exercise 6

N = Neil R = Rob S = Sandra Sz = Szilvia V = Vnisha

- N: Hi, I'm Neil from BBC Learning English. I'm going to talk to people in the streets of London and ask them about their opinions on various topics. 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. Let's see who I'll meet today and what they're going to tell me.
R: I think when immigrants come to this country they face a real problem trying to find a really good job or a well-paid job. And maybe the government should perhaps provide funding or training for them to get up the sort of work ladder and find a good job.
S: The immigrants in my country face the racism because my country is still stuck in its old ways, so therefore they are very xenophobic. I think the solution would be maybe a bit more education because I think people are, some people are not educated well, and they don't really understand that people who come from other countries or are different than us are the same people.
Sz: I feel when I go and visit Hungary, I'm faced with racism. I feel people – maybe not in the capital but outside of the capital – are hostile about migrants. They call them migrants, which is also ... I think a judgemental word because we don't know what the background of these people ... And they don't want people from outside, they really afraid, I think. I sense fear and hostility, unfortunately. The way we could tackle this problem is education, help people to understand where other people are coming from, that they all ... they all human beings, but yeah it's a very complex question.
V: A struggle that I believe immigrants face in this country is stereotyping. I can speak on behalf of the Asian community and myself is that, we have a very sort of studious, educational background where you're supposed to be a lawyer or an engineer or a doctor but for me myself, pursuing a career in the creative industry can be quite difficult, a lot of pressure is put on us, and it can be incredibly isolating within the society.

Unit 1, 1.4, Exercise 6

C = Charlie T = Tom J = Jiaying S = Sandra M = Martina
A = Alberto

- C: Recently I went to Croatia to Outlook Festival with my friend from uni. It was amazing! I definitely wanna go next year, highly recommend.

- T: Something ... Well, recently I went to the South of France and it was just the most beautiful part of the world in Provence up above the Med, Côte d'Azur, where all the beautiful people are, and it was nice to experience it for two days.
J: Four years ago, I went to Ukraine to volunteer at a local school. There were people from many countries and we taught students at the local school how to speak English. I really loved it because I love to be with kids and I've learned a lot from them.
S: I went to Italy. I went to Milan to see my friends and I really loved it there because everyone was really friendly and warm, and very Italian.
M: So a past experience that I had was when I went to America and it was a very different place from the country I was born in. And it was also really nice to see so many different cultures all together and to understand how the population lives and the inhabitants, all of their let's say ... times and ways of living in the cities. So yeah. And the food was really interesting too, very different from what we're used to. So yeah, that was interesting.
A: My interesting time was when I went to Croatia, to see how they are living. People are completely different from my country. And I really enjoyed that time because you can learn from the people and you can use, English, for example, like an international language to try to speak to the other people and to understand the other in a better way as possible.

Unit 1, 1.6, Exercise 2

D = Dan N = Nina Sk = Skye St = Student W = Woman

- D: OK, here we are. Do you need anything else?
N: No, I'm fine. Thanks for your help!
Sk: Good luck with the Head. I hope you're in our class.
D: Catch you later!
St: Do you need any help?
N: Oh hi. You made me jump! I'm meeting the Head at 8.30 but she isn't here.
St: No surprise there! Just take a seat. She won't be long.
N: Excuse me. Can you help me?
W: Of course. I'll be with you in a minute. Now, what can I do for you?
N: I'm looking for the Head.
W: Oh, Nina! I'm so sorry. I'm Ms Holiday, the Head. Welcome to Belmont Academy. It's always crazy on the first day. Let's find your class. Can I give you a hand with that?
N: No, I'm fine, but thanks anyway.
W: Don't worry. I've asked Dan to look after you.
N: Dan? I've just met him by the bus!

Unit 1, BBC Culture and Skills, Exercises 4 and 5

Part 1: The Adventure Begins

Olympian James Cracknell and adventurer Ben Fogle are entering the largest sand desert in the world – The Empty Quarter in the Middle East – for their next big challenge. They are travelling in the footsteps of legendary British explorer, Wilfred Thesiger. Their goal? To recover their lost friendship. Now, in the most hostile desert on the planet, they will face extreme heat and dehydration ... violent sandstorms ... and unpredictable camels. And they will have terrible arguments. Can James and Ben find what they are looking for in the most remote place on Earth? They have been on lots of expeditions but this one is the hardest of all.

Unit 1, BBC Culture and Skills, Exercises 6 and 7

Part 2: An Almost Impossible Journey

This is James and Ben's third expedition in the last decade. They have already crossed the Atlantic Ocean and raced to the South Pole. This is the Empty Quarter. They start the journey in Mandar and travel through the country of Oman close to the border with Saudi Arabia. Their destination? The quicksands at Umm as Samim, which Thesiger saw in the 1940s. They have eight days to travel the 250 kilometres. In those eight days they have to survive on dried camel meat, dates and flatbread. And plenty of water – temperatures can reach 47°C out in the desert at this time of year. They need to drink ten litres per day and water wells are not easy to find. Luckily, their trusted camels can carry it all. They find the way only with a map and compasses. Unfortunately, they got lost. They took eleven days to make the trip but finally they arrived at the quicksands. It's not an oasis – there are no trees or even water here but it was their goal, their challenge. They are so relieved to be here at last. In the end, they hug each other ... and the camels who helped them. They have completed an almost impossible journey – to one of the most remote places on earth and they are still friends at the end of it!

Unit 2, 2.1, Exercise 12

C = Carol P = Peter K = K.C. S = Souren

- C: I recycle and I'm quite amazed at how much recycling goes into my recycling bin.
- P: I switch off all the lights when the kids leave them on. I follow the recycling instructions with the various bins that we've got. And I suppose that's about all I do from an active point of view.
- K: I'm big on recycling. We are at home, the kids are. Plastic, glass, paper. And I work on film sets and I'm a big advocate of doing that on film sets 'cos we're so wasteful. And so I'm quite militant about the need to recycle because the thousands of bottles of water that are consumed are just going into the bin so I try to make it go to the recycling centre.
- S: I try to conserve energy. So if I leave a room, I'll turn the light off. I feel that I'm relatively green in terms of the environment by composting, recycling, encouraging other people to do so. I'm a gardener. I encourage my clients to do so. I plant lots of plants which helps the carbon situation. That's about it, I think.

Unit 2, 2.4, Exercise 2

S = Sky P = Park keeper

- S: Ouch!
- P: Are you OK, love?
- S: Yeah, I'm fine. I tripped over that can.
- P: Come and sit down for a minute. Oh, there's so much litter here these days. It used to be such a lovely park and look at it now – rubbish everywhere. Do you run here often?
- S: No, this is my first time. I only moved back to this area last month. I used to live here though.
- P: So did you use to come here when you were little?
- S: Yes, I did – all the time. My mum and gran used to bring me here. I remember I had my fifth birthday party in this park – just by those trees. You're right. It didn't use to be this dirty.
- P: Well, we used to have a team of people who cleaned up the park. Now it's only me – and it's too much for one person. It's a shame, really. Anyway, I should get back to work. Now, are you sure you're OK?
- S: Yes, fine, thank you.
- P: Bye, then. And watch where you're running next time!

Unit 2, 2.6, Exercise 2

N = Nina S = Skye J = Jay D = Dan

- D: Skye!
- S: Oh hi!
- N: What are you doing in your garage?
- S: Actually, you guys can help me. I'm taking part in a Trash to Treasure competition. The idea is to make something new out of rubbish.
- N: I think that's a great idea!
- D: Really? I don't agree. Isn't rubbish just rubbish?
- N: That's not always true.
- S: Anyway, I want to make a chair out of these bottles. So, we need to cut the tops off the bottles and fit them inside each other. Like this. Then I think we should tie them together with some string.
- J: I'm not sure about that. I think the string will come loose.
- S: Mmm ... Maybe you're right. I've got some strong sticky tape. OK, let's get started!
- Some time later:*
- S: So what do you think? It looks like a chair to me!
- N: Absolutely! Go on, Dan. Try it out!
- D: Who, me?
- N: Oh no! The chair's collapsed!
- J: I think our design needs a bit more work!
- D: Yeah, you can say that again!

Unit 2, 2.7, Exercise 5

Sa = Sandra B = Brandon Z = Zeca So = Souren

- Sa: So I partially agree with it. I think there are people out there who are being neglected but I don't think it's because all the money goes towards the animals.
- B: I disagree with that statement because I think that animals should be protected and maybe we aren't even doing enough for them. And maybe we could even do more.
- Sa: I believe that everyone should be able to use public transport because why not?
- Z: I agree with this statement because I mean it's such an obvious thing that our traffic is a real bad problem in big cities so... And traffic, public transport, actually, makes things easier. I mean, OK, sometimes it's not very practical. I mean, especially the Tube in London is a little bit confusing for people who don't live here, but still. I mean it's a great way to move around. I mean, even in Brazil, my country, I wish we could have more ways and more facilities in public transport so this would really transform life of cities in, like, São Paulo or Rio even Belo Horizonte.
- So: On the whole I agree that everyone should use public transport because it's good for the environment. There are too many cars in this world and we ... more of us should use public transportation.

Unit 3, 3.2, Exercise 2

J = Jay S = Skye D = Dan T = Tommo

- J: Hi, everybody. As you all know, we've been working for a long time to raise money for the school trip. And here it is, the Belmont Academy Fashion Show.
- S: That was brilliant, Dan! You've been practising! Now, quick. Go and put this on.
- D: What about the other hat?
- S: I can't find it.
- D: Hurry up, Skye! I'm back on in a minute.
- S: Tommo! Where are you? Have you got the kayak for the final scene? Great! Now, just get here as soon as you can!
- J: And now it's time for Nina!
- S: Tommo? At last! We've been waiting for you for ages. Dan's been doing really well.

- T: Listen, I've been thinking. You can use my kayak, but ... do I have to go on stage?
 S: But we've been waiting for you, Tommo. Come on!
 T: I just feel really nervous.
 D: You'll be great. Just put on these sports clothes and imagine you're going out in your kayak. Forget about everybody else.
 J: And now the moment you've all been waiting for. Please give a big cheer for Tommo.

Unit 3, 3.4, Exercise 6

R = Rob V = Vnisha

- R: My sister is really good at making cakes. She's been making them for about 10 years. Since she went on a cookery course. Makes fantastic cakes. I remember her making a chocolate cake for my birthday. It was the best thing you'll have ever tasted. I hope she makes it again some time.
 V: My grandma is incredibly good at making saris. She's been making saris pretty much since the day she was born. Something she's been doing, you know, her whole life. She's made my auntie's wedding dress. Incredibly detailed all the way down to the bottom of the sari, the veil. She even did the sort of like the bridesmaids' and she did my sari for the wedding as well.

Unit 3, 3.5, Exercise 7

S = Souren Z = Zharif My = Myriam Mo = Monica B = Brandon

- S: The most unusual piece of clothing that I can think of that I've ever seen is probably Lady Gaga's meat dress.
 Z: When I went to the Lion King theatre ... was it the Lyceum Theatre ...? They had this giraffe costume and I'm not sure maybe ... I think three people was in it like what quite ... They are quite like the same height as a real giraffe. I don't know how they make it.
 My: The most unusual clothes I've ever seen is with all of the ... with the feathers all around the body and it's made up from the material which I have never seen and it's quite large to wear and it's full of colours and I think that's about it.
 Mo: The unusual item of clothing is on Asos. They have these like sandals but they're just hair, it's really gross. It looks disgusting. Kind of like that creature from Star Wars. The one that doesn't speak, I don't what his name is, he's like [screech] that one. That, yeah, those are the shoes they're just weird, wouldn't wear them myself, yeah.
 B: The most unusual item that I've ever seen would probably be a teddy bear. And I'd seen it in Piccadilly Circus. And it was on a guy's head. And he was dancing with it and he was walking around with it like it was just normal and, I did like it, it put a smile on my face.

Unit 3, 3.6, Exercise 2

J = Jay T = Tommo S = Skye N = Nina D = Dan

- J: Phew! I am so glad that's over. I've been worrying about it all week. I hate being on stage.
 T: But you look great in that suit. I was a disaster!
 J: No, you weren't, Tommo. Your kayak idea was awesome!
 T: Oh, thanks. You've made my day. Now, where are my trousers?
 S: Tommo, those shorts are so cool. You did really well.
 T: Really? But Dan and Nina were brilliant. I love their style.
 S: Dan's being really moody.
 N: Dan, calm down.
 D: But Tommo didn't do anything. Except bring his kayak. We did all the work.
 N: Dan, stop being stupid. You were brilliant. Let's get a drink.

- D: No, I'm going now.
 T: Dan, what's up? Don't go.
 S: They're always together now.
 T: Are you jealous, Skye?
 S: No! It's just that you're always so nice, Tommo, but Dan's a bit of a big head.
 T: Skye! That's not like you. What's the matter?
 S: I miss my old school.
 T: You'll be fine. Hang on! Where are my trousers? Dan!

Unit 3, BBC Culture and Skills, Exercises 4, 5 and 7

Part 1: An Unlikely Fashion Icon

Classic country clothes have always been the uniform of choice for the British upper classes. But they have not always been fashionable. That is changing!

There is something about old England and tradition. Many designers think that the English have a strange but brilliant sense of style, which is a constant inspiration for them.

This look says something about the people who wear it. It's a status symbol. In fact, the biggest fan of this style is the poshest person of all – the Queen! And she's become an unlikely fashion icon. The Italian fashion designers Dolce and Gabbana recently used her look to create one of their collections.

Royal dressing does stand for something in people's eyes all over the world. It stands for things that endure, values that endure.

The genius of traditional British style is that it's perfectly practical. In every garment there's a little bit of the country dream. These clothes are world famous today but the stories behind them are not. Landscape. The weather. War. Class. Nostalgia. The designs have been evolving for generations. Now the same look is being updated for the tastes of today. This is the look that sums up British style – these classic outdoor clothes, designed to protect us from the weather and the outside world.

Unit 3, BBC Culture and Skills, Exercise 8

Part 2: The Barbour Jacket

The one garment that protects British people more than any other is the Barbour jacket. This is Lord James Percy, who's the company's style director. Today, Barbour is one of the most successful clothing companies in Britain and Percy has designed many award-winning coats for the brand.

James Percy is involved with Barbour in the development of a technical sporting range using state-of-the-art fabric technology alongside functional design.

Barbour have been making their trademark wax jackets for over a century but their sales increased dramatically when a film called The Queen showed Her Majesty wearing one behind the wheel of her Land Rover.

The day after the premiere, a lady walked into their store in New York and asked for the jacket that the Queen was wearing in the film. Soon after that, their sales – certainly in New York – had doubled.

Americans may have only just started wearing Barbours, but in Europe they have been wearing these jackets for decades! James Percy knows the jackets, and the people who wear them really well.

European customers like their coats to be in perfect condition – brand new and shiny. However, the British like to have their coats look older. It shows that they have lived in them for 10, 20, 30 years. They can be ripped and smelly – the dirtier the better!

This is one way to make your jacket look older!

Look at that! Nice! What else can we do to it? As you can see, James had a good aim! But the coat is very hard-wearing. The shot hardly even marked it. It isn't bullet proof but it's unbelievably tough. Now that should be about right.

17 Unit 4, 4.1, Exercise 10

P = Peter Sz = Szilvia K = K.C. So = Souren Z = Zeca

- P: The jobs that provide value for mankind are the ones that should be well-paid, but obviously most of those, like street sweeping or bin collection, it wouldn't be feasible to pay them.
- Sz: I often think about street sweepers when I walk in London streets, some streets can be really dirty. And I thought if the street sweepers, the people who actually clean the street would stop for a week or a month, it would be a massive disaster. And we really underappreciate that job. And I think they should be paid much more.
- K: Teachers, first and foremost, because they're influencing the kids. And they're abused on a daily basis, and they deserve a lot more respect and higher pay. That's the first one that comes to mind. I think anybody in the armed services deserves more than the stipend they receive for all the troubles that they go through and their family goes through. Those are the first ones that come to mind.
- So: It's a good question, which job should be better paid. Presumably one factor would be the amount of time you spent getting educated, the ... another factor would be how valuable you are to society. Those are two pretty good ones and I'm not thinking that necessarily that's what happens at the moment but yeah that would be my brief answer.
- Sz: What job I would hate to do is sitting in an office from nine to five and wreck my back and wreck my whole health just to sit in there all day and staring at a screen of a computer, that would definitely be a no-no.
- Z: I don't think I would be happy with jobs that would confine me to an office, you see, and would force me to be at the same place all the time. I'm a journalist so I really love to be on the street and travel around and see things and talk to people.

18 Unit 4, 4.4, Exercise 2

D = Dan S = Skye

- D: Look – you've got a letter.
- S: At last! I've been waiting for ages for this. It's from the vet. He says I can help in the surgery this summer.
- D: Cool. What will you be doing?
- S: Let me see. I'll be working in the office and I'll be doing simple day-to-day jobs with the vet.
- D: Mmm ... simple day-to-day jobs ...
- S: Yes, it'll be fun. I'll be working with different animals. I'll be looking after sick pets. And I'll be helping people who are worried about their pets.
- D: But you haven't got any experience. You haven't even got a real pet. Well, except for Basil.
- S: Do you mind! Basil is a real pet. And anyway, that's why I'm doing it, Dan. I need the experience. Just wait and see. In ten years, I'll be working as a vet and I'll be enjoying it.
- D: Yes, but until then you won't be helping them. You'll be cleaning up after them!

19 Unit 4, 4.4, Exercise 6

Z = Zeca Ma = Martina My = Myriam B = Brandon C = Charlie T = Tom

- Z: OK, today at 11 o'clock p.m. I'll be flying back to Brazil. I board actually at 9.30, so I'll be like approaching the Atlantic by 11, and hopefully getting home tomorrow morning.
- Ma: I will be going out with my parents 'cos they're gonna come to visit, and we will be going to the restaurant and probably to the cinema 'cos there are a few interesting movies around.

- My: I will be visiting my friend in Oxford 'cos he's doing a PhD programme over there and, ah, we're gonna have lunch and walk around, um, that's about it.
- B: What I'll be doing next summer? I will be away on holiday, hopefully in a foreign country relaxing in the sun and spending time with my family and loved ones.
- C: Next summer I will be ... probably travelling. If I get enough money go around Europe, the capital cities. That would be great.
- T: I, next summer, I will be hopefully at Glastonbury as a sad old middle-aged festival goer, standing in the mud with lots of the youth.
- B: What I'll be doing in five years? Hopefully working in a post house as an assisting editor. I may be an editor if I'm lucky.

20 Unit 4, 4.6, Exercise 3

A = Annie T = Tommo

- A: Thanks for coming, Tommo. My brother, Sam, usually works today, but he's off sick.
- T: No worries, Annie. I'm looking forward to it, but you'll have to talk me through it.
- A: Oh, it's all very simple. First, show the customers to a table. Make sure the table is clean. Then give them a menu.
- T: That seems easy.
- A: Yes, but be sure to give them time to read the menu.
- T: Of course. Then what?
- A: After a few minutes, go back to the table and take their order. Don't forget to write it down and always write the table number on the order.
- T: I hope I remember it all!
- A: You need to be organised, Tommo. I'll be in the kitchen, so try to bring me the orders as soon as possible.
- T: No problem. Anything else?
- A: Yes. Remember to be polite with all the customers.
- T: Sure.
- A: Now, the last thing you need to do is put this apron on and enjoy it. Don't look so worried!

21 Unit 5, 5.2, Exercise 2

N = Nina S = Skye J = Jay

- N: It's getting late. Where is Jay?
- S: I don't know. I can't see him.
- N: Late again. Typical. You've got some weird things, Skye!
- S: I know. That's a bit of a meteorite. My dad found it. And that's my telescope. Astronomers use them if they want to look at planets. Oh, I think Jay's here.
- J: Hi! You guys ready to go outside?
- N: Why? It's cold out there. I don't want to stand around in the dark!
- S: You'll be fine if you borrow my scarf and gloves. Come on.
- N: Why have you brought the tripod, Jay? Are you going to take a photo of my new hairstyle in the dark?
- J: Ha ha! No, we want a photo of the comet for our space project.
- N: Are you sure we'll be able to see it?
- J: Good question! The comet is millions of miles away. If we didn't have a good camera and the tripod, it would be really tricky.
- S: Don't worry, guys. I'm on it!
- N: Oh my days! I can see for miles. Hey! A moving light.
- J: Wow! Quick! Take a photo, Skye. And silence now. It'll take twenty seconds.
- N: Er, guys, I think those are fireworks.
- S: You're kidding!
- N: If I were you, I'd give up now.

22 Unit 5, 5.3, Exercise 7

Sa = Salim R = Rudy Z = Zeca K = K.C. S = Souren

- Sa: I would love to go to Mars! I would love to discover a new planet and just go around but the only problem is I don't think we have the capacity to go and live there now, so I would love to go to Mars, though.
- R: Yeah, I'd agree with that. I mean, I think planet Earth is ... it won't be inhabitable in a couple of years so I'd love to go to Mars actually. It would be a great adventure, wander about, create a new civilisation. Yeah, it would be fun.
- Z: If I'd like to go to Mars? Come on, I'm a traveller so I already know 104 countries in this world. I mean, why not start to explore a little bit further? So yeah just for the sake of it? I'm not troubled if I'm going to find something very exciting to do there, but just the fact of like pushing these limits. I mean, this Earth is really small for us so let's go forward.
- K: I'm not ... I travel a lot in my profession and it's hard enough to be away from my wife and kids for three weeks at a time, let alone however long that would take. I just couldn't bear to be away from my family that long and I'll leave it to people who ... have more scientific inclination than I do. I just couldn't bear it.
- So: I would definitely not like to go to Mars. Definitely not. I'd rather stay here because I like it here, I can breathe and I think it would take a long, long time. So that one I don't have much doubt about.

23 Unit 5, 5.4, Exercise 8

R = Rob S = Sandra V = Vnisha C = Ceba

- R: If I hadn't met my best friend, I wouldn't have travelled the world and seen amazing things.
- S: If I hadn't have met my best friends, I would've become a very different person. She showed me the way how to be more normal.
- V: If I hadn't met my best friend, I wouldn't have joined the TV industry.
- C: So if I hadn't met my best friend, I don't think I would have worked as nearly as hard in university.
- C: If I had learned properly how to use grammar the first time, I wouldn't have spent so much time in university focusing on it.
- R: If I'd learned how to speak French, I would have lived in France.
- S: If I hadn't learned English, I would have not come to UK and coming to UK was one of the best experiences that happened to me.
- V: If I hadn't learned how to drive, I wouldn't have got any entry-level jobs.
- V: If I'd been born in the Philippines instead of the UK, I would have been less independent.
- R: If I'd been born in a different country, I wouldn't have met my wife.

24 Unit 5, 5.6, Exercise 3

J = Jay S = Skye

- J: Skye, I've got a great idea for our Science project. We didn't get a photo of the comet, but we can make a great film with this!
- S: What is that?
- J: It's my birthday present. It's a drone with a small camera on it - here. You can get them for a good price now.
- S: That's so neat! How fast does it fly?
- J: I don't know. Let's try it. Right, the camera's on. We're off! Mind out!
- S: Awesome! Be careful - don't fly too high. You mustn't get in the way of planes.

- J: I don't think it's that high! I'm sure we're getting some good pictures.
- S: Can I have a go?
- J: Sure. Here's the control.
- J: Watch out! You can't do that! If you're not careful, you'll ... crash!
- S: Well, if you hadn't pressed the wrong button, it wouldn't have crashed!
- J: It's OK. There's no damage. Phew! Let's check the recording.
- S: That's amazing! This will be perfect for our project.

25 Unit 5, BBC Culture and Skills, Exercises 4 and 5

I = Interviewer G = George T = Trainer

Part 1: George Moyes - Skydiver

With his tweed jacket and silk tie, George Moyes is not your typical skydiver. But then George Moyes, a retired shop window dresser, is not your typical 97-year-old. This was to be his first ever jump. His family - terrified. The man himself - ice cool.

I: There'll be people watching this, thinking ... 'What on earth is he doing?' 'Why is it important for you to do it?'

G: I'm saying the same thing myself actually.

Ten minutes and ten thousand feet later, it's time to go.

Free-falling at 120 miles an hour, then gently parachuting back down onto Salisbury plain.

I: How was that?

G: Lovely.

I: Lovely?

G: Yeah.

T: You can see he's pretty bonkers. He doesn't want to grow old gracefully. He's still got his own eyes, own ears. OK he's got false teeth but apart from that, he's 100% there.

I: Would you do it again?

G: Yeah.

I: Really?

G: Oh yeah.

I: On his 100th birthday... a couple of years to go.

G: That's right, yeah.

26 Unit 5, BBC Culture and Skills, Exercises 6 and 7

A = Aaron P = Presenter

Part 2: Aaron Fotheringham - Extreme Wheelchair Athlete

P: Aaron Fotheringham, known as 'Wheelz', is an extreme wheelchair athlete. Think about it: if you were in wheelchair, would you try this?

A: I ride WCMX. I'm from Las Vegas, Nevada. WCMX stands for *wheelchair motocross*. It's kind of like BMX but with wheelchairs, in skate parks and on ramps and stuff. I started riding WCMX when I was eight years old. My older brother was a BMXer and he always did skating too and just, you know, got me into it. I crashed a couple of times and he helped get me back up. And then I finally rolled away from one of them and I was like 'that was fun!' I was just instantly hooked on it. About six months after landing my first back flip, I ended up going to Germany and travelling for my first time because of the sport. And then from there it just hasn't let up.

P: This is the Venice Beach skate park and we're at an event called 'Life Rolls On'. The best riders in the world come here. People of all ages are here, too. This is a young girl who wants to do a *hand plant* and a *back flip*. Aaron is a great teacher, he encourages everybody and shows them the skills they need.

A: Mainly, for me it's just important that they see the wheelchair as an, you know, opportunity, something fun. Because a lot of people think of the wheelchair as a dead-end. But you know, these kids, you know, you ask any of them, and they love their wheelchair! And that's my goal.

P: Aaron is an example to everyone. He was the first person to perform a backflip in a wheelchair at the age of fourteen and he's always trying to do new tricks and stunts. He still gets nervous before the big jumps but he says that's part of the fun of it! If he didn't get nervous, he would stop.

Unit 6, 6.3, Exercise 7

S = Szilvia C = Carol M = Myriam B = Brandon A = Allister

- S: The best remedy for a cold is rest, definitely rest, and drink plenty of water, liquid, not coffee or tea or alcoholic beverage. Just rest and drink lots of water, and vitamin C maybe.
- C: The best remedies for a cold are garlic, lots of garlic in your food. In fact, if you take enough garlic, you don't get a cold.
- M: Best remedy for a cold ... you drink lots of water and you have a great sleep and have a rest. And don't think too much and just keep thinking that the cold will go away and you'll be fine.
- B: Maybe honey and lime in a cup, and maybe some Vicks 'cos us Jamaicans we love our Vicks on our chest when we get a cold.
- S: When I have a cold I try to rest a lot. Of course it depends on how busy I am.
- B: When I have a cold I try and carry on with my life as best as I can until I can't anymore and I'm just basically hospitalised.
- M: I go to bed straightforward, like, I go to bed and drink lots of water. I took panadol before I got to bed but then I go to bed.
- A: See I would go back to my mum, my mum used to when I had a cold my mum used to give me ... she boiled up hot water, put honey in it and then a little bit of cinnamon in there and that would probably cure me for the next day, I think.

Unit 6, 6.4, Exercise 3

I = Instructor N = Nina D = Dan

- I: Now, you've got five minutes to practise, ok?
- N: Come on, Dan. We've only got five minutes. You go first Dan. Lie down, please. What are you doing?
- D: You asked me to lie down.
- N: Yes, but not with your legs up on that chair! Come on, Dan. Please be serious! I really want to learn this. I'd love to be a first aider at festivals one day.
- D: OK, I was just messing about.
- N: Now, the instructor told us to start by bending this arm – like this. And then I pull your other hand and put it on your cheek. I asked you to be serious!
- D: Sorry!
- N: Then he told us to bend the knee and then I need to pull the leg over.
- D: Gently!
- N: Oh yes! Sorry, Dan. Now I need to move your head a bit, so you can breathe OK. Anything else?
- D: Yes. Call an ambulance!
- N: Very funny!

Unit 6, 6.5, Exercise 8

R = Rudy S = Salim C = Carol M = Marne K = K.C.

- R: Have you done any extreme sports?
- S: I tried rugby.
- R: I don't think rugby counts as an extreme sport, it's just like a team sport.
- S: Oh, skate boarding.
- R: I don't think that counts as an extreme sport.
- S: Snowboarding.

R: Oh yeah, maybe snowboarding is quite extreme, you could die. Oh bungee jumping! I've done bungee jumping, it was quite fun, it was ... it doesn't really count as bungee jumping 'cos there was no rope attached to my feet. I just fell off, it was like off a building. I actually broke my ankle after that. So it doesn't really count as bungee jumping but I just fell off a building, so yeah. Yeah, that's about it.

S: Yeah, motor ... motorbike, just went crazy and broke my nose and so many stuff, yeah, it is an extreme sport actually, yeah.

C: And not exactly an extreme sport but I did try hang-gliding on holiday once. It was quite exciting.

M: I've never tried an extreme sport, I'm not that brave but if I were to try one, it would be anything involving a horse, 'cos I have a great confidence on a horse and not so much without it.

K: In New Zealand years ago I parasailed. I'm not sure that that qualifies 'cos I was strapped to somebody else and ... off we went. I've always wanted to jump out of an airplane and I even had a chance to do it with the Golden Knights of the US Army and my wife wouldn't let me so that ... but I've witnessed extreme sports up close and I'm sure gonna leave that to others, but those guys that jump out off peaks and all of a sudden they're sailing of their own free will, I would love to do that but I could never do that, I'm too afraid.

Unit 6, 6.6, Exercise 3

N = Nina S = Skye T = Tommo J = Jay D = Dan

N: Hey, guys. Come inside. You've got to help me. I can't get rid of these hiccups. It's driving me mad! Any ideas what to do?

S: Have you tried holding your breath?

N: Yes. It didn't work!

T: I know it sounds weird, but if I were you, I'd try drinking some water upside down. Drink from the opposite side of the glass.

N: OK. I'll give it a go. Oh no, the water has gone everywhere!

S: I know! I saw this on TV. Try blocking your ears and nose and drinking the water. It's supposed to work every time!

N: OK, I'll block my ears, but ...

S: I'll hold your nose.

J: And I'll take the glass of water. Take a sip.

N: What are you doing, Dan?

D: You looked so funny, Nina. I had to take a photo!

N: Please don't! What do you suggest, Jay?

J: I wish I could help, but I've got to go. Boo!

N: Aargh! What did you do that for? Wait a minute. My hiccups have gone! Thanks, Jay!

Unit 7, 7.1, Exercise 12

J = Jiaying Mar = Marne Mart = Martina Alb = Alberto

Mo = Monica All = Allister My = Myriam Z = Zharif

J: I would find communicating difficult at a party where there are lots of people.

Mar: I find communicating difficult when I'm in a large crowded place and it's quite loud, because I really enjoy hearing the person and starting a conversation where you can feel like you make a connection.

Mart: Probably the toughest situations here in London is when you find people that are not English and they come from different countries, and they have different accents, and that can sometime be a bit tough to understand what they're saying and try to reply.

Alb: Yeah, this is why it's important to keep learning and to make yourself better to really be able to speak with the other people.

Mo: Trying to communicate to a drunk person is the worst, they are sloppy and ridiculous and I don't know how to communicate with them.

- All: I don't know the exact answer to this but when I'm ... well especially when I'm doing my coaching, my football coaching, so the thing that I find really difficult is trying to explain to players or a group of students. Basically, if they don't understand English, it's a bit complicated so that's when you have to use hand gestures and movements, and it's a bit difficult at that time. So, yeah that would ... I would say probably the worst ... not worst but very difficult to explain to them.
- My: At work when you have a conflict with your colleagues and especially you are the team leader, you find it very difficult to communicate.
- Z: Situations where you have an interview during your work 'cos you will be like a bit nervous, like all these somewhat killer questions coming asking at you, so, yeah this interview so like we say we have to prepare for the interview to make sure we have like confidence and know what we want to present.

Unit 7, 7.2, Exercise 2

J = Jay S = Skye N = Nina T = Teacher D = Dan

- J: You're in a rush!
- S: We're going to a workshop. The last one was organised by the Drama teacher.
- J: What workshop?
- N: We were sent an email last week. Look at the poster: 'Improve your communication skills and have fun. All equipment is provided.'
- S: Come on. It'll be a laugh.
- T: Hi guys. OK, today's game has been designed to help you communicate better with each other. In this game obstacles are placed around the room. The obstacles are chairs, a table, cushions and some water. One person is blindfolded and has to get to the other side of the room.
- J: Cushions ... cool! Can I be blindfolded?
- T: Sure. Now, when the instructions are given, listen carefully. OK. Dan, Nina and Skye, decide where you want the obstacles. ... I think we're ready. Remember: *clear* instructions must be given.
- D: Jay! I said turn right.
- J: Clear instructions weren't given.
- N: They were! You weren't listening!
- T: Guys, this should be fun!

Unit 7, 7.5, Exercise 6

C = Charlie T = Tom Ma = Martina Alb = Alberto Mo = Monica
All = Allister S = Salim R = Rudy B = Brandon

- C: The John Lewis Christmas advert, classic, I love it, it means Christmas is just round the corner so, can't go wrong with that.
- Ma: So last year there was a really cool advert from John Lewis, technically they always do pretty interesting adverts and it was about a man on the moon and ...
- Alb: Very emotional and ...
- Ma: Yeah.
- Alb: It was fantastic.
- Ma: Yeah, a girl looking through a lens and looking at this man on the moon so, it was quite nice.
- Alb: And he ... she sent a balloon to the man.
- Ma: Yeah.
- Mo: My favourite advert was the Dairy Milk eyebrows one where they're like ... and it's not on any more but the Dairy Milk adverts are the best adverts I think they're hilarious. So yeah, that one.
- All: I think Chanel one where there's a lady. I think she's with this guy and she goes surfing, and by the time she comes back the guy has left already, and it's about, I think it's about her trying to work and have the social life at the same time, I think that's probably my favourite advert.

- S: Ah, I would say the best advert I've ever seen was a car advert there was a car that was just passing by, you know, the normal advert that they have, and there was like an eclipse and we didn't see it. And then there was a question that asked 'Did you see the eclipse?', and then, they replayed the car, you know, moving and we had to watch, and then, then you notice the eclipse and they were like, 'This car is so good you didn't even notice the eclipse.' That was fantastic.
- R: It's very smart that, mine's not that complex. It's like a lady walking down the aisle trying to buy toffee, and there's like two monkeys on top of the aisle trying to get the lady to buy their flavour. So one, one monkey goes like, 'Toffee! Toffee!' And the other monkey goes like, 'Jammy! Jammy!' And then there's one monkey, the last one, he's a bit aggressive, he's like, 'Chocolate! Chocolate!' So that's quite funny, I think, I watch it all the time on YouTube ...
- S: You watch stupid kind of weird things on YouTube.
- R: Yeah, that's my favourite advert, I think it's a Cadbury advert ... Yeah I think it was brilliant, yeah.
- B: My favourite advert would have to be the Cadbury one with the gorilla, 'cos, they're selling chocolate and they have a gorilla! What's there not to love? And there's music in the background 'I can feel it coming.' I just love everything about it.

Unit 7, 7.6, Exercise 2

N = Nina D = Dan

- N: Just a minute, Dan. I need a drink. Any idea where my bag is?
- D: Do you mean this one, under your jacket?
- N: That's it. I've got a great drink. It's that new one that's been on TV. Oh no! I've left it at home.
- D: Don't worry. Let's make a drink instead. Come on.
- N: Cool. What do you want me to do?
- D: First, wash the fruit and cut them into small pieces.
- N: OK. When you said wash the fruit, did you mean the bananas and pineapple?
- D: Sorry, I meant to say wash those strawberries next to the sink.
- N: Yuk! Look at these bananas. This one's black.
- D: OK, but that one there is fine. Just cut that up.
- N: You've got a pineapple. That's a bit tricky. Have you got a tin instead?
- D: What do you mean, 'a tin'?
- N: A tin of pineapple. It's much easier.
- D: Brilliant! OK, let's put it all in the blender with some milk.
- N: And now let's turn it on.
- D: No, no, no!

Unit 7, BBC Culture and Skills, Exercise 4

T = Teacher P = Presenter A = Ahed E = Elizaveta
C = Coconut seller

Part 1: Learning English Abroad

- T: Have you guys heard of the words 'first impressions'?
- P: Ahed Al-Khayat is learning English in the Philippine capital Manila. Ahed is from Saudi Arabia but his classmates are from Taiwan, Libya and Japan. Other students are from Belgium and Brazil. They're all here because they can get good quality teaching for a fraction of what it would cost in America or the United Kingdom.
- A: Everybody here speaks English very well. The accent is very good and it is a cheap place to stay and learn.
- P: There are about a 100 million people in the Philippines most of whom speak at least some English. The government proudly states that this is the third largest English-speaking nation in the world and that's sort of true.

- P: Hello, sir. Can I have a coconut, please?
 C: How many madam?
 P: Just one thanks.
 C: OK.
 P: That kind of English that he just spoke there is typical all through the Philippines. It's English but with the local language, Tagalog, mixed in – it's more like Taglish than English. And that must make it quite difficult for foreigners who are studying English here to know what's English and what's Philippine English.
 But this hasn't deterred people from coming here. Every year, the number of foreign students goes up. Immigration data shows there are three times as many now than there were just three years ago.
 And the Philippines doesn't just attract students who want to learn English. Elizaveta Leghkaya already speaks it. She's come here from Russia to do an engineering degree and language isn't a problem because most courses at the top Philippine universities are taught entirely in English.
 E: Here it's much cheaper compared to other countries. I also checked about Australia and New Zealand but it's too much. So, my parents cannot afford it.
 P: Do you think that the education level is the same here?
 E: Sure, I think De La Salle is a very good education, seriously!
 P: This university firmly believes the teaching it provides can match up to that anywhere in the world. And with the cost of being a student rising every year and the competition for jobs tougher than ever, it's not surprising that more and more people are looking further afield for good quality cheap education.

Unit 7, BBC Culture and Skills, Exercises 5 and 7

E = Expert P = Presenter

Part 2: What Is a Word?

- P: What makes a word a word? Well, that all depends on who you ask. We asked these people to write the words they don't like in black and the words they do like in red.
 Do you think for example that 'chav' is a word?
 Some people said that it is not because it's slang. But what makes a word a word then?
 Are slang words words? Should they be in the dictionary?
 Some people think they should be because they are used in everyday vocabulary. And they are part of our culture now.
 Anything that you use in a conversation that somebody else gets the meaning of is a word, they say.
 Is 'innit' a real, proper word?
 It means something so, in that respect, it would be a proper word.
 How about LOL, 'laugh out loud', and other textspeak?
 Everyone uses LOL because it's fun and it represents funniness! But should they be in the dictionary though?
 The American company The Global Language Monitor has a system that tracks words across the media. It says we have more than a million words in the English language now. This is controversial though and critics question their calculation methods. By the way, if you want to compare, the Oxford English Dictionary has around 300,000 entries, including 'chav' and 'blog'.
 E: A word becomes a word when it's used by one person and understood by another. But really a word needs to be used in enough different resources. We need to see evidence of its use in a wide variety of resources. Monitor it electronically. It could be in print it could be in speech but we need to find hard evidence of its usage for it to be included in the dictionary.

Unit 8, 8.1, Exercise 12

M = Martina Alb = Alberto T = Tom C = Cebo All = Allister
 J = Jiaying Ma = Marne P = Peter

- M: A famous one that comes to my mind is Verdi, who is a song writer, let's say he was from the ...
 Alb: From Le Roncole di Busseto near Parma.
 M: Yeah. And he was a piano player and he did many interesting and famous plays and opera writings.
 T: And I love the sculpture of Rodin so I've seen some of his art in Paris. And again I could go and look at it over and over again.
 C: So my favourite all-round artist is Kanye West. I think he's the most, one of the most iconic stars of our time. I think he's one of the best artists, I think he's so influential.
 All: Roald Dahl, probably, 'cos I don't know and it just sticks in my mind that's about it. And I mean I grew up reading his books, especially the BFG, can't forget that, can you?
 J: The famous novelist is Charles Dickens. He is famous for his great portrayal of the City of London.
 Ma: A novelist I'm quite interested in is George Orwell. I found 1984 to be just a fascinating book and I lived through it and fortunately what he wrote didn't happen but, you never know. So I'd like to know how he came up with these ideas.
 P: I suppose Dickens would be the obvious famous novelist. I've read virtually everything he wrote several times. And I quite often get annoyed that he didn't write more. I've read the unfinished book *Edwin Drood* in three different versions where different writers have added their own take on the ending and I haven't agreed with any of them but, yeah, I very much enjoy Dickens.

Unit 8, 8.4, Exercise 2

S = Skye N = Nina D = Dan Nm = Nina's mum

- S: OK. First, we have to spread this plastic on the ground. And then we add the paint.
 N: This is a great idea for painting T-shirts.
 S: I know. We should ask school if we can do it on the last day.
 N: No, we won't be allowed to do it. It's too messy.
 S: Dan, hi. Listen, you'll have to hurry up. We're nearly ready.
 N: What's up?
 S: Dan's left the T-shirts at home. He had to go back for them, but he won't be long.
 N: It's OK. Mum won't be home until later. She says we're allowed to do this, but we have to clean up before she gets back.
 D: Sorry, I'm late. You didn't have to wait for me.
 S: You've got the T-shirts, Dan!
 N: OK. Let's put on the T-shirts, then get some water on the plastic and we're ready.
 S: Are there any rules?
 N: No, just run and slide, but we mustn't push each other. Off we go!
 S: Oh no! Your mum's home. We have to clean up.
 Nm: Hi! That looks fun. Can I try it?
 S: Sure, you'll have to change first though!

Unit 8, 8.6, Exercise 3

T = Tommo N = Nina S = Skye

- T: I could be wrong, but I bet she's got her headphones on.
 N: Let's throw a stone at her window.
 S: Hi guys. Sorry, I didn't hear you. I really need your help. I'm trying to write a song for the school show, but it's exactly the same as my last one.
 N: Is it a sad song again?
 S: Sort of. One friend moves away and the other friend is lonely.

- N: It seems to me that you need some fresh ideas, Skye. What do you think, Tommo?
- T: I think Nina's right. Why not write about Basil?
- S: Basil! Are you mad? People don't write about their pet snakes!
- T: Personally, I think Basil is more interesting than two sad friends.
- N: In my opinion, Tommo's right, Skye. It's got to be fun. OK, we'll write one line each about Basil and see how it goes.
- N: And now let's do a rap. My fun won't end with you as my friend.
- T: I'm not gonna lie. I'll never say bye!
- S: I've had a few pets, but you're the best
- N: He might be a snake, but Basil's my mate!
- S: Nina, you're brilliant. If you ask me, we've got a hit song! Now, let's write some more lines.

Unit 8, 8.6, Exercise 8

P = Peter K = K.C. C = Cebo A = Allister

- P: The most boring book I've ever read was *the Golden Bowl* by Henry James, but I have to qualify that by saying I didn't get beyond the first two or three pages. Mainly because he can't write a sentence without going on for several hundred words.
- K: One of my favourite songs is *All Along The Watchtower* by ... it's a Bob Dylan song but I like the Jimi Hendrix version of it. It just, it hit me in a place in my teen years and I've always loved it. It's like always top ten. U2's *I Still Haven't Found What I'm Looking For*. I must have played that a thousand times, and that's right up there at the top ... They just, it hit a place in my heart, and never left.
- C: So *Brotherhood* is one of the most disappointing films I've ever seen. I really felt like... So it's a trilogy. There was a *Kidulthood*, *Adulthood* then *Brotherhood*. They honestly could have stopped at *Adulthood*. There was no need for the *Brotherhood*. *Brotherhood* completely ruined the whole thing and it just became so Americanised and it was just so, it was just a mess.
- A: It was *Jurassic World* that I saw yesterday, it didn't live up to my expectation as I was hoping it would be compared to the first one that I saw. So in my opinion that was probably the worst film that I've seen.

Unit 9, 9.1, Exercise 11

Mo = Monica B = Bahar R = Rudy S = Sandra Ma = Marne
P = Peter C = Carol

- Mo: My favourite celebration is Halloween, 31st of October, I will dress up, my make-up ... I go all out for Halloween. Trick or treating, parties, just scaring people, that's my favourite celebration.
- B: Yeah my favourite celebration is prom and it's good because you can invite anyone from other schools and then, you just celebrate and you get to wear your favourite dress and look all fancy. I think it's a reason to wear so much make-up and everything, so you can put so much on, and it's just good.
- R: My favourite celebration was the afterparty for the Rugby World Cup actually, it was amazing. So I'm a big fan of the All Blacks so we had a blast. I mean everybody was wearing the All Black jersey, it was just amazing like, after about ten, fifteen pints everybody was like going crazy so that was, that was a night to remember actually, loved it.
- S: My favourite celebration is Halloween because everyone gets to dress up and everyone has fun.
- Ma: And my favourite celebration of all is the *Fasnacht* holiday in Basel where I live. It happens in late February, early March and it's our version of carnival. People are dressed in a very unique style of costume and they play fife and drum. For a solid week it completely changes the feeling of this very correct city for one week. It's great.

- P: My favourite celebration is any of my children or grandchildren's birthdays or in fact my wife's birthday, apart from the worry that we have beforehand as to what to get them. But I just like seeing everyone happy.
- C: I think ... celebrations, birthdays because Johnson said, 'When a man is tired of London he is tired of life.' And my personal motto is, 'When a person is tired of their birthdays, they're tired of life.'

Unit 9, 9.2, Exercise 3

S = Skye J = Jay N = Nina D = Dan E = Everybody
NS = Nina/Skye T = Tommo

- S: Just a minute. I've forgotten something.
- J: Skye, you're always the one who's late!
- S: Sorry everyone! I'm ready now!
- N: OK. Before we leave, let's make a toast.
- D: Is that champagne?
- N: No, it's the bottle of sparkling grape juice that my mum gave me. Anyway, here's to great friends and a great night!
- E: Cheers!
- T: So, shall we go now?
- S: But where's the car?
- D: There is no car.
- NS: What?
- S: You were the one who was supposed to organise the transport.
- D: Don't worry, I have. Give us two minutes.
- N: Space hoppers! You must be joking!
- S: We can't go on those. Look at the dresses we're wearing!
- J: They're great fun! My uncle, who owns a toy shop, got them for us.
- T: Come on. It'll be a laugh!
- S: Oh all right. Actually, it's quite fun.
- D: Well, they say your school prom is a night that you never forget!

Unit 9, 9.3, Exercise 6

Ch = Charlie Ca = Carol M = Martina A = Alberto My = Myriam
Mo = Monica Ma = Marne R = Rudy S = Salim

- Ch: I went to see London Dungeons. It was good fun, really good fun, and I would definitely recommend it, and I'll probably go again.
- Ca: The last attraction I went to was a very small church in Notting Hill, which not many people know about. It's in Pembroke Place. It's set back from the road and it's a spiritualist church, and it's got a lot of history.
- M: The last attraction we visited was the London Eye. It was very different from what we have in Italy and it's quite interesting 'cos you can see a bit of London from another perspective so, yeah. And I would definitely ...
- A: And it was - and there was amazing view, so.
- M: Yeah, definitely suggest it.
- A: Absolutely.
- My: Well, last attraction I visited was in Phuket Island. And it's a hotel called Sri Panwa and there is a really nice sea view over there at the top of the mountain and it's a great hotel as well. And I was staying there for my friend's wedding.
- Mo: I went to Chefchaouen in Morocco. It's called The Blue Pearl because all the walls and the houses are painted blue. I went there to volunteer as a nurse, a dental nurse there to treat children and women there who haven't seen a dentist before. I would recommend it. It was a really good experience. Life-changing and incredible.
- Ma: The last attraction I visited was Victor Hugo's house on Guernsey. And it was fascinating to see how he'd turned the entire house into a communication statement. And I'd definitely recommend people go see it. It's worth the ferry ride and the nausea on the ferry.

- R: I went to the Edinburgh Castle actually recently.
 S: Oh.
 R: It was really beautiful up there I mean I knew the castle was in Edinburgh but I didn't know that when you actually go up to the Edinburgh Castle it's like overlooking the city. So it was really amazing. Yeah, that was the last place I went to and I highly recommend that you should go and visit the Edinburgh Castle, yeah.

44 Unit 9, 9.6, Exercise 3

S = Skye N = Nina D = Dan T = Tommo J = Jay

- S: It's so hot on the dance floor. I'm dying for a drink!
 N: Me too! What I really want is some nice cold water. I hope Jay and Tommo hurry up with our drinks.
 D: Have you two got any plans for the summer?
 S: Well, Mum and Dad are going to Iceland. I'd love to see some volcanoes. What have you got planned, Nina?
 N: I'm going back to Colombia for a holiday. I can't wait to see the sun again!
 D: I wish I could come with you!
 N: In your dreams!
 T: We're back! Drinks for everyone!
 S: Thanks guys.
 J: No worries. Here's to a great summer. I hope we all have fun.
 All: Yes. Cheers everyone!
 N: Right. Who feels like a dance? I love this music.
 J: Hang on a minute. What's that noise?
 T: It's the firework display. It's just starting.
 N: I hope it's not cold outside!
 S: Come on, Nina. It's fine! Anyway, we could all do with some fresh air.
 D: The fireworks are amazing. Look!

45 Unit 9, BBC Culture and Skills, Exercises 5, 6 and 8

P = Presenter G1 = Gamer 1 G2 = Gamer 2 G3 = Gamer 3
 A = Alex J = Josh's mum S = Siv

Part 1: The Insomnia Festival

- P: They have come in their thousands: some to play computer games but most to watch. I know you're thinking: sitting in front of a computer all day playing games is one thing but sitting watching other people playing computer games all day ... really?
 G1: If you play the game, if you know the game, you can appreciate the level of skill and the kind of technical ability that goes into it.
 G2: It's really funny to watch some of the stuff they can pull off – and just think wow, they must really have put so much practice into this and it does inspire you in some way to keep on going.
 G3: It's enough of a sport to be sort of sit inside and sort of, you know, hone your skills that way instead of with a football or a rugby ball.
 P: You think it's a legitimate sport?
 G3: Yeah ... a legitimate sport.
 P: This is a hi-tech professional set-up. Two teams play for thousands of pounds in prize money, you can see the tension. The game is streamed live online. There are even commentators.
 P: The global audience online and at live events last year was more than seventy million. Lost in a world of *Minecraft*, we met eleven-year old Alex.
 A: *Minecraft* is some sort of game that is built by the perfect people.
 P: Why do you like watching other people playing?
 A: Well, it makes me feel like I want to do what they are going to do.
 P: This is Josh and his mum, Michelle. Josh watches videos of gaming all the time. His mum doesn't get it.

- J: I thought it really weird and I was watching it earlier, watching people commenting on other people's playing. And I've never seen anything like it. And obviously that's where the following is, which I hadn't really clocked, I thought it was just the gaming itself ... so I do find that's slightly strange.
 P: On stage, some living legends – gamers who record themselves playing *League of Legends* and then upload it on to YouTube. Siv has more than a million followers.
 S: I make my living out of it and I have two employees who I am coaching to become second and third versions of me. And it's just a really nice ... I'm really happy it's a sustainable job for now. Yeah.
 P: This event, *Insomnia*, is taking place at Coventry's football ground. So, is the national sport being overtaken by so called e-sport? Not yet. Some here can't even stay awake. But gaming is evolving and growing all the time.

46 Unit 9, BBC Culture and Skills, Exercises 7 and 8

P = Presenter S = Stick Dt = Dance teacher D1 = Dancer 1
 D2 = Dancer 2 D3 = Dancer 3 F = Festival organiser

Part 2: The Festival of Neighbourhood

- P: Spinning BMX acrobatics and parkour experts braving the concrete walls: just some of the urban art on show at the South Bank Centre Festival of Neighbourhood this weekend. Alongside them, street artists, like Stick who will be giving workshops and explaining the heritage of his trade.
 S: People have always left their marks on walls from the periods when we were living in caves. It's a continuation of that very old tradition which is older than galleries, certainly older than the Southbank. It's nice for the Southbank to be involved with such an established art form.
 P: There will also be a pop-up performance by youth dance troop, Zoo Nation, seen here rehearsing ahead of their new show 'Groove on down the road' which starts at the Southbank Centre next Friday.
 Dt: They are unfortunately some of the most ridiculously talented kids that I've ever come across. And I only say unfortunately because for us adults, who are old, we are like watching our backs saying: 'Where have they come from? They're so good!'
 P: And that takes real dedication ... Do you literally dance wherever you go?
 D1: Pretty much, yeah ... yeah ... trains, at home, buses.
 D2: I like it because like you can like express how you feel.
 D3: Like we're always on our hands like all the time. We don't walk with our feet, we walk with our hands.
 P: Putting breakdance on a stage, taking art out of galleries and rolling BMX into the ballroom. The point of this festival is to mash up cultures and show them to a wider audience.
 F: Many of the artists that we spoke to said: 'I've always dreamt about BMXing on the ballroom floor or coming out on to the terraces or coming out on to the roof gardens'. And they really relish the opportunity to be coming into those more public and open spaces.
 P: The Southbank Centre has long been an unofficial playground where urban art forms are practised and honed, this weekend – a chance to see the next generation!

Starter Unit

0.1 0.2

Exercise 1

1 classmate 2 relative 3 gran
4 uncle 5 neighbour

Exercise 2

1 go 2 do 3 love 4 studies
5 doesn't 6 drives 7 Where
8 walk 9 sometimes 10 Who
11 always

Exercise 3

1 best 2 more 3 most 4 bigger
5 the latest 6 more exciting

Exercise 4

1 Are you; I'm not
2 right; I'm not doing
3 studying; 're learning
4 Are; I'm talking

Exercise 5

1 'm having
2 are you watching
3 isn't looking forward to
4 're studying
5 are you calling
6 Are you enjoying

Exercise 6

1 write 2 reading 3 go 4 film
5 download 6 upload

0.3 0.4

Exercise 1

Across

3 made 4 went 6 left 7 had

Down

1 came 2 spent 3 met 5 read

Exercise 2

1 went 2 stayed 3 didn't do 4 read
5 was 6 made 7 had 8 danced
9 didn't come 10 did you go 11 told
12 weren't

Exercise 3

1 b 2 e 3 a 4 f 5 d 6 c

Exercise 4

1 unusual 2 perfect 3 terrible
4 amazing 5 alright 6 boring

Exercise 5

1 since 2 for 3 since 4 for 5 for
6 since

Exercise 6

1 Have you ever studied abroad?
2 Fiona hasn't done her homework yet.
3 My parents have already met my girlfriend.
4 Has Mark fed the cat yet?
5 We haven't been camping for two years.
6 The programme has just started.

Exercise 7

1 has lived here
2 have never been
3 not started yet
4 have always liked
5 for six months

Unit 1

1.1

Exercise 1

1 confused 2 miserable 3 joyful
4 relaxed 5 afraid 6 annoyed

Exercise 2

1 confused 2 joyful 3 relaxed
4 annoyed 5 stressed 6 surprised
7 miserable 8 afraid

Exercise 3

1 b 2 a 3 b 4 c 5 b 6 c

Exercise 4

1 make 2 get 3 boost 4 change
5 have 6 give 7 take 8 give

Exercise 5

1 determined, have
2 get, afraid
3 made, disappointed
4 uneasy/stressed, boosted
5 change, stressed/uneasy

Exercise 6

1 express 2 challenge 3 know
4 make 5 Be 6 surprise

Exercise 7

1 challenged 2 miserable 3 take
4 give 5 anxious 6 determined
7 make 8 routine 9 satisfied
10 congratulate

1.2

Exercise 1

1 c 2 b 3 e 4 a 5 d

Exercise 2

1 is not/isn't coming
2 is/'s raining
3 am/'m not living
4 is/'s thinking
5 are discussing
6 Are you leaving
7 are not/aren't having

Exercise 3

1 hear, are/'re learning
2 wait, am/'m getting
3 does (Mia's train) arrive, is/'s coming
4 is/'s starting, are/'re missing
5 like, encourages

Exercise 4

1 *are having* have
2 *are you thinking* do you think?
3 correct
4 *stay* 're staying
5 *isn't knowing* doesn't know.
6 *starts* is starting.

Exercise 5

1 don't know 2 am/'m staying
3 am/'m enjoying 4 sells 5 have
6 closes 7 have 8 love
9 am/'m practising 10 are you doing
11 Do you want 12 don't work

1.3

Exercise 1

1 Janice 2 Maikel 3 Özge
4 Stephen 5 Tomasz 6 Maria

Exercise 2

1 F 2 DS 3 T 4 F 5 F 6 T

Exercise 3

1 the basics 2 a nightmare
3 an (expensive) fine 4 homesick
5 journal 6 compulsory

1.4

Exercise 1

1 c 2 f 3 a 4 e 5 d 6 b

Exercise 2

1 was having, PC
2 got up, PS
3 Have you ever had, PP
4 was raining, PC
5 became, PS
6 's gone, PP

Exercise 3

1 I got home half an hour ago.
2 My sister started school last year.
3 Have you ever played baseball?
4 We were talking about Susan when she walked in.
5 It was snowing when I woke up this morning.
6 When I was little, I didn't like broccoli.

Exercise 4

1 have been to
2 was watching a film
3 has gone
4 was having a shower
5 hasn't eaten
6 has never been

Exercise 5

1 was 2 climbed
3 have (ever) done 4 was staying
5 were walking 6 fell 7 came
8 visited

1.5

Exercise 1

Across

1 calm 4 creative 5 gentle
6 confident 7 sensible

Down

1 curious 2 organised 3 reliable

Exercise 2

1 d 2 b 3 a 4 c

Exercise 3

1 image 2 outside 3 inside 4 story
5 1960s 6 concerts 7 cooks

1.6

Exercise 1

- 1 Can you give me a hand with something?
- 2 Do you need anything else?
- 3 Can I get you anything?
- 4 Excuse me. Would you mind helping me?
- 5 Could you help me?
- 6 Can I give you a hand?
- 7 May I help you?

Exercise 2

Asking for help:

Can you give me a hand with something?

Excuse me. Would you mind helping me?

Could you help me?

Offering help:

Do you need anything else?

Can I get you anything?

Can I give you a hand?

May I help you?

Exercise 3

- 1 b 2 f 3 c 4 a 5 g 6 e 7 d

Exercise 4

- 1 hand 2 Sure 3 minute 4 mind
5 give 6 nice 7 help 8 helping
9 else 10 fine

Exercise 5

- 1 b 2 a

1.7

Exercise 1

- 1 gasp 2 sweat 3 shake / shiver
4 scream 5 yawn

Exercise 2

- 1 b 2 e 3 a 4 d 5 f 6 c

Exercise 3

- 1 d 2 e 3 f 4 b 5 c 6 a

Exercise 4

- 1 b 2 d 3 e 4 a 5 c

EXAM SKILLS

Exercise 1

- 1 E 2 B 3 A 4 C

Exercise 2

- 1 C 2 B 3 C 4 A

Exercise 3

- 1 Would you mind
2 with you in a

Exercise 4

- 1 C 2 B 3 C 4 B

VIDEO Unit 1 Lesson 2

Exercise 1

Possible answers:

- 1 It is Nina's first day at Belmont Academy. She is getting ready for school. She takes her bag and puts a notebook, pens, her phone and a tablet/diary into it. She looks at herself in the mirror, picks up her keys and leaves the house.
- 2 When Nina gets to the bus stop, she can't find any information about

her bus. She asks a woman who is waiting. She tells Nina that her bus goes from a different bus stop, around the corner. Nina runs to the bus stop but misses her bus.

3 Jay and Skye arrive at the bus stop.

They start talking to Nina and Jay notices another bus arriving so they all get on.

4 When they get off the bus, they see

Dan. Skye introduces him to Nina and Dan starts chatting to her about Colombia. Dan and Nina walk off and leave Jay and Skye behind.

Exercise 2

- 1 7:58 (two minutes to eight)
2 (a packet of) pens 3 light blue
4 right 5 her keys 6 20 (mph)
7 Seven 8 Skye 9 Nina 10 Skye

VIDEO Unit 1 Lesson 6

Exercise 1

The scene in the video shows Nina, Jay, Skye and Dan in the reception area of Belmont Academy.

Exercise 2

- 1 Skye, Nina 2 Dan, Nina 3 Student, Nina 4 Nina, Student 5 Student, The Head 6 The Head 7 The Head, Nina's bag 8 Nina, Dan

Unit 2

2.1

Exercise 1

S	L	I	T	T	E	R	R	R	P
S	A	P	R	E	P	L	A	N	T
R	I	E	A	D	W	J	K	T	H
U	F	T	F	A	C	T	O	R	Y
B	I	R	F	F	A	C	T	G	S
B	N	O	I	H	T	C	O	I	L
I	G	L	C	R	Z	H	H	J	E
S	N	R	H	R	S	M	O	K	E
H	E	E	H	A	H	D	H	T	V
E	N	D	A	N	G	E	R	E	D

Exercise 2

- 1 bin 2 traffic 3 factory 4 oil
5 petrol 6 endangered

Exercise 3

- 1 d 2 c 3 a 4 b

Exercise 4

- 1 b 2 e 3 f 4 a 5 g 6 d 7 c

Exercise 5

- 1 bin, bank 2 oil, climate
3 transport, traffic 4 recycling, litter
5 factories, endangered

Exercise 6

- 1 b 2 a 3 c 4 c 5 a 6 b 7 b

Exercise 7

- 1 bank centre 2 out up
3 protects damages 4 energy change
5 litter smoke 6 renewable endangered

Exercise 8

- 1 protect 2 change 3 public
4 jams 5 pollute 6 throw 7 recycle
8 renewable 9 oil 10 clean

2.2

Exercise 1

- 1 had travelled 2 hadn't eaten
3 Had you finished 4 had seen
5 Had you tried 6 hadn't been

Exercise 2

- 1 had gone 2 went 3 had waited
4 had already read 5 passed
6 had forgotten 7 arrived 8 got up

Exercise 3

- 1 Angela hadn't studied English before she visited London.
2 By the time I finished school yesterday, it had got dark outside.
3 How long had you had your bike when somebody stole it?
4 When we arrived at the cinema, the film had already started.
5 I had just arrived at the party when it finished.
6 Kayla was tired because she hadn't slept well.
7 Chiara had never seen a volcano before she went to Indonesia.
8 By the time I got up, my brother had eaten all the pancakes.

Exercise 4

- 1 a 2 c 3 c 4 a 5 b 6 c 7 c
8 b 9 b 10 a

2.3

Exercise 1

- 1 greenhouse gases
2 sign a petition
3 win a court case
4 environmental laws
5 take legal action

Exercise 2

- 1 b 2 e 3 a 4 d

Exercise 3

- 1 c 2 b 3 c 4 a

2.4

Exercise 1

- 1 d 2 e 3 b 4 a 5 c

Exercise 2

- 1 We used to waste a lot of water.
2 Jamie didn't use to recycle plastic bags.
3 I didn't use to worry about climate change.
4 Where did you use to live?
5 My mum used to throw away paper.
6 Did Ella use to sing in a band?

Exercise 3

- 1 used to play
2 did you use to live
3 didn't use to watch
4 didn't use to have
5 used to travel
6 Did there use to be

Exercise 4

- 1 ~~used to discover~~ discovered
2 ~~used to start~~ started
3 ~~didn't used to~~ didn't use to
4 ~~use to melt~~ used to melt
5 ~~used to recycled~~ used to recycle

Exercise 5

- 1 used to play
2 didn't use to recycle
3 use to play video games
4 used to work
5 didn't use to live

Exercise 6

- 1 Ouch! 2 It's a shame, really.

2.5

Exercise 1

- 1 vote 2 organise 3 hold 4 sign up
5 join 6 become

Exercise 2

- 1 A 2 B 3 C 4 A

Exercise 3

- 1 T 2 T 3 F 4 T 5 F

2.6

Exercise 1

- 1 c 2 d 3 f 4 a 5 e 6 b

Exercise 2

- 1 I think so too.
2 I don't think we should ...
3 I totally disagree
4 You can say that again!
5 I suppose so.

Exercise 3

Agreeing

Maybe you're right.; I totally agree.;
I think that's a great idea.; I think so too.;
You can say that again!; I suppose so.

Disagreeing

That's not always true.;
I'm not sure about that.;
Really? I don't agree.;
I don't think we should ...;
I totally disagree.

Exercise 4

- 1 c 2 b 3 a

Exercise 5

- 1 get 2 sure 3 right 4 think
5 should 6 is 7 agree 8 again

2.7

Exercise 1

- 1 is he 2 aren't you 3 didn't they
4 won't he 5 aren't they 6 has she

Exercise 2

- 1 can we 2 do you 3 didn't they
4 will she 5 have I 6 isn't he

Exercise 3

- 1 isn't it 2 won't we 3 has she
4 did they 5 don't you 6 weren't there

Exercise 4

- 1 You like studying the environment, don't you?
2 You're Suzanna, aren't you?
3 We can't recycle this plastic, can we?
4 They liked the film, didn't they?
5 He didn't remember to put out the recycling bin, did he?

Exercise 5

- 1 a 2 d 3 c 4 b 5 b 6 a 7 a
8 d 9 a

EXAM SKILLS

Exercise 1

- 1 to make new things
2 amount of waste
3 (new) colourful pockets
4 start a campaign

Exercise 2

- 1 E 2 B 3 C 4 A

Exercise 3

- 1 foreground 2 doing 3 water
4 chimney

Exercise 4

- 1 he had taken
2 use to recycle
3 did you use
4 had already cleaned
5 joined us

VIDEO Unit 2 Lesson 4

Exercise 1

- 1 A 2 C 3 B 4 A 5 C 6 A

Exercise 2

Students' own answers

VIDEO Unit 2 Lesson 6

Exercise 1

- 1 D 2 F 3 B 4 E 5 A 6 C

Exercise 2

Sample answer: Skye was in her garage when Dan, Nina and Jay arrived. She asked them to help her. She told them about a competition called 'Trash to treasure'. She had to make something new out of rubbish. Her idea was to make a chair out of old plastic bottles. The four friends cut the tops off the bottles and then tied them together. They first thought about using string, but decided that sticky tape was better. When they had finished, Dan tested the chair by sitting on it but it collapsed. The others laughed and Jay said, 'I think our design needs a bit more work!'

Unit 3

3.1

Exercise 1

hands/arms: bracelet, gloves
top: hoodie, pullover, raincoat
legs: leggings, tights
feet: boots, sandals, wellies
head/neck: earrings, necklace, scarf
whole body: suit, tracksuit

Exercise 2

- 1 sandals 2 tracksuit 3 wellies
4 bracelet 5 leggings 6 gloves

Exercise 3

- 1 smart suit 2 old-fashioned tracksuit
3 baggy hoodie 4 leather boots
5 striped leggings

Exercise 4

- 1 old-fashioned, plain, black
2 awesome, black-and-white, checked
3 worn-out, baggy, green
4 skinny, striped, cotton
5 fashionable, tight, leather

Exercise 5

- 1 has 2 is 3 wear 4 wears 5 have
6 is 7 am 8 have

Exercise 6

- 1 has; black-and-white, checked
2 teens; is
3 suit; wears
4 have; dyed; wear; fashionable
5 flowery, woollen; be

Exercise 7

- 1 skinny 2 polka-dot 3 hoodie
4 worn-out 5 slim 6 tanned
7 smart 8 wears 9 freckles 10 pale
11 good-looking 12 scruffy 13 jeans
14 pullover 15 dyed 16 wears
17 earrings 18 bracelets

3.2

Exercise 1

- 1 's been revising
2 have you been wearing
3 hasn't been writing
4 have/'ve been waiting
5 have they been collecting
6 has been listening

Exercise 2

for: a long time, ages, four months, three hours
since: February, I got home, last Tuesday, two o'clock
all: afternoon, day, morning, night

Exercise 3

- 1 've been wearing
2 hasn't been practising
3 has Lucy been feeling
4 have/'ve been walking
5 have you been making

Exercise 4

- 1 been studying for three
2 has been living/has lived here since
3 have you been doing
4 hasn't been doing
5 trying on clothes for ages

Exercise 5

- 1 *since* for
 2 *you have* have you
 3 *haven't doing* haven't been doing
 4 *all of night* all night
 5 *They're waiting* They've been waiting

Exercise 6

- 1 wearing 2 for 3 not 4 since
 5 have 6 for 7 been 8 long 9 all

Exercise 7

- 1 up 2 thinking 3 great 4 last

3.3**Exercise 1**

- 1 c

Exercise 2

- 1 F 2 T 3 T 4 F 5 F 6 T 7 F

Exercise 3

- 1 hashtag 2 (a huge) following
 3 gone to his head 4 harmless
 5 gained 6 living a lie

3.4**Exercise 1**

- 1 b 2 f 3 c 4 d 5 a 6 e

Exercise 2

- 1 I've had, PPS
 2 has bought, PPS
 3 've been trying, PPC
 4 have you known, PPS
 5 haven't finished, PPS
 6 've been looking forward, PPC

Exercise 3

- 1 have (you) been dyeing
 2 has been looking for 3 have you had
 4 haven't posted 5 has been wearing

Exercise 4

- 1 I've sent three emails today.
 2 How long have you had dyed hair?
 3 Jia has been wearing glasses since January.
 4 How long have you been studying fashion?

Exercise 5

- 1 've bought 2 've been wearing
 3 have been recycling 4 have made
 5 have used 6 has been
 7 have been sending

3.5**Exercise 1****Across**

- 3 pocket 4 hood 6 sole 7 laces

Down

- 1 zip 2 button 4 heel 5 collar
 6 sleeve

Exercise 2

- 1 zip 2 hood 3 sole 4 heels
 5 sleeves 6 pocket

Exercise 3

- 1 D 2 A 3 C 4 B

Exercise 4

- 1 b 2 a 3 b 4 c 5 a

3.6**Exercise 1**

- 1 look 2 really 3 What 4 so 5 suits
 6 taste 7 brilliant 8 style

Exercise 2**Complimenting appearance:**

- You look great in that shirt.
 What a nice bracelet!
 It really suits you.
 You've got great taste in clothes.
 I like your style.

Complimenting actions:

- You did really well.
 You're always so helpful.
 You were brilliant.

Exercise 3

- 1 nice 2 made 3 so 4 feel 5 sure

Exercise 4

- 1 head 2 like

Exercise 5

- 1 look 2 really 3 suits 4 nice
 5 What 6 are 7 in 8 taste 9 day
 10 were 11 did 12 feel

3.7**Exercise 1**

- 1 c 2 a 3 b 4 a 5 c

Exercise 2

- 1 so 2 so that 3 so that 4 so 5 so

Exercise 3

- b

Exercise 4

- 1 g 2 b 3 d 4 a 5 f 6 c 7 e

Exercise 5

- 1 c 2 e 3 b 4 a 5 d

Exercise 6

- 1 invite 2 sooner 3 musical
 4 character 5 polka-dot 6 necklace
 7 songs 8 to come and see

EXAM SKILLS**Exercise 1**

- 1 B 2 A 3 A

Exercise 2

- 1 (the) 'teddy boys'
 2 baggy and flowery
 3 shocking people
 4 hairstyles

Exercise 3

- 1 were great/brilliant
 2 nice of you
 3 like you

Exercise 4

- 1 wore 2 smart 3 fit

VIDEO Unit 3 Lesson 2**Exercise 1**

- 1 J 2 D 3 S 4 S 5 D 6 T 7 T
 8 T 9 D 10 T

Exercise 2

Students' own answers

VIDEO Unit 3 Lesson 6**Exercise 1**

- 1 being on stage 2 disaster
 3 so cool 4 Really? 5 were brilliant
 6 No, I'm going now. 7 What's the matter? 8 my old school

Exercise 2

Students' own answers

Unit 4**4.1****Exercise 1**

- 1 plumber 2 manager 3 dentist
 4 cook 5 attendant 6 scientist
 7 librarian 8 lifeguard 9 director

Exercise 2

- 1 travel agent 2 flight attendant
 3 fashion designer 4 app designer
 5 lorry driver 6 music critic
 7 veterinary assistant 8 film director

Exercise 3

- 1 d 2 e 3 a 4 c 5 b 6 f

Exercise 4

- 1 looking for 2 apply 3 have 4 sign
 5 meet 6 get

Exercise 5

- 1 c 2 b 3 b 4 a 5 b 6 a

Exercise 6

- 1 lifeguard, rate 2 manager, bonus
 3 summer, assistant 4 flight, overtime
 5 wage, pension

Exercise 7

- 1 a psychologist, well-paid
 2 retired, give up
 3 unemployed, benefit
 4 shifts, assistant

Exercise 8

- 1 manager 2 company 3 well-paid
 4 earns 5 bonus 6 promotion
 7 pay rise 8 overtime 9 music critic
 10 for 11 experience

4.2**Exercise 1**

- 1 I'm going to get a pay rise next year.
 2 The training starts on 7 September.
 3 Jake is going to study for a diploma next year.
 4 You won't enjoy the job if it's really boring.
 5 We're meeting the manager at eleven o'clock.
 6 I'll help you write a CV if you want.
 7 I'll be able to earn some money this summer.

Exercise 2

- 1 is going to get 2 starts 3 will get
 4 Will 5 am meeting
 6 am going to look

Exercise 3

1'll 2 am/'m meeting 3 will/'ll get
4 leaves 5 am/'m going to start

Exercise 4

1 a 2 a 3 c 4 b 5 c 6 a 7 c
8 b 9 b 10 a

4.3**Exercise 1**

1 b 2 e 3 c 4 a 5 f 6 d

Exercise 2

A fashion designer
B trainee journalist
C children's entertainer
D app tester

Exercise 3

Lisa: C children's entertainer

Silvia: A fashion designer

James: B trainee journalist

4.4**Exercise 1**

1 c 2 e 3 f 4 a 5 d 6 b

Exercise 2

1 I'll be starting a summer job
2 We won't be going abroad on holiday.
3 I'll be staying with my cousin in Greece!
4 How will you be celebrating your birthday?
5 I'll be having a party!

Exercise 3

1 in 2 be 3 at 4 won't 5 Next
6 doing

Exercise 4

1 will be studying
2 will/'ll be applying
3 will/'ll be designing
4 will/'ll be having
5 will/'ll be gaining
6 will/'ll be starting
7 will/'ll be earning
8 will/'ll be relaxing

Exercise 6

1 b 2 c 3 a

4.5**Exercise 1****Across**

4 diploma 5 award 6 career

Down

1 employer 2 candidates 3 speech

Exercise 2

Marcus

Exercise 3

1 T 2 F 3 T 4 F 5 F 6 F 7 T

Exercise 4

1 no 2 bothered 3 happens
4 impressed 5 billionaire

Exercise 5

a 3 b 5 c 1 d 4 e 2

4.6**Exercise 1**

1 b 2 f 3 a 4 c 5 e 6 d

Exercise 2

1 Secondly 2 remember 3 important
4 hope 5 always 6 last

Exercise 3

1 that 2 No 3 forget 4 not to 5 Be
6 Finally

Exercise 4

1 He's off sick 2 It's all very simple

Exercise 5

1 First 2 No 3 that 4 Remember
5 seems 6 Then 7 not 8 be 9 all

4.7**Exercise 1**

1 about 2 of 3 for 4 on 5 in
6 with

Exercise 2

1 about, C 2 on, A 3 in, E 4 for, B
5 of, D

Exercise 3

about: complain, worry
for: apologise, apply
in: believe, succeed
of: consist, smell
on: concentrate, depend
with: compare, cope

Exercise 4

1 *on* in 2 *with* of 3 *for* about
4 correct 5 *of* for 6 *about* with
7 *on* in 8 *of* on

Exercise 5

1 in 2 in 3 on 4 in 5 with 6 for
7 about 8 about 9 of 10 on
11 with

EXAM SKILLS**Exercise 1**

1 A 2 B 3 B

Exercise 2

1 selling home-made jam
2 contain sugar
3 all over the UK
4 buy a Superjam recipe book

Exercise 3

1 B 2 A 3 B 4 B

VIDEO Unit 4 Lesson 4**Exercise 1**

1've been waiting 2 will you be doing
3 will/'ll be working 4 will/'ll be doing
5 will/'ll be 6 will/'ll be working
7 will/'ll be looking 8 will/'ll be helping
9 will/'ll be working 10 will/'ll be enjoying
11 won't be helping
12 will/'ll be cleaning

Exercise 2

Students' own answers

VIDEO Unit 4 Lesson 6**Exercise 1**

a 4 b 8 c 2 d 3 e 10 f 7 g 5
g 1 h 6 i 9

Exercise 2

1 worries 2 through 3 seems
4 course 5 remember 6 else 7 Sure

Unit 5**5.1****Exercise 1**

1 comet 2 astronaut 3 space station
4 star 5 planet 6 Earth 7 orbit
8 moon

Exercise 2

1 astronomer 2 telescope
3 spacecraft 4 satellite 5 astronaut
6 planetarium 7 solar system
8 galaxy

Exercise 3

1 S 2 D 3 D 4 S 5 S

Exercise 4

1 long 2 length 3 wide 4 width
5 hour 6 from 7 takes

Exercise 5

1 658 2 8,300,000 3 3,769
4 4,000,872,000 5 29,674,352
6 9.3 million

Exercise 6

1 six thousand four hundred and ninety-nine
2 six point eight billion
3 seven billion three hundred thousand
4 a hundred and twenty-three
5 four hundred and seventy-six thousand
6 twelve billion four hundred and thirteen million three hundred and eighty-nine thousand six hundred and seventy-two

Exercise 7

1 satellites, seventy-one
2 galaxy, hundred thousand
3 long, width
4 star, four point two
5 spacecraft, astronauts
6 from, takes
7 planets, solar system
8 telescope, comet

Exercise 8

1 planet 2 away 3 system 4 from
5 moons 6 astronaut 7 spacecraft
8 wide 9 and 10 per/an

5.2**Exercise 1**

1 launches 2 unless 3 it's 4 paid
5 had 6 won't see

Exercise 2

1 you need to study Physics
2 if I didn't have an exam tomorrow
3 Katie won't go out unless
4 If you want to come with us
5 they can take it again
6 where would you go

Exercise 3

1 is 2 will/'ll reach 3 would wait
4 failed 5 want 6 won't see
7 check

Exercise 4

1 If I had enough money I'd buy a telescope.
2 If it rains at the weekend, we'll visit the planetarium.
3 I would travel more if I had more time.
4 If the computer gets too hot, switch it off.
5 My parents won't be happy if I don't pass my exams.

Exercise 5

1 want 2 can 3 use
4 won't be able to 5 is 6 need
7 use 8 didn't have

5.3**Exercise 1**

1 b 2 h 3 d 4 f 5 a 6 g 7 c 8 e

Exercise 2

1 b 2 f 3 a 4 e 5 d 6 c

Exercise 3

1 d 2 b 3 a 4 b

5.4**Exercise 1**

1 have 2 launched 3 If 4 hadn't
5 wouldn't 6 would

Exercise 2

1 wouldn't 2 'd taken 3 wouldn't have
4 hadn't arrived 5 found

Exercise 3

1 d, 'd known
2 c, would have been able to
3 e, hadn't been
4 a, wouldn't have let
5 b, would have worn

Exercise 4

1 c 2 a 3 c 4 b 5 a 6 a 7 b

5.5**Exercise 1**

1 sound barrier 2 gravity 3 helium
4 balloon 5 parachute 6 engine
7 force 8 oxygen
Mystery word: atmosphere

Exercise 2

1 parachute 2 gravity 3 balloon
4 oxygen 5 engine 6 atmosphere
7 sound barrier

Exercise 3

b

Exercise 4

Topics 3 and 6 are not mentioned

Exercise 5

1 170 2 satellite 3 smaller 4 10/ten
5 50/fifty 6 expensive

5.6**Exercise 1**

1 out 2 Make 3 allowed 4 Be
5 Mind 6 off

Exercise 2

1 Don't 2 out 3 mustn't 4 careful
5 do 6 for

Exercise 3

Warnings: Look out!; Be careful!;
Mind the floor – it's wet.; Mind out!;
If you're not careful, ...; Watch out for ...
Prohibitions: Make sure you don't ...;
You aren't allowed to ...;
Keep off the grass!;
Don't fly your drone here.;
You mustn't fly your drone ...

Exercise 4

1 c 2 a 3 b

Exercise 5

1 we're off 2 That's so neat
3 Can I have a go

Exercise 6

1 out 2 careful 3 out 4 allowed
5 Keep 6 out 7 mustn't 8 that
9 be 10 Watch

5.7**Exercise 1**

a

Exercise 2

1 b 2 f 3 d 4 a 5 e 6 c

Exercise 3

7 d 8 c 9 e 10 a 11 b

Exercise 4

Paragraph 1: introduction
Paragraph 2: advantages
Paragraph 3: disadvantages
Paragraph 4: conclusion

Exercise 5

1 up 2 for 3 more and more
4 main 5 In 6 Finally

Exercise 6

Introduction: 3
Arguments for/against: 2, 4, 6
Giving opinions: 5
Ending your essay: 1

Exercise 7

1 to save 2 new types 3 population
4 expensive 5 problems
6 dangerous

EXAM SKILLS**Exercise 1**

1 C 2 C 3 A

Exercise 2

1 to the cinema
2 enjoyed/liked it
3 the most expensive

Exercise 3

1 don't we make
2 mustn't touch
3 would agree

Exercise 4

1 science 2 who 3 like 4 in

VIDEO Unit 5 Lesson 2**Exercise 1**

1 meteorite, telescope 2 scarf, gloves
3 camera, tripod 4 comet 5 light
6 twenty seconds 7 fireworks

Exercise 2

Students' own answers

VIDEO Unit 5 Lesson 6**Exercise 1**

1 (Jay) small 2 (Jay) good 3 (Skye) neat
4 (Skye) fast 5 (Skye) high
6 (Jay) careful 7 (Skye) wrong
8 (Skye) perfect

Exercise 2

Students' own answers

Unit 6**6.1****Exercise 1**

1 migraine 2 infection 3 hay fever
4 asthma 5 insomnia 6 travel sickness
7 food poisoning 8 injury

Exercise 2

1 injury 2 allergy 3 virus 4 hay fever
5 infection 6 bug

Exercise 3

1 b 2 a 3 f 4 e 5 d 6 c

Exercise 4

1 stay, bed
2 lost, appetite
3 take, tablets
4 get, prescription
5 come down, flu
6 having, check up

Exercise 5

1 matter 2 hurt 3 deep 4 serious
5 worry 6 take 7 something

Exercise 6

asthma – asthmatic;
infection – infect – infected; illness – ill;
pain – painful; prescription – prescribe

Exercise 7

1 infected 2 prescription 3 infection
4 painful 5 asthmatic 6 illness

Exercise 8

1 lost 2 took 3 had 4 food
5 matter 6 painful 7 allergy
8 allergic 9 prescription 10 bed

6.2**Exercise 1**

1 d 2 e 3 a 4 f 5 c 6 b

Exercise 2

1 my appointment was
2 the day before
3 would
4 if we were
5 couldn't

Exercise 3

- 1 They asked me how often I took the medicine.
- 2 James asked me if I wanted to go for pizza.
- 3 Julia told me she was feeling bad.
- 4 Carl asked the doctor if the medicine would help.
- 5 I told her I was enjoying the book
- 6 David told us he had been there before.

Exercise 4

- 1 who we thought would win the World Cup
- 2 (that) he wanted to be a scientist
- 3 (that) she had been/gone to the doctor the day before
- 4 what we could do to help Gary pass his exams.
- 5 (that) she was having a party that weekend
- 6 if I studied Biology at school

Exercise 5

- 1 c 2 b 3 b 4 a 5 c 6 b 7 b
8 a

6.3**Exercise 1**

- 1 myth 2 throat 3 concussion
4 bandage 5 burn 6 symptom

Exercise 2

- A 4 B 5 C 1 D 3 E 2

Exercise 3

- 1 F 2 T 3 F 4 F 5 T

Exercise 4

- 1 hold your nose 2 burn your throat
3 an infection 4 speak and walk
5 the flu virus

6.4**Exercise 1**

- 1 told 2 asked 3 us 4 not 5 me
6 to

Exercise 2

- 1 to be 2 asked me to 3 not to make
4 asked 5 to do

Exercise 3

- 1 us to pay attention
2 told me to stay
3 me to take her
4 told you to be
5 me not to read her
6 asked you not to use

Exercise 4

- 1 The teacher asked us to listen carefully.
2 Carole told us not to leave rubbish in her car.
3 I asked them to sit over there.
4 The doctor told me not to play sport for two weeks.
5 Sarah asked James to meet her after school.

Exercise 5

- 1 asked me to call
2 asked me to describe
3 asked me to tell
4 told me to make sure
5 told him to sit down
6 told me not to panic
7 asked them to let
8 asked me to phone

Exercise 6

- a be b about c Very

Exercise 7

- 1 Please be serious!
2 Very funny!
3 I was just messing about.

6.5**Exercise 1**

- 1 BMXing 2 snowboarding
3 hang-gliding 4 sandboarding
5 kite-surfing 6 climbing
7 free running 8 bungee jumping
9 sky-diving 10 bodyboarding
11 abseiling 12 parachuting
13 white-water rafting 14 paragliding

Exercise 2

- 1 sandboarding 2 parachuting
3 BMXing 4 abseiling/climbing
5 kite-surfing 6 bungee jumping

Exercise 3

- 1 d 2 e 3 a 4 c

Exercise 4

- 1 Camp 2 two/2 3 tricks 4 wall
5 four/4 6 interview 7 first/1st
8 350 9 accommodation

6.6**Exercise 1**

- 1 d 2 c 3 e 4 b 5 a

Exercise 2

- 1 What do you suggest?
2 If I were you, I'd go to the doctor.
3 Have you tried taking Vitamin C?
4 Any ideas what to do?
5 I wish I could help.
6 I'm afraid I can't really help you.

Exercise 3

- 1 ought 2 would 3 could 4 about
5 What 6 afraid 7 might/would
8 better

Exercise 4

- a I know it sounds weird
b I'll give it a go
c It's driving me mad!

Exercise 5

- 1 a 2 c 3 b

Exercise 6

- 1 ideas 2 afraid 3 thought
4 suggest 5 should 6 idea 7 were
8 would/'d

6.7**Exercise 1**

- 1 S 2 S 3 D 4 D 5 S 6 D

Exercise 2

- 1 any 2 nor 3 either 4 either
5 none 6 like

Exercise 3

- 1 all 2 neither 3 any, none 4 all
5 both

Exercise 4

- 1 Both Jack and Gary have
2 ate none of
3 neither a temperature nor
4 either have a party or
5 nor my sister like
6 all the sports

Exercise 5

- 1 b 2 c 3 c 4 d 5 b 6 a 7 a
8 d

EXAM SKILLS**Exercise 1**

- 1 C 2 B 3 E 4 D

Exercise 2

- 1 A 2 C 3 C

Exercise 3

- 1 was 2 had 3 took

Exercise 4

- 1 had been here
2 not to go
3 asked me to
4 would visit me
5 the next/following day

VIDEO Unit 6 Lesson 2**Exercise 1**

- 1 Lie 2 lie 3 legs 4 chair
5 festivals 6 bending 7 cheek
8 knee 9 lift 10 ambulance

Exercise 2

- Students' own answers

VIDEO Unit 6 Lesson 6**Exercise 1**

- Students' own answers

Unit 7**7.1****Exercise 1**

- 1 posture 2 gestures 3 body contact
4 facial expressions 5 voice
6 head movements

Exercise 2

- 1 voice 2 head movements
3 posture 4 body contact
5 facial expressions 6 gestures
7 eye contact
The mystery word is *communication*.

Exercise 3

- 1 nod 2 raise 3 shrug 4 bow
5 give 6 point

Exercise 4

- 1 head 2 Look 3 contact
4 eyebrows 5 voice 6 expressions
7 shrug 8 give

Exercise 5

- 1 communication 2 interruption
3 discussion 4 repetition
5 pronunciation 6 definition
7 suggestions

Exercise 6

- 1 a 2 c 3 d 4 b 5 a 6 d 7 b
8 c 9 b 10 d

7.2**Exercise 1**

- 1 are sent
2 have been used
3 wasn't written
4 must be turned off
5 can't be played
6 hasn't been found

Exercise 2

- 1 were sent 2 by
3 have been designed 4 be
5 are given 6 be

Exercise 3

- 1 Photographs cannot be taken in here.
2 This picture was painted by Monet.
3 The audio guide can be listened to on your mobile phone.
4 Tickets must be bought at the ticket office.
5 This sculpture was made a thousand/1,000 years ago.

Exercise 4

- 1 English is spoken in India.
2 Mobile phones are made in China.
3 Latin hasn't been taught in our school for years.
4 Your pictures can be shown on the big screen.
5 Your answers must be written on this form.
6 No good films have been made this year.

Exercise 5

- 1 can be done
2 has been answered
3 must be taught
4 are shown
5 were lost
6 have been designed
7 are given
8 are recorded
9 are swapped

7.3**Exercise 1**

- 1 Ben 2 Pamela

Exercise 2

- 1 T 2 T 3 F 4 F 5 T 6 F

Exercise 2

- 1 Ben 2 Pamela 3 Pamela 4 Ben
5 Pamela 6 Ben

7.4**Exercise 1**

- 1 c 2 e 3 b 4 f 5 d 6 a

Exercise 2

- 1 will be sent
2 will be given
3 will be taught
4 will not/won't be allowed
5 will be held
6 will not/won't be tested

Exercise 3

- 1 will be shown
2 will be won
3 will not/won't be offered
4 will be sent
5 will not/won't be used
6 will be given

Exercise 4

- 1 will be chosen 2 will be read
3 will be published 4 will be given
5 will be asked

Exercise 5

- 1 The shop will be closed tomorrow.
2 New courses/A range of new courses will be offered for next year/the next school year.
3 A party will be organised on 8th July to celebrate the end of the school year.
4 Three things will be discussed at the class meeting.
5 The FX900 smartphone will be sold from 3 September.

7.5**Exercise 1**

- 1 commercials 2 flyers 3 audience
4 brand 5 logo

Exercise 2**Across**

- 1 brand 2 flyer 5 slogan

Down

- 1 billboard 3 poster 4 logo

Exercise 3

- 1 c 2 h 3 f 4 a 5 e

Exercise 4

- 1 B 2 A 3 A 4 C

Exercise 5

- 1 F 2 F 3 T 4 T

7.6**Exercise 1**

- 1 e 2 c 3 f 4 a 5 d 6 b

Exercise 2

- 1 Did you mean left?
2 When I said green, I meant blue.
3 These ones here.
4 Could you say that again?
5 Sorry, I meant to say right.
6 Look at these!

Exercise 3

- Indicating objects:** That's it!
It's the one that has a pink logo.;

Those are the ones which I didn't like;
These ones here.; Look at these!

Asking for clarification:

Which one do you mean?;
When you said 'LOL', what did you mean?; Did you mean left?;
Could you say that again?

Giving clarification:

What I was trying to say was that they're not popular these days;
When I said green, I meant blue.;
Sorry, I meant to say right.

Exercise 4

- 1 c 2 a

Exercise 5

- 1 Any idea where the toilets are?
2 That's a bit tricky!

Exercise 6

- 1 here 2 mean 3 meant 4 these
5 said 6 mean 7 meant 8 trying

7.7**Exercise 1**

- 1 confusing 2 fantastic 3 useful
4 boring 5 disappointing

Exercise 2

positive

Exercise 3

- 1 d 2 f 3 a 4 e 5 c 6 b

Exercise 5

- 1 c 2 a 3 b

Exercise 6

- 1 only, thing; a 2 most, as; c
3 apps, ever used; b

Exercise 5

- 1 vocabulary 2 design 3 useful
4 remembering 5 confusing
6 sounds

EXAM SKILLS**Exercise 1**

- 1 They usually use different sounds to communicate with each other.
2 They can learn to understand simple words.
3 They can use non-verbal communication.
4 They wave their arms around.

Exercise 2

- 1 A 2 A 3 C

Exercise 3

- 1 basic and advanced
2 weekdays, at the weekend
3 the centre of the city

Exercise 4

- 1 was organised by
2 was impressed with/by
3 won't be shown
4 will be offered
5 can't be used

VIDEO Unit 7 Lesson 2**Exercise 1**

Students' own answers

VIDEO Unit 7 Lesson 6

Exercise 1

Student A: 1 are playing 2 wants
3 looks for / is looking for, is 4 looks in,
has left 5 tells, not to worry 6 says
Student B: 1 arrive 2 asks, to wash
3 is, asks 4 cuts 5 puts 6 switches,
comes, starts

Exercise 2

Students' own answers

Unit 8

8.1

Exercise 1

Types of art: abstract, contemporary,
graffiti, graphic art, pop art, sculpture

Types of paintings/drawings:

illustration, landscape, oil painting,
portrait, sketch, still life, watercolour

Exercise 2

A graffiti B landscape C sculpture
D sketch E portrait F abstract art

Exercise 3

1 illustrations 2 sketch 3 pop
4 portraits 5 contemporary art

Exercise 4

1 playwright 2 autobiography 3 plot
4 character 5 chapter 6 novelist
7 poem 8 scene

Exercise 5

1 poet 2 non-fiction, fiction
3 illustration 4 author 5 novel
6 play 7 biography 8 graffiti

Exercise 6

1 b 2 f 3 h 4 c 5 d 6 e 7 a
8 g

Exercise 7

1 written 2 done/painted 3 promote
4 exhibition 5 give 6 news 7 get
8 award

Exercise 8

1 playwrights 2 play 3 award
4 scenes 5 characters
6 contemporary 7 work 8 exhibition
9 got 10 news 11 won

8.2

Exercise 1

1 c 2 a 3 f 4 e 5 b 6 d

Exercise 2

1 Were 2 be able 3 write
4 managed 5 couldn't 6 manage to

Exercise 3

1 c 2 b 3 a 4 c 5 a 6 c

Exercise 4

1 to 2 didn't 3 can 4 wasn't
5 able 6 be 7 manage 8 can't

Exercise 5

I ~~won't be~~ **wasn't** able to read very well
...
'Can you ~~to~~ say 'thank you' in French?'

I could ~~to~~ do these things if I really tried
'If you manage **to** read this text
now I'm able **to** do lots of other things
I'm hoping I ~~was~~ **'ll be** able to learn
Spanish and Italian

8.3

Exercise 1

Yes, he/she does.

Exercise 2

1 b 2 a 3 d 4 b

Exercise 3

1 piece 2 paint over 3 ready-made
4 messy 5 shots

8.4

Exercise 1

1 S 2 D 3 D 4 S 5 D 6 S

Exercise 2

1 don't 2 must 3 mustn't 4 allowed
5 aren't

Exercise 3

1 didn't have to 2 have to
3 don't have to 4 had to 5 won't be

Exercise 4

1 won't be allowed
2 must ask
3 were allowed to stay
4 aren't allowed to talk
5 Did you have to

Exercise 5

1 allowed 2 not 3 have 4 had
5 must 6 have 7 are 8 to 9 won't
10 have 11 be

Exercise 6

1 up 2 late 3 go

8.5

Exercise 1

1 tabloid 2 celebrity gossip
3 magazine 4 editor 5 headlines
6 paparazzi

Exercise 2

1 journalist 2 local 3 horoscope
4 an online news site 5 designer
6 commercials

Exercise 3

a

Exercise 4

1 T 2 F 3 F 4 T 5 F

Exercise 5

1 b 2 g 3 c 4 a 5 e 6 h 7 d
8 f

Exercise 6

1 b 2 a 3 d 4 c

8.6

Exercise 1

1 ask 2 opinion 3 Personally, 4 sure
5 as

Exercise 2

1 concerned 2 wrong 3 from
4 seems 5 one, other

Exercise 3

Comparing and contrasting ideas:

Personally, I think rap is more interesting
than rock music.;

This magazine is exactly the same as
the one I usually buy.;

Paparazzi are totally different from
other types of photographers.;

On the one hand, it doesn't taste as
good, but on the other hand, it's much
cheaper.

Expressing an opinion:

If you ask me, I think it's a bad idea.;

In my opinion, it's amazing.;

I'm not sure which is best.;

As far as I'm concerned, it doesn't

matter what we do.;

I could be wrong, but I think he's

a teacher.;

It seems to me that we're not looking at

all the possibilities.

Exercise 4

1 best 2 see 3 right 4 far
5 exactly

Exercise 5

1 b 2 c 3 a

Exercise 6

1 my 2 hand 3 on 4 me 5 as
6 don't 7 sure 8 ask 9 right

8.7

Exercise 1

1 at 2 on 3 by 4 in

Exercise 2

1 on 2 in 3 by 4 At 5 at 6 on
7 by 8 in

Exercise 3

1 At first 2 on fire 3 by hand
4 in fashion

Exercise 4

1 At 2 at 3 in 4 in 5 on 6 by
7 in

EXAM SKILLS

Exercise 1

1 A 2 B 3 B 4 C

Exercise 2

1 buy a present
2 the bracelet
3 more expensive

Exercise 3

1 C 2 A 3 C 4 A

VIDEO Unit 8 Lesson 2

Exercise 1

1 f 2 a 3 j 4 h 5 c 6 i 7 b 8 e
9 g 10 d

Exercise 2

Students' own answers

Exercise 3

Students' own answers

VIDEO Unit 8 Lesson 6

Exercise 1

Students' own answers

Exercise 2

Students' own answers

Exercise 3

Students' own answers

Unit 9

9.1

Exercise 1

- 1 Mother's Day
- 2 house-warming party
- 3 religious ceremony
- 4 leaving party
- 5 dinner party
- 6 New Year's Eve party

Exercise 2

- 1 reception
- 2 festival
- 3 prom
- 4 get-together
- 5 day

Exercise 3

- 1 c
- 2 d
- 3 f
- 4 b
- 5 e
- 6 g
- 7 a

Exercise 4

- 1 Eve, off
- 2 present, warming
- 3 hired, school
- 4 family, eighteen
- 5 reception, toast
- 6 unwrapped, candles

Exercise 5

- 1 traditional costume
- 2 national symbol
- 3 public holiday
- 4 flag
- 5 parade

Exercise 6

- 1 Year, parade, fireworks
- 2 public, Happy
- 3 spectators, costume, flag
- 4 display, party

Exercise 7

- 1 New
- 2 get
- 3 makes
- 4 holiday
- 5 Happy
- 6 blows
- 7 unwraps/opens
- 8 party
- 9 display
- 10 tradition
- 11 bring

9.2

Exercise 1

- 1 D
- 2 N
- 3 N
- 4 D
- 5 N
- 6 D

Exercise 2

- 1 where
- 2 whose
- 3 which
- 4 whose
- 5 where
- 6 who

Exercise 3

- 1 ~~where~~ which
- 2 ~~gives~~ give
- 3 My uncle, who is an engineer, has never been to Ireland.
- 4 correct
- 5 ~~who's~~ whose
- 6 ~~which~~ where

Exercise 4

- 1 which
- 2 who
- 3 which
- 4 where
- 5 whose

Exercise 5

- 1 That's the man who took our photo.
- 2 The fireworks, which cost a lot of money, were fantastic.
- 3 The leaving party, where we ate lots of nice food, went on for a long time.
- 4 My uncle, who's/who is a doctor, is coming to our dinner party.
- 5 A house-warming party is a celebration which you have when you move into a new home.
- 6 Sheila is the girl whose mother bought her a car for her birthday.
- 7 I am talking about Amy, who is standing next to Mark.
- 8 This is the hotel where we had our prom.
- 9 Tom, whose team won the school championship, is my cousin.

9.3

Exercise 1

- 1 B, C
- 2 A, D
- 3 C

Exercise 2

Christophe A Sara D Shaun C

Exercise 3

- 1 torches
- 2 free of charge
- 3 annual
- 4 contestants
- 5 steep

9.4

Exercise 1

- 1 c, D
- 2 e, I
- 3 a, D
- 4 f, I
- 5 d, D
- 6 b, I

Exercise 2

- 1 the film starts
- 2 the parade is
- 3 if Gary is
- 4 Richard turns
- 5 if there is
- 6 if

Exercise 3

- 1 where the bathroom is
- 2 if it's expensive
- 3 what time the bus leaves
- 4 if the letter has arrived
- 5 how old you are
- 6 where Mike and Lee are
- 7 why they are arguing
- 8 if you have Kevin's address

Exercise 4

- 1 where the party is
- 2 what you are/were doing for your birthday
- 3 if James has a girlfriend
- 4 how much the tickets are
- 5 what time you got home last night
- 6 where you go to school
- 7 if they've booked their tickets yet
- 8 when Dave is coming back

Exercise 5

- 1 if I could ask you a few questions
- 2 if this is your first visit to the festival
- 3 if you're enjoying it
- 4 what you are going to do after it finishes
- 5 how you are going to get home

9.5

Exercise 1

- 1 crackle
- 2 bang
- 3 fizz
- 4 clap
- 5 cheer
- 6 buzz

Exercise 2

c

Exercise 3

- 1 c
- 2 b
- 3 c
- 4 a
- 5 b
- 6 c

9.6

Exercise 1

- 1 wait
- 2 feel
- 3 like
- 4 plans
- 5 dying
- 6 wish

Exercise 2

- 1 to visit
- 2 have
- 3 seeing
- 4 to play
- 5 doing
- 6 watching

Exercise 3

Asking about future plans:

What would you like to do?;

What are your plans for the summer?;

What do you fancy doing?

verb + noun/-ing: I fancy watching a film.

verb + to-infinitive:

I can't wait to go on holiday!;

I'm dying to try out my new mobile phone.;

I'd love to visit Egypt.;

I'm planning to play football every day.

Other structures:

I feel like going out for pizza.;

I wish I could go on holiday without my parents.;

I hope you have a good time.;

I'm looking forward to seeing you again.

Exercise 4

- 1 I'm dying for ...
- 2 No worries.
- 3 In your dreams.

Exercise 5

- 1 c
- 2 a
- 3 b

Exercise 6

- 1 are
- 2 to go
- 3 to visit
- 4 to go
- 5 playing
- 6 get
- 7 to go
- 8 to try
- 9 to take
- 10 having
- 11 having
- 12 have

9.7

Exercise 1

c

Exercise 2

- 1 things
- 2 like
- 3 show
- 4 planning
- 5 hope
- 6 Speak

Exercise 3

- 1 F
- 2 T
- 3 T
- 4 F

Exercise 4

- 1 b
- 2 d
- 3 a
- 4 e
- 5 c

Exercise 5

- 1 a
- 2 b
- 3 c
- 4 d
- 5 e
- 6 e
- 7 d
- 8 b

Exercise 6

- 1 to email
- 2 with my grandmother
- 3 last two weeks
- 4 go hiking
- 5 festival
- 6 display

EXAM SKILLS

Exercise 1

- 1 the park
- 2 2 o'clock
- 3 (some) water
- 4 costumes
- 5 fireworks display

Exercise 2

- 1 C 2 B 3 A 4 C

Exercise 3

- 1 C 2 D 3 B 4 A

Exercise 4

- 1 whose brother is
- 2 (that/which) we saw
- 3 that Jack has
- 4 where you went
- 5 if I use

VIDEO Unit 9 Lesson 2

Exercise 1

- 1 late 2 mum, gave 3 organise, transport 4 owns, toy, shop 5 you, never, forget

Exercise 2

Students' own answers

VIDEO Unit 9 Lesson 6

Exercise 1

Nina: catching a bus, making a smoothie, laughing at Dan

Skye: meeting a park keeper, making a chair out of bottles, organising the fashion show

Dan: bringing T-shirts to be painted, playing Frisbee, practising first aid

Jay: flying a drone, wearing a blindfold, laughing with friends

Tommo: working as a waiter, putting on a baseball cap, being in the fashion show

Extra Practice Unit 1

1.2 Grammar

Exercise 1

- 1 Do you prefer
- 2 is living
- 3 doesn't taste
- 4 Is Kim smelling
- 5 don't get

Exercise 2

- 1 Tim doesn't seem to be satisfied with his results.
- 2 What are you thinking about right now?
- 3 Why does he always give his opinion when no one asks him?
- 4 We're focus(s)ing on new challenges at the moment.
- 5 Our teacher always encourages us to be ourselves.
- 6 Who does this book belong to?

1.4 Grammar

Exercise 3

- 1 c 2 b 3 a 4 c

Exercise 4

- 1 ~~just arrived~~ has just arrived
- 2 correct
- 3 ~~have gone~~ went
- 4 ~~gave~~ was giving
- 5 ~~were going~~ went

Exercise 5

- 1 Have you heard
- 2 decided
- 3 started
- 4 was reading
- 5 thought
- 6 wasn't
- 7 has already bought
- 8 was still talking

Exam Class Unit 1

Exercise 6

- 1 B 2 B 3 A 4 C 5 C

Extra Practice Unit 2

2.2 Grammar

Exercise 1

- 1 b, had left
- 2 d, had just come back
- 3 a, had already done
- 4 c, had already cleaned up

Exercise 2

- 1 asked 2 were 3 had never done
- 4 made 5 (had) collected
- 6 prepared 7 had gone / went
- 8 presented 9 had done

Exercise 3

- 1 arrived, had already started
- 2 had seen, wanted
- 3 had known, started
- 4 had played, was
- 5 got, had left

2.4 Grammar

Exercise 4

- 1 ~~use to live~~ used to live
- 2 correct
- 3 ~~use to go~~ go
- 4 ~~used to swim~~ used to swim
- 5 ~~used to travel~~ use to travel
- 6 ~~doesn't used to~~ didn't use to

Exercise 5

- 1 used to work
- 2 used to spend
- 3 didn't use to have
- 4 used to come
- 5 Did he use to tell
- 6 didn't use to talk

Exam Class Unit 2

Exercise 6

- 1 Would you mind
- 2 It's / That's / What a shame
- 3 I guess so / I could / I can

Exercise 7

- 1 C 2 A 3 B 4 B

Extra Practice Unit 3

3.2 Grammar

Exercise 1

- 1 has been making; all
- 2 Have Chris and Kim been saving up; for
- 3 hasn't been working; since
- 4 have been practising; since
- 5 Has she been baking; all
- 6 haven't been playing; for

Exercise 2

- 1 've been working
- 2 've been telling
- 3 've been checking
- 4 's been wearing
- 5 haven't been looking
- 6 have you been doing
- 7 Have you been taking

3.4 Grammar

Exercise 3

- 1 Has Carla been running
- 2 've been trying on
- 3 hasn't organised
- 4 hasn't bought
- 5 's been wearing
- 6 Has Ian been sweating
- 7 's grown up

Exercise 4

- 1 Have you been studying
- 2 've just finished
- 3 haven't watched
- 4 've seen
- 5 've been looking
- 6 haven't found
- 7 've been thinking
- 8 've never been

Exam Class Unit 3

Exercise 5

- 1 C 2 A 3 E 4 D

Exercise 6

- 1 B 2 D 3 C

Extra Practice Unit 4

4.2 Grammar

Exercise 1

- 1 'm seeing
- 2 'll help
- 3 don't start
- 4 going to get
- 5 Are you going to
- 6 will get

Exercise 2

- 1 'm signing / 'm going to sign
- 2 're sending / 're going to send
- 3 'll earn
- 4 will be
- 5 begins
- 6 are you going to get up
- 7 Are you going to look for

4.4 Grammar

Exercise 3

- 1 *been* be
- 2 correct
- 3 *work* working
- 4 correct
- 5 *Is* Will
- 6 *won't watching* won't be watching

Exercise 4

- 1 will be applying
- 2 will be revising
- 3 Will you be celebrating
- 4 won't be joining
- 5 Will Chloe be living
- 6 won't be making

Exercise 5

- 1 will be working
- 2 will be helping
- 3 won't be putting
- 4 will be reading
- 5 will be turning
- 6 won't be going
- 7 will you be doing

Exam Class Unit 4

Exercise 6

- 1 (a) flight attendant
- 2 part-time
- 3 interpreter
- 4 cope/deal with stress

Exercise 7

- 1 doesn't she
- 2 been sleeping for
- 3 use to talk
- 4 will be working
- 5 usually depends on
- 6 badly-paid job
- 7 not like you

Extra Practice Unit 5

5.2 Grammar

Exercise 1

- 1 d; is
- 2 a; study
- 3 b; was/were
- 4 c; won't let
- 5 e; Would you buy

Exercise 2

- 1 We won't take
- 2 If I were you
- 3 unless it rains
- 4 she drinks
- 5 would he buy
- 6 I wouldn't take

Exercise 3

- 1 know 2 'll fail 3 could
- 4 wouldn't be 5 were 6 would start
- 7 'll go out

5.4 Grammar

Exercise 4

- 1 c 2 b 3 a 4 c

Exercise 5

- 1 had 2 wouldn't 3 If
- 4 gone 5 have

Exercise 6

- 1 If the scientists' calculations hadn't been correct, the mission would have failed.
- 2 Tom would have used a telescope if he had bought it early enough.
- 3 The lander would have worked longer if the solar panels had saved more power.
- 4 The journey to Mars wouldn't have taken so long if they had travelled in a straight line.
- 5 If you had known the speed limit, would you have been more careful?

Exam Class Unit 5

Exercise 7

- 1 C 2 B 3 A 4 B

Exercise 8

- 1 A 2 B 3 A 4 C 5 B

Exercise 9

- 1 have been writing
- 2 would have got
- 3 be doing anything
- 4 had (already) left
- 5 unless she tries it

Extra Practice Unit 6

6.2 Grammar

Exercise 1

- 1 told 2 the problem was 3 could
4 I was 5 hadn't felt

Exercise 2

- 1 could help
2 had
3 was
4 swallowed
5 couldn't
6 got
7 had been
8 would prescribe

Exercise 3

- 1 he was taking his medicine then
because he had flu
2 why my brother had been so anxious
the day before / the previous day
3 if he would get a lot of rest after the
operation
4 he was asthmatic and that was why
he couldn't breathe
5 if I had suffered from insomnia

6.4 Grammar

Exercise 4

- 1 to sit down and relax
2 not to lift heavy objects for two weeks
3 not to take any tablets before his
appointment with the doctor
4 to wash his hands before dinner
5 to help her with the housework
6 not to mess about

Exercise 5

- 1 asked me to stay
2 told me not to bend
3 asked my mum to put
4 asked Dr Smith to explain
5 told him not to call

Exam Class Unit 6

Exercise 6

- 1 He stopped and asked if the speaker
was OK.
2 Because his arm hurt / was really
painful.
3 They should always wear protective
pads/equipment.

Exercise 7

- 1 I'd take an umbrella
2 (No,) of course not.
3 That's so / really nice of

Exercise 8

- 1 katar
2 poważniejszych chorobach
3 mięty / herbaty miętowej
4 problemy z żołądkiem / dolegliwości
żołądkowe / chorobę lokomocijną

Extra Practice Unit 7

7.2 Grammar

Exercise 1

- 1 be
2 were
3 has
4 Are
5 haven't

Exercise 2

- 1 are often misunderstood
2 haven't been told
3 be followed
4 be used
5 was given
6 was the email sent
7 has just been opened

Exercise 3

- 1 were informed
2 has been interrupted
3 were thrown away (by her mum)
4 Is any special equipment required

7.4 Grammar

Exercise 4

- 1 will be carried out
2 will be bought
3 won't be thrown away
4 will be given
5 will be opened
6 won't be allowed
7 will be delivered

Exercise 5

- 1 will be given a test by
2 Will you be advised what to do
3 won't be given this job
4 Will the attendance be checked
5 will be taught to students / will be
taught more languages

Exam Class Unit 7

Exercise 6

- 1 B 2 C 3 A 4 C

Exercise 7

- 1 can be used
2 would have bought it
3 I hadn't come
4 Did you use to
5 been using his/this phone
6 the/this team consist of
7 Neither myself nor

Exercise 8

- 1 A 2 B 3 B

Extra Practice Unit 8

8.2 Grammar

Exercise 1

- 1 b 2 a 3 c 4 b 5 a

Exercise 2

- 1 couldn't come
2 wasn't able to accept
3 managed to earn
4 was able to paint
5 can borrow

Exercise 3

- 1 will be able to understand
2 Did the artist manage to give
3 weren't able to get
4 Will you be able to finish
5 didn't manage to write

8.4 Grammar

Exercise 4

- 1 b 2 d 3 e 4 c 5 a

Exercise 5

- 1 mustn't
2 aren't allowed
3 didn't have to
4 will have to
5 couldn't

Exam Class Unit 8

Exercise 6

- 1 are left in public places and special
locations (such as cafés and
restaurants)
2 see where their book travels or to get/
find a specific title
3 students of Warsaw University and
railway passengers

Exercise 7

- 1 sitting
2 colours / paints
3 polka-dot
4 abstract
5 background

Exercise 8

- 1 didn't manage to
2 had written this/the novel
3 will be/get in trouble / have problems
4 had worked as / had been working as
5 neither biographies nor poems
6 will you be able

9.2 Grammar

Exercise 1

- 1 which 2 whose 3 who 4 which
5 – 6 where

Exercise 2

- 1 where 2 who 3 that 4 which
5 – 6 whose

Exercise 3

- 1 Mary and John visited the city where they lived twenty years ago.
- 2 Tom, who is my only cousin, is hiring a limo to get to his school prom. / Tom, who is hiring a limo to get to his school prom, is my only cousin.
- 3 Does the man who/that lives next door follow the name day tradition?
- 4 We didn't like the traditional costumes which/that we saw at the parade.
- 5 My sister Cathy, whose wedding is tomorrow, is very lucky.

9.4 Grammar

Exercise 4

- 1 like 2 tell 3 if/whether
4 idea 5 wondering

Exercise 5

- 1 when your wedding anniversary is
- 2 why Tom is still sleeping
- 3 if I borrow your camera for a moment
- 4 if/whether your friends often complain about school
- 5 if/whether Sophie wrapped the present for her mum

Exercise 6

- 1 Do you have any idea where the Kioshi café is?
- 2 Could you tell me if/whether a black cat brings bad luck in your country?
- 3 I'd like to know why you are/were late for the celebration.
- 4 Do you mind if I take a picture of your costume?
- 5 I was wondering how much the tickets are.

Exam Class Unit 9

Exercise 7

- 1 C 2 E 3 B 4 A

Exercise 8

- 1 Happy anniversary!
- 2 I feel like / fancy / I was thinking about
- 3 on the other hand
- 4 Which one (do you mean / do you have in mind)
- 5 do you suggest / 's your advice / do you think about it / do you think I should do
- 6 You mustn't/can't / You aren't allowed to / It's forbidden to
- 7 what time it is

Exercise 9

- 1 visiting his grandparents
- 2 enough/the money
- 3 (ocean conservation) volunteers
- 4 collecting rubbish/litter

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Resource 1: Unit 1 Lesson 1, Vocabulary – It's true!

Materials: One set of cards for each group of three students

Language: Adjectives of emotion

- Tell students they are going to talk about adjectives of emotion and when they feel those emotions.
- Put students into groups of three. Give each group the adjective cards in a pile, face down on the desk. Students take turns to pick one up and decide when they might feel that emotion.
- Invite groups to share some of their ideas with the class.
- Tell students to put the cards back in a pile face down. Hand out the situation cards to each group, also in a pile face down.
- Students take turns to turn over an adjective card and a situation card. Whatever the combination of cards, they must try to convince the other group members that they would feel this emotion in this situation, e.g. *When my teacher explains something in Maths ... I feel ... joyful – because Maths makes me very happy!* This continues until all of the cards have been used.
- Invite groups to share their most interesting or funny ideas with the class.

Resource 2: Unit 1 Lesson 2, Grammar – Your turn

Materials: One set of cards for each group of three students

Language: Present tenses

- Tell students they are going to make sentences using the Present Simple and the Present Continuous.
- Put students into groups of three. Place the cards in a pile, face down on the desk.
- One student picks up the first card and makes a sentence using the prompt on the card. They then pass the card to the student on their left who has to make a different sentence using the same prompt. This continues until a student either repeats an idea which has already been used or hesitates for more than five seconds while thinking of an idea. The losing student then keeps the card and picks up the next card from the pile.
- When all the cards have been used, the winning student is the one with the fewest cards.
- Invite groups to share their most interesting ideas with the class.

Resource 3:

Unit 1 Lesson 4, Grammar – Find someone who ...

Materials: One worksheet for each student

Language: Past Simple, Past Continuous and Present Perfect

- Tell students they are going to try and find out information about their classmates using past tenses.
- Write these sentences on the board (or if you prefer, you can dictate them for students to write down in their notebooks).
 - Find someone who went to the theatre yesterday.
 - Find someone who was doing their homework at 10 p.m. last night

- Find someone who has never been to Canada.
- Find someone who has been to Canada.
- Find someone who got some emails while they were doing their homework last night.

- Go around the class and ask students to form the questions which will elicit the information in the sentences on the board. Remind them to use the same tense as in the statement. Elicit these questions: *Did you go to the theatre yesterday? Were you doing your homework at 10 p.m. last night? Have you ever been to Canada? Did you get any emails while you were doing your homework last night?*
- Give each student a worksheet, and tell them to read through it and to ask if there is anything they don't understand.
- Demonstrate for the class. Ask a student the first question *Were you playing computer games at nine o'clock yesterday evening?* If their answer is Yes, write their name down on the worksheet next to the question. If their answer is No, ask a different student the same question.
- Explain that they need to ask different students, and that two is the maximum number of questions they can ask any student.
- When students have finished, elicit the names of people that students wrote for each statement and ask follow-up questions, e.g. for Question 1, *Anthony – What game were you playing at that time? How long did you play for? Did you play any other games?*

Resource 4:

Unit 1 Lesson 6, Speaking – Can you help me?

Materials: One worksheet for each pair of students

Language: Asking for and offering help

- Tell students that they are going to complete some dialogues, adding one word in each gap, and then role-play the dialogues.
- Put students into pairs and hand out a worksheet to each pair. As a lead-in task, tell them to look very briefly at the dialogues in Section B and to match them to the pictures in Section A.
- Give students a time limit to complete the dialogues with the missing words. (Do not tell them the correct answers yet.) Then ask students to choose one of the dialogues and to practise saying it with their partner.
- Invite pairs to perform 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 this at the end of the role-play.
- Tell pairs to write a similar dialogue, using some of the phrases for asking for and offering help. Give pairs some time to practise and then invite them to perform their new dialogues in front of the class.

Answers:

Section A

A 3 B 4 C 1 D 2

Section B

1 course 2 Can/Could 3 Excuse 4 Would 5 not
6 hand 7 Sure 8 help 9 get 10 would 11 with 12 in
13 do 14 else 15 fine

Resource 5:

Unit 1 Lesson 7, Writing – Another challenge

Materials: One worksheet for each pair of students
Language: Writing about a personal challenge

- Tell students that they are going to read a story about a challenge which has twelve missing words which are provided in a box above the story.
- Put students into pairs and hand out a worksheet to each pair. The pairs work together to choose the correct word for each gap.
- When they have finished, elicit the correct answers. Then tell the pairs that they are going to use their imagination to complete the first sentence (Sentence A) of four pairs of sentences.
- When they have finished, students swap worksheets with a different pair. They read the other pair's sentences and complete Sentence B for each one in a suitable way.
- Pairs join together to make groups of four and share their ideas. Invite groups to read some of their sentences to the class.

Section A

1 about 2 when 3 problem 4 loved 5 Soon 6 arrived
7 yawned 8 beginning 9 gradually 10 made 11 Now
12 scream

Resource 6: Unit 1, Vocabulary – Anagram clues

Materials: One worksheet for each student or pair of students
Language: Vocabulary from Unit 1

- Put students into pairs, and tell them that they are going to rearrange letters to complete a crossword puzzle.
- Hand out a worksheet to each student or pairs of students.
- Tell students not to open their Student's Books, but to try to remember as many words as possible from Unit 1. Encourage them to start with the easiest words, which will give them some letters as prompts to help with the rest of the crossword.
- When students have finished, elicit the answers.
- Students now look at Section B and write the words in the correct categories. Elicit the words and definitions for each category.

Answers:

Section A

Across: 1 migrants 4 curious 6 uneasy 7 punctual
9 miserable 11 stressed 13 shiver 14 express
Down: 2 anxious 3 confused 4 confident 5 shake
8 creative 10 gasp 12 sweat

Section B

Adjectives of emotion: anxious, confused, miserable, stressed, uneasy

Adjectives of personality: confident, creative, curious, punctual

Verbs that express emotion: gasp, shake, shiver, sweat

People: migrants

A verb which goes with 'yourself': express

Resource 7: Unit 1, Grammar – Correct or not?

Materials: One worksheet for each pair of students
Language: Present and past tenses

- Explain to students that the worksheet contains fifteen sentences, some of which contain errors.
- Students should work in pairs to decide which sentences are correct, and to correct those sentences they think are wrong.
- When they have completed the first part of the task, students should 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 gain this number of points but, if they are incorrect they will lose the points.
- When the pairs have finished, they swap worksheets with another pair.
- Go through the answers. If the answer is correct, the pairs add the number of points which the original pair estimated. If it is incorrect, they subtract this number. 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 correct 2 incorrect: I don't understand this exercise
3 incorrect: I don't often watch television 4 correct
5 incorrect: he saw his cousin 6 incorrect: We went to the cinema 7 incorrect: What are you thinking about?
8 correct 9 incorrect: We've been here 10 correct
11 incorrect: I've never heard 12 incorrect: while I was out
13 correct 14 correct 15 incorrect: Have you finished

Resource 8:

Unit 2 Lesson 1, Vocabulary – Get the words

Materials: One set of picture cards and one set of word cards for each group of three students
Language: Compound nouns related to the environment

- Tell students they are going to match compound nouns to pictures.
- Put students into groups of three and give them a set of picture cards. Each student takes three. Students look at their pictures and think about what they show. They mustn't show the other students their cards.
- Give each group a set of word cards. Each student takes six cards. They look at their cards and see if they can make any compound nouns to match their pictures. If they can, they lay down their picture and the two words on the table for the other students in their group to check.
- One student now starts by discarding one card which they don't need for their pictures. The next student picks this up and also discards one card. If they complete a compound noun, they put the words and picture on the table as before.
- Students continue until one person has found the compound nouns for all three of their cards and wins the game.

- Elicit the compound nouns from students and ask them to describe the pictures they match.

Answers:

1 traffic jam 2 bottle bank 3 petrol station 4 public transport 5 renewable energy 6 recycling centre 7 climate change 8 air pollution 9 endangered species

Resource 9: Unit 2 Lesson 2, Grammar – By the time I arrived, ...

Materials: One card for each group of four students

Language: Past Perfect

- Tell students they are going to use their imagination to say what people were doing at a certain time in the past and what had happened before that using the Past Perfect. Give an example, *At seven o'clock yesterday evening, I was crying. I had chopped an onion for my dinner.*
- Put students into groups of four. Some groups can be smaller if necessary. If so, some students will have to act more than one role.
- Give each group a card (A, B, C or D). Tell them to choose one of the names on their card each. They will need these later.
- Students now look at their situation and the first sentence in the bulleted list. They discuss ideas together and complete the other three sentences.
- Choose Group A to start. They give the names of the people they wrote about and the students with those names come to the front of the class.
- Group A read out their first sentence. The student at the front playing the part of Helen has to act out eating two large packets of crisps and feeling very ill. Group A then continue with their next sentences until they have all been acted out.
- Repeat with Groups B, C and D. If there are more than one of each group, allow the additional groups to do the same.

Resource 10: Unit 2 Lesson 4, Grammar – Spot the changes

Materials: One worksheet for each pair of students, divided into Sections A and B

Language: *used to*

- Tell students they are going to compare two pictures of a town and make sentences about what it used to be like compared to how it is now. Give an example, *There used to be a toy shop next to the bank but now there's a clothes shop.*
- Put students into pairs, and give each pair a Section A picture, which has a picture of the town nowadays.
- Students work together to describe the town, e.g. *There is a lot of traffic. There is a park. There are lots of houses. There is a wind farm.* etc.
- Set a time limit of two minutes. Take away Section A and give students Section B, which is a picture of the town in 1950 and a word box. Tell students they have to compare

what the town used to be like and what it is like now. They should write their sentences on a separate piece of paper. Explain that they should talk about the places/buildings in the word box.

- Invite students to share their sentences with the class.

Possible answers:

Cinema: There didn't use to be a cinema. Now there is one.
Factory: There used to be a factory. Now there is a wind farm.

Farms: There used to be some farms outside the town. Now there are houses.

Houses: There used to be a few houses in the centre of town. Now there are a lot of houses on the outskirts of the town.

School: The school used to be small. Now it is big.

Shops: There used to be a few small shops. Now there is a big supermarket.

Traffic: There didn't use to be much traffic. Now there is a lot of traffic.

Resource 11: Unit 2 Lesson 6, Speaking – Get rid of your cards

Materials: One set of agreement/disagreement cards and one set of statement cards for each group of three students

Language: Agreeing and disagreeing

- Tell students they are going to agree or disagree with statements made by other students but they must always give reasons for their opinions, they can't just say *I agree*. Give an example, *I think that smartphones can be useful for students*. Ask whether people agree or disagree and ask them why.
- Put students into groups of three. Give each student two statement cards, face down in front of them so they can't see them and four agreement/disagreement cards.
- Tell students that one person is going to read out a statement and the other two students have to agree or disagree. To do this, the two students have to place one of their cards on the table and start talking using the phrase written on the card, e.g. *Absolutely!* They must follow up with reasons. The person who made the original statement can ask them for more details if they want.
- When both students have either agreed or disagreed, the original speaker decides whose answer was the most convincing and awards that student the statement card.
- They then repeat the process with a different student reading out a statement. Towards the end of the activity, students may be left with only an agreement card and have to agree with a statement which they actually disagree with (or have to disagree with something they agree with).
- When each student has read out both their statements and used up all four of their agreeing and disagreeing cards they count how many cards they have got and the one with the most is the winner.
- Invite students to share their opinions on the six statements with the class.

Resource 12: Unit 2 Lesson 7, English in use – Who do you think it is?

Materials: One worksheet for each pair of students

Language: Question tags

- Put students into pairs and tell them that they are going to work together to match some question tags to the question stems. Elicit the rules for forming question tags.
- Hand out a worksheet to each pair and tell them to complete Section A.
- Elicit the answers.
- Now tell students to look at the first question from Section A, *You live in the countryside, don't you?*
- Ask them to think of someone in the class that they think lives in the countryside. Tell students that, if they don't know, they should guess.
- Students write a name for each question. Each name should be different.
- When students have written a name for each question, they mingle and find out if their guesses are correct.
- Elicit one name for each of the questions from students.

Answers:

Section A

1 e 2 j 3 h 4 a 5 l 6 d 7 i 8 k 9 b 10 f 11 g
12 c

Resource 13: Unit 2, Vocabulary – Looking after the ...

Materials: One worksheet for each pair of students

Language: Vocabulary from Unit 2

- Put students into pairs and tell them that they are going to work together to complete a puzzle using clues. Explain that, if they write the correct words in Task 1, they will make a different word in the shaded boxes which will complete the phrase in Task 2.
- Give students a time limit. When they have finished, elicit the answers.
- Ask fast finishers to create a similar puzzle using five words from the Unit 2 Wordlist from the Student's Book and which contain the letters E A R T H.

Answers:

Section A

1 waste 2 energy 3 vote 4 litter 5 factory 6 solar
7 endangered 8 smoke 9 petrol 10 renewable
11 pollution

Section B

environment

Resource 14: Unit 2, Grammar – Complete the sentence

Materials: One sentence for each student, one blank piece of paper for each student

Language: Past Perfect, Question tags, *used to*

- Write *I have never ...* on the board. Ask students how they could finish this sentence. Elicit ideas, and write one of the students' sentences on the board.

- Tell students that you are going to hand them a piece of paper with the start or end of a sentence or question and they have to use their imagination to complete it.
- When students have written their sentences, hand out a blank piece of paper to each student, and tell them to write the numbers 1–15 down the left-hand side. They write their completed sentence in the correct place on the paper (depending on what number their sentence is).
- Invite students to mingle with their classmates and to take turns to tell one another their sentences. They should write down all the sentences they are told, continuing until they have written one sentence for each number. If there is more than one student for each sentence, students don't have to write the second sentence they are told.
- Tell students to decide which of the fifteen sentences they think is the most interesting, funny or unusual. Have a class vote to find out which is the most popular sentence.

Resource 15: Unit 3 Lesson 1, Vocabulary – Draw them

Materials: Section A or Section B for each pair of students, one blank piece of paper for each student

Language: Vocabulary related to appearance and clothing

- Tell students they are going to describe pictures of people and what they are wearing.
- Put students into pairs and give each pair either a Section A or a Section B. Students work together to think of how to describe the people in the pictures on their section of the worksheet.
- Put students into groups of four, a Section A pair with a Section B pair. Tell students not to show each other their pictures. B students each take a piece of blank paper. The two A students each describe one of their pictures. The B students must draw the person being described.
- When they have finished, the pairs swap roles.
- Students show each other the original pictures and what they have drawn to see whose picture is the closest to the original.

Resource 16: Unit 3 Lesson 2, Grammar – I've been thinking about the summer holidays ...

Materials: One set of cards for each group of students

Language: Present Perfect Continuous

- Tell students they are going to use their imagination to make sentences in the Present Perfect Continuous using a verb and time expression written on a card plus any extra information they can think of. Tell students that the sentences don't necessarily have to be true. Write an example on the board:
sleep / all day
My dad has been sleeping all day. He works during the night.
- Put students into groups of four. Give each group a set of cards, placed in a pile face down.

- One student starts by turning over a card and reading the verb and time expression. They then make a sentence. Other students can ask for extra information if they wish.
- The student on the left repeats the process with the next card.
- When students have made all sixteen sentences, invite groups to share some of their ideas with the class.

Resource 17: Unit 3 Lesson 4, Grammar – What has he been doing?

Materials: One set of cards for each group of four students

Language: Present Perfect Simple and Present Perfect Continuous

- Remind students about when we use the Present Perfect Continuous (for an unfinished activity) and the Present Perfect Simple (for the result of a past action). Give an example of each: *I've been watching videos.* (activity); *I've watched three films and two TV shows.* (result).
- Tell students they are going to get some cards on which there are words which they will use to create sentences using the Present Perfect Continuous or Present Perfect Simple.
- Give each student a card, A, B, C or D with the three pairs of sentence prompts. Tell them not to show these to the other members of the group. Each student should work alone to write full sentences using the Present Perfect Continuous and the Present Perfect Simple.
- When students are ready, hand each one a set of three question cards. Make sure each student gets a different letter, i.e. if a student has a set of A sentence prompts for the first part of the activity, they should get a set of D question prompts for the second part of the activity.
- They write questions using the Present Perfect Continuous or Present Perfect Simple in the spaces provided.
- Student A starts by asking their first question, e.g. *Where have Mel and Nina been walking?* The other students look to see if they can answer the question. Student C should find the answer and give it, *They have been walking in the mountains.* A then asks the second question about Mel and Nina, *How far have they walked this morning?* Student C answers, *They have walked ten kilometres this morning.*
- Student B repeats the process by asking their first question. Students continue until they have asked and answered all their questions.

Answers: Questions

A

Where have Mel and Nina been walking? How far have they walked this morning?

What have Jon's parents been doing? What have they bought?

What has Sandra been doing? What has she tidied so far?

B

Who has Nick been talking to on his phone? How many calls has he made?

What have the students been studying? How much have they learned?

What has Mr Jones been doing? How many has he marked so far?

C

What have Dana and Megan been eating? How many have they eaten?

What has Ellen been writing? How many has she written?

What have Alex and his sister been cooking? How many have they cooked?

D

What has Tom been reading? How many articles has he read?

How long has Mark been driving for? How far has he driven?

What have Simon and his dad been doing all night? How many fish have they caught?

Answers

A

Dana and Megan have been eating burgers. They have eaten two each.

Tom has been reading the newspaper. He has read four articles.

Ellen has been writing emails. She has written two.

B

Mark has been driving for four hours. He has driven 320 kilometres.

Alex and his sister have been baking cakes. They have baked twenty-four cakes.

Simon and his dad have been fishing all night. They haven't caught any fish.

C

Mel and Nina have been walking in the mountains. They have walked ten kilometres this morning.

Nick has been talking to friends on his phone. He has made seven calls.

Jon's parents have been shopping. They have bought lots of clothes.

D

The students have been studying History. They have learned lots of important dates.

Sandra has been tidying her room. She has tidied her desk, wardrobe and shelves.

Mr Jones has been marking exam papers. He has marked twelve so far.

Resource 18:

Unit 3 Lesson 6, Speaking – You look great!

Materials: One card for each student

Language: Giving and responding to compliments

- Remind students about how to give and respond to compliments.
- Put students into pairs. Hand out a pair of cards, A and B, to each pair; give one student card A and the other card B.
- Tell students to read the first set of instructions on their card. Student A starts by giving a compliment to B. B responds and the students ask and answer as instructed.
- When they have finished, the two students look at the second set of instructions. This time Student B starts.
- To extend the activity, students can exchange cards with a pair with a different number and repeat the process with the new instructions.
- Invite pairs to act out one of their dialogues in front of the class.

Resource 19:

Unit 3 Lesson 7, Writing – The fashion show

Materials: One worksheet for each pair of students

Language: Writing emails

- Remind students about how to organise an email describing people's clothes and appearance.
- Tell students that they are going to get an email which has ten gaps and ten words in a box above the email. There are four extra words which students don't need to use. Explain that there are also gaps which are labelled with letters (A–I), but that they should ignore these for now.
- Put students into pairs, and hand out a copy of the worksheet to each pair. The pairs work together to choose the correct words for gaps 1–10.
- When they have finished, elicit the answers. Then tell the pairs that they are going to use their imagination to complete the rest of the gaps in the story (i.e. gaps A–I). Explain that they can write any information they think is suitable.
- When they have finished, invite pairs to read out their answers.

Answers:

1 ages 2 up 3 sooner 4 theme 5 way 6 news
7 make 8 back 9 let 10 now

Resource 20: Units 1–3, Vocabulary – Spell it

Materials: One set of cards for each group of four students, one blank piece of paper for each student

Language: Vocabulary from Units 1–3

- Tell students they are going to work in groups to race to be the first student to write a word with the correct spelling. To do this, they are going to have to think of word families, i.e. related nouns, verbs and adjectives.
- Give an example. Invite two students to come to the board. Ask students to spell the noun formed from *happy*. The students have to race to be the first to correctly spell *happiness*.
- Put students into groups of four and give each group a set of cards placed face down in a pile between them. Each student also needs a blank piece of paper.
- One student starts by lifting the first card and reading the instructions. The other three students have to write the correct word. The first to write it correctly takes the card. The person who has the card decides who is the winner if students finish writing at almost the same time.
- The student on the left repeats the process with the next card.
- When students have finished, the one with the most cards is the winner.

Resource 21: Units 1–3, Grammar – Talk about it

Materials: One worksheet, four counters and one dice for each group of four students

Language: Grammar from Unit 3

- Tell students that they are going to work in groups to play a board game where they throw a dice, move that number of squares, and follow the instructions written on the squares.
- Decide with the class about the finishing rules. Do they need to throw the exact number to land on the final square, or can they finish by throwing any number larger than the number of squares left to go?
- When the groups have finished, invite students to report to the class about something they said during one of their turns.

Resource 22:

Unit 4 Lesson 1, Vocabulary – Find your job

Materials: One card for each student

Language: Jobs

- Tell students they are going to get a card which will either have a job written on it or a description of someone who would be good at a specific job.
- Give each student a card. Tell students not to show each other their cards. If there are fewer than thirty students in the class, remove some of the matching pairs.
- Ask all the people with description cards to stand up and come to the front of the class.
- Tell the students with description cards that they are going to go to someone with a job card and tell them about themselves. Elicit that they should change *you* to *I* and *your* to *my* when describing themselves.
- The person with the job card doesn't say what their job is. If they think the person would be right for their job, they ask them to sit down and then show them the job card. If they don't think the person would be right, they just say 'No, sorry' and the person with the description card has to go to someone else instead.
- When all the students have found their partners and sat down, invite pairs to read out their description and see if other students can guess the job.

Resource 23: Unit 4 Lesson 2, Grammar – My plans

Materials: One card, A or B, for each student

Language: Future forms

- Elicit which future forms are used to talk about arrangements (*Present Continuous*), plans (*be going to*), timetables (*Present Simple*), spontaneous decisions and predictions with no evidence (*will*), predictions with evidence (*be going to*), future abilities (*will be able to*) and future obligation (*will have to*).
- Put students into pairs. Give each student a card and tell them not to show it to their partner.
- Set a time limit for students to think about how they are going to tell their partner their plans.
- Tell students they are going to role-play a telephone call. Ask them to read the bulleted instructions at the bottom of their worksheets. When they are ready, A 'phones' B.
- Invite pairs to act out their telephone call in front of the class.

Resource 24: Unit 4 Lesson 4, Grammar – What will you be doing?

Materials: One set of cards for each group of three students

Language: Future Continuous

- Tell students they are going to make some questions using the Future Continuous by combining the beginning of a question with a time phrase. They then have to answer the question, using their imagination if necessary.
- Put students into groups of three and give each group a set of question cards and a set of time phrase cards in two separate piles, face down.
- One student starts by picking up a question card and reading it out aloud and then picking up a time phrase card and completing the sentence. The other two students have to answer the question appropriately, even if the combination of question and time phrase is quite strange.
- The next student then repeats the process for the other two to answer.
- Students continue until they have used all the cards.
- Invite students to share the strangest questions with the class.

Resource 25: Unit 4 Lesson 6, Speaking – Instructions and reminders

Materials: One card from each set for each pair of students

Language: Giving instructions and reminders

- Tell students they are going to be given a card telling them about someone who needs instructions and reminders. They are also going to get a card with four phrases they have to use. They can use more if they wish.
- Put students into pairs and give them one of each type of card. Students work together to think of what they would say to the person on their card.
- When students have finished, invite a pair to come to the front of the class. They choose a person to give instructions and reminders to. This person also comes to the front of the class and is told who they are (new teacher, beginner at a sport, babysitter or new shop assistant).
- The pair give the other person instructions and reminders. The other person replies appropriately and can also ask questions if they want.
- Allow other pairs to come to the front and repeat the process with a different 'volunteer'.

Resource 26: Unit 4 Lesson 7, English in Use – Me too!

Materials: One card for each student

Language: Verbs with prepositions

- Elicit how students can show that something someone else says, e.g. *I like rock music. I'm good at English. I've been to France.* is also true for them (*Me too*). Elicit that, if it isn't true, they have to say I + the negative auxiliary verb. In the examples above: *I don't. I'm not. I haven't.*
- Hand out a card to each student and tell them to complete the sentence with a preposition.
- Elicit the answers so that students can correct their word if necessary.
- Students now mingle and tell each other their sentence. If it is true for the other student, he or she says, *Me too!* If it isn't, they use the correct negative form. Students make a note of how many people said, *Me too!* in response to their sentence.
- When they have finished, invite students to say what their sentence was, whether it is really true for them and how many people responded by saying *Me too!*

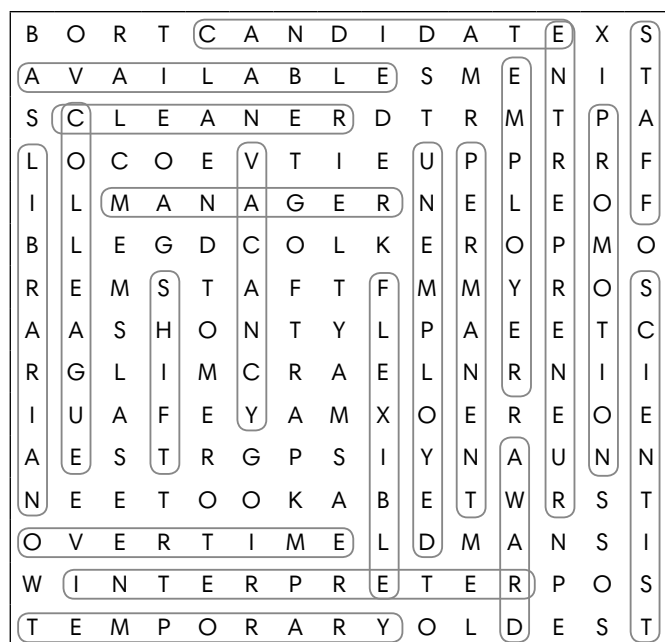
Answers:

1 about 2 about 3 for 4 for 5 for 6 in 7 in 8 in
9 of 10 on 11 with 12 with 13 with 14 about
15 with 16 about

Unit 4, Vocabulary – Find the words

Language: Vocabulary from Unit 4

- Hand out the worksheet to individual students or pairs.
- Tell them to look at the word categories and try to guess what the words might be before they look for them in the wordsearch.
- When students have finished, go through the answers and check pronunciation.



Five adjectives related to work: available, temporary, permanent, flexible, (be) unemployed

Language: Future forms

- Elicit the different future forms and when we use each: *will* for predictions made without evidence or decisions made at the time of speaking, *be going to* for plans or predictions with evidence, Present Continuous for arrangements, Present Simple for timetabled events, *will be able to* as the future form of *can*, *will have to* as the future form of *must / have to*, Future Continuous for an activity in progress at a certain point in the future. Refer students to the grammar sections in the unit if necessary.
- Tell students that they are going to get a card with a future time on it and different types of future functions such as plans, arrangements, predictions, etc. They have to write true sentences about themselves or use their imaginations to write sentences; for example to make predictions with no evidence.
- When students have written their sentences, put them into groups of four so that each person in the group has a card with a different future time on it.
- Students take turns to read out their sentences and the other students ask questions, e.g. *Who are you meeting? Why do you think the next summer holidays will be boring? Why aren't you going to play any computer games this evening?*
- Invite students to share some of their sentences with the class and check that they have used the correct future form in each case.

Unit 5 Lesson 1, Vocabulary – Hear it, say it!

Language: Large numbers

- Tell students they are going to say and try to recognise large numbers.
- Put students into groups of three. Write on the board: *Hear it* – *Say it*. Underneath these write the words *start* (under *Hear it*) and 1 (under *Say it*). Tell students that they will get a card which they shouldn't show to anyone else. One person will have a card which says *Start* on it. That person says the number next to the word *Start* in the '*Say it*' column i.e. 1 – they say *one*. The other two students heard the number one so they look for this number in their '*Hear it*' column. If they see the number 1, they look at the number next to this, in the *Say it* column and say the new number. Students keep going until one of them says *Stop*.
- Give each student a card and tell them not to do anything yet. Say: *Start!* and the student who has this word on their card starts.
- When they have finished, elicit some of the numbers from the class.

Resource 30: Unit 5 Lesson 2, Grammar – If ...

Materials: One set of cards for each group of four students

Language: Zero, First and Second Conditionals

- Tell students they are going to get the beginnings of four conditional questions. They should look at the question beginnings and decide which kind of conditional they are.
- Put students into groups of four. Give each group four question beginnings. Place the question endings in a pile face down between the students.
- The students look at their cards alone and think about how they might end the sentences.
- When ready, one student turns over a question ending. The four students look at their cards to see if they can make a question with that ending. The others can disagree if they think the person is wrong. If someone makes a question, they keep the two cards and then turn over the next ending.
- When students have each got four full questions, they take turns to ask the other three people in the group the questions.
- Invite students to tell the class one question they asked and the most interesting answer they were given.

Resource 31: Unit 5 Lesson 4, Grammar – In space

Materials: One worksheet for each pair of students

Language: Third Conditional

- Remind students about how we form the Third Conditional and when we use it:
- *If + Past Perfect + would have + past participle*
- Tell students they are going to see four pictures showing a story and four pieces of text. They should match the paragraphs a–d to the pictures and choose the correct words to complete the texts.
- Put students in pairs and give a copy of the worksheet to each pair.
- When students have finished the tasks in Section A, elicit the answers.
- Tell students to look at Section B. Elicit that students have to write Third Conditional sentences to show what would have happened if the situation had been different.
- Elicit the answers to Section B.

Answers:

Section A

1 d 2 a 3 c 4 b

1 meteorite 2 spacecraft 3 medal 4 surface 5 oxygen
6 take 7 helmet

Section B

1 If Kelly had forgotten her helmet, she would have missed the take off.

2 If Kelly hadn't been such a good pilot, the meteorite would have crashed into her spacecraft.

3 If the meteorite had hit the spacecraft, it would have destroyed it.

4 If Kelly hadn't fixed the lander, she wouldn't have been able to leave the moon.

5 Kelly would have run out of oxygen if she hadn't fixed the lander.

6 Kelly wouldn't have met the President if she hadn't gone into space.

Resource 32:

Unit 5 Lesson 6, Speaking – Places with signs

Materials: One worksheet for each group (up to eight groups)

Language: Warnings and prohibition

- Elicit from students places where they may see signs giving warnings or prohibitions.
- Put students into up to eight groups. Give each group a letter A–H. Hand out a worksheet to each group. They cross out all the places at the top of their material apart from the one which corresponds to the letter they have been given.
- Tell students to think of a sign which may be seen at their place. In the first box on the left, they draw the sign. Set a time limit and, when this has finished, ask them to pass the worksheet to the group on their left.
- Students look at the picture and write what it means, using one of the expressions for giving warnings or prohibitions from the Students' Book.
- Students pass the worksheet to the group on their left. In the next box on the left, they draw a new sign for the place written on this worksheet. Students keep passing the worksheets round, drawing or writing each time.
- If there are eight groups, the worksheets will return to the original groups when completed. If there are fewer than eight groups, finish the activity when the worksheets return to the original groups, even though there will be spaces uncompleted. Invite each group to tell the class the most interesting/amusing sign for their place and what it means.

Resource 33:

Unit 5 Lesson 7, Writing – Should we try to make contact with life forms on other planets?

Materials: One worksheet for each student

Language: Writing an essay

- Remind students about how to organise an opinion essay.
- Tell students that they are going to get several sentences that could have been written for an essay on contacting alien life forms. They aren't all from one essay.
- Put students into pairs, and hand out a copy of the worksheet to each student. The pairs work together to complete the sentences, both completing their own worksheet.
- When they have finished, elicit the answers. Then tell students they are going to write the essay for themselves. This can be done in class or for homework, which is why students should have their own worksheet to refer to.

Answers:

1 believe 2 But 3 worth 4 that 5 one, seems
6 advantage 7 other 8 disadvantage
9 reason, example 10 opinion, because 11 sum
12 conclusion

Resource 34:

Unit 5, Vocabulary – Get rid of the words

Materials: One set of cards for each student

Language: Vocabulary from Unit 5

- Tell students they are going to work alone to find a definition for a word. If students are in a monolingual group, they could find a translation instead. They shouldn't tell anyone else their word.
- Tell students they are going to mingle and tell each other their definition or translation. The other person has to say the word and spell it correctly. If they can do this, the person with the card has to keep it. If the other person can't think of the word or spells it wrong, they take the card.
- The idea is for students to get rid of their card(s).
- Set a time limit and, at the end of the time, find out who got rid of all their cards.
- Elicit the words and a definition or translation for each.

Resource 35:

Unit 5, Grammar – On condition that ...

Materials: One worksheet for each pair of students

Language: Zero, First, Second and Third Conditionals

- Tell students that they are going to work in pairs to complete different conditional sentences.
- Put students into pairs and give each pair a copy of the worksheet.
- When students have finished, put pairs together into groups of four. Pairs take turns reading out one of their endings (to make it easier, they can tell the other pair what kind of conditional it is if necessary). The other pair has to guess which stem it matches. They can also point out any grammatical mistakes if they notice them.
- Invite students to share some of their full sentences with the class and encourage peer correction of form where necessary.

Resource 36:

Unit 6 Lesson 1, Vocabulary – Health and sickness

Materials: One set of cards for each group of four students

Language: Vocabulary related to health problems

- Tell students that they are going to work in groups to match words to gapped sentences.
- Put students into groups of four, and hand out a set of word cards and a set of sentence cards to each group. They should be placed face-down spread out on the table in two separate groups. The back of each card should be visible. They shouldn't be in a pile or overlapping.
- One student starts by picking up a sentence card. He/She reads the sentence aloud and thinks about the word needed to complete it. He/She then picks up a word card and reads it aloud. If the word can be used to complete the sentence, the student wins both cards as a matching pair. If not, he/she turns them back face-down in the same place that they were in before.

- Students in the 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 game.
- When the game is finished, tell students to turn over the pairs they won. Invite students to tell the class a sentence which they won during the game and elicit the missing word for it from a different student.

Answers:

1 allergic 2 asthma 3 painful 4 infection 5 operation
6 prescription 7 deaf 8 down 9 lost 10 runny
11 bleed 12 temperature 13 medicine 14 pressure
15 breath 16 hurt

Resource 37:

Unit 6 Lesson 2, Grammar – Interviews

Materials: One card, A or B, for each student

Language: Reported statements and questions

- Tell students they are going to get a card asking them to think of four more questions to ask someone for an interview.
- Put students into pairs and give each student one card; A or B. They shouldn't show their cards to their partner. Students look at the instructions and the first question and work alone to think of four more questions.
- When they are ready, students look at the instruction at the bottom of their card telling them who they are. They then interview each other and make notes of the other student's answers.
- Students then write the interview in reported form, using the example to help them.
- When students have finished, invite students to report their interviews to the class.

Resource 38:

Unit 6 Lesson 4, Grammar – Smile, please!

Materials: One card, A or B, for each group of four students

Language: Reported commands and requests

- Put students into groups of four. Tell students they are going to get a picture of four people and they are going to instruct four other students to pose in the same positions.
- Give each group a card, A or B, and tell students to work together to think of what instructions they will give to the other group. Each student is going to instruct one person from the other group so they must know what to say.
- When students are ready, put groups A and B together. Group A starts by instructing the students in B how to pose. When they are happy with the results, they show Group B their picture.
- The groups swap roles and Group B instructs Group A.
- Students then go back to their original groups and report the instructions they were given, e.g. *They told me to lift one leg off the ground.*
- Invite students to report the instructions they were given to the class.

Resource 39:

Unit 6 Lesson 6, Speaking – What do you suggest?

Materials: One card for each student in each group of four students

Language: Asking for and giving advice

- Tell students they are going to get a card with instructions on it about asking for and giving advice.
- Put students into groups of four and give each student a card to read. Tell students not to show their card to the other members of the group.
- When students are sure that they understand what to do, Student A starts by telling the others about his/her problem. The other three follow their instructions in order (B first). If B suggests going to an optician, C has to think of something different.
- When all three students have spoken, A gives his/her card to the student who gave them the best advice. B then repeats the process, with Student C giving advice first.
- When all four students have asked for and been given advice, elicit what the best advice each person received was.

Resource 40:

Unit 6 Lesson 7, English in use – All of us

Materials: One worksheet for each pair of students

Language: Quantifiers

- Tell students they are going to complete some sentences so that they are true for themselves and for other students in the class.
- Put students into pairs and tell them to look at the section marked 'Us'. Students work together and find out things that they both agree about and complete the sentences.
- When students have finished, tell them to look at the sections on 'Other people' and 'Everyone' (i.e. the whole class). Students work together to guess facts about other people. Tell them to use different names each time.
- Invite students to share their ideas about other people with the class and ask the people mentioned whether the sentence is true or not.

Resource 41:

Units 4–6, Vocabulary – Half a crossword

Materials: Section A and Section B for each pair of students

Language: Vocabulary from Units 4–6

- Write on the board: *deaf*. Tell students to define the word or to give other clues to identify it.
- Tell students that they are going to receive a part-completed crossword and they should work together in pairs to think of definitions or clues for the words written in their half of the crossword.
- When students are ready, join pairs together in groups of four so that A and B are together. Tell them not to show each other their half of the crossword.
- Pairs take turns to define or give clues for one of their words and the other pair add the word to their

crossword. During the process, they should not use L1 nor tell each other the correct words. When the pairs have finished, they should check their answers by looking at each other's crosswords.

- Invite students to give their definitions and clues for the words, and have a class discussion about which definitions and clues are the best.

Resource 42:

Units 4–6, Grammar – Follow the instructions

Materials: One worksheet, a dice and four counters for each group of four students

Language: Future forms, Conditionals and Reported Speech

- Tell students they are going to play a board game where they throw a dice, move that number of squares and follow the instructions written on the square.
- Decide on finishing rules – do you need to throw exactly the right number to land on the final square or can you finish by throwing any number larger than the number of squares left to go?
- When students 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 – Communicate

Materials: One card, A, B, C or D for each student in a group of four

Language: Vocabulary related to communication

- Tell students they are going to have discussions about different topics and, while they are having the discussions, they have to follow some instructions.
- Put students into groups of four and give them each a card A, B, C or D. Tell students not to show each other their cards.
- Tell each student to look at the instructions for Conversation 1. Student A starts Conversation 1. While the group are talking, each student has to follow their instructions although they should try not to be too obvious.
- Set a time limit of two minutes. After that time the students try to guess each other's instructions.
- Repeat the process with Conversations 2–4.
- When they have finished, invite students to say which instructions they guessed and which they didn't guess.

Resource 44:

Unit 7 Lesson 2, Grammar – Twitter and tweets

Materials: Section A or B for each pair of students

Language: The Passive

- Tell students they are going to get a short text and some questions which they will ask a different pair. Explain the meaning of *inconsequential*.
- Put students into groups of four. Give two students Card A and two students Card B. They shouldn't show each other their cards.

- The pairs first complete the questions they have to ask using the correct Passive forms.
- When they have finished, allow them to read their text and discuss the information they found out in their pairs. They can underline key information that they think they will be asked about.
- Students then take turns to ask and answer their questions. Encourage them to create full sentences for their answers.
- Elicit the correct questions and answers from the class.

Answers:

Section A

- 1 When was the first message on Twitter sent? It was sent on 21 March 2006.
- 2 Who was it sent by? It was sent by the co-founder of Twitter, Jack Dorsey.
- 3 What was the company originally called? It was originally called 'twtr'.
- 4 Why was the name 'Twitter' chosen? It was chosen because the founders thought it was amusing.
- 5 How many tweets are sent every day? About 500 million tweets are sent every day.
- 6 How many people is Twitter used by every month? It is used by over 300 million people every month.

Section B

- 1 When was the first mobile phone call made? It was made on 3 April 1973.
- 2 Who was it made by? It was made by (a man named) Martin Cooper (who worked for Motorola).
- 3 Who was the phone call made to? It was made to Dr Joel S. Engel (who worked for a different phone company).
- 4 Was the first mobile phone sold to the public? No, it wasn't (sold to the public).
- 5 When was the DynaTAC8000X made? The DynaTAC8000X was made in 1983 / 10 years later.
- 6 How much was it sold for? It was sold for \$3995.

Resource 45:

Unit 7 Lesson 4, Grammar – Predictions

Materials: One worksheet for each pair of students

Language: The Passive

- Remind students about how we form the Passive with *will* (*will* + *be* + past participle).
- Put students into pairs. Tell them they are going to get ten predictions about the future. For each, they have to put the verb into the correct Passive form and then discuss which of the four answers is most likely. Sometimes, they can choose more than one answer.
- When students have finished, ask them to write four more predictions with choices.
- Students join together with a second pair and ask each other about their four predictions.
- Invite students to discuss all the predictions with the class and to share some of their extra ideas.

Answers:

1

- 1 will be discovered 2 will be taught 3 will be won 4 will be held
5 will be run 6 will be scored 7 will be played
8 will be placed 9 won't be built 10 will be sold

Resource 46: Unit 7 Lesson 6, Speaking – That one!

Materials: One worksheet for each pair of students

Language: Indicating objects and clarifying

- Tell students they are going to get four pictures of products for sale and talk to each other about them.
- Put students into pairs and give each pair a copy of the worksheet.
- Tell students to look at the first picture (of mobile phones). Say to students, without identifying which one you are talking about, *Oh, I like that mobile phone*. Wait until students ask which one you are talking about and respond, *Oh, I'm sorry. I meant the ... one*. Choose some aspect which is shared by more than one phone so that students still can't be sure. Again wait for them to ask and then identify the phone you are talking about by position, size or some other unique feature.
- Tell students they are going to do the same and should be as vague as possible so that their partner has to ask for clarification at least once.
- When students have discussed all four types of product, invite pairs to act out one of their conversations in front of the class.

Resource 47: Unit 7 Lesson 7, Writing – Reviews

Materials: One worksheet for each pair of students

Language: Writing a review

- Tell students that they are going to write a review. Remind students about how to organise a review.
- First they have to decide in pairs what the review will be about. Choices are given at the top of the worksheet, or students may want to come up with their own idea.
- Put students into pairs and hand out a worksheet to each student. Tell them to look at Exercise 1 and note that it would be best if they had opposing views about what they reviewed, i.e. one person liked it and one didn't.
- When students have decided, they do Exercise 2 together. Elicit the answers and then ask students to write their reviews. Point out to the students writing negative reviews that they can still use the review from the Students' Book as a model but that, in Paragraph 2 they would list the things they don't like and then add one positive fact at the end. In Paragraph 3, they wouldn't recommend the item but may suggest people that would like it.
- When students have finished, ask them to swap reviews with a different pair, read both of the other pair's reviews and say which one they most agree with.

Answers:

2

- A 1 my classmates / my friends 2 best / most talked about
3 useful / exciting
B 1 disappointed / excited 2 expensive / a bit messy
3 especially / really 4 unsatisfactory
5 Sadly / Surprisingly
C 1 Generally / Overall 2 suggest 3 most disappointing / worst, heard / seen

Resource 48: Unit 7, Vocabulary – Missing vowels

Materials: Section A or B for each pair of students

Language: Vocabulary from Unit 7

- Tell students they are going to work alone to try to recognise some words from the unit that have had their vowels removed.
- Put students into pairs and give each student a copy of Card A or Card B. Set a time limit for them to look at their words and guess the words. Tell them not to write anything yet. Tell them not to show each other their cards.
- When the time limit is reached, each student tells their partner how many As they should have in their words. Students write As where they think they should go. They then do the same with E, I, O and U.
- Students should now have all their words completed. If they can't think of any of their words, they can ask their partner to help.
- Elicit the words and their definitions.

Answers:

Section A

advert, commercial, discuss, explain, gesture, interrupt, misunderstand, obstacle, posture, rebel, repeat, voice

Section B

attractive, define, emotion, fantastic, frown, logo, muscle, perfume, pronounce, research, slogan, suggestion

Resource 49: Unit 7, Grammar – Active to passive

Materials: One card for each pair of students

Language: The Passive

- Tell students that they are going to get a pair of sentences, one active and one passive, which have the same meaning. Where the subject is in brackets, it means that the sentence would be acceptable without it but also sounds correct with it.
- Put students into pairs and give each pair a card.
- Students now mingle and tell another pair the active sentence on their card. The second pair have to try to give the Passive form. If they make mistakes, the students with the card can help them.
- When students have talked to at least six other pairs finish the activity and ask students how easy or difficult other pairs found it to transform their sentence.

Resource 50:

Unit 8 Lesson 1, Vocabulary – Art and literature

Materials: One copy of the puzzle, A or B, for each pair of students

Language: Vocabulary related to art and literature

- Tell students that they are going to work in pairs to think of definitions or explanations for words related to either literature or art.
- Put students into pairs and hand each pair a copy of puzzle A or B. Set a time limit for students to think together about how to explain their words.
- Join pairs together, A and B, into groups of four. The pairs take turns to define one of their words. The other pair tries to find the word so that they can complete their puzzle. If they can't think of the word, the other pair should give them extra clues.
- When the activity is finished, elicit the meanings of all the words in the puzzle.

Resource 51:

Unit 8 Lesson 2, Grammar – Abilities

Materials: One card, A or B, for each student

Language: Modals for ability

- Tell students they are going to get a card with eight gapped questions on it. They should work alone to complete the questions as they wish. The final question is complete.
- Put students into pairs and give each student one card, A or B. They shouldn't show their cards to their partner. Students complete their questions alone.
- When they are ready, students ask and answer each other's questions.
- When students have finished, invite students to share one or two of their questions and their partner's answers with the class.

Resource 52: Unit 8 Lesson 4, Grammar – Our club

Materials: One worksheet for each pair of students

Language: Modal verbs for obligation and prohibition

- Put students into pairs. Tell students they are going to use their imagination to think of a club for young people and some rules for the club.
- Give each pair a copy of the worksheet, and tell students to read it to see what is needed. Set a time limit for them to think of their rules and complete the sentences.
- Collect in the worksheets and display them around the room for students to look at.
- Ask students to vote for the most interesting ideas apart from their own.

Resource 53:

Unit 8 Lesson 6, Speaking – Different opinions

Materials: Section A or B for each pair of students

Language: Comparing ideas and expressing opinions

- Tell students they are going to get a card with some topics on it and a way of starting a sentence giving their opinions.
- Put students into pairs and give each student a copy of the worksheet, A or B. Students work together to complete the missing words (these are the same for A and B).
- Elicit the answers and then ask students to look at their topics alone and write one sentence for each, starting with the given phrase.
- When they have finished, students take turns to give their opinion and react to their partner, either agreeing or disagreeing.
- When students have finished, elicit some sentences from students and allow other members of the class to respond to them.

Answers:

1 opinion 2 Personally 3 because 4 see 5 concerned
6 ask

Resource 54:

Unit 8 Lesson 7, English in use – Dominoes

Materials: One set of cards for each group of three students

Language: Phrases with prepositions

- Explain that in this activity students match prepositions and words to make phrases by placing cards together.
- Write on the board: *my own*. Elicit which preposition could go before this phrase (*on*). Now give students a preposition (*in*) and elicit a phrase which could follow it.
- 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, to make phrases with prepositions. 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 own cards.

Answers:

at – all, first, last, least
in – a hurry, a mess, advance, danger, fashion, ink, trouble
on – display, fire, foot, loan, purpose, sale, time
by – coincidence, hand, mistake

Resource 55:

Unit 8, Vocabulary – Collect your cards

Materials: One set of cards for each group of four students

Language: Vocabulary from Unit 8

- Put students into groups of four. Tell them that they are going to get 24 cards and should work together to put them into eight groups of three, each with a different category.
- Hand out the cards and set a time limit. At the end of the time limit, elicit what the categories are and which cards belong in which.
- Tell students now to take two cards, one from each of two groups. Between them, the four students will have a card from each of the eight groups. The other sixteen cards are placed face down on the desk and moved around so that students don't know which card is which.
- Students now take turns to turn over one card. If it belongs to one of the two categories they are collecting, they take it. If not, they turn it back over.
- The first student to collect all four missing cards from their two categories is the winner.

Answers:

Types of book: biography, novel, graphic novel

Types of press: tabloid, broadsheet, magazine

People: editor, journalist, reporter

Types of art or painting: graffiti, abstract, still life

Phrases with *in*: a hurry, a mess, advance

Phrases with *by*: coincidence, mistake, hand

In the news: horoscope, headline, weather forecast

Phrases with *at*: least, first, last

Resource 56:

Unit 8, Grammar – Tell your group about ...

Materials: One set of cards for each group of three students

Language: Modal verbs for ability, obligation and prohibition

- Tell students they are going to pick up cards and follow the instructions written on them.
- Put students into groups of three and give each group a set of cards, placed face down in a pile.
- One student in each group starts by picking up the first card and reading it. They then do as it says. The other students should ask them questions to find out more information if necessary.
- When students have discussed all the cards, invite students to talk about one of the topics in front of the class.

Resource 57:

Unit 9 Lesson 1, Vocabulary – Match up

Materials: One card for each student (up to a total of 32 students)

Language: Vocabulary related to celebrations

- Tell students that they are going to get a card which makes half of a Word friend. If the word card is tinted, they have the second part of the Word friend. If the card is not tinted, they have the first part.
- Hand out the cards and tell students with first words to stand up. The other students stay sitting. Students with first words go to one of the sitting students and tell them their word. The sitting student says their word. If they think the two words go together to make a Word friend, they sit together. If they don't, the student with the first word moves to another seated student and tries again.
- When everyone has found their partner, the pairs define their Word friend and other students try to guess what it is.

Resource 58:

Unit 9 Lesson 2, Grammar – Great/Terrible party!

Materials: Section A or B for each pair of students

Language: Defining and non-defining relative clauses

- Talk to students about what makes a party good or bad. Elicit ideas and tell students they are going to complete some sentences about either a great party or a terrible one.
- Put students into pairs and give each pair one card; A or B. They work together to complete the sentences.
- When ready, join pairs together, A with B, in groups of four. The pairs tell each other their sentences.
- When students have finished, invite students to share their sentences for a great party and for a terrible party.

Resource 59:

Unit 9 Lesson 4, Grammar – Be polite

Materials: One card, A or B, for each student

Language: Indirect questions

- Remind students about how to form indirect questions.
- Tell students they are going to get seven direct questions which they have to make indirect.
- Put students into pairs and give each student either Section A or B. Students work alone to write their sentences.
- Tell students they are now going to carry out the conversations. A's takes place at a party. B's takes place at a friend's house.
- A starts by asking B questions. B must make up answers on the spot.
- When they have finished, the students swap roles and B asks his/her questions.
- When students have finished, invite pairs to act out their conversations in front of the class. Check that the questions have been formed correctly.

Answers:

Section A

- 1 Could you tell me what your name is?
- 2 Do you know whose party it is?
- 3 Do you have any idea who those people over there are?
- 4 I was wondering where you got that pizza.
- 5 Do you know if there are going to be any fireworks later?
- 6 Do you have any idea what the weather is going to be like this evening?
- 7 Do you mind if I have a bite of that pizza?

Section B

- 1 Could you tell me if John is at home?
- 2 Do you know what time he will be back?
- 3 Do you mind if I wait for him?
- 4 Could you tell me where the bathroom is?
- 5 I was wondering if I could use your phone.
- 6 Do you mind if I come to see John later?
- 7 Do you know where the nearest bus stop is?

Resource 60: Unit 9 Lesson 6, Speaking – Plans

Materials: One card, A, B, C or D for each student in a group of four

Language: Talking about future plans

- Tell students they are going to get a card with a question on it and three different ways of answering other students' questions.
- Put students into groups and give students one card each. Tell them to look at how they have to answer other students' questions.
- When they are ready, A starts by asking their question. The other three students answer using the phrases on their card.
- Students B, C and D repeat the process with their sentences.
- When students have finished, elicit some answers to the four questions.

Resource 61: Unit 9 Lesson 7, Writing – Hi Max, ...

Materials: One worksheet for each student

Language: Writing an informal letter of invitation

- Explain that in this activity students are going to get an email of invitation with eleven choices of words.
- Hand out the worksheet to each student. Tell students to work alone.
- When students have finished, allow them to compare answers in pairs.
- Elicit the answers from students.

Answers:

- 1 things 2 How 3 fancy 4 reception 5 hope 6 invited
7 like 8 By 9 hope 10 let 11 Speak

Resource 62:

Units 7–9, Vocabulary – Have you got ... ?

Materials: One set of cards for each pair of students

Language: Vocabulary from Units 7–9

- Write on the board: *colour... ..throat*. Ask students to guess words which can be added, either before or after, to make these into two-word combinations. Elicit *colour blind*, *sore throat*, and add these to the words 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 of the two sets of cards to each pair. 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 pairs join together to form groups of four. 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: If Pair A has *colour...*, they can ask *Have you got 'blind'?* 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 who has claimed the most words.

Answers:

body contact, nail varnish, predictive text, sign language, art gallery, graphic novel, dinner party, Independence Day, school prom, soya bean, personal space, instant messaging, target audience, washing-up liquid, still life, weather forecast, Mother's Day, public holiday, traditional costume, wedding reception

Resource 63:

Units 7–9, Grammar – Grammar-go-round

Materials: One worksheet, one coin and four counters for each group of four students

Language: The Passive, modal verbs for ability, obligation and prohibition, relative clauses, indirect questions

- Tell students that they are going to play a board game in which they move around a board and follow the instructions on the squares.
- Put students into groups of four, and hand out to each group a copy of the worksheet, a dice and four counters. The students place the counters at the start point.
- One student starts by throwing the dice and moving his/her counter the appropriate number of spaces. He/She then follows the instructions on the square he/she lands on. When he/she has done what was required, he/she marks the square with his/her initials.
- Students take turns to continue from where the previous student landed.
- There is no finishing point in the game. Students continue around the board as many times as is necessary. If a student lands on a square which already has their initials on it, they can nominate another student to carry out the instructions on that square, and this student's initials will also be added to the square. If a student lands on the start square, they don't have to do anything on that turn.
- Stop the activity at the end of a time limit, and tell whichever student is having his/her turn at the time to complete their task and then to stop.
- Invite groups to share some of their sentences with the class.

It's true!



I feel afraid .	I feel annoyed .	I feel confused .
I feel determined .	I feel disappointed .	I feel joyful .
I feel miserable .	I feel relaxed .	I feel satisfied .
I feel stressed .	I feel surprised .	I feel uneasy .

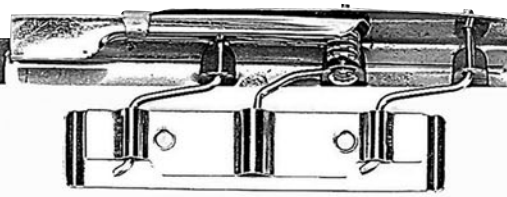


When I'm out on my own after dark, ...	When my brother borrows my clothes without asking, ...	When my teacher explains something in Maths, ...
When I do badly in my exams, ...	When I'm on holiday by the sea and it rains all the time, ...	When it's Friday evening and we haven't got any homework for the weekend, ...
When I have to give a presentation in English to the class, ...	When someone I haven't heard from for a long time sends me a text, ...	When I finish my homework and have some free time before I have to go to bed, ...
When the first day of the summer holidays arrives, ...	When I want to do something new on my computer and I want to work out how to do it, ...	When I'm on my way to school and I think I might have forgotten something important, ...

Your turn


I think ...	I'm trying to ...	I usually ...
I don't know ...	I'm looking at ...	I often ...
I have ...	I'm thinking about ...	I don't often ...
I enjoy ...	I'm reading ...	I never ...
I want ...	At the moment, our teacher is ...	I always ...
I prefer ...	At the moment, some students are ...	How often do you ... ?
Do you want ... ?	... is wearing ...	Do you ever ... ?

Find someone who ...



Find someone who:		Name
1	was playing computer games at nine o'clock yesterday evening.	
2	went to bed after midnight last Friday.	
3	has never watched a reality TV show.	
4	got a text message while they were having breakfast this morning.	
5	felt ill last week.	
6	has had an interesting dream recently.	
7	met a friend while they were walking to school today.	
8	lost something important last month.	
9	has just had a great idea.	
10	had an accident while they were playing sport last year.	
11	bought a new gadget last weekend.	
12	has never sent a postcard while on holiday.	
13	was wearing black jeans at school yesterday.	
14	received a strange email last week.	
15	has changed their routine recently.	

Can you help me?

Section A

Look at pictures A-D and read dialogues 1-4 in Section B. Match the photos with the dialogues.



Section B

Complete the dialogues with one word in each gap. Choose one of the dialogues and act it out. Then write and perform your own dialogue.

- 1 A: Can you help me?
B: Of ¹ _____. What's wrong?
A: I can't find my phone. It's here somewhere. ² _____ you help me look for it?
B: Here it is – under your jacket.
A: Oh, great! Thanks, Mum.
- 2 A: ³ _____ me. ⁴ _____ you mind helping me?
B: No, of course ⁵ _____.
A: I need to take these three bags to my taxi, but I can't carry them all. Could you give me a ⁶ _____ with them?
B: ⁷ _____. Oh wow! This is heavy!
- 3 A: Good afternoon. May I ⁸ _____ you?
B: Er ... I'm waiting for my friends. Can I sit down?
A: Of course. Can I ⁹ _____ you anything while you're waiting? A drink? Something to eat?
B: Yes, that ¹⁰ _____ be great, thanks. An orange juice, please.
A: OK, I'll be ¹¹ _____ you ¹² _____ a minute.
- 4 A: Good morning. What can I ¹³ _____ for you?
B: I'd like a map of the town centre, please.
A: Of course. Here you are. This shows all the places of interest, bus routes and hotels.
B: Thank you.
A: Do you need anything ¹⁴ _____ ? Tickets? Postcards?
B: No, I'm ¹⁶ _____ now, thanks.

Another challenge

Section A

Complete the text with the words below. There are three extra words.

about arrived beginning end gradually loved made now
problem realised scream soon sweat when yawned

I've always dreamed ¹ _____ seeing a real desert, so ² _____ I heard about a summer camp in the Sahara, I begged my parents to let me go. The ³ _____ was that it was very expensive. My mum and dad told me that they would pay half, but I would have to pay the other half, so I had to start looking for a weekend job. I've always ⁴ _____ staying in bed until late at the weekend, so I knew it would be difficult for me, but I had no choice.

⁵ _____ after that, I found a job as a waitress in a restaurant. The restaurant opened for breakfast, so I had to start at 7 a.m. That meant I had to get up at half past five! When I ⁶ _____ on my first morning, the manager welcomed me with a big smile. I tried to say 'Good morning', but I was so tired I ⁷ _____ instead! At the ⁸ _____, it was difficult to be polite and friendly to the customers when I just wanted to go back to bed, but ⁹ _____ I started to enjoy the work and got to know the regular customers.

The experience has ¹⁰ _____ me less lazy. ¹¹ _____, even when I don't have to go to school or to work, I wake up early. My parents are always shocked when they come downstairs and find breakfast waiting for them! Oh, I never went to the desert. They have snakes and scorpions there. I ¹² _____ when I see a spider in the bath!

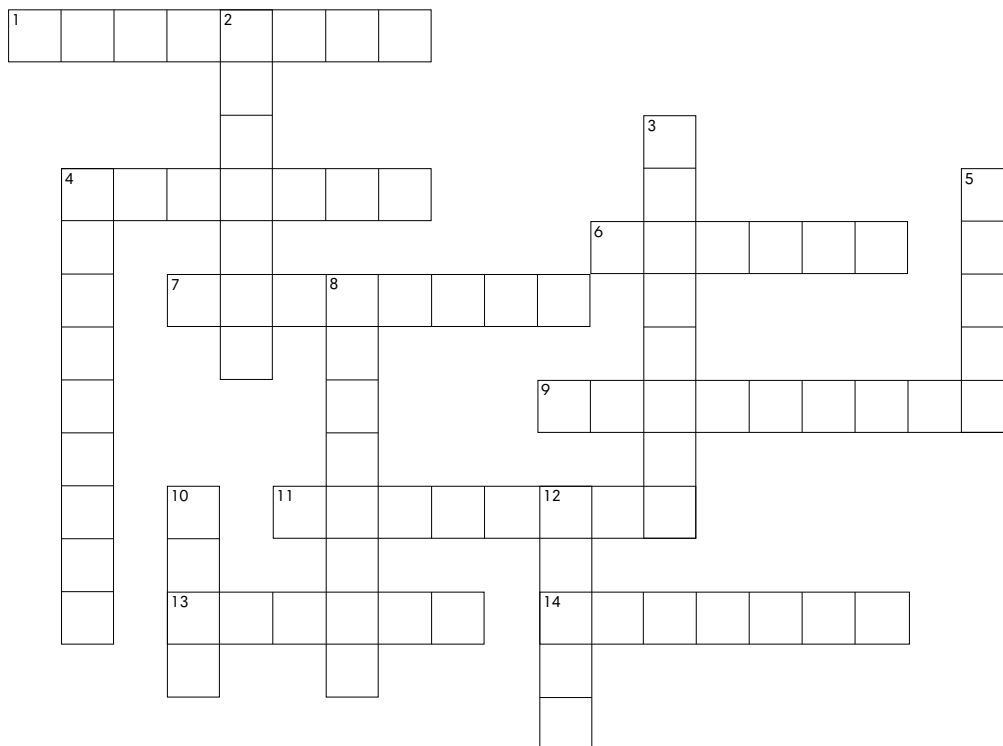
Section B

In pairs, complete Sentence A in each pair of sentences. Then swap worksheets with another pair and complete Sentence B in each pair of sentences.

- 1 A: I've always loved _____.
B: I first realised this when _____.
- 2 A: I've always wanted to _____.
B: The problem is that _____.
- 3 A: At the beginning _____.
B: Gradually, I _____.
- 4 A: The experience has made me _____.
B: Now I'm thinking of becoming _____.

Anagram clues

1 Order the letters to complete the crossword.



Across

- 1 isgtmnar
- 4 rsocuui
- 6 seayun
- 7 tulcapun
- 9 bilmersae
- 11 desertss
- 13 visehr
- 14 perxses

Down

- 2 oxsunia
- 3 fundoesc
- 4 findtenoc
- 5 eskah
- 8 aterecvi
- 10 spag
- 12 awest

2 Write the words from the crossword in the correct category.

Adjectives of emotion: _____, _____, _____, _____, _____

Adjectives of personality: _____, _____, _____, _____

Verbs that express emotion: _____, _____, _____, _____

People: _____

A verb which goes with *yourself*: _____

Correct or not?

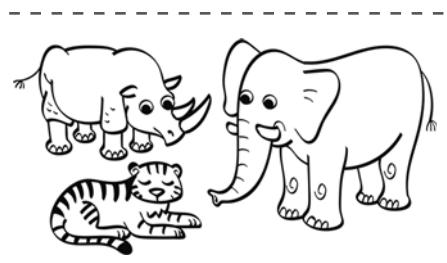
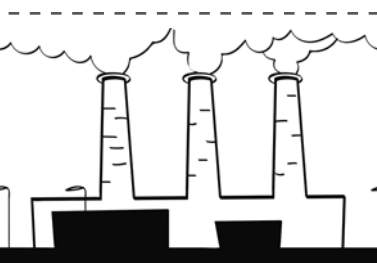
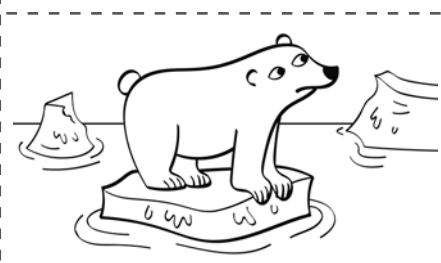
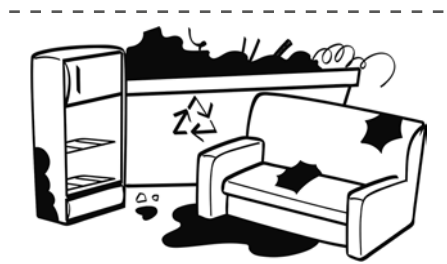
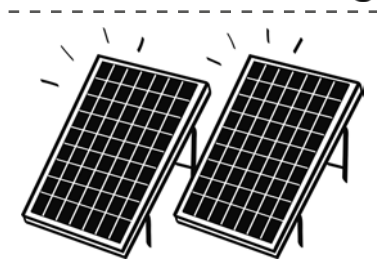
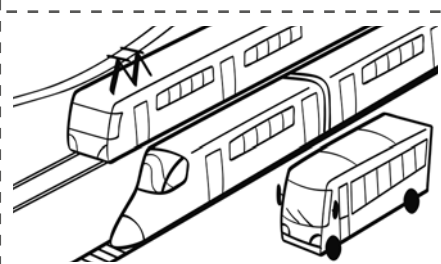
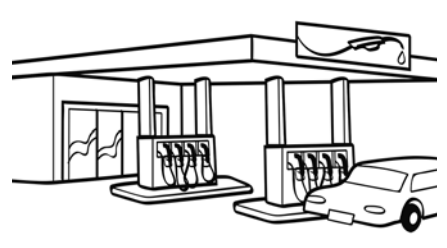
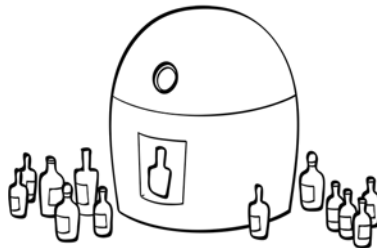
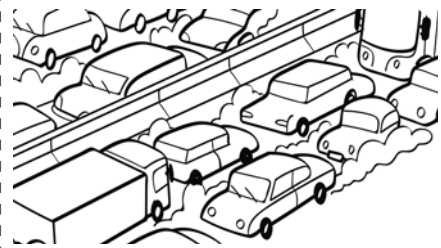
Tick the sentences which are grammatically correct. Put a cross for the sentences which are not grammatically correct. Correct the mistakes.

Then write down the number of points (1–10) that you want to play for.

If you are correct, you will gain these points. If you are wrong, you will lose these points.

	Sentence	Correct or not?	Correct sentence	Points
1	What do you think about extreme sports?		_____	
2	I usually find Maths easy, but I'm not understanding this exercise.		_____	
3	I'm not often watching television on schooldays.		_____	
4	I can't go out now. I've just started eating dinner.		_____	
5	While my dad was driving to work, he was seeing his cousin.		_____	
6	We have been to the cinema last Friday.		_____	
7	You're very quiet. What do you think about?		_____	
8	I haven't done anything interesting recently.		_____	
9	We are here for three days and we still haven't been to the beach.		_____	
10	Did you buy any milk while you were at the supermarket?		_____	
11	I haven't never heard this song before.		_____	
12	Did anyone phone me while I have been out?		_____	
13	We're trying to make our own website, but we are having a few problems.		_____	
14	The students aren't usually this noisy but today they are very excited.		_____	
15	Did you finish your homework yet?		_____	
TOTAL				

Get the words



traffic

jam

bottle

bank

petrol

station

public

transport

renewable

energy

recycling

centre

climate

change

air

pollution

endangered

species

By the time I arrived, ...



Group A

You are Sam, Nina, Yasmin and Chris.

Helen, Jack, Russell and Abi go to a party. By the time you arrived, lots of things had happened.

- Helen had eaten two large packets of crisps and was feeling very ill.
- Jack had _____ and was _____.
- Russell had _____ and was _____.
- Abi had _____ and was _____.

Group B

You are Helen, Jack, Russell and Abi.

Tom, Elaine, Jess and Nick were in their classroom. By the time the teacher arrived, a lot of things had happened.

- Tom had drawn some pictures on the board and was trying to clean them off.
- Elaine had _____ and was _____.
- Jess had _____ and was _____.
- Nick had _____ and was _____.

Group C

You are Tom, Elaine, Jess and Nick.

Rebecca, Callum, Neal and Fiona agreed to meet you at the café. By the time they arrived, lots of things had happened.

- Rebecca had bought lots of clothes and was having problems carrying all the bags.
- Callum had _____ and was _____.
- Neal had _____ and was _____.
- Fiona had _____ and was _____.

Group D

You are Rebecca, Callum, Neal and Fiona.

Sam, Nina, Yasmin and Chris decided to play football. By the time they got home, a lot of things had happened.

- Sam had fallen over and was having problems walking.
- Nina had _____ and was _____.
- Yasmin had _____ and was _____.
- Chris had _____ and was _____.

Spot the changes



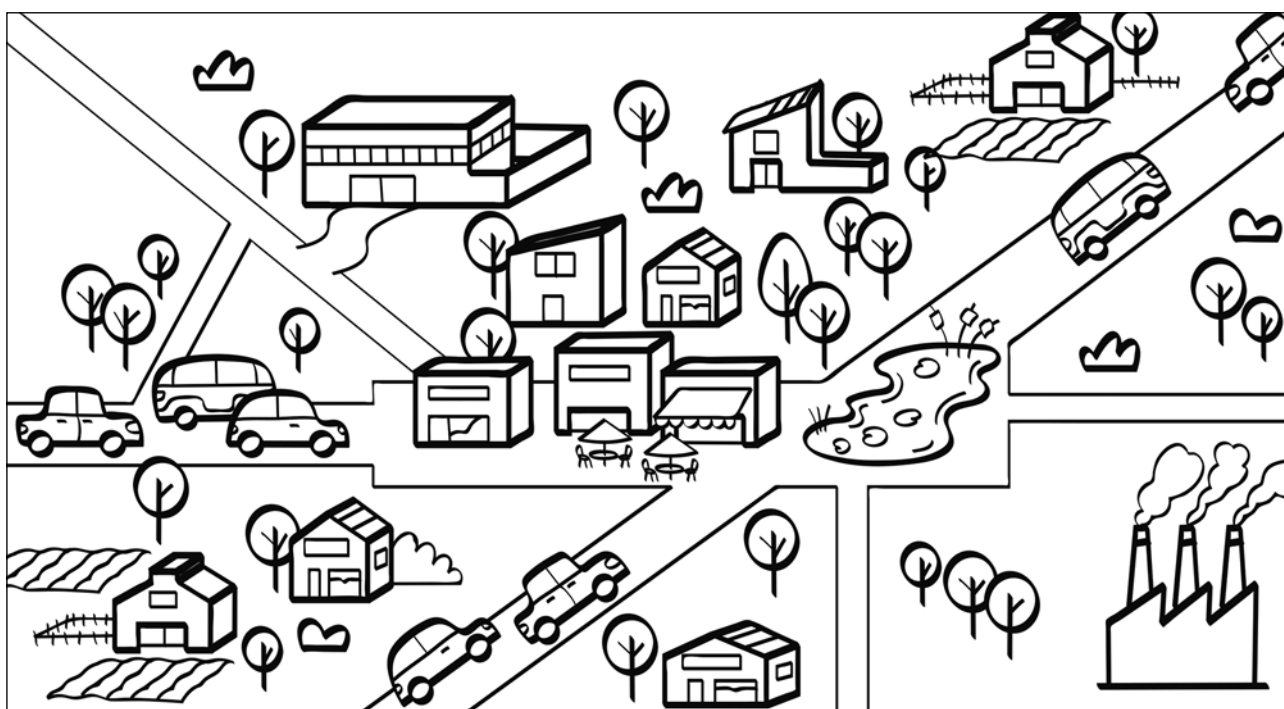
Section A

Date: today



Section B

Date: 1950 | cinema factory farms school shops traffic



Get rid of your cards



I think that's a great idea.	Maybe you're right.	I think so too.
I totally agree.	Absolutely!	You can say that again.
I suppose so.	I'm not sure about that.	I totally disagree.
True, but ...	That's not always true.	I don't think so.



Schoolwork should all be done on computers to save paper.	We shouldn't have to do homework during the weekend.	All school students aged sixteen plus should spend one month a year at a school in a different country.
Students should decide what after-school clubs are offered and help to run them.	We should have an afternoon free every week to clean up the school playing fields.	We could have exercise bikes for PE which are connected to the electricity supply. We would make our own energy and get fit at the same time.

Who do you think it is?

Section A

Match the sentence beginnings 1–12 with the endings a–l.

1 You live in the countryside,	☐	a haven't you?
2 Your parents' car is red,	☐	b isn't he?
3 You are older than me,	☐	c doesn't she?
4 You've got a younger sister,	☐	d do they?
5 You can play a musical instrument,	☐	e don't you?
6 Your parents don't like your favourite band,	☐	f have you?
7 Your house hasn't got any balconies,	☐	g can you?
8 Your parents like gardening,	☐	h aren't you?
9 Your dad's a good cook,	☐	i has it?
10 You haven't got a pet,	☐	j isn't it?
11 You can't speak French,	☐	k don't they?
12 Your mum works in a school,	☐	l can't you?

Section B

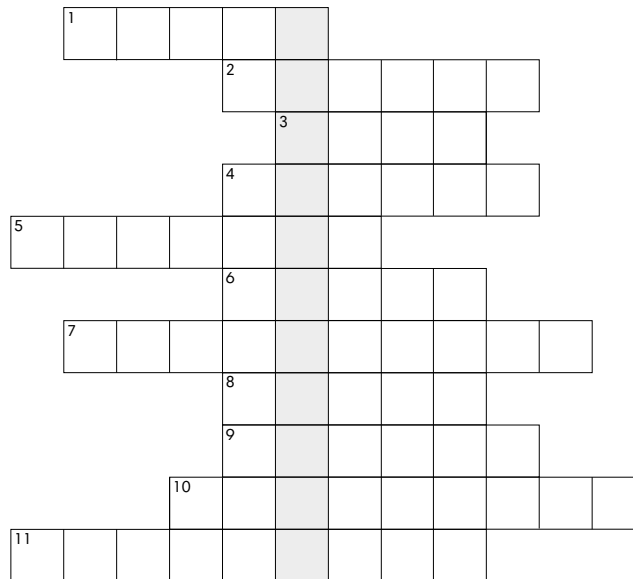
For each question in Section A, write the name of a person in the class who you think would say that it was true for them. You must write twelve different names.

Name	✓ / ✗
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

Looking after the ...

Section A

Complete the puzzle.



- 1 Don't _____ electricity – switch your computer off when you aren't using it!
- 2 We can get _____ from the wind, the sun and the sea.
- 3 My parents always _____ for politicians who want to reduce pollution.
- 4 Don't drop _____ on the ground – put it in the bin.
- 5 The air has been much cleaner since the _____ closed down.
- 6 We have got _____ panels on our roof. They give us free warm water on sunny days.
- 7 We should look after _____ species like elephants and whales.
- 8 I cough sometimes because of the _____ in the air.
- 9 Scientists are trying to find a cleaner fuel for cars than _____ .
- 10 Clean energy from the sun, wind and sea is known as _____ energy because it never runs out.
- 11 Most of the _____ in our town is caused by traffic because the roads are so busy.

Section B

Use the word in the grey squares to complete the phrase.

looking after the _____

Complete the sentence



1 Before last year, I had never _____.

2 By the time we arrived, they had _____.

3 Unfortunately, they had already _____.

4 He looked ill because he had just _____.

5 When I checked my email, I noticed someone had _____.

6 _____, aren't you?

7 _____, haven't they?

8 _____, can't he?

9 _____, doesn't she?

10 _____, am I?

11 There didn't use to be _____.

12 I used to love _____.

13 She used to go _____.

14 He didn't use to _____.

15 Our teacher never used to _____.

Draw them



Section A



Section B



I've been thinking about the summer holidays ...



Make a sentence using the Present Perfect Continuous. It doesn't have to be true! USE <i>think about / for ages</i>	Make a sentence using the Present Perfect Continuous. It doesn't have to be true! USE <i>try / since last Friday</i>	Make a sentence using the Present Perfect Continuous. It doesn't have to be true! USE <i>revise / all night</i>	Make a sentence using the Present Perfect Continuous. It doesn't have to be true! USE <i>worry / for a long time</i>
Make a sentence using the Present Perfect Continuous. It doesn't have to be true! USE <i>save / since my birthday</i>	Make a sentence using the Present Perfect Continuous. It doesn't have to be true! USE <i>write / since last summer</i>	Make a sentence using the Present Perfect Continuous. It doesn't have to be true! USE <i>listen / for two years</i>	Make a sentence using the Present Perfect Continuous. It doesn't have to be true! USE <i>do / for three months</i>
Make a sentence using the Present Perfect Continuous. It doesn't have to be true! USE <i>look for / for five minutes</i>	Make a sentence using the Present Perfect Continuous. It doesn't have to be true! USE <i>watch / since the beginning of the lesson</i>	Make a sentence using the Present Perfect Continuous. It doesn't have to be true! USE <i>work / since the beginning of the school year</i>	Make a sentence using the Present Perfect Continuous. It doesn't have to be true! USE <i>practise / for a week</i>
Make a sentence using the Present Perfect Continuous. It doesn't have to be true! USE <i>read / for three days</i>	Make a sentence using the Present Perfect Continuous. It doesn't have to be true! USE <i>use / all day</i>	Make a sentence using the Present Perfect Continuous. It doesn't have to be true! USE <i>take / since January</i>	Make a sentence using the Present Perfect Continuous. It doesn't have to be true! USE <i>play / since I was young</i>

What has he been doing?


A

Dana and Megan / eat / burgers
they / eat / two each

Tom / read / the newspaper
he / read / four articles

Ellen / write / emails
she / write / two

B

Mark / drive / four hours
he / drive / 320 kilometres

Alex and his sister / bake / cakes
they / bake / twenty-four cakes

Simon and his dad / fish / all night
they / not catch / any fish

C

Mel and Nina / walk / in the mountains
they / walk / ten kilometers this morning

Nick / talk / to friends on his phone
he / make / seven calls

Jon's parents / shop
they / buy / lots of clothes

D

the students / study / History
they / learn / lots of important dates

Sandra / tidy / her room
she / tidy / her desk, wardrobe and shelves

Mr Jones / mark / exam papers
he / mark / twelve / so far


A

where / Mel and Nina / walk / ?
how far / they / walk / this morning?

what / Jon's parents / do / ?
what / they / buy / ?

what / Sandra / do / ?
what / she / tidy / so far / ?

B

who / Nick / talk to / on his phone / ?
how many calls / he / make / ?

what / the students / study / ?
how much / they / learn / ?

what / Mr Jones / do / ?
how many / he / mark / so far / ?

C

what / Dana and Megan / eat / ?
how many / they / eat / ?

what / Ellen / write / ?
how many / she / write / ?

what / Alex and his sister / cook / ?
how many / they / cook / ?

D

what / Tom / read / ?
how many / articles / he / read / ?

how long / Mark / drive for / ?
how far / he / drive / ?

what / Simon and his dad / do /
all night / ?
how many fish / they / catch / ?

You look great!


1A

- 1 Your friend is wearing a great new T-shirt. Compliment him/her and ask questions about where he/she bought it, how much it cost, what other new clothes he/she has bought recently, etc.
- 2 You played the guitar in front of the school yesterday. Respond to Student B.

1B

- 1 You are wearing a new T-shirt. Respond to Student A.
- 2 Your friend played the guitar in front of the school yesterday. It was brilliant. Compliment him/her and ask questions about how long he/she has been playing, how often he/she practises, how he/she felt yesterday, etc.

2A

- 1 Your friend has dyed his/her hair. He/She looks amazing. Compliment him/her and ask questions about why he/she decided to do it, what his/her parents said, where he/she had it done, etc.
- 2 You have just won a prize in a drawing competition. Respond to Student B.

2B

- 1 You have dyed your hair. Respond to Student A.
- 2 Your friend has just won a prize for a drawing in a competition. The drawing is awesome. Compliment him/her and ask questions about how long he/she has been drawing, whether he/she has ever entered a competition before, what sort of things he/she likes drawing, etc.

3A

- 1 You have just received your exam results. Your friend has come top of the class in every subject. Compliment him/her and ask questions about how much studying he/she did, what he/she would like to study at university, whether he/she has any private lessons, etc.
- 2 You are wearing new boots. Respond to Student B.

3B

- 1 You have just received your exam results and have come top of the class in every subject. Respond to Student A.
- 2 Your friend is wearing really cool new boots. Compliment him/her and ask questions about where he/she bought them, how much they cost, what other new clothes he/she has bought recently, etc.

The fashion show

1 Complete gaps 1–10 in the letter with the words below. There are four extra words.

ages back come doing let long make
news now sooner tell theme up way

Hí Lisa,

I haven't heard from you for ¹_____. What have you been
²_____ to? Sorry I didn't write ³_____, but I've been busy.
We've been organising a fashion show at school. It went really well.

The ⁴_____ of the fashion show was cool clothes from the past. I wore
^a_____ and
I had ^b_____.

By the ⁵_____, I've made friends with two new students.
There's a girl from the Czech Republic called Dana. She's
^c_____.

She was in the fashion show too. She wore ^d_____
_____ and had ^e_____
_____. There's also a boy called Juan from Spain. He's
^f_____. At
the fashion show, he wore ^g_____
_____. He looked ^h_____
_____.

I've got some amazing ^e_____. My brother is getting married next
month! I can invite a friend and I would love you to come. I'm going to
wear ⁱ_____.

It's going to be a great day. I hope you can ⁷_____ it.

Write ⁸_____ soon and ⁹_____ me know if you can come.

Bye for ¹⁰_____.

Alison

2 Now use your imagination to complete gaps a–i.

Spell it!



Ask your group to spell a word which is the noun made from arrive . (arrival)	Ask your group to spell a word which is the adjective made from create . (creative)	Ask your group to spell a word which is the adjective made from misery . (miserable)	Ask your group to spell a word which is the adjective made from rely . (reliable)
Ask your group to spell a word which is the adjective made from sense . (sensible)	Ask your group to spell a word which is the noun made from tolerate . (tolerance)	Ask your group to spell a word which is the noun made from aware . (awareness)	Ask your group to spell a word which is the noun made from connect . (connection)
Ask your group to spell a word which is the noun made from organise . (organisation)	Ask your group to spell a word which is the noun made from pollute . (pollution)	Ask your group to spell a word which is the noun for a person made from council . (councillor)	Ask your group to spell a word which is the noun made from appear . (appearance)
Ask your group to spell a word which is the noun made from collect . (collection)	Ask your group to spell a word which is the noun made from extend . (extension / extend)	Ask your group to spell a word which is the adjective made from fashion . (fashionable)	Ask your group to spell a word which is the adjective made from flower . (flowery)
Ask your group to spell a word which is an uncountable noun made from jewel . (jewellery)	Ask your group to spell a word which is the verb made from straight . (straighten)	Ask your group to spell a word which is the negative adjective made from comfort . (uncomfortable)	Ask your group to spell a word which is the adjective made from wool . (woollen)
Ask your group to spell a word which is an adjective made from joy . (joyful)	Ask your group to spell a word which is the noun made from confident . (confidence)	Ask your group to spell a word which is the noun made from electric . (electricity)	Ask your group to spell a word which is an adjective meaning <i>in danger</i> made from danger . (endangered)

Talk about it

24 Talk about someone you have known for more than five years.	25 Talk for thirty seconds about a job you used to want to do which you don't want to do now.	26 Ask someone about their last holiday, using question tags.	27 Talk about something you have wanted to do since last year.	28 Talk for thirty seconds about something that usually happens at school.	FINISH
23 Talk for thirty seconds about the weather in your town since last weekend.	22 Ask someone about their plans for the future, using a question tag.	21 Talk for thirty seconds about the clothes you are wearing today.	20 Talk for thirty seconds about something that has been happening in your town for several weeks.	19 Talk for thirty seconds about what other people in your family had done by the time you woke up this morning.	
12 Talk for thirty seconds about music you used to like when you were younger.	13 Talk about something you have had for over two years.	14 Talk for thirty seconds about something you had never done before this school year started.	15 Ask someone in the group about their family, using a question tag.	16 Talk for thirty seconds about a film you saw after you had read the book.	17 Talk for thirty seconds about what you did last Sunday.
11 Talk for thirty seconds about a sports team you have supported for more than a year.	10 Talk for thirty seconds about something you used to do at primary school which you don't do now.	9 Talk for thirty seconds about something you were doing when the lesson started.	8 Talk for thirty seconds about what you ate yesterday.	7 Ask someone in the group about their interests, using a question tag.	6 Talk for thirty seconds about someone new you have recently met.
START	1 Talk for thirty seconds about something you taught yourself to do.	2 Talk for thirty seconds about something you do regularly.	3 Talk for thirty seconds about what you think someone in your family is doing at the moment.	4 Talk for thirty seconds about something you would like to do but haven't done yet.	5 Talk for thirty seconds about something you haven't done for at least a year.

Find your job



librarian	cleaner	cook
interpreter	lifeguard	plumber
psychologist	scientist	writer
lorry driver	flight attendant	travel agent
music critic	fashion designer	dentist's assistant



You like organising and tidying. You are interested in literature and books.	You enjoy making things look nice. You always tidy your room and never let shelves get dusty.	You love working with food and making tasty things to eat.
You speak more than one language and can translate quickly from one language to another.	You are a strong swimmer and very responsible.	You're good at fixing things, especially sinks, washbasins and toilets.
You enjoy working with people and understand how their minds work.	You love working in a laboratory and doing experiments.	You are imaginative and good with words. You love literature and like working at home.
You love travelling and working at the same time. You like being alone on the open road.	You are good with people and also like travelling. You can calm down people who are nervous.	You like working with people and helping them to book the perfect holiday.
You love going to concerts and listening to new bands and writing your opinions about them.	You love clothes and are good at creating new styles which look amazing.	You enjoy preparing equipment and helping to look after patients who need treatment on their teeth.

My plans



Student A: You are going to talk about the summer holidays.

Arrangements: spend a month in Spain, stay with cousins

Transport: plane, fly from London 23 July, 08.30; fly home from Malaga 21 August, 15.15

Plans: visit Granada, try Spanish food, write a blog, walk along the Caminito del Rey

Predictions with evidence: hot, amazing

Predictions no evidence: sure – get on well with cousins; probably – spend a lot of money; don't think – get homesick

Able to: practise Spanish

Have to: take a lot of sun cream

- Phone Student B and ask how he/she is.
- When he/she asks you about your plans, tell him/her everything about your holiday to Spain.
- Then ask about his/her plans for the weekend.

Student B: You are going to talk about next weekend.

Arrangements: spend the weekend in Scotland, stay in a castle near Loch Ness

Transport: train, leave from London Friday 21.00; get to Edinburgh 06.00; leave Edinburgh Sunday 22.30

Plans: walk in the mountains, eat haggis, buy a kilt, try to find the Loch Ness Monster

Predictions with evidence: tiring, exciting

Predictions no evidence: sure – amazing views; probably not like haggis; don't think – see the monster

Able to: sleep on the train

Have to: do homework in the castle

- When Student A phones you, answer his/her question.
- Then ask about his/her plans for the summer.
- When he/she asks you about your plans, tell him/her everything about next weekend.

What will you be doing?



What will you be doing ... ?	Will you be using social media ... ?	Will you be sleeping ... ?
Where will you be living ... ?	Who will you be talking to ... ?	What sort of music will you be listening to ... ?
What sport will you be playing ... ?	What will you be wearing ... ?	Will you be doing homework ... ?
Will you be watching TV ... ?	Will you be working ... ?	Will you be tidying your room ... ?



... in two years' time?	... at midnight?	... at seven o'clock tomorrow morning?
... when you are thirty?	... after the lesson finishes?	... when you are fifty?
... this weekend?	... tomorrow?	... on Friday evening?
... at eight o'clock this evening?	... on Saturday?	... in the future?

Instructions and reminders



Remember to ...

Firstly, ...

Secondly, ...

Be sure to ...

Try not to ...

After a few minutes, ...

The last thing you need to do is ...

Make sure ...

Don't forget to ...

After that, ...

Always ...

It's important to ...

You need to ...

Never ...

Try to ...

Next, ...



You're training a new teacher. Give him/her instructions and reminders so that they can do their job well and keep the students quiet and working hard.

You're training a new shop assistant. Give him/her instructions and reminders so that they can do their job well and keep the customers happy.

You're a sports instructor training someone who has never tried this sport before. Think of a sport and give him/her instructions and reminders so that they learn quickly and don't get hurt.

You're training a babysitter who has to look after two children aged nine and seven. Give him/her instructions and reminders so you can go out for the evening and not worry about your children.

Me too!



1 I'm worried _____ the future.

2 My parents often complain _____ my clothes.

3 I've applied _____ a summer job.

4 I have to apologise _____ something I said to my friend.

5 I'm always prepared _____ my lessons.

6 I believe _____ equal rights for everyone.

7 I'm going to specialise _____ science subjects when I'm older.

8 I often succeed _____ reaching the higher levels in video games.

9 My favourite pizza topping consists _____ cheese, salami, chilli and ham.

10 I depend _____ my parents for money.

11 I can't cope _____ people who gossip.

12 I know a good way to deal _____ nasty comments on a blog.

13 When I compare my teenage years _____ my parents' teenage years,
I think they had a better time.

14 I often dream _____ the weekend when I'm at school.

15 I often argue _____ my brother or sister.

16 I often argue with my parents _____ what time I have to come home.

Find the words

Find twenty words in the word search and write them below. Find:

five jobs: _____, _____, _____, _____, _____

five words for people: _____, _____, _____, _____, _____

five other nouns related to work: _____, _____, _____, _____, _____

five adjectives related to work: _____, _____, _____, _____, _____

B	O	R	T	C	A	N	D	I	D	A	T	E	X	S
A	V	A	I	L	A	B	L	E	S	M	E	N	I	T
S	C	L	E	A	N	E	R	D	T	R	M	T	P	A
L	O	C	O	E	V	T	I	E	U	P	P	R	R	F
I	L	M	A	N	A	G	E	R	N	E	L	E	O	F
B	L	E	G	D	C	O	L	K	E	R	O	P	M	O
R	E	M	S	T	A	F	T	F	M	M	Y	R	O	S
A	A	S	H	O	N	T	Y	L	P	A	E	E	T	C
R	G	L	I	M	C	R	A	E	L	N	R	N	I	I
I	U	A	F	E	Y	A	M	X	O	E	R	E	O	E
A	E	S	T	R	G	P	S	I	Y	N	A	U	N	N
N	E	E	T	O	O	K	A	B	E	T	W	R	S	T
O	V	E	R	T	I	M	E	L	D	M	A	N	S	I
W	I	N	T	E	R	P	R	E	T	E	R	P	O	S
T	E	M	P	O	R	A	R	Y	O	L	D	E	S	T

My future



This weekend

Future plan:

Future arrangement:

Future ability:

Prediction without evidence:

Prediction with evidence:

Future obligation:

Timetabled future event:

Spontaneous decision:

An activity in progress at a certain time in the future:

Negative plan:

Your future studies

Future plan:

Future arrangement:

Future ability:

Prediction without evidence:

Prediction with evidence:

Future obligation:

Timetabled future event:

Spontaneous decision:

An activity in progress at a certain time in the future:

Negative plan:

The next summer holidays

Future plan:

Future arrangement:

Future ability:

Prediction without evidence:

Prediction with evidence:

Future obligation:

Timetabled future event:

Spontaneous decision:

An activity in progress at a certain time in the future:

Negative plan:

This evening after school

Future plan:

Future arrangement:

Future ability:

Prediction without evidence:

Prediction with evidence:

Future obligation:

Timetabled future event:

Spontaneous decision:

An activity in progress at a certain time in the future:

Negative plan:

Hear it, say it!



Student A

Hear it	Say it
START	745
8.2 billion	6.7 million
525	3,907
818,361	12,491
1,104,220	891
708	15,210,361
125,789,651	153,685
693	1,452,000

Student B

Hear it	Say it
12,491	16,666
6.7 million	1,104,220
745	1,365
2,789,420	1,655
172,907,318	STOP
21,499	693
7,801	125,789,651
15,210,361	4.8 million

Student C

Hear it	Say it
1,452,000	818,361
3,907	7,801
4.8 million	8.2 billion
891	2,789,420
1,655	525
1,365	21,499
153,685	172,907,318
16,666	708

If ...

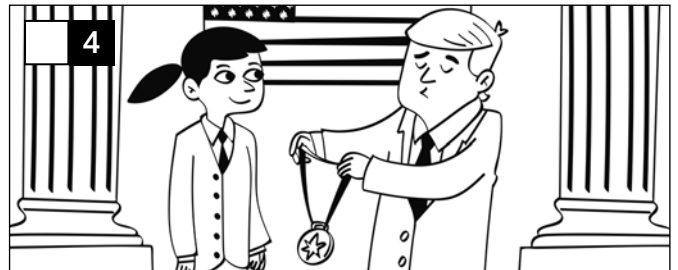
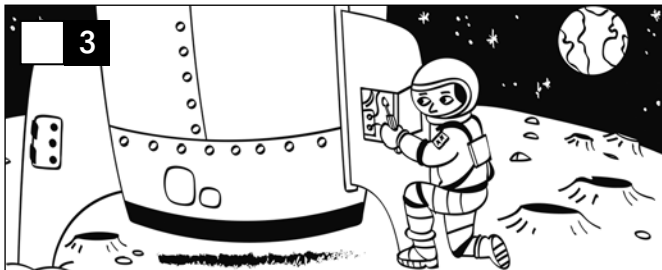
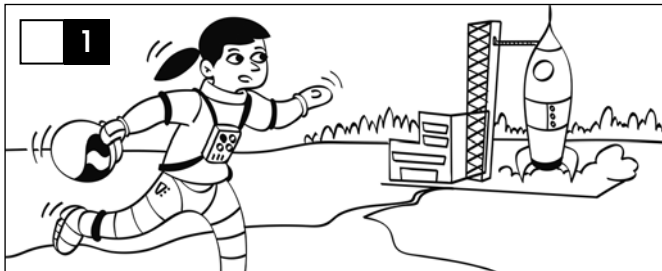

If you could go anywhere in the world, ...	... where would you go?
If you had a million dollars, ...	... what would you buy?
If you could do any job you wanted, ...	... what would you do?
If you could change places with a famous person, ...	... who would you change places with?
If you could change one thing about your appearance, ...	... what would you change?
If you could have one talent, ...	... what would you like to be able to do?
If the weather is nice this weekend, ...	... what do you think you will do?
If your friends suggest going to the cinema this weekend, ...	... will you go with them?
If your mum asks you to tidy your room on Saturday, ...	... will you do it without arguing?
What will you do this evening ...	... if you finish your homework quite quickly?
Who will you phone this evening ...	... if you want a chat?
If you have problems with friends, ...	... who do you go to for advice?
What do you usually do ...	... if you're bored at the weekend?
Who do you ask for help ...	... if you can't do your English homework?
How do you feel ...	... if you have an argument with your friends?
If something goes wrong with your electronic gadgets, ...	... do you always know how to fix them?

In space

Section A

Match paragraphs a–d with pictures 1–4. Then choose the correct option to complete the paragraphs.

- a Kelly's on her way to the moon. She nearly has an accident. A ¹meteorite / satellite / planet nearly hits her ²parachute / space station / spacecraft. She's not lucky – she's a great pilot! She saw it coming and moved out of the way.
- b Kelly made it. Now she's meeting the President of the USA. He's giving her a ³present / medal / bonus and the people are cheering. She's famous but she doesn't want to go back into space.
- c Kelly is now on the ⁴land / edge / surface of the moon. She's found some interesting rocks and moon dust. Now it's time to leave, but there's a problem with the lander. If she can't fix it, she won't be able to leave and she's only got enough ⁵gas / oxygen / helium for a few days.
- d It's time to ⁶make / take / leave off, but where is Kelly? Here she comes. She nearly forgot her ⁷helmet / suit / hat! Hurry up, Kelly or you'll miss the take-off and you'll never have another chance to go into space again!



Section B

Make full sentences to say how the story could have been different.

- 1 if / Kelly / forget / her helmet / she / miss / the take-off

- 2 if / Kelly / not be / such a good pilot / the meteorite / crash / into her spacecraft

- 3 if / the meteorite / hit / the spacecraft / it / destroy / it

- 4 if / Kelly / not fix / the lander / she / not be able to / leave / the moon

- 5 Kelly / run out / oxygen / if / she / not fix / the lander

- 6 Kelly / not meet / the President / if / she / not go / into space

Places with signs

PLACE	
A school	B park
C shop	D swimming pool
E cinema	F street
G hotel	H beach

Should we try to make contact with life forms on other planets?

- 1 Read some sentences from different essays about contacting alien life forms. Complete them with the words below.

advantage because believe but conclusion disadvantage example
one opinion other reason seems sum that worth

Introduction

- 1 Many people _____ that aliens would want to destroy us.
- 2 _____ would it be a good idea to make contact with other life forms?
- 3 Is it _____ trying to contact other life forms to see if we can learn from them?

Advantages

- 4 I believe _____ any life forms that have the technology to reach Earth would be peaceful and friendly.
- 5 On the _____ hand, it _____ likely that it would be positive for Earth.
- 6 The main _____ is that, even if we don't make contact, the research helps communications on Earth.

Disadvantages

- 7 On the _____ hand, it would be a huge risk.
- 8 The main _____ is that we may contact aliens who aren't friendly.
- 9 One _____ for worrying is that history shows that explorers and invaders rarely bring benefits to the places they discover. For _____, many Indians in South and Central America died of diseases they caught from European explorers.

Giving opinions and justifying them

- 10 In my _____, it isn't worth trying to contact other life forms. This is _____ anyone who has the technology to get to Earth should be able to contact us much more easily.

Summary

- 11 To _____ up, I think it is a great idea.
- 12 In _____, I think we should use the money to help the environment.

- 2 Use some of the ideas in Exercise 1 or your own ideas to write an essay with the title:

Should we try to make contact with life forms on other planets?

Get rid of the words



ambition	astronomer	atmosphere
attend	billion	binoculars
calculation	certificate	damage
descent	ellipse	experiment
force	gravity	height
length	meteorite	orbit
oxygen	planet	press
reflect	require	scientific
speed	support	surface
visible	wave	width

On condition that ...

Zero

- 1 If I get home before my parents, ...
- 2 If I get up too late for breakfast, ...
- 3 If a teacher is absent, ...
- 4 If my favourite sports team loses, ...
- 5 If I see an interesting advert on TV, ...

First

- 1 If I need help with my homework this evening, ...
- 2 If my parents let me go out on Friday evening, ...
- 3 I'll go shopping on Saturday unless ...
- 4 If we don't get any homework tonight, ...
- 5 I'll enjoy the weekend unless ...

Second

- 1 If my best friend moved away, ...
- 2 If I could go back in time, ...
- 3 If I could meet anyone in the world, ...
- 4 If our school offered us the chance of a two-week foreign exchange trip, ...
- 5 If I didn't have to go to school tomorrow, ...

Third

- 1 If we had left home sooner, ...
- 2 If I had known the answer, ...
- 3 If you had phoned from the station, ...
- 4 If the plane had left on time, ...
- 5 If we had read the hotel reviews online, ...

Health and sickness



allergic	asthma	painful	infection
operation	prescription	deaf	down
lost	runny	bleed	temperature
medicine	pressure	breath	hurt



1 I'm ____ to cats.	2 I sometimes have problems breathing because I suffer from ____.	3 Ow! That's ____.	4 Wash the cut or you might get a(n) ____.
5 Dad had a four-hour ____ on his leg after the accident.	6 The doctor gave me this ____, so now I have to go to the chemist's.	7 Dad says I'll be ____ when I'm older because I listen to loud music.	8 I think I'm coming ____ with the flu.
9 I ____ my appetite after seeing that documentary about diseases.	10 I feel fine but I've got a(n) ____ nose.	11 I sometimes have a nose ____ without any warning.	12 The doctor is going to take your ____ now.
13 Take this ____ three times a day before meals.	14 When the doctor took my dad's blood ____, he said it was too high.	15 Take a deep ____.	16 Where does it ____?

Interviews



Student A

- 1 You are going to interview a doctor. Think of four more questions to ask and note down the doctor's answers.

1 *What's the most difficult thing about your job?*

2

3

4

5

- 2 Write a report of your interview in your notebook.

I interviewed Dr (name) about his/her work. I started by asking him/her what the most difficult thing about his/her job was. He/She said that ...

- 3 Now imagine you are an astronaut. Answer your partner's questions.

Student B

- 1 You are going to interview an astronaut. Think of four more questions to ask and note down the astronaut's answers.

1 *What's the most difficult thing about your job?*

2

3

4

5

- 2 Write a report of your interview in your notebook.

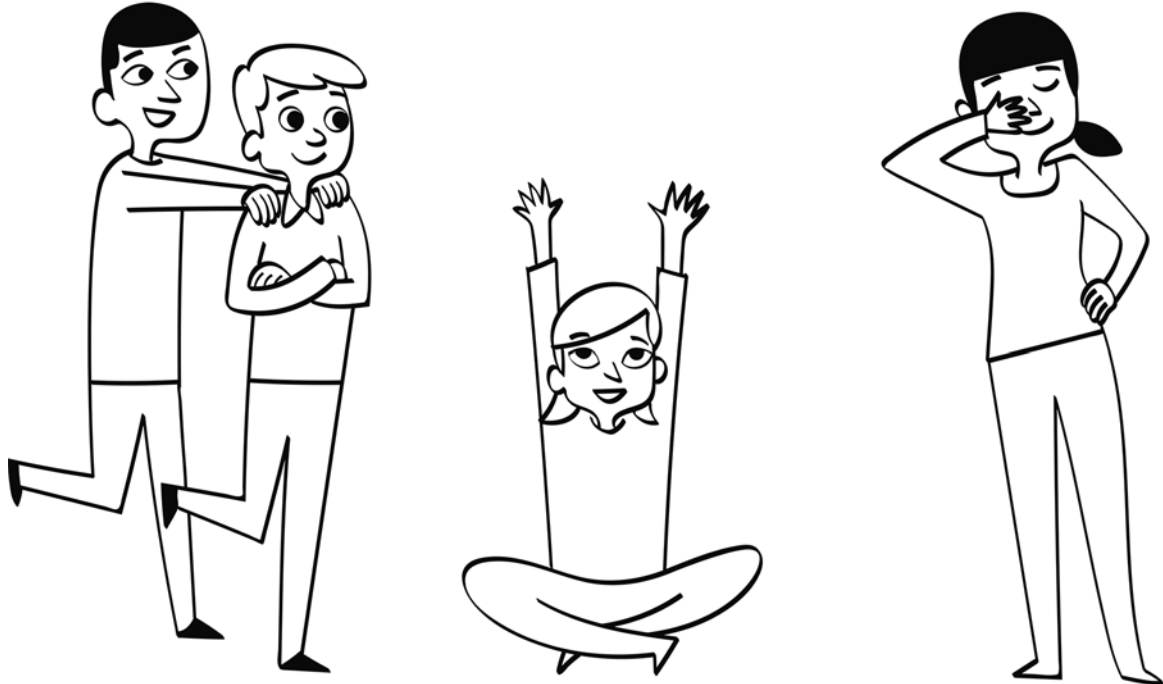
I interviewed Commander (name) about his/her work. I started by asking him/her what the most difficult thing about his/her job was. He/She said that ...

- 3 Now imagine you are a doctor. Answer your partner's questions.

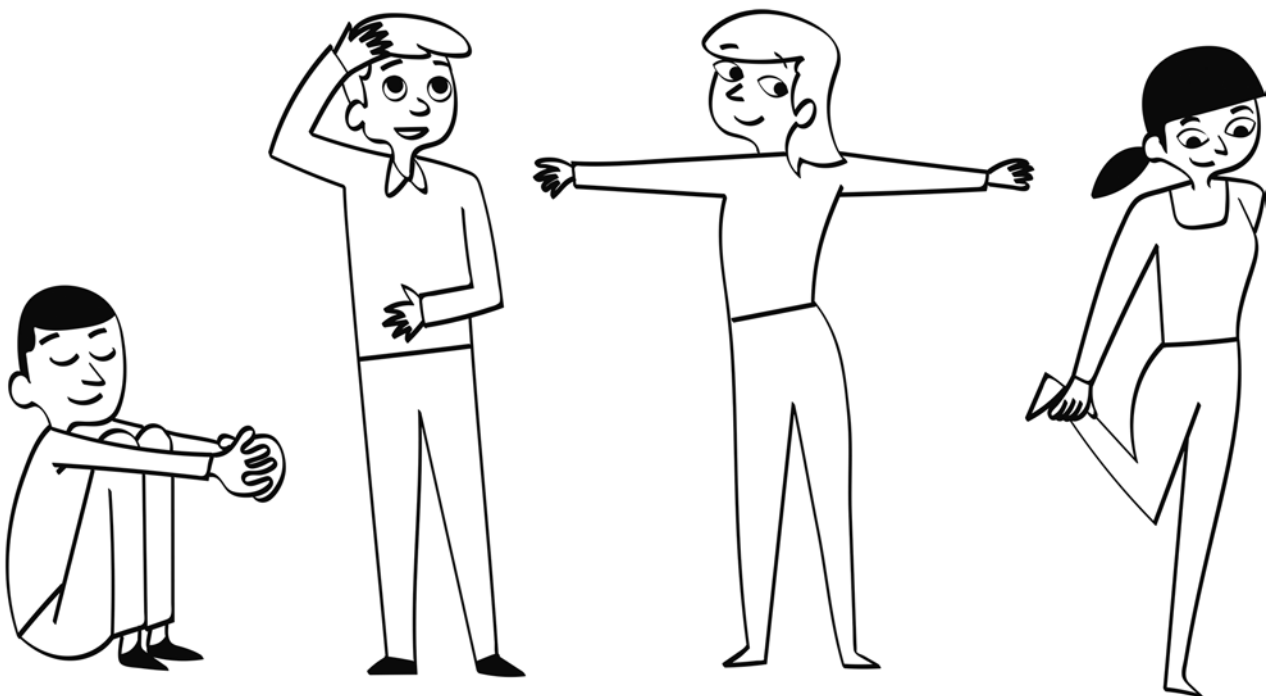
Smile, please!



- A** Give instructions to the other group so that they are standing and sitting in the same positions as the people in the picture. Don't show them your picture until you have finished.



- B** Give instructions to the other group so that they are standing and sitting in the same positions as the people in the picture. Don't show them your picture until you have finished.



What do you suggest?



Student A

You are having problems seeing what the teacher has written on the board.

You go first to ask the other students for advice.

Listen to the other students. Give advice.

- When talking to Student B, use:
I'm afraid I can't really help you.
- When talking to Student C, use:
If I were you, ...
- When talking to Student D, use:
You should ...

Decide which student gave you the best advice and why.

Student B

You are always tired in the mornings and have no energy.

When it is your turn, ask the others for advice.

Listen to the other students. Give advice.

- When talking to Student A, use:
You ought to ...
- When talking to Student C, use:
I wish I could suggest something, but I ...
- When talking to Student D, use:
Have you thought about ... ?

Decide which student gave you the best advice and why.

Student C

You feel ill after eating some out-of-date yoghurt.

When it is your turn, ask the others for advice.

Listen to the other students. Give advice.

- When talking to Student A, use:
Have you tried ... ?
- When talking to Student B, use:
I'd recommend ...
- When talking to Student D, use:
I wish I could help, but I ...

Decide which student gave you the best advice and why.

Student D

You stayed out in the sun too long and have got painful, red shoulders.

When it is your turn, ask the others for advice.

Listen to the other students. Give advice.

- When talking to Student A, use:
I don't know what to advise, I'm afraid.
- When talking to Student B, use:
I'd suggest ...
- When talking to Student C, use:
You'd better ...

Decide which student gave you the best advice and why.

All of us

1 In pairs, complete the sentences with a word or short phrase so that they are true for both of you.

Us

- We think that both _____ and _____ are enjoyable.
- We think that both _____ and _____ are difficult.
- In our opinion, all of the characters in the Belmont Academy videos are _____.
- In our opinion, none of the _____ in our town are _____.
- We haven't seen any of the _____.
- We haven't tried any of the _____.
- At the weekend we are either going to _____ or _____.

2 In pairs, make sentences that you think are true. Use one name or one word or short phrase in each gap. Use a different name each time.

Other people

- Both _____ and _____ want to _____.
- Both _____ and _____ hate _____.
- Neither _____ nor _____ can _____.
- Neither _____ nor _____ like _____.
- _____ is going to study either _____ or _____.
- _____ isn't going to study _____ or _____.

Everyone

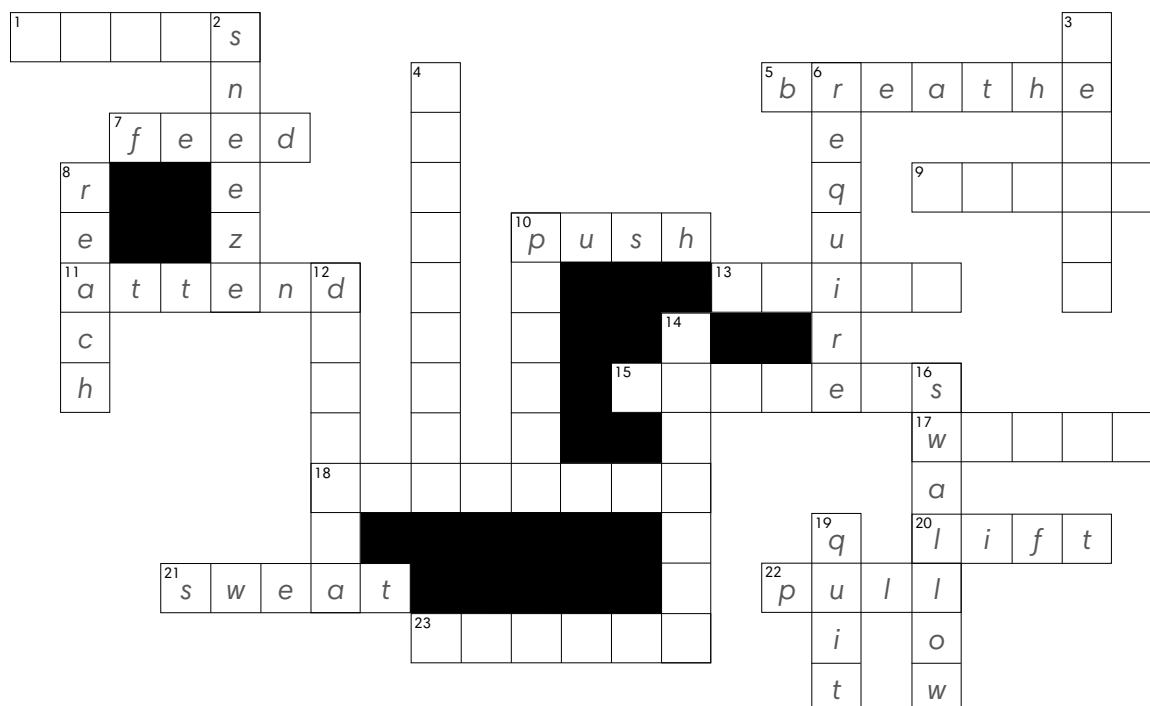
- None of the people in this class _____.
- All of the people in this class _____.

Half a crossword



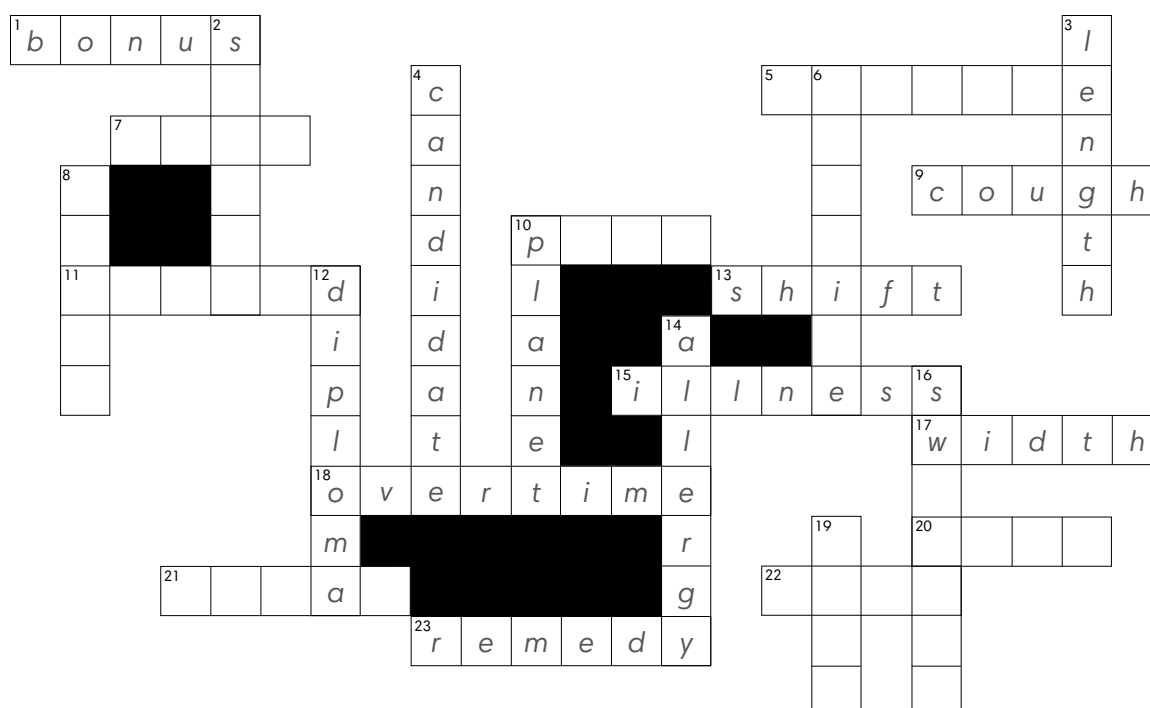
Section A

All the missing words are nouns. Some of them can also be verbs with no change of spelling.



Section B

All the missing words are verbs. Some of them can also be nouns with no change of spelling.



Follow the instructions

24 Complete this sentence: <i>My parents won't be happy unless ...</i>	25 Ask the other members of the group about their plans for this evening.	26 Tell the rest of the group about two interesting things people have told you recently. Use reported speech.	27 Tell the rest of the group about two questions you have been asked today. Use reported speech.	28 Ask the other members of the group about an arrangement they have made for the weekend.	FINISH
23 Talk for thirty seconds about your plans for the summer.	22 Talk for thirty seconds about a prediction about your life for which you have some evidence.	21 Talk for thirty seconds about where you would like to be right now if you could be anywhere in the world.	20 Ask the other members of the group for advice using: <i>What would you do if you were me?</i>	19 Ask a First Conditional question.	
12 Complete this sentence: <i>If I hadn't been ill, I would have ...</i>	13 Ask the other members of your group a Second Conditional question.	14 Make a Second Conditional sentence using <i>wouldn't</i>.	15 Report this command. <i>Don't fall asleep!</i> Our teacher told ...	16 Report this question. <i>What's your name?</i> She asked me ...	17 Talk for thirty seconds about a command someone gave you or a request someone made to you.
11 Make a Third Conditional sentence.	10 Complete this sentence: <i>If I were you, ...</i>	9 Talk for thirty seconds about something you would change about your character if you had the chance.	8 Talk for thirty seconds about what you would wish for if you had one wish.	7 Use the verb <i>go</i> in a First Conditional sentence.	6 Complete this sentence: <i>I'll phone you later unless ...</i>
START	1 Use the Future Continuous form of the verb <i>sit</i> in a sentence.	2 Talk for thirty seconds about your plans for the weekend.	3 Talk for thirty seconds about a prediction about your life for which you have no evidence.	4 Talk for thirty seconds about a future arrangement.	5 Make a Zero Conditional sentence.

Communicate



Student A

Conversation 1

Start a conversation about school. Several times during the conversation, while others are talking, **shrug your shoulders**.

Conversation 2

Join in Student B's conversation about health. While you are talking, start to **raise your voice**. Don't make it too obvious.

Conversation 3

Join in Student C's conversation about space. While other people are talking, **shake your head**. Do it more than once.

Conversation 4

Join in Student D's conversation about communication. While the others are talking, **change posture to show you are bored**.

Student B

Conversation 1

Join in Student A's conversation about school. While Student A is talking, **look someone in the eye**.

Conversation 2

Start a conversation about health. Several times during the conversation, while others are talking, **nod your head**.

Conversation 3

Join in Student C's conversation about space. While you are talking, start to **lower your voice**. Don't make it too obvious.

Conversation 4

Join in Student D's conversation about communication. While you are talking, **define two or three words which you use**.

Student C

Conversation 1

Join in Student A's conversation about school. While Student A is talking, **make body contact with someone**. Do it more than once.

Conversation 2

Join in Student B's conversation about health. While you are talking, **point your finger**. Do it more than once.

Conversation 3

Start a conversation about space. When other people speak, **use facial expressions to show disagreement but don't say anything**.

Conversation 4

Join in Student D's conversation about communication. **Talk about your family and describe everyone's appearance and character**.

Student D

Conversation 1

Join in Student A's conversation about school. While Student A is talking, **raise your eyebrows**. Do it more than once.

Conversation 2

Join in Student B's conversation about health. Interrupt others whenever you want to talk.

Conversation 3

Join in Student C's conversation about space. **Pronounce some words incorrectly**. Don't make it obvious that it is deliberate.

Conversation 4

Start a conversation about communication. Several times during the conversation, **repeat what you said**.

Twitter and tweets



Section A

1 In pairs, write questions in the Passive.

- 1 when / first / message on Twitter / send / ? _____
- 2 who / it / send / by / ? _____
- 3 what / the company / originally / call / ? _____
- 4 why / the name *Twitter* / choose? _____
- 5 how many tweets / send / every day / ? _____
- 6 how many people / Twitter / use by / every month / ? _____

2 Read the text and discuss the information. Underline the information you think you will be asked about.

The first mobile phone call was made on 3 April 1973. It was made by a man named Martin Cooper, who worked for Motorola, the makers of the mobile phone. He phoned Dr Joel S. Engel, who worked for a different phone company, and told him he was talking on a mobile phone.

The phone looked a bit different to today's phones. It weighed 1.1 kilos and was nearly twenty-three centimetres long. The phone was never sold to the public, but ten years later Motorola made the DynaTAC 8000X, which they sold for \$3995!

More and more mobile phones are sold every year, and in 2014 newspapers reported that there were now more mobile devices than people in the world!

3 Join a Section B pair. Take turns to ask and answer the questions. Use full sentences to answer the questions.

Section B

1 In pairs, write questions in the Passive.

- 1 when / first mobile phone call / make / ? _____
- 2 who / it / make / by / ? _____
- 3 who / the phone call / make / to / ? _____
- 4 the first mobile phone / sell / to the public? _____
- 5 when / the DynaTAC 8000X / make / ? _____
- 6 how much / it / sell for / ? _____

2 Read the text and discuss the information. Underline the information you think you will be asked about.

The first tweet was sent on 21 March 2006. The co-founder of Twitter, Jack Dorsey, sent the message: 'Just setting up my twttr.' That was the original name of the company. The vowels came later.

The name was chosen because when they looked up the definition in the dictionary, it said: 'a short burst of inconsequential information', which they thought was quite amusing.

Nowadays, Twitter is one of the most popular social media sites in the world. About 500 million tweets are sent every day and over 300 million people use it every month – a number which is climbing all the time.

3 Join a Section A pair. Take turns to ask and answer the questions. Use full sentences to answer the questions.

Predictions

1 In pairs, complete the sentences with the correct passive form of the verb in brackets. Then discuss the predictions.

- 1 Life on other planets _____ (will/discover)
A in 10 years B in 50 years C never D in more than 50 years
- 2 Chinese _____ (will/teach) in all schools
A never B in the next few years C in 20 years D next year
- 3 The football World Cup _____ (will/win) by the USA
A in 0–12 years B in more than 24 years C in 12–24 years D never
- 4 One day, the Olympics _____ (will/hold)
A in India B in Chile C in the Arctic D on the moon
- 5 One day the 100 m _____ (will/run) in less than
A 9 seconds B 8 seconds C 7 seconds D 6 seconds
- 6 One day, the winning goal in the World Cup final _____ (will/score) by
A a Polish footballer B a robot C an alien D an Englishman
- 7 James Bond _____ (will/play) by a woman
A never B in 1–10 years C in 10–20 years D in 20+ years
- 8 Microchips _____ (will/place) inside all newborn children
A in the next 10 years B in 10–50 years C in 50–100 years D never
- 9 Cars that people can drive _____ (won't/build) after
A 2020 B 2030 C 2040 D 2050
- 10 In 2040, 1TB flash drives _____ (will/sell) for
A \$1.99
B \$100
C There won't be any flash drives. There will be something new.
D 100 World Currency Pounds – the whole world will use one currency.

2 Think of four predictions of your own and give four possible choices for each one, as in Exercise 1. Join another pair and discuss your predictions.

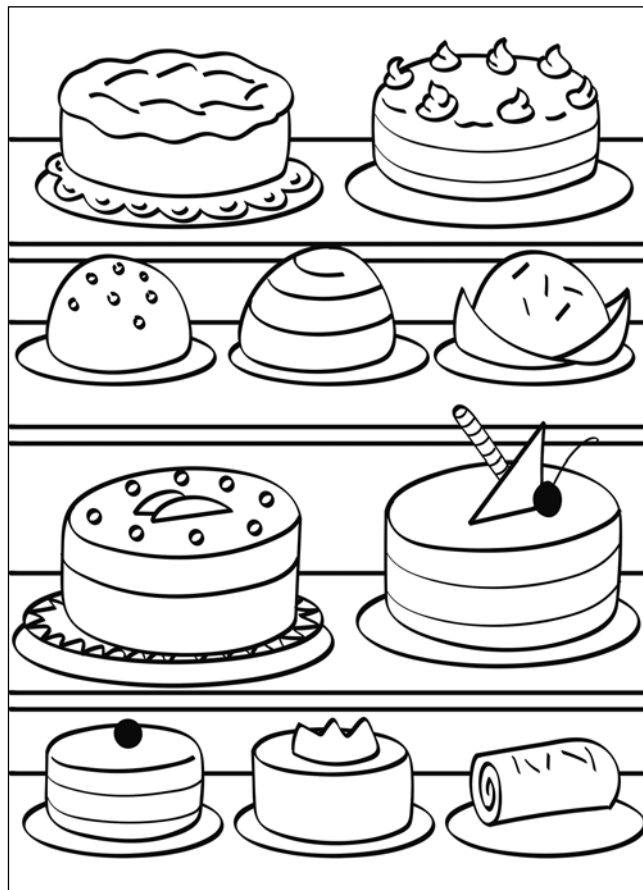
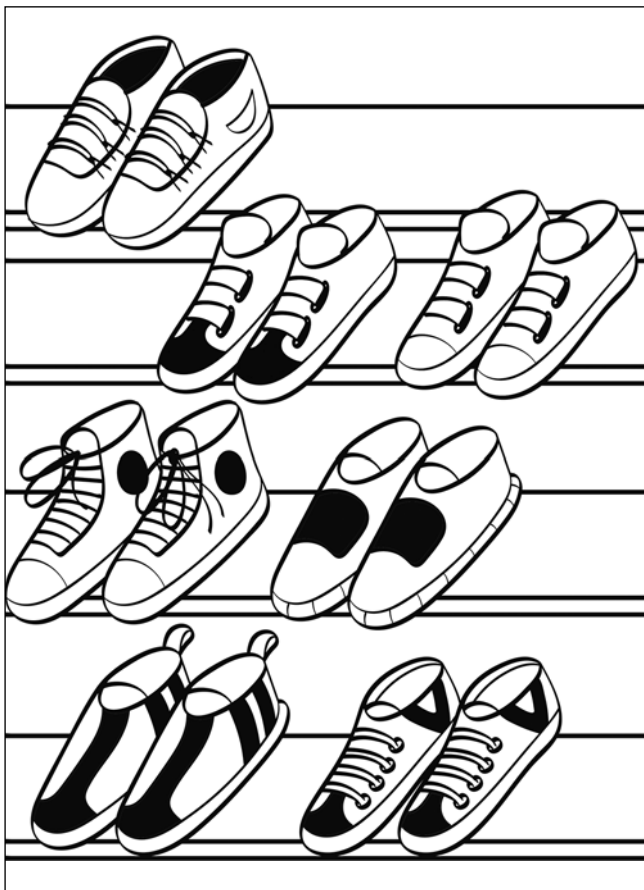
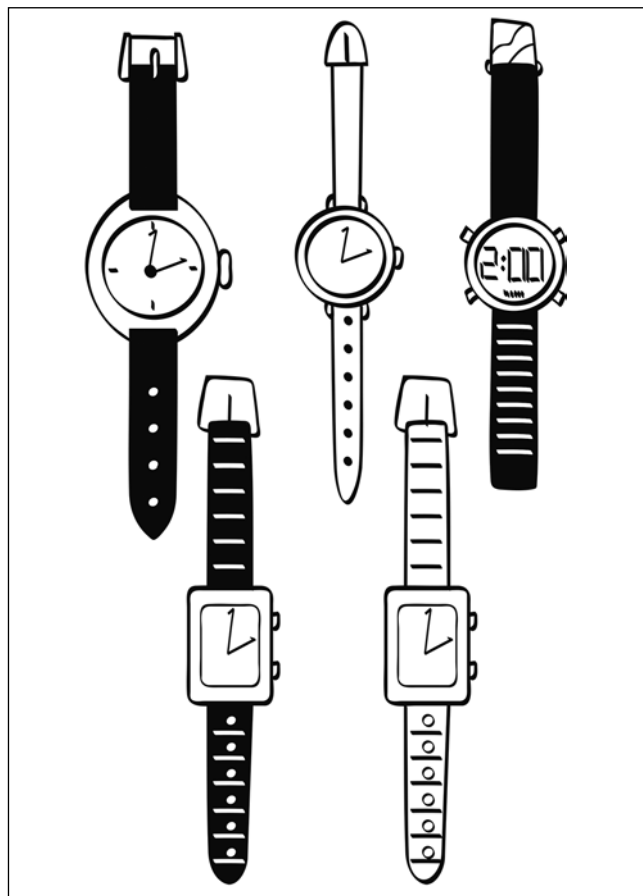
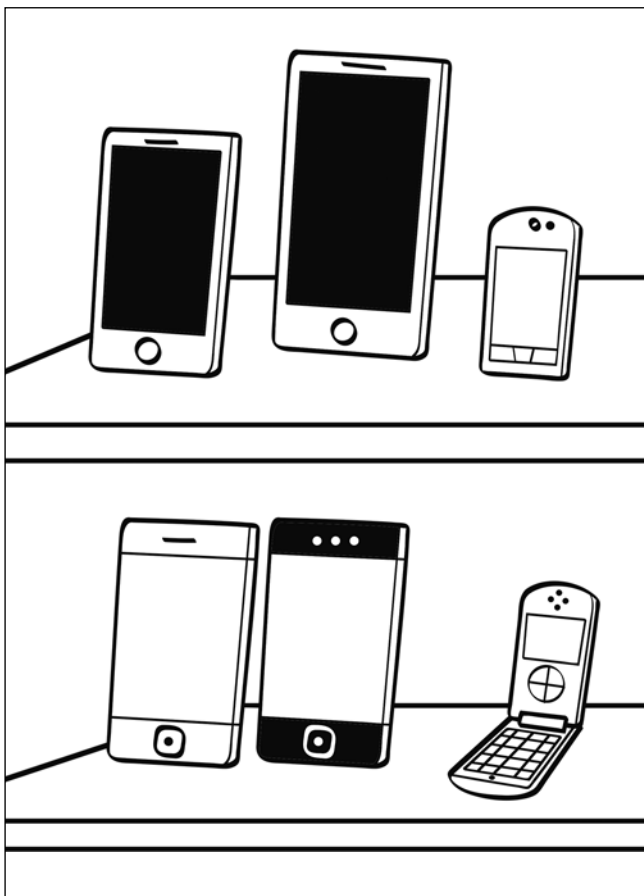
- 11 _____

- 12 _____

- 13 _____

- 14 _____

That one!



Reviews

1 In pairs, decide what your reviews are going to be about. Try to choose a topic that you have different opinions about. You can choose from:

- a book
- a place
- a film
- a band/song
- a website
- an idea of your own

2 Which underlined words and phrases in the sentences could be replaced with the words and phrases below?

best exciting most talked about my classmates my friends useful

A What you are reviewing and why

- 1 Lots of people have asked me about ...
- 2 ... is one of the most popular ...
- 3 ... but is it as good as they say?

a bit messy disappointed especially excited expensive really
sadly surprisingly unsatisfactory

B Advantages and disadvantages

- 1 I was impressed by ...
- 2 It looks attractive.
- 3 I particularly like ...
- 4 The only disappointing thing about ...
- 5 Unfortunately, ...

generally heard most disappointing overall seen suggest worst

C Personal opinion and recommendation

- 1 All in all, I think ...
- 2 I would(n't) recommend it to ...
- 3 This is one of the best ... I have ever used.

3 Work alone to write your review. Make sure you include some of the phrases above.

Missing vowels



Student A

- 1 Try to guess what the words are but don't write anything yet. When Student B tells you how many times each vowel can be used, check your ideas and complete the words.

- | | |
|----------------|---------------------|
| 1 __dv__rt | 7 m__s__nd__rst__nd |
| 2 c__mm__rc__l | 8 __bst__cl__ |
| 3 d__sc__ss | 9 p__st__r__ |
| 4 __xpl__n | 10 r__b__l |
| 5 g__st__r__ | 11 r__p__t |
| 6 __nt__rr__pt | 12 v__c__ |

- 2 When Student B is ready, start telling him/her how many of each vowel he/she can use. Student B needs:

6 A's 11 E's 5 I's 9 O's 4 U's

Student B

- 1 Try to guess what the words are but don't write anything yet. When Student A tells you how many times each vowel can be used, check your ideas and complete the words.

- | | |
|------------------|-----------------|
| 1 __ttr__ct__v__ | 7 m__scl__ |
| 2 d__f__n__ | 8 p__rf__m__ |
| 3 __m__t__n | 9 pr__n__nc__ |
| 4 f__nt__st__c | 10 r__s__rch |
| 5 fr__wn | 11 sl__g__n |
| 6 l__g__ | 12 s__gg__st__n |

- 2 When Student A is ready, start telling him/her how many of each vowel he/she can use. Student A needs:

6 A's 14 E's 6 I's 4 O's 5 U's

Active to passive



A: They make glass from sand.
P: Glass is made from sand.

A: Our teacher gives us homework every day.
P: We are given homework every day.

A: My friend has told me a secret.
P: I have been told a secret by my friend.

A: Our school gives prizes to the best students.
P: The best students (at our school) are given prizes.

A: People fry chips in oil.
P: Chips are fried in oil.

A: The Vikings first discovered Canada.
P: Canada was first discovered by the Vikings.

A: Thieves broke into the museum.
P: The museum was broken into (by thieves).

A: Our teacher wrote the answers on the board.
P: The answers were written on the board (by our teacher).

A: They make these sweets in Japan.
P: These sweets are made in Japan.

A: My uncle has bought our old car.
P: Our old car has been bought by my uncle.

A: My parents won't allow me to go out this weekend.
P: I won't be allowed to go out this weekend.

A: The police stop a lot of motorists in our street.
P: A lot of motorists are stopped in our street (by the police).

A: Nobody has taught us sign language.
P: We haven't been taught sign language (by anybody).

A: Somebody took all the billboards down.
P: All the billboards were taken down.

A: Nobody has installed this app yet.
P: This app hasn't been installed yet.

A: They will send details of the school trip soon.
P: Details of the school trip will be sent soon.

A: We must choose next year's subjects soon.
P: Next year's subjects must be chosen soon.

A: We can wear jeans to school on non-uniform days.
P: Jeans can be worn to school on non-uniform days.

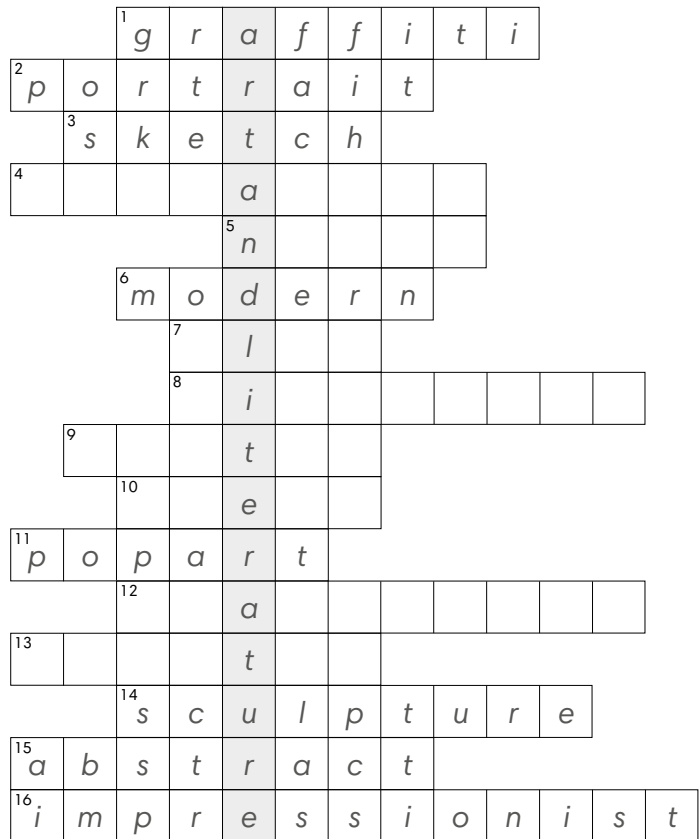
Art and literature



Section A

Art:

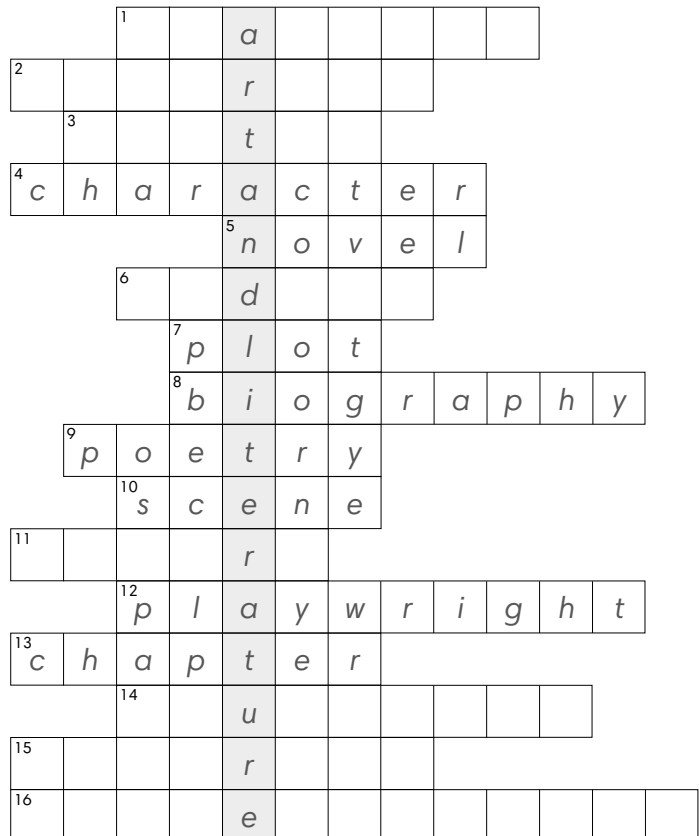
Define the words for your partner.
Listen to your partner's definitions and complete the puzzle.



Section B

Literature:

Define the words for your partner.
Listen to your partner's definitions and complete the puzzle.



Abilities



Section A

Complete the questions with your own ideas. In pairs, ask and answer the questions.

- 1 At what age could you first _____ ?
- 2 When you were five, were you able to _____ ?
- 3 Can you _____ ?
- 4 Did you manage to _____ last weekend?
- 5 Did you manage to finish _____ last year?
- 6 Will you be able to _____ by the time you are twenty?
- 7 How old will you be when you are able to _____ ?
- 8 Do you think you will manage to _____ by the end of this year?

Section B

Complete the questions with your own ideas. In pairs, ask and answer the questions.

- 1 At what age could you first _____ ?
- 2 When you were three, were you able to _____ ?
- 3 Can you _____ ?
- 4 Did you manage to _____ last month?
- 5 Did you manage to finish _____ last night?
- 6 Will you be able to _____ by the time you are eighteen?
- 7 How old will you be when you are able to _____ ?
- 8 Do you think you will manage to _____ by the end of this year?

Our club

Ideas for our club

Name of club:

What kind of club it is:

Rules of the club:

Members have to:

- 1
- 2
- 3
- 4
- 5

Members don't have to:

- 1
- 2
- 3
- 4
- 5

Members aren't allowed to:

- 1
- 2
- 3
- 4
- 5

Report on the club's activities:

Last year we managed to

.....

We hope that next year we will be able to

.....

Different opinions



Section A

Complete the words. Then make sentences comparing ideas and expressing your opinions.

1 Music

In my o _____, _____.

2 Literature

P _____, I think _____.

3 Languages

_____ is the most useful language to learn b _____.

4 Clothes

As I s _____ it, _____.

5 Places in our town

As far as I'm c _____, _____.

6 Computer games

If you a _____ me, _____.

Section B

Complete the words. Then make sentences comparing ideas and expressing your opinions.

1 Art

In my o _____, _____.

2 Sport

P _____, I think _____.

3 Education

_____ is the most useful language to learn b _____.

4 Food

As I s _____ it, _____.

5 Holidays

As far as I'm c _____, _____.

6 Cars

If you a _____ me, _____.

Dominoes



display at	all in	a hurry by
coincidence on	fire at	first in
a mess by	hand at	last on
foot in	advance at	least in
danger on	loan by	mistake in
fashion on	purpose in	ink on
sale on	time in	trouble on

Collect your cards



biography	novel	graphic novel
tabloid	broadsheet	magazine
editor	journalist	reporter
graffiti	abstract	still life
a hurry	a mess	advance
coincidence	mistake	hand
horoscope	headline	weather forecast
least	first	last

Tell your group about ...



something you could do when you were five	something you have to do every day at home	something you don't have to do that some of your friends have to do
something you aren't allowed to do that some of your friends are allowed to do	something difficult that you managed to work out by yourself	something you tried to do but couldn't
something you'd like to be able to do soon	three things you mustn't do in lessons	something you aren't allowed to do at school that you can do outside of school
something you weren't able to do until someone showed you how	something most of your friends can't do that you can do	something you can do but not very well
a level in a computer game that you haven't managed to complete yet	something one of your parents allows you to do but the other parent doesn't	something you won't allow your teenage children to do when you are a parent

Match up


school	prom
blow out	candles
house-	warming party
family get-	together
name	day
wedding	reception
make a	toast
bring bad	luck
hire a	limo
let off	fireworks
put off	decorations
turn	eighteen
unwrap	presents
public	holiday
traditional	costume
religious	ceremony

Great/Terrible party!



Section A

In pairs, use your imagination to complete the sentences. They should show that the party was great.

A great party!

- 1 We had a DJ who _____.
- 2 We hired a limo which _____.
- 3 The person whose birthday it was _____.
- 4 I wore some clothes which _____.
- 5 Some people who we hadn't invited _____.
- 6 The hall where the party was held _____.
- 7 My friends, who _____.

Section B

In pairs, use your imagination to complete the sentences. They should show that the party was terrible.

A terrible party!

- 1 We had a DJ who _____.
- 2 We hired a limo which _____.
- 3 The person whose birthday it was _____.
- 4 I wore some clothes which _____.
- 5 Some people who we hadn't invited _____.
- 6 The hall where the party was held _____.
- 7 My friends, who _____.

Be polite



Section A

1 Complete the indirect questions.

- 1 Hi. What's your name?
Hi. Could you tell _____ ?
- 2 Whose party is it?
Do you know _____ ?
- 3 Who are those people over there?
Do you have any idea _____ ?
- 4 Where did you get that pizza?
I was wondering _____ .
- 5 Are there going to be any fireworks later?
Do you know _____ ?
- 6 What's the weather going to be like this evening?
Do you have any idea _____ ?
- 7 Can I have a bite of that pizza?
Do you mind _____ ?

2 Work with Student B. You and Student B are at a party. Ask the indirect questions you wrote in Exercise 1.

3 Work with Student B. You are the mother/father of Student B's friend. Use your imagination to answer Student B's questions.

Section B

1 Complete the indirect questions.

- 1 Hello, Mr/Mrs Green. Is John at home?
Hello, Mr/Mrs Green. Could you tell _____ ?
- 2 What time will he be back?
Do you know _____ ?
- 3 Can I wait for him?
Do you mind _____ ?
- 4 Thanks. Excuse me. Where's the bathroom?
Could you tell _____ ?
- 5 Thanks. Can I use your phone?
I was wondering _____ .
- 6 Thanks. I have to go home now. Can I come to see John later?
Thanks. I have to go home now. Do you mind _____ ?
- 7 Great. Thanks. Oh, no. It's raining. Where's the nearest bus stop?
Great. Thanks. Oh no. It's raining. Do you know _____ ?

2 Work with Student A. You are at a party. Use your imagination to answer Student A's questions.

3 Work with Student A. You are at a friend's house talking to their mother/father. Ask the indirect questions you wrote in Exercise 1.

Plans



Student A

What are your plans for this weekend?

Answer Student B's question using:

I'd love to ...

Answer Student C's question using:

I feel like ...

Answer Student D's question using:

I wish I could ...

Student B

Have you got any plans for the summer?

Answer Student A's question using:

I fancy ...

Answer Student C's question using:

I can't wait to ...

Answer Student D's question using:

I'd like to ...

Student C

What do you fancy doing after school?

Answer Student A's question using:

I need to ...

Answer Student B's question using:

I'm planning to ...

Answer Student D's question using:

I hope I ...

Student D

What would you like to do in the future?

Answer Student A's question using:

I'm dying to ...

Answer Student B's question using:

I wish I could ...

Answer Student C's question using:

I'm looking forward to ...

Hi Max, ...

Choose the correct option to complete the email.

Wedding plans

Hi Max,

How are ¹things / *you up to?* ²Where / *How* are your summer holidays going? My sister's getting married on 15 August. Do you ³fancy / *want* coming? I'm allowed to invite one friend so that I don't get bored, but I don't think there's much danger of that! One of my sister's friends is a DJ and he's going to be playing the music. He's really good! He DJs at clubs in London. The wedding ⁴reception / *get-together* is going to take place at a castle near our town. I ⁵hope / *wish* the weather is good because there are large gardens where we can sit and eat and play Frisbee.

Mum and Dad said that you could stay at our house after the wedding. My sister won't be there, so you can have her bedroom. We probably won't do much on the day after the wedding as we won't get home until about 2 a.m., but my uncle has ⁶suggested / *invited* us all to a restaurant in the evening. I'd also ⁷like / *want* to introduce you to some of my new school friends.

⁸On / *By* the way, my sister doesn't want everyone to wear the same colour clothes like you see at some weddings, but I think it would be a good idea if you wore a shirt and tie and maybe a jacket if you've got one. Also, black shoes would be better than trainers! Sorry, I know you hate looking smart!

I ⁹wish / *hope* you can come. Please ¹⁰tell / *let* me know as soon as possible.

¹¹Speak / *See* soon,

Jason

Have you got ... ?



body ...	nail ...	... space	... messaging
predictive ...	sign ...	... audience	... liquid
art ...	graphic ...	... life	... forecast
dinner ...	Independence ...	... Day	... holiday
school ...	soya ...	... costume	... reception



personal ...	instant ...	... contact	... varnish
target ...	washing-up ...	... text	... language
still ...	weather ...	... gallery	... novel
Mother's ...	public ...	... party	... Day
traditional ...	wedding ...	... prom	... bean

Grammar-go-round

10 Modals of ability

Finish this sentence in three different ways.
*By the time I am twenty,
I will be able to ...*

11 Indirect questions

Complete these indirect questions and ask other members of the group.
*I was wondering if ...
Do you know ... ?
Could you tell me ... ?*

9 Relative clauses

Talk to your group about a person who has had a big influence on your life.

12 Modals of obligation and prohibition

Ask each member of your group a question.
*Are you allowed to ... ?
Do you have to ... ?
Will you be allowed to ... ?*

8 Indirect questions

Think of three indirect questions you might ask your teacher during a lesson.

7 Modals of obligation and prohibition

Make three sentences about rules in your home. Two should be true and one should be false. See if the others can guess which sentence is untrue.

13 Relative clauses

Complete this sentence in three different ways.
*Russell Crowe, who ... ,
is my favourite actor.*

14 Modals of obligation and prohibition

Make three sentences starting with these phrases.
*I'm not allowed to ...
I don't have to ... I have to ...*

6 Modals of ability

Make three true sentences about yourself using these phrases.
*I can't ... I managed to ...
I will be able to ...*

15 Passive

Make these sentences passive.
*Our teacher tells us what to do.
Someone gave my friend a lift to school this morning.*

5 Passive

Complete the questions about exams in your country and answer them.
*When will I ____ (tell) my results?
Will they ____ (send) to my house?
Will I ____ (give) a chance to take the exams again if I fail?*

16 Modals of ability

Ask each person in the group about something he/she can do well.

4 Relative clauses

Talk to your group about something you own which you couldn't live without.

17 Passive

Complete these questions with passive forms and ask people in your group.
*How often ____ (you/take) to school by your parents?
How often ____ (you/give) clothes you don't like by relatives?*

1 Passive

Make sentences using these phrases.
*... will be given ...
... can be written ...
... must be paid ...*

3 Modals of obligation and prohibition

Make rules for a younger brother or sister.
*You mustn't ... You have to ...
You aren't allowed to ...*

18 Indirect questions

Tell the student on your left to ask you a question. Then ask the same question indirectly to the student on your right. Use: *Could you tell me ... ?*

2 Modals of ability

Imagine your teachers are talking about you. Complete their sentences.
*... can ... very well.
... could ... if he/she tried harder.
Last month he/she managed to ...*

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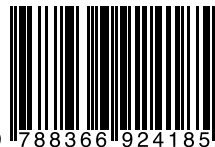
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