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BBC

# English Class



A1+

 **Pearson**

**Teacher's Book**  
WYDANIE ROZSZERZONE





# English Class



**A1+**

**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 to the clips taken from actual BBC programmes to create the BBC Get Culture! 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 70–120 hours of teaching material, including *Get Started!* unit
- Video drama and grammar animations
- Clear lesson objectives ('I can ...')
- Revision sections for every unit
- Translated wordlists for every unit with mp3 audio available online
- Four *Get Culture!* lessons with projects and complementary BBC culture videos in the Workbook
- Songs and chants
- Four lessons on Polish culture with ideas for projects
- Four CLIL lessons



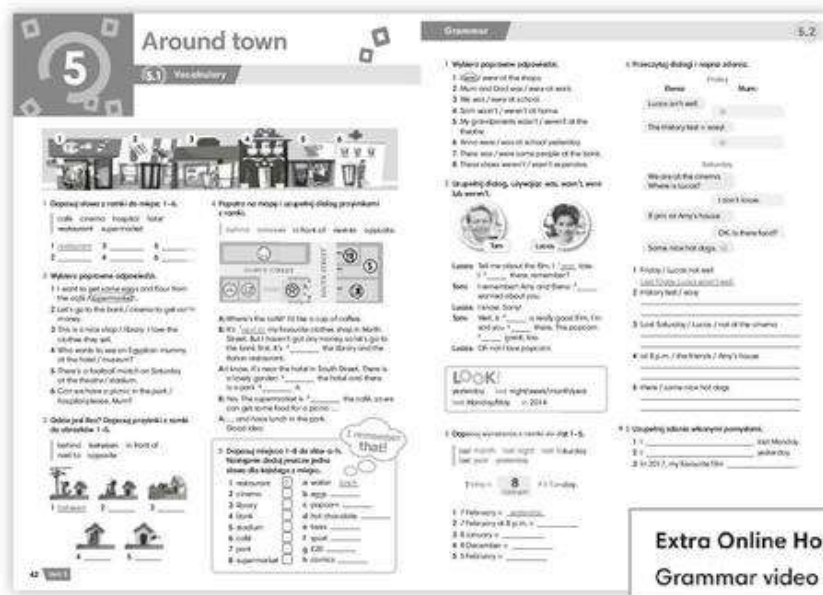
## WORKBOOK with Extra Online Homework

### Workbook

- Additional grammar, vocabulary and skills practice to reinforce material in the Students' Book
- Word blogs with games and fun activities to consolidate the vocabulary from the unit
- Grammar reference with explanations in Polish for every grammar lesson

### Extra Online Homework

- Extra homework activities for drama videos and *Check yourself!* sections

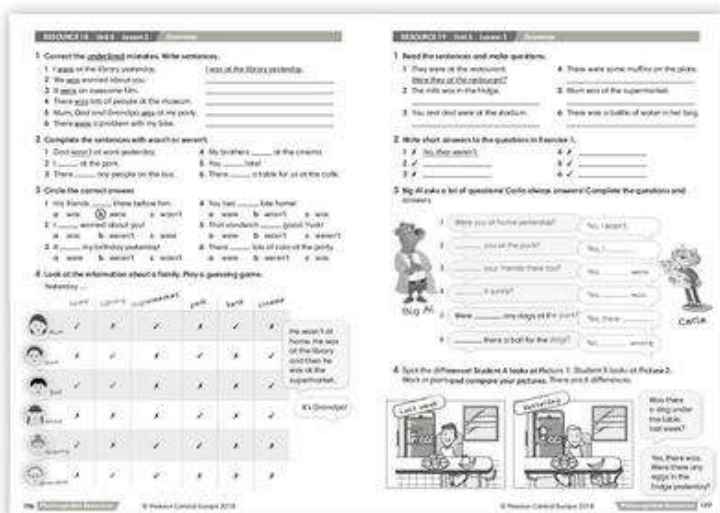


Extra Online Homework  
Grammar video Extra activities

## TEACHER'S BOOK

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

- Workbook audio scripts and answer key
- Photocopiable resources



## FLASHCARDS



## 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)



## DIGITAL COMPONENTS

For information about digital components go to [pearson.pl/englishclass](http://pearson.pl/englishclass)



Learning objectives  
for every lesson

I know that!  
revision activities  
boosting motivation

All lexical items recorded for  
students to listen and repeat

## 5

### Around town

**Vocabulary** Places in town (1)

1 Which of these places are near your school?  
shop restaurant park bank hotel café

**VOCABULARY** Places in town (1)  
Prepositions of place (1)  
Adjectives (1)

**GRAMMAR** Past Simple to be affirmative, negative, questions and short answers

**READING** Hollywood - Then and Now

**LISTENING AND WRITING** A town in the past (1)  
Using adjectives (1)

**QUIZ CULTURE** A journey around the UK

**Vocabulary** Places in town (1)

bank café cinema hospital hotel library museum park restaurant shop stadium supermarket theatre

**Vocabulary** Prepositions of place (1)

behind between in front of next to opposite

1 The museum is between the cinema and the theatre.  
2 The ambulance is in front of the hospital.  
3 The stadium is next to the supermarket.  
4 The cinema is behind the museum.  
5 The hospital is opposite the café.

7 Find the dogs in the picture on page 66. Then ask and answer in pairs.  
A: Where is Fido?  
B: Fido is in front of the cinema.

1 Fido 2 Max 3 Rory  
4 Bella 5 Harley

**I remember that!**

In my town... there is... there are... there isn't... there aren't...

I often go to the cinema and the library.  
I often go to... and...  
I sometimes go to... and...  
I never go to... or...

Clear summary  
of unit contents

Vocabulary  
consolidation at the  
end of the lesson  
based on personalised  
memorisation activities



Grammar  
presented through  
video or audio

Grammar tables  
highlighting  
target structures

Look! boxes drawing students' attention to important language points

Grammar

5.2

People sometimes get panicky, nervous, surprised or even a little bit angry.

# We were worried about you!

It was Lucas's birthday last Sunday. His friends plan to take him to the cinema and then for a pizza.

After the film...

**Elena:** Where's Lucas? The film starts in five minutes.  
**Amy:** Perhaps he's ill. He wasn't very well at school yesterday.  
**Elena:** He was OK this morning.  
**Tom:** He isn't answering his phone.  
**Tom:** Come on, let's go in.

**Any:** That was awesome!  
**Tom:** The octopus was amazing!  
**Elena:** It's a shame about Lucas.  
**Amy:** Wait a minute. There he is...

**Elena:** Happy birthday, Lucas! We were worried about you.  
**Lucas:** Sorry I'm late. There weren't any buses and my phone was out of battery.  
**Tom:** So, is this your new bike?  
**Lucas:** No, no, it's my little sister's bike. My bike's got a flat tyre.  
**Amy:** Never mind, Lucas. Let's go for a pizza now.

**Any:** Look, here's the pizzeria.  
**Lucas:** Oh no...

1 Look at the photos. Where are the children? What can you do there?

2 Listen and read. Are the sentences true or false?

- Elena phones Lucas. True
- Lucas is ill.
- Tom doesn't want to see the film.
- The film isn't very good.
- There's a problem with Lucas's phone.
- Lucas has got a new bike.

3 Listen and repeat. Find these expressions in the story. How do you say them in Polish?

That was awesome! It's a shame.  
 Sorry I'm late. Never mind.

Out of class

4 Choose one. Why does Lucas say "Oh no" about the pizzeria?

- His sister is in the pizzeria.
- The pizzeria is closed.
- Some of his teachers are in the pizzeria.

5 Now listen and check.

## Get Grammar!

Was/Were is to be - affirmative and negative

+	-
I <b>was</b> at the cinema.	I <b>wasn't</b> at the park.
You <b>were</b> at the cinema.	You <b>weren't</b> at the park.
He/She/It <b>was</b> at the cinema.	He/She/It <b>wasn't</b> at the park.
We <b>were</b> at the cinema.	We <b>weren't</b> at the park.
You <b>were</b> at the cinema.	You <b>weren't</b> at the park.
They <b>were</b> at the cinema.	They <b>weren't</b> at the park.
There <b>was</b> a problem.	There <b>wasn't</b> a problem.
There <b>were</b> some buses.	There <b>weren't</b> any buses.
<b>wasn't</b> = was not <b>weren't</b> = were not	

We were at the lake.  
 It wasn't hot. It was cold.  
 I was completely wet.

6 Complete the sentences with was or were. Write the answers in your notebook.

- It **was** Lucas's birthday on Saturday.
- Amy, Elena and Tom **were** at the cinema.
- The film **was** awesome!
- Lucas **was** late.
- There **was** a problem with the buses.
- Their teachers **were** in the pizzeria.

7 Where were they last Sunday? Look at the pictures and write true sentences in your notebook.

- Jake **was** at the park.  
 Jake **wasn't** at the park.  
 He **was** at the hospital.
- Julia **was** at the restaurant.

- Alice and Adam **were** at the café.
- Luke and Ben **were** at the museum.

## Look!

yesterday last night/week/month/year  
 last Monday/May in 2014

8 In your notebook, complete the sentences so they are true for you. Use the correct time expressions.

- There **was** a good film on TV **yesterday**.
- It **was** my birthday **last night**.
- I **was** late for school **last Monday**.
- My friends and I **were** at the cinema **last night**.
- It **was** sunny **last night**.
- My family and I **were** on holiday **last year**.

Fun Spot

9 NAME Play on a class. Yesterday, I was at the...

Nadia: Yesterday, I was at the library.  
 Jan: Yesterday, Nadia was at the library and I was at the museum.  
 Adam: Yesterday, Nadia was at the library, Jan was at the museum and I was at...

68 Unit 5

Unit 5 69

### Cliff-hanger endings in the video story encouraging curiosity and stimulating critical thinking

Everyday phrases and expressions from the presentation

## Grammar

Regular zadawanie pytań na temat przeszłości - odpowiedź na nie, nieustęp. czasy przeszłe i ter. w czasie Past Simple

5.3

# City Creatures

## The muffins

**1** Look at the cartoon. Match the characters to the feelings. Write the answers in your notebook.

1. Carla  
2. Rocco  
3. Al

a. surprised  
b. angry  
c. scared

**2** 2.34 Listen and read. Are the sentences true or false?

1. Big Al is having a bad dream. *True*

2. Carla is looking for pizzas.

3. Rocco doesn't like muffins.

4. Al was at the park.

5. Carla's muffins are under the sofa.

## Set Grammar!

Past Simple: to be - *was/were* and short answers.

?	Short answers
Was I at the park?	Yes, I was. / No, I wasn't.
Were you at the park?	Yes, you were. / No, you weren't.
Was he/she/it at the park?	Yes, he/she/it was. / No, he/she/it wasn't.
Were we at the park?	Yes, we were. / No, we weren't.
Were you at the park?	Yes, you were. / No, you weren't.
Were they at the park?	Yes, they were. / No, they weren't.
Where were you last night? When was Rocco at the park?	
Was there a pizza in the fridge?	
Were there (any) muffins in the fridge?	

3 In your notebook, write questions about the story.

- muffin. Were any there in the fridge?
- Was at the supermarket, Rocco?
- Rocco. Where was?
- at the cinema. Were Carla and Al?
- Were there in the fridge any pizzas?
- a plate on the sofa. Was there?

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

A: Were there any muffins in the fridge?  
B: No, there weren't.

5 2.55 Complete the dialogue. Write the answers in your notebook. Then listen and check.

The next day Carla has more questions for Al ...

Carla: Where were you last night, Al?

Big Al: I was with Rocco.

Carla: Were you at the park?

Big Al: No, we were at the supermarket.

Carla: Were there any pizzas?

Big Al: No, there weren't. But there were muffins.

Carla: Oh! Thanks, Al!

6 Act out the dialogue in Exercise 5 in pairs. Replace the words in blue. Use the places below.

MOVIE

SUPERMARKET

A FRIEND'S HOUSE

CAFE

LIBRARY

CINEMA

7 In pairs, ask and answer about your weekend.

A: Were you at home last Saturday?  
B: No, I wasn't. I was at the park.

70 **UNITS**

5.3

70 **UNITS**

5.3

70 **UNITS**

5.3

70 **UNITS**

5.3

70 **UNITS**

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70 **UNITS**

5.3

70 **UNITS**

5.3

Grammar presented through an exciting comic strip with amusing characters

Step-by-step practice  
and a variety of exercises  
improving accuracy

Regular fun activities providing an engaging context for consolidation of the new language



### 5.4 Speaking

Pracujcie nad zadaniem i używajcie słownictwa.

## Is it far?



Tourist: Excuse me... I'm looking for the Science Museum. Is it far?  
Amy: Yes, it's a bit far. It's on Green Street.  
Tourist: Where's Green Street? Is it far?  
Amy: No, it isn't. Go straight on, then turn right.  
Tourist: You mean turn left, Amy?  
Amy: Oh yes, turn left. Go past the cinema and the museum is on the left. It's opposite the park.  
Tourist: What's on the right?  
Amy: The museum. You don't know your left from your right!

1 Listen and read. Where does the tourist want to go?

2 Listen and repeat.

### Speaking: Directions

Asking for directions  
Excuse me. Where's North Street?  
I'm looking for a library.  
How can I get to the Science Museum? Is it far?  
Giving directions  
It's in/on Green Street.  
Go straight on.  
Go past the cinema.  
Turn left / Turn right.  
It's on the left / It's on the right.



72 Unit 5

### Reading

Pracujcie nad zadaniem i używajcie słownictwa.

1 Listen and repeat. Label the pictures with the words in the Vocabulary box. Write the answers in your notebook. Which places are there in your town?

**Vocabulary: Places in town (2)**  
police station post office shopping centre sports centre swimming pool train station



2 Read and listen to the text about Hollywood. Which of the places in the Vocabulary box are in the text?

3 Read and listen to the text again. Copy the time line in your notebook. Put the places in Hollywood on the time line.

1900 1911 1912 Today  
a post office



Hollywood is famous for its film studios and for big, exciting films such as Star Wars, Titanic and The Avengers. A lot of people live there too. But it was very different in the past.  
In 1900, Hollywood was a small village near Los Angeles. There was a post office, a hotel, two shops – and 500 people. In 1911 there was also a police station and a little film studio. The film industry was new, and films were very popular. A year later, in 1912, there were fifteen studios in the town! Hollywood wasn't a quiet little town any more. It was full of actors, and there were restaurants and cinemas.  
Today, Hollywood is part of Los Angeles. There are busy shopping centres, modern hotels and theatres. Millions of tourists visit Hollywood every year, and many go to Universal Studios. It's a large theme park and a real film studio. Hollywood is very different from the small village of the past!

Manageable texts on up-to-date, engaging topics relevant to students' age

Example texts providing a model for students to follow in the free writing task at the end of the lesson

All wordlists recorded and available online (ePanel, eDesk and Extra Online Homework)

### 5.6 Listening and Writing

Pracujcie nad zadaniem i używajcie słownictwa.



1 Look at the photo of a town in the past. Which of the things in the box are similar today? Which of them are different?

shops transport parks cinemas sports centres

2 Listen to Amy talk to her gran. Are the sentences true or false?

- The shops were smaller. **true**
- There wasn't a cinema. **false**
- The water in the swimming pool wasn't warm. **false**
- There wasn't a sports centre. **false**
- There were lots of cars. **false**
- The town was nice in the past. **true**

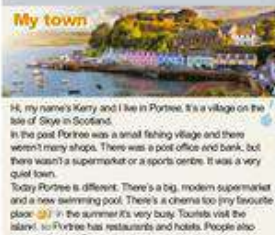
3 Listen and repeat.

### Vocabulary: Adjectives

big boring busy clean dry interesting modern old quiet small

4 Find the opposites in the Vocabulary box. Write them in your notebook.  
big – small

74 Unit 5



### My town

Hi, my name's Kerry and I live in Portree. It's a village on the Isle of Skye in Scotland. In the past Portree was a small fishing village and there weren't many shops. There was a post office and a bank, but there wasn't a supermarket or a sports centre. It was a very quiet town.

Today Portree is different. There's a big, modern supermarket and a new swimming pool. There's a cinema too (my favourite place). In the summer it's very busy. Tourists visit the island. In Portree there are restaurants and hotels. People also visit in the winter. Portree is a lovely place to live.

### Writing: Using adjectives

Use different adjectives to make your writing interesting.

7 Write a text. In your notebook, write about your town or village.

### Find ideas

Think about the places in your town or village. Make notes. Ask your family about your town or village in the past. Make notes.

### Draft

Write about your town or village. I'm ... and I live in ...

In the past my town/village was ...

There were ... but there wasn't ...

Today my town/village is different. There is ... and there are ...

### Check and write

Make sure you use different adjectives to describe the places in your town or village. Write the final version of your text.

### Wordlist

#### LESSON 5.1

##### Places in town (1)

bank /bank/ bank  
café /kə'feɪ/ kawiarnia  
cinema /ˈsɪnəmə/ kino  
hospital /ˈhɒspɪtl/ szpital  
hotel /hə'tel/ hotel  
library /ˈlaɪbrəri/ biblioteka  
museum /ˈmjuːzjəm/ muzeum  
park /pɑːk/ park  
restaurant /ˈrestərənnt/ restauracja  
shop /ʃɒp/ sklep  
stadium /ˈstædiəm/ stadion  
supermarket /ˈsʊpərmɑːkɪt/ supermarket  
theatre /ˈθiːtər/ teatr

##### Prepositions of place

Przymiotnik opisujący położenie  
behind /bɪˈhaɪnd/ za  
between /bɪˈtwiːn/ pomiędzy  
in front of /ɪn frʌnt əv/ przed  
next to /ˈnɛkst tə/ obok  
opposite /əˈpəʊzɪt/ naprzeciw  
over /əˈvɜː/ nad

##### Egyptian museum

egyptian /ˈɛɡɪptjən/ egipski  
mummy /ˈmʌmi/ mumia  
get /ɡet/ dostać  
police /pəˈliːs/ policja  
see a doctor /siː ə ˈdɒktər/ iść do lekarza  
see a film /siː ə ˈfɪlm/ obejrzeć film

##### LESSON 5.2

##### Out of class

It's shame. /ɪt ɪz ˈʃeɪm/  
Shocks. /ʃɒks/  
Never mind. /nevə maɪnd/  
Newsline.  
Sorry I'm late. /sɒri ɪm leɪt/  
Przepraszam za spóźnienie.  
That was awesome! /ðæt wəz ˈəʊsəm/  
To było fantastyczne!

##### Time expressions

Old cinema /ɒld ˈsɪnəmə/ stare kino  
yesterday /ˈjestərdeɪ/ wczoraj  
last month /lɑːst ˈmʌnθ/ miesiąc temu  
in the summer /ɪn ðə ˈsʌmə/ w lecie  
last night /lɑːst naɪt/ wczoraj  
last week /lɑːst ˈwiːk/ w zeszłym tygodniu

last Monday /lɑːst ˈmʌndeɪ/ w zeszły poniedziałek

in 2014 /ɪn 2014/ w 2014 roku

actor /ˈæktər/ aktor

after /ˈɑːftər/ po

bus /bʌs/ autobus

closed /kloʊd/ zamknięty

flat tyre /flæt ˈtaɪər/ przebito oponę

little /lɪtl/ mały

little sister /lɪtl ˈsɪstər/ młodszą siostrę

lost /lɒst/ zaginiony

out of battery /aʊt əv ˈbætəri/ rozładowany (np. o telefonie)

pizzeria /ˌpɪʒərɪə/ pizzeria

plan /plæn/ plan

sports centre /spɔːts ˈtɜːntər/ centrum sportowe

swamy /ˈswɑːmi/ słoneczny

take /teɪk/ brać

##### LESSON 5.3

alone /əˈləʊn/ sam

Are you OK? /ɑːr ju ɒk/

Wszystko w porządku?

bedroom /ˈbed ruːm/ sypialnia

be asleep /biː əˈsliːp/ spać

It wasn't me. /ɪt wəznt miː/ To nie byłem ja.

maffin /ˈmæfɪn/ babeczka

next /ˈnɛkst/ następny

plate /pleɪt/ talerz

surprised /səˈpraɪzd/ zaskoczony

tell the truth /tel ðə truːθ/ mówić prawdę

wake up /weɪk ʌp/ obudzić się

What's happening? /wɒts ˈhæpənɪŋ/ Co się dzieje?

##### LESSON 5.4

##### Directions: Pytania o drogę

Excuse me. Where's North Street? /ɪkˈskʌz miː ˈweəz nɔːθ ˈstriːt/ Przepraszam, gdzie jest North Street?

Go past the cinema. /ɡoʊ ˈpɑːst ðə ˈsɪnəmə/ Idź obok kina.

Go straight on. /ɡoʊ ˈstraɪt ɒn/ Idź prosto.

How can I get to the Science Museum? /haʊ kæn aɪ ɡet ðə ˈsaɪəns ˈmjuːzjəm/ Jak dostanę się do Muzeum Nauki?

I'm looking for a library. /aɪm ˈlʊkɪŋ fɔː ˈlaɪbrəri/ Szukam biblioteki.

Is it far? /ɪz ɪt fɑː/ Czy to daleko?

It's in/on Green Street. /ɪz ɪt ɪn/ ɒn ˈɡriːn ˈstriːt/ To jest na Green Street.

It's on the left/right. /ɪz ɪt ɒn ðə ˈleft/ ˈraɪt/ Jest po lewej/prawej.

Turn left/right. /tɜːn ˈleft/ ˈraɪt/ Skłóć wlewo/prawo.

##### LESSON 5.5

##### Places in town (2)

police station /pəˈliːs ˈsteɪʃən/ komisariat policyjny

post office /pəʊst ˈɒfɪs/ poczta

shopping centre /ˌʃɒpɪŋ ˈtɜːntər/ centrum handlowe

sports centre /spɔːts ˈtɜːntər/ centrum sportowe

swimming pool /ˈswɪmɪŋ ˈpuːl/ basen

train station /treɪn ˈsteɪʃən/ stacja kolejowa

##### LESSON 5.6

big /bɪɡ/ duży

boring /ˈbɔːrɪŋ/ nudny

busy /ˈbɪzi/ zajęty, ruchliwy

clean /kliːn/ czysty

dirty /ˈdɪrti/ brudny

interesting /ˈɪntərɪstɪŋ/ interesujący

modern /ˈmɒdərn/ nowoczesny

old /ɒld/ stary

quiet /kwaɪət/ cichy

small /smɔːl/ mały

Writing Time with prompts and examples providing step-by-step guidelines to help students write their own texts

Comprehensive writing tips

All key words and phrases organised lesson by lesson, with phonetic transcription and translation into Polish







## 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](http://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 A1+*.

### 1 AMY AND FRIENDS DRAMA SERIES



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

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

All the video episodes are also available in audio-only format on the Class Audio CDs for those classrooms where video is not readily available. Students can access the videos on Extra Online Homework where they can also do extra comprehension and practice exercises.

### 2 GET GRAMMAR! ANIMATIONS



These are funny animated clips about the adventures of Hammy, a cute hamster, and his friends Max and Anna. The video presents the key grammar structures taught in each Grammar lesson. It is divided into two parts – a short scene from Hammy's life and the *Look and Learn* section presenting the key grammar structures.

The animations provide a great opportunity for the teacher to introduce new grammar structures in an entertaining and meaningful way that will motivate students and get their attention for longer. The videos can be used multiple times both as a fantastic presentation tool and a quick revision of grammar structures.

### 3 GET CULTURE! BBC VIDEOS



A series of amazing culture videos which complement the *Get Culture! Student's Book* lessons and are accompanied by a set of Workbook activities. Extracts of high-quality BBC footage are introduced by the popular British presenter Greg Foot at an appropriate level for the learner.

The purpose of these motivating authentic videos is to present the diversity of the English-speaking world, sparking students' imaginations and curiosity, as well as recycle the topics and language of the preceding units. The videos will encourage students to continue their English learning independently which will help them better understand language used by native speakers and boost their confidence.



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## Lesson 0.1

### Vocabulary/Grammar

#### Warm-up

- (Books closed) Ask different students these introductory questions: *What's your name? How old are you? What's your favourite colour?*
- (Books open) Introduce the aims of this lesson with this question: *What is this lesson about?* Students quickly look at pages 4–5 and offer ideas in turns. State the objective of the lesson: *Today we will introduce ourselves and say what we've got.* Write the lesson objective on the board.

#### Lead-in

- Students look at the photos and describe the friends' appearance. Prompt with questions if necessary e.g. *Has Tom got brown hair?*

#### Exercise 1

- Tell students to read the questions first so they have a purpose for watching or listening. They find parts of the text with the answers.
- Ask different students to read out the questions and answers.

Answers → student page

#### Exercise 2

- Read out the example first. Students stand up to introduce themselves to the class.
- Ask students questions about their friends, e.g. *Is Amelia 12?*

#### Exercise 3

- Read the Grammar box to the class. Have students repeat in chorus.
- Practise the full forms of *be* affirmative before students do the exercise. Write these gapped sentences on the board and ask different students to fill in the gaps with the full forms:  
I \_\_ Amelia.  
You \_\_ twelve.  
He \_\_ my friend.



# Get started!

## What's your name?

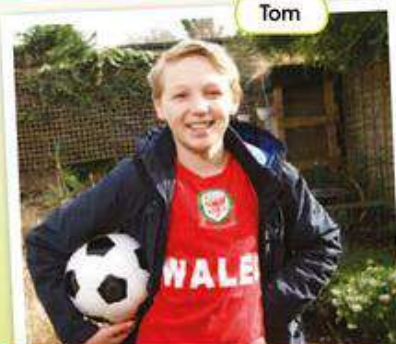
Potrąfię się przedstawić i opowiadać o rzeczach, które posiadam.

## Hello!



Amy

Hi, I'm Amy. I'm twelve years old and I'm from England. This is my room – my computer, my phone, and ... my hat. I haven't got any brothers or sisters, but I've got a lot of friends! My best friends are Tom, Lucas and Elena.



Tom

Hi there, I'm Tom. I'm twelve and I'm from Wales. My hobby is football and my favourite colour is red. It's the colour of the Welsh football team! My favourite football player is Gareth Bale.



Lucas

Hello, I'm Lucas. I'm eleven years old. I'm from Spain but I'm at school in England. I've got a brother and a sister. I've also got a dog. This is my new bike – it's really cool! See you!



Elena

Hello, I'm Elena. I'm twelve. My birthday's in November. I've got a sister – she's ten – and we've got a cat. Its name is Tiger. I'm not at school today – it's Saturday and I'm at the café! Here's my drink – bye!



1.02 Listen and read. Who's from Wales? Who's from Spain? Who's got a cat? Who's got a lot of friends?

2 Introduce yourself to your class.

Hi! I'm Amelia. I'm eleven years old. I'm from Poland.

4

Unit 0

Tom is from Wales, Lucas is from Spain, Elena's got a cat, Amy's got a lot of friends

- Students work individually. Ask different students to write the answers on the board.

Answers → student page

#### Exercise 4

- After the class repeat together, choose individual students or pairs to repeat. Monitor pronunciation.
- Check the answers.

#### Extra activity

- Ask *Where are these countries?* Use a world map or atlas and ask students to find the countries or show them if necessary.

#### Exercise 5

- Students work in pairs. Ask different pairs to report back to the class. Students listen and check.

- Involve students. Ask *Is your answer for number 1 correct?* Check answers. Students correct their answers if necessary.

#### Answers

- China
- Italy
- Argentina
- Turkey
- Spain



Get Grammar! *to be*

+	-
I'm from Wales.	I'm not from Wales.
You're Spanish.	You aren't Spanish.
He/She/It's ten.	He/She/It isn't thirteen.
We/You/They're friends.	We/You/They aren't friends.
?	Short answers
Are you from Wales?	Yes, I am. / No, I'm not.
Is he twelve?	Yes, he is. / No, he isn't.
Are they brothers?	Yes, they are. / No, they aren't.

- 3 Complete the sentences with the correct form of *to be*. Write the answers in your notebook. Then ask and answer about the friends in pairs.

- 1 Tom *is* from Wales. *Are Elena and Amy friends? Is Amy from England?*  
*Is Tom from Wales? Yes, he is.*  
 2 Amy and Elena *are* friends. *Is Tom thirteen years old? Is Lucas from England?*  
 3 Amy: 'I'm from England.'  
 4 Tom *isn't* thirteen years old. He's twelve.  
 5 Lucas: 'I'm not from England. I'm from Spain.'

- 4 1.03 Listen and repeat.

Vocabulary  
Countries and nationalities

Argentina – Argentinian	Poland – Polish
China – Chinese	Spain – Spanish
France – French	Turkey – Turkish
Germany – German	the UK – British
Italy – Italian	the USA – American

- 5 1.04 Ask and answer about the flags. Then listen and check.

A: What's number 1?

B: I think it's France. / I think it's the French flag.



- 6 1.05 Listen and repeat. Say the months without looking at the Vocabulary box. Then say them in reverse order.

## Vocabulary Months

January February March April May  
 June July August September October  
 November December

- 7 Ask and answer in pairs.

A: When's your birthday? B: It's in August.

Get Grammar! *have got*

+	-
I/You've got a sister.	I/You haven't got a sister.
He/She/It's got a cat.	He/She/It hasn't got a cat.
We/You/They've got a dog.	We/You/They haven't got a dog.
?	Short answers
Have you got a dog?	Yes, I have. / No, I haven't.
Has he/she/it got a book?	Yes, he/she/it has. / No, he/she/it hasn't.
Have they got a cat?	Yes, they have. / No, they haven't.

- 8 In your notebook, write the correct form of *have got*. Use the text on page 4 to help you.

- 1 Amy *hasn't got* a pet.  
 2 Lucas *has got* a brother and a sister.  
 3 Elena *hasn't got* a brother. *(we assume Tom hasn't got any brothers or sisters because he doesn't mention them)*  
 4 Tom: "I've got a football."  
 5 Lucas and Elena *have got* pets.  
 6 Amy and Tom *haven't got* brothers or sisters.

- 9 Ask and answer the questions in pairs. Use the words in the box and your own ideas.

Family: brother, sister, cousin, etc.

Pets: cat, dog, hamster, etc.

Objects: phone, bike, skateboard, etc.

A: Have you got a brother?

B: Yes, I have. / No, I haven't.

Unit 0 5

## Exercise 6 1.5

- After the class repeat together, choose individual students or pairs to repeat. Monitor pronunciation.
- (Books closed) Students say the months in order and reverse order in pairs. Then have the class say the months in order and reverse order in chorus.

## Exercise 7

- (Books open) Ask two students to read out the example. Students work in pairs and both ask and answer the question. Then one student in each pair moves on one seat so students work in new pairs. Continue with all class until students return to their original seats.

## Exercise 8

- Read the Grammar box to the class. Have students repeat in chorus.
- Practise the full forms of *have got* affirmative before students do the exercise. Write these gapped sentences on the board and ask different students to fill in the gaps with the full forms:

I    a cat.  
 You    a football.  
 He    a sister.  
 They    new bikes.

- Students work individually. Ask different students to write the answers on the board.

Answers → student page

## Exercise 9

- Make sure students understand the words. Explain that they can use their own ideas too. Ask two students to read out the example.
- Make students work in pairs and both ask and answer the question. Ask different pairs to report back to the class about their friend. Make sure they use the correct form of *have got*, e.g. *My friend has got a cat*.

## Finishing the lesson

- (Books closed) Ask students questions about Amy, Tom, Elena and Lucas to see what they remember, e.g. *How old is (Tom)? Where is (Lucas) from? Has (Elena) got a sister/pet/bike?*
- Have a class discussion about the lesson: *Who has got a computer? What about you? What have you got? Are you twelve? How old are you then?*
- Ask students for feedback about the lesson objective: *Can you introduce yourself? Can you tell your friends what you have got?*

## Activity for fast finishers

- Students find *be* and *have got* in the texts.

Video scripts: page 141

## Further practice

- Workbook, page 2



**Warm-up**

- (Books closed) Ask different students about Lesson 0.1, e.g.: *What are the friends' names?*
- Introduce the aims of this lesson: *Can you play the guitar?* Ask students to answer. Say: *Today we will talk about what we can do.* Write the objective on the board.

**Lead-in**

- (Books open) Students say who they can see in the photo.

**Exercise 1**

- Students work individually and then compare answers in pairs.
- Ask different students to read out the sentences.

**Answers** → student page

**Exercise 2**

- Read the Grammar box to the class.
- Practise all the forms before students do the exercise. Write *He can swim* on the board and ask students to say the negative and the question form.
- Students work in pairs. Ask different students to read out their sentences.

**Extra activity**

- Ask for feedback. Make questions with the sentences, e.g. *Anna, can your mum sing?* etc. Students respond with short answers.

**Exercise 3** 1.06

- After the class repeat together, individual students or pairs repeat. Monitor pronunciation.
- Students work in pairs. Ask different pairs for answers and check understanding.

**Exercise 4** 1.06

- Tell students they will hear a sound connected with an action from the Vocabulary box. Ask different students for the answers.

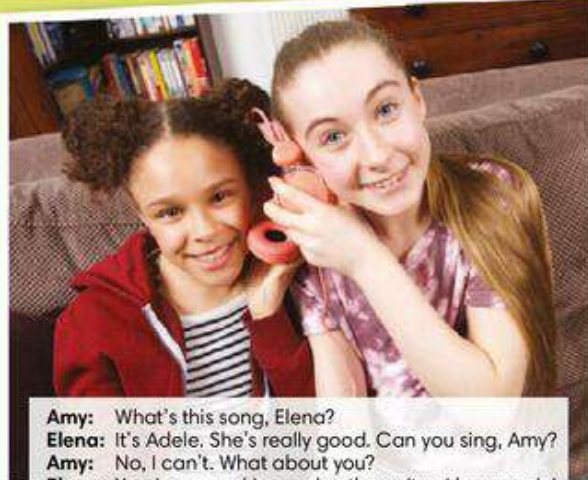
**Answers**

2 skateboard  
3 speak Spanish 4 swim  
5 cook 6 run

**What can you do?**

Potrafię opowiadać o swoich umiejętnościach.

**Can you sing?**



**Amy:** What's this song, Elena?  
**Elena:** It's Adele. She's really good. Can you sing, Amy?  
**Amy:** No, I can't. What about you?  
**Elena:** Yes, I can, and I can play the guitar. I love music!

- 1 Read the dialogue. In your notebook, complete the sentences with *Amy* or *Elena*.

- 1 *Elena* can sing. 3 *Elena* can play the guitar.  
2 *Amy* can't sing.

**Get Grammar!** can

+	-
I/You <b>can</b> sing.	I <b>can't</b> sing.
He/She/It <b>can</b> sing.	He/She/It <b>can't</b> sing.
We/You/They <b>can</b> sing.	We/You/They <b>can't</b> sing.
?	Short answers
<b>Can</b> you sing?	Yes, I <b>can</b> . / No, I <b>can't</b> .
<b>Can</b> he sing?	Yes, he <b>can</b> . / No, he <b>can't</b> .
<b>Can</b> they sing?	Yes, they <b>can</b> . / No, they <b>can't</b> .

- 2 Complete the sentences with *can* or *can't* so they are true for you. Write the answers in your notebook.

- 1 My best friend ☐ swim.  
2 My friends ☐ speak Italian.  
3 My mum ☐ sing.  
4 My dad ☐ play football.

6 Unit 0

**Exercise 5** 1.08

- Ask different students what the pictures in the table show. Play the audio example and ask for the answer (Lucas) before pairwork.

**Exercise 6**

- Students work individually. Check questionnaires as they work.
- Students move around the room to ask their

classmates. Alternatively, divide students into groups.

**Finishing the lesson**

- (Books closed) Ask students questions about their classmates to see how much they remember.
- Ask *Can you talk about things you can and can't do?* Students respond.

- 3 1.06 Listen and repeat. Which activities in the Vocabulary box can you see in the pictures? What can you do?

**Vocabulary** Action verbs

cook draw play football  
play the guitar ride a bike run sing  
skateboard speak Spanish swim



- 4 1.07 Listen and write the action verb in your notebook.

1 play the guitar

- 5 1.08 GAME Look at the table and read the conversation. Who is it? Listen and check. Then play the game in pairs.

Amy	✓	✗	✓	✗
Tom	✓	✓	✗	✗
Elena	✗	✗	✓	✓
Lucas	✗	✓	✗	✓

- A: Is it a boy or a girl? B: It's a boy.  
A: Can he swim? B: Yes, he can.  
A: Can he skateboard? B: No, he can't.  
A: I know! It's ... It's Lucas.

- 6 In your notebook, write a questionnaire for your class. Write five questions with *Can you ...?* Then ask your classmates!

- A: *Can you cook?*  
B: *Yes, I can. / No, I can't.*

**Activity for fast finishers**

- In their notebooks, students write 5 things they can do.

**Further practice**

- Workbook, page 3



Potrafię opisać swój pokój.

## Elena's room



Hi, I'm Elena and this is my bedroom! It's big but it isn't very tidy. There's a bed, some shelves and a desk, and they're all ... white! My favourite things are my guitar and my clothes. There's a big wardrobe next to the door ... my guitar is in the wardrobe, but my clothes are on the floor, under my bed and on my chair! On my desk, there are fashion magazines and some schoolbooks. I haven't got a computer in my room, but there's a TV and a digital radio. I love music 🎵.

Get Grammar! *there is / there are*

+	-
There's a wardrobe.	There isn't a TV.
There are three schoolbooks.	There aren't any clothes in the wardrobe.
?	Short answers
Is there a TV in your room?	Yes, there is. / No, there isn't.

- 5 Complete the description of Tom's room with *is* or *are*. Write the answers in your notebook.



"My room isn't very big, but I love it! There <sup>1</sup> is a bed next to the door and a small wardrobe. Under the bed there <sup>2</sup> are some football boots and my favourite ball. There <sup>3</sup> are two Gareth Bale posters on the wall and there <sup>4</sup> is a small table next to my bed. On the table there <sup>5</sup> are some books and a sandwich. There <sup>6</sup> is an alarm clock too.

- 6 Choose the correct answers. Write them in your notebook. Which sentences are true about Tom's bedroom?

- 1 There isn't / There aren't a computer.
- 2 There isn't / There aren't any posters. *False*
- 3 There isn't / There aren't a big wardrobe. *True*
- 4 There isn't / There aren't any books. *False*
- 5 There isn't / There aren't any sandwiches. *False*

1 There isn't; true

- 7 1.09 Listen and repeat. Then look at Elena's room and choose an object. Ask and answer about the objects in pairs.

- 1 Look at the photo. Is Elena's room tidy or messy?  
*Elena's room is messy.*

- 2 Read about Elena's room. Are the sentences true or false?

- 1 Elena's bedroom is big. *True*
- 2 She's got a guitar in her bedroom. *True*
- 3 Her clothes are under the bed. *True*
- 4 She hasn't got any schoolbooks. *False*
- 5 Her favourite thing is her TV. *False*

- 3 1.09 Listen and repeat. Which objects can you see in Elena's room?

## Vocabulary Inside the house

armchair bath bed chair desk fridge  
shelves shower sofa table wardrobe

## Vocabulary Prepositions of place

in on under next to

A: Is there a basketball in Elena's room?

B: No, there isn't.

- 4 Match the objects in the Vocabulary box to the rooms. Write the answers in your notebook.

- 1 Bedroom: *bed, desk, wardrobe, chair, table, armchair, shelves*
- 2 Kitchen: *fridge, table, chair, shelves*
- 3 Living room: *fridge, table, chair, shelves*
- 4 Bathroom: *shower, bath, shelves*

- 8 Imagine your ideal bedroom. Tell your partner about it.

*My ideal bedroom is very big and blue.*



Unit 0 7

## Exercise 3 1.09

- After the class repeat together, individual students or pairs repeat.
- Make sure students understand the vocabulary. Students say one object they can see in the room.

Answers → student page

## Exercise 4

- Make sure students understand the rooms. Explain if necessary.
- Students work in pairs. Encourage class discussion. *Do you agree? Where are there chairs too?*

Answers → student page

## Extra activity

- Students work in pairs and add items to the list, e.g. *lamp, carpet, books*. Check with all class.

## Exercise 5

- Read the Grammar box to the class. Students repeat in chorus.
- Have students complete sentences, e.g.: *There \_\_\_\_\_ a bed in my bedroom but there \_\_\_\_\_ a bath.*
- Students work individually, then swap books. They check each other's work.

## Exercise 6

- Students work in pairs. Ask different students to read out their answers.

Answers → student page

## Exercise 7 1.10

- After the class repeat together, check understanding.

## Exercise 8

- Different pairs report back to the class. Have a class vote for the nicest bedroom.

## Finishing the lesson

- Students complete the sentence: *I can talk about where things are in my house by using ...*

## Activity for fast finishers

- Students find *there is/are* etc. in Exercise 2.

## Further practice

- Workbook, page 3

## Lesson 0.3

## Vocabulary/Grammar

## Warm-up

- (Books closed) Revise *can*, asking e.g. *Can you swim?*
- (Books open) Introduce the aims of this lesson: *What is this lesson about?* Students quickly look at page 7 and offer ideas: *Today we will talk about what things there are in bedrooms.*

## Lead-in

- Students look at the photo and describe Elena's bedroom.

## Exercise 1

- Read out the questions. Explain vocabulary if necessary. Follow-up: *Why do you think the room is tidy/messy?*

Answers → student page

## Exercise 2

- Tell students to read the sentences first so they have a purpose for reading.
- Students correct the false sentences. (5 *There isn't a computer in her room.* 6 *Her favourite things are her guitar and her clothes.*)

Answers → student page



**Warm-up**

- (Books closed) Ask different students about clothes: *Is this a T-shirt/dress?*
- (Books open) Students look at the pictures and say what they can see. Explain: *Today we will meet the City Creatures. Introduce the aims of this lesson: We will talk about clothes.*

**Lead-in**

- Students look at the cartoon story and find the names of the City Creatures.

**Exercise 1** 1.11

- Tell students to read the sentences first so they have a purpose for watching or listening.
- Check answers.

Answers → student page

**Exercise 2** 1.12

- After the class repeat together, choose individual students or pairs to repeat. Monitor pronunciation.

**Exercise 3**

- Revise colours with objects in the classroom. Ask e.g. *What colour is this?* or *Is this red?* and elicit answers. Ask two students to read out the examples.
- Students work in pairs. Then different students say a sentence about the cartoon story or a sentence about their own clothes.

**Look!**

- Read out the sentences and have students repeat.

**Exercise 4** 1.13

- Read the Grammar box to the class. Have students repeat in chorus.
- Practise *What's this? / What are these?* by touching objects. Students repeat in chorus. Repeat for *What's that? / What are those?*
- After checking answers with individual students, ask for feedback. Then play the recording.

Answers → student page

**What's this?**

0.4

Potrafię rozmawiać o ubraniach i używać zaimków wskazujących *this, that, these, those*.

# Meet the City Creatures

Meet Carla and Rocco. Carla is a cat and Rocco is a racoon, but they are good friends. Their home is in the city – they are City Creatures! Today their home is very messy. Let's find out why ...



**Carla:** Are these your trainers, Rocco?  
**Rocco:** No, they aren't. My trainers are small!  
**Carla:** Is this your coat, Rocco?  
**Rocco:** No, it isn't. I haven't got a coat.  
**Carla:** Hmm, what are those?  
**Rocco:** They're sausages!



**Big Al:** Sausages? Where?  
**Carla:** Help! What's that?  
**Rocco:** It's OK Carla, it's a dog. Er, who are you?  
**Big Al:** I'm Big Al! Who are you?  
**Carla:** I'm Carla! And this is Rocco.  
**Rocco:** Hi Big Al! Welcome to the city!

**1** 1.11 Listen and read. Choose the correct answers. Write them in your notebook.

- 1 Carla and Rocco are / aren't friends.
- 2 Their home is messy / tidy.
- 3 Rocco has got big / small feet.
- 4 Big Al has got / hasn't got some sausages.

1 are

**2** 1.12 Listen and repeat. Which clothes can you find in the cartoon?

**Vocabulary Clothes**

coat dress hat hoodie jacket  
jeans jumper shoes skirt T-shirt  
trainers trousers

**3** What colour are the City Creatures' clothes? Point and say. What about your clothes?

**A:** It's a pink dress. *Suggested answers:*  
**B:** They're red trainers. *It's a green coat.*  
*It's a blue and white*

**LOOK!** It's a red hat.  
They're red hats.

8 Unit 0

*T-shirt. It's a green/red hat.  
(green – Al, red – Rocco)  
It's a pink dress. They're white/red trainers.*

**Exercise 5**

- Students work individually and then compare answers in pairs. Different students read out their sentences.

Answers → student page

**Extra activity**

- Divide students into groups of three and assign roles. Students do a roleplay of the cartoon

story. Time-permitting they perform the roleplay to the class.

**Finishing the lesson**

- (Books closed) Ask students to call out the clothes words they remember.
- Have a class discussion about the lesson, e.g. ask students to complete the sentence *I can now talk about ....*

**Get Grammar!** *this, these, that, those*

Singular	What's <b>this</b> ? → It's a coat.
Plural	What are <b>these</b> ? → They're trainers.
Singular	What's <b>that</b> ? → It's a hat.
Plural	What are <b>those</b> ? → They're sausages.

**4** 1.13 Complete the questions with *this, that, these* or *those*. Write the answers in your notebook. Then listen and check.

- 1 What's → **this**? It's a skirt.
- 2 What are → **those**? They're jeans.
- 3 What's → **that**? It's a hat.
- 4 What are → **these**? They're shoes.

**5** Choose the correct answers. Write them in your notebook.

- 1 **This** / These coat is very big!
- 2 **That** / Those sausages are Al's.
- 3 **This** / These trainers are Rocco's.
- 4 **That** / Those isn't my skateboard.
- 5 **This** / These dress is Carla's.

1 This

**Activity for fast finishers**

- Students find *this/that/these/those* in the cartoon story.

**Further practice**

- Workbook, page 4



Potrafie opowiadać o innych osobach oraz stosować zaimki dzierżawcze.

## He's friendly and funny



The city is Carla and Rocco's home. Now it's Big Al's home too. Big Al is very happy with his new friends. Carla is clever. She likes reading and she's got a lot of books. She's very pretty too! Rocco is small and sporty. He loves skateboarding and he's got a new skateboard. It's very cool! Big Al is friendly and funny – his jokes are really good. He's often hungry and he really loves ... sausages!

1 **1.14** Listen and read. In your notebook, match the names of the City Creatures to the objects below.

- 1 a skateboard – **Rocco**    2 books – **Carla**  
3 sausages – **Big Al**

2 **1.15** Listen and repeat. Which adjectives describe you?

### Vocabulary Adjectives

big clever friendly funny helpful new old pretty small sporty

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

- 1 Rocco is good at football. He's very **sporty** / pretty.  
2 Big Al has got a lot of friends. He's very **small** / **friendly**.  
3 Carla is very **sporty** / **helpful**. When there's a problem, ask Carla!  
4 Big Al's sofa is **old** / new. But it's his favourite thing!  
5 Carla is **clever** / funny. She's very good at Maths!  
1 **sporty**

### LOOK!

- put the adjectives **before** the noun    a **new** hat
- adjectives are always singular    one **new** hat.  
two **new** hats.
- put **very** before the adjective    The hat is **very** cool.

4 Work with a partner. Describe a City Creature. Who is it?

A: *He's friendly and funny. He's got white trainers.*

B: *It's Big Al!*

A: *That's right!*

### Get Grammar!

#### Possessive adjectives

I → <b>my</b>	he → <b>his</b>	we → <b>our</b>
you → <b>your</b>	she → <b>her</b>	you → <b>your</b>
	it → <b>its</b>	they → <b>their</b>

#### Possessive 's

It's Big Al's home. = It's **his** home.

5 Complete the sentences with a possessive adjective. Write the answers in your notebook.

- 1 'I'm hungry!' → ' **My** name is Al!'  
2 'We're best friends.' → ' **Our** names are Rocco and Al.'  
3 She's called Carla. → **Her** friends are Big Al and Rocco.  
4 He's got a new skateboard. → **His** skateboard is red.  
5 You've got a hamburger. → Is **your** hamburger good?  
6 They're the City Creatures. → This is **their** home.



6 **GAME** Choose a person from your class. Ask and answer about this person in pairs. You can only answer yes or no! Use adjectives, colours and clothes.

- A: *Is it a boy?*  
B: *Yes, it is.*  
A: *Is he sporty?*  
B: *Yes, he is!*  
A: *Are his trainers red?*  
B: *No, they aren't.*  
A: *I know! It's ...*

Unit 0 9

### Exercise 2 1.15

- After the class repeat together, individual students or pairs repeat. Monitor pronunciation.
- Students work in pairs to describe themselves.

### Extra activity

- In their notebooks, students write a sentence about a classmate using three adjectives and He/She on a piece of paper. They swap with a partner and guess who the person is.

### Exercise 3

- Students read the text again. They work individually and then compare answers in pairs.

Answers → student page

### Look!

- Read out the sentences and have students repeat in chorus.

### Exercise 4

- Students work in pairs to describe a City Creature.

### Exercise 5

- Read the Grammar box to the class.
- Students work individually. Ask different students to write the answers on the board.

Answers → student page

### Exercise 6

- Different students repeat their dialogues for the class to see if they can guess the person.

### Finishing the lesson

- Encourage students to give feedback on the unit and assess their own learning. Ask Can you remember all the words/all the grammar?

### Activity for fast finishers

- Students copy the Grammar box into their notebooks.

### Further practice

- Workbook, page 4

### Lesson 0.5

#### Vocabulary/Grammar

#### Warm-up

- (Books closed) Ask different students: What are City Creature's names? Where is their home?
- (Books open) Write This is Carla. This is Carla's hat. This is her hat. on the board. Underline her and tell students this

word shows whose hat it is without saying a name. Introduce the aims of this lesson: Today we will talk about people and use possessive adjectives.

#### Lead-in

- Students look at the picture and say what they can see. Prompt with questions, e.g. Are there any books?

### Exercise 1 1.14

- Read out the instructions first so students have a purpose for watching or listening. They find the parts of the text with the answers.
- Different students read out the questions and answers.

Answers → student page



## Lesson 1.1

### Vocabulary

#### Warm-up

- (Books closed) students work in pairs and look in their bags and say the words for any items they already know in English.
- (Books open) Introduce the aims of this lesson with this question: *What is this lesson about?* Students quickly look at pages 10–11; ask random students for their ideas.

#### Lead-in

- Teach the vocabulary with the photos, real objects or ActiveTeach. Hold up your book, the objects or draw students attention to the screen, read out the new words one at a time and point to the correct photos or objects. Students do the same.

#### Exercise 1

- Say *Have you got a (calculator) in your bag?* Hands up for 'Yes'. Check answers with all class.

#### Exercise 2 1.16

- Make sure students understand all the vocabulary in the box.
- Students can work in small groups or pairs to find the subjects and items in the photos, e.g. *Look. I can see a Maths lesson / a pencil case.* Monitor pairs for understanding and pronunciation.
- Students think about which items you need for which subjects. Students raise their hands and make suggestions. Have two students write the ideas on the board. Encourage class discussion.

Answers → student page

#### Extra activity

- Students work in pairs and ask each other questions about the school items, e.g. *Have you got a ruler in your bag?* Monitor pairs for correct question forms and pronunciation.



#### VOCABULARY

School subjects and school items | Collocations with *do* and *play* | Places in a school

#### GRAMMAR

Present Simple affirmative, negative, questions and short answers | Adverbs of frequency



#### SPEAKING

Asking for personal information



#### READING

Boarding School – What's it really like?

#### LISTENING AND WRITING

My favourite day | Time expressions *at, in, on*

#### GET CULTURE!

Schools in the UK

10 Unit 1

# Classmates

## Vocabulary

Potrafę rozmawiać o szkole.

I know that!

#### 1 Which things have you got in your school bag?

calculator dictionary laptop map paints  
pencil case trainers



#### Exercise 3 1.17

- Students listen for key words and school items connected to each subject.
- Monitor understanding and have students write the answers on the board.
- Confirm answers. Play the recording again,

stop after each part and students say the key words and items. (1: trainers, play; 2 *Bonjour Madame*, dictionaries; 3 calculator, problem; 4 sing; 5 map; 6 paint)

Answers → student page

#### Exercise 4

- Students look at the photos on page 10, then look for key words connected to each subject.

Answers → student page



- 2 1.16 Listen and repeat. Find these school subjects and school items in the photos on page 10.

### Vocabulary School

#### School subjects

Art Computer Studies English French  
Geography History Maths Music P.E.  
Science

#### School items

calculator dictionary laptop map paints  
pencil case rubber ruler scissors trainers

- 3 1.17 Listen and choose the correct answers. Write them in your notebook.

- 1 P.E. / Music
- 2 English / French
- 3 Geography / Maths
- 4 P.E. / Music
- 5 Computer Studies / Geography
- 6 Art / Science

1 P.E.

- 4 Write the school subjects in your notebook.

- 1 We do experiments. It's interesting.
- 2 We learn about the past. *History*
- 3 We play football. *P.E.*
- 4 We play computer games. *Computer Studies*
- 5 We play the piano and the guitar. *Music*
- 6 We learn about different countries. *Geography*

1 Science

- 5 1.18 Listen and match the school subjects to the days. Write the answers in your notebook.

- |             |             |
|-------------|-------------|
| 1 Maths     | a Monday    |
| 2 Art e     | b Tuesday   |
| 3 P.E. d    | c Wednesday |
| 4 History c | d Thursday  |
| 5 English a | e Friday    |
| 1 b         |             |

- 6 Ask and answer the questions in pairs.

A: *What's your favourite subject?*

B: *It's Music.*

A: *When is it?*

B: *It's on Monday.*

- 7 Look at the school bags. Which subjects have they got today? Write in your notebook.



1 Sophie: Art, ...

- 8 Look at the picture. On a piece of paper, illustrate three other subjects in a similar way. Make a class exhibition.



*I remember that!*

Unit 1 11

- Check answers. Ask *Has Sophie got Art/Maths today?*, etc.
- Choose three students to write the answers on the board. Students can mark each other's work.

### Answers

Sophie: Art, Music, French  
Lucas: Computer Studies, Maths  
Clara: P.E., Geography

### Exercise 8

- Different students say what they can see in the picture.
- Ask other students for ideas on other subjects. Write or draw ideas on the board.
- Allow enough time for students to create their pictures. Students look at the pictures on display and choose a favourite one.

### Finishing the lesson

- (Books closed) students take turns to say one new word from the lesson. Ask random students to write them on the board.
- Ask different students which words they think are the most difficult to spell. Involve them in the learning process by telling them to keep a note of all new words in a vocabulary section of their notebooks.

### Activity for fast finishers

- Students look at the Vocabulary box in Exercise 2 for one minute, then close their books and try to write down all the subjects in their notebooks. Ask students how many words they remembered and if they could spell them.

Audio scripts: page 129

### Further practice

- Vocabulary: Photocopiable Resource 1, page 159
- Workbook, page 6

### Exercise 5 1.18

- Revise the days of the week. First chant the days as a class. Then write the initials of each day on the board, and ask random students to complete the words.
- Play the audio track once.
- Play again for students to confirm answers.

- Check answers. Ask *When is Maths?* Students: *It's on Tuesday.*

**Answers** → student page

### Exercise 6

- Ask two students to read out the dialogue.
- Monitor pairs for correct question forms and pronunciation of the

subjects. Listen to pairs and correct individual students as necessary.

- Ask some pairs to report back to class. Ask *What is your friend's favourite subject and when is it?*

### Exercise 7

- Students open their notebooks and work individually.



Warm-up

- (Books closed) Give students one minute to write down new words from lesson 1.1 in their notebooks. Check answers.
- Revise the subjects. Write the first letter of each subject on the board, and ask different students to complete the words. Then revise the school items. Ask e.g. *Have you got a calculator in your bag?* and elicit answers.
- Give students learning feedback by asking them how many words they remembered.
- Set the goal of the lesson. Write two sentences on the board and read them out (*I always get up at 7 a.m. I usually have breakfast before work.*). Say *Today we will learn about the Present Simple so that you can talk about your daily routine.*

Lead-in

- (Books open) Students look at the photo story and make suggestions what it is about.

Exercise 1 2 1.19

- Read out the question first, so students have a purpose for watching or listening.

Answers → student page

Exercise 2

- Students complete the exercise, then watch or listen again to confirm answers.

Answers → student page

Exercise 3 1.20

- Read out the sentences. Students respond with a phrase from the Out of class box:  
*Science class is in room 3A. It starts in five minutes! Oh no! There are books, pens and paper on the classroom floor! It's ten past one. P.E. is always at 1 o'clock!*

Answers → student page

# They meet before class

On weekdays Amy, Elena, Tom and Lucas usually meet before class.



Amy: Hi everyone!  
Tom, Elena, Lucas: Hi Amy!  
Amy: Hey Tom, what have you got there?  
Tom: Breakfast. Here, have one.  
Amy: No thanks! I always have breakfast at home.

Tom loves food and he loves sport. He often brings his football to school.



Tom: Hey Elena! The Chelsea - Liverpool match is on TV tonight.  
Elena: Thanks Tom, but I never watch football. It's really boring.

Elena often does her homework at school. She usually listens to music at the same time ...



Elena: What's the answer to Question 2?  
Lucas: Question 2 - that's easy!

Lucas is very clever and he's really good at Maths. But he sometimes loses things.



Lucas: Where's my calculator? It's usually here!  
Tom: Hurry up, Lucas. We're late for Maths!  
Amy: Wow, what a mess!

- 2 1.19 Listen and read. What is Lucas's problem? *Lucas can't find his calculator.*

- 2 Who says what? Match the names to the sentences. Write the answers in your notebook.

- a 'I like football.' Tom
- b 'I like music.' Elena
- c 'I'm good at Maths.' Lucas
- d 'I have breakfast at home.' Amy

- 3 1.20 Listen and repeat. Find these expressions in the story. How do you say them in Polish?

Hurry up! We're late! What a mess!

Out of class

- 4 CLASS VOTE What do you think happens next?  
a The children are late for class. b There is a test.

- 5 1.21 Now listen and check. 3

Exercise 4

- Students discuss the options in pairs.
- Do a class vote.

Exercise 5 3 1.21

- Students watch or listen to check their choice. Monitor comprehension. Ask different students: *Are they late? What lesson is it? Has Lucas got his calculator? Has the teacher got a calculator?*

- Involve students. Ask *Is your guess correct?* Check answers.

Answers → student page

Get Grammar! 4

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class.
- Write *I \_\_\_\_\_ to music.* and *He \_\_\_\_\_ to music.* on the

board. Students look at the Grammar box.

- Ask different students to complete the sentences with the correct form of *listen*. Draw attention to the letter *s* for *He/She/It*.

Exercise 6

- Choose different students to read out the answers. Monitor answers and pronunciation.

Answers → student page



## Get Grammar!

Present Simple affirmative



I	listen to music.
You	listen to music.
He/She/It	listens to music.
We/You/They	listen to music.

We eat sandwiches.  
Hammy eats sandwiches too!



6 Choose the correct answers. Write them in your notebook.

- 1 I bring / brings my phone to school.
- 2 She listen / listens to music on the bus.
- 3 We eat / eats lunch at school.
- 4 They walk / walks to school in summer.
- 5 He lose / loses things all the time.
- 6 You have / has Maths on Monday morning.

1 bring

## Look!

love → loves eat → eats play → plays

do → does go → goes watch → watches  
wash → washes study → studies fly → flies

7 1.22 Complete the sentences with the Present Simple form of the verb. Try to guess the correct option. Write the answers in your notebook. Listen and check.

- 1 Tom watches (watch) football in the afternoon / evening. evening
- 2 Amy does (do) her homework before / after school.
- 3 Elena loves (love) Beyoncé / Adele songs.
- 4 Tom goes (go) to computer club / football club on Friday.
- 5 Lucas plays (play) sports / chess at break time.

## Grammar Adverbs of frequency

always	Adverb + verb
usually	I <u>never</u> listen to music.
often	We <u>sometimes</u> watch TV.
sometimes	Adverb + to be
never	He is <u>often</u> late for school.
	I <u>am</u> <u>always</u> happy.

8 Complete the sentences with adverbs of frequency so they are true for you. Write the answers in your notebook. Compare your sentences in pairs.

## My daily routines

On school days I get up at 7.  
At the weekend I get up at 10.  
I have an egg for breakfast.  
I have chicken for lunch.  
I study English on Saturday.  
I ride a bike on Sunday.



9 In your notebook, put the words in the correct order to make sentences.

- 1 always We on Friday have Art .  
*We always have Art on Friday.*
- 2 are Elena and Amy noisy in Science class sometimes .
- 3 I never in class send text messages .
- 4 often We in the park play football .
- 5 watches TV Tom usually after dinner .
- 6 always late for English You are !

10 In your notebook, write three true sentences and one false about what you and your family do every day. Ask your partner to guess which sentence is false. Then swap roles.

A: I do my homework in the kitchen.

B: True!

A: My dad sings in the shower.

B: False! ...



## Exercise 8

- Read out the Grammar box and explain the meanings of the adverbs. Read out the sentences and students repeat.
- Make sure students understand all the sentences.

## Exercise 9

- Read the Grammar box again. Draw students attention to the position of the adverbs with verbs and with to be.

## Answers

- 2 Elena and Amy are sometimes noisy in Science class.
- 3 I never send text messages in class.
- 4 We often play football in the park.
- 5 Tom usually watches TV after dinner.
- 6 You are always late for English!

## Exercise 10

- Give students three minutes to write their sentences in their notebooks.

## Finishing the lesson

- (Books closed) Clarify the grammar goals of lesson 1.2. Ask different students to think of a sentence using an adverb of frequency.

## Activity for fast finishers

- Students look at the photo story. They find the basic form of verbs in the Present Simple affirmative as well as the He/She/It forms.

Video scripts: page 141

Audio scripts: page 129

Unit 1 13

## Look!

- Read out the Look! box. Draw students attention to the spelling rules. Teach pronunciation, focusing on the verb form endings. Read out the verbs and students repeat.
- Give students one minute to memorise the spelling rules in the Look! box. Then tell them to cover the box.

Ask What's the spelling for loves, eats, etc. for students to spell out the words and/or write them on the board.

## Exercise 7 1.22

- Students choose answers and compare in pairs.
- Ask for feedback: How many guesses are correct?

Answers → student page

## Extra activity

- Give students one minute to study the spelling rules in the Look! box. Students close their books.
- Write the basic form of the verbs on the board. Students write He/She/It form in their notebooks. They then open their books and check.

## Further practice

- Photocopiable Resource 2, page 160
- Photocopiable Grammar Roleplays, page 193
- Workbook, page 7
- Extra Online Homework: Grammar Video Extra Activities



Warm-up

- (Books closed) Revise the Present Simple affirmative on the board. Write *I listen to music. He \_\_\_\_\_ to music.* Students say the missing form.
- Revise the spelling of the Present Simple *He/She/It* form. Ask different students for the spelling rules from Lesson 1.2 Look! box. Write both forms of the verbs on the board (*love-likes, eat-eats, play-plays, do-does, go-goes, watch-watches, wash-washes, study-studies, fly-flies*).
- Set the goal of the lesson. Write two sentences on the board and read them out (*Do you play the guitar? I don't play the guitar.*) Ask students if they know what they will learn today. Say *Today we will learn how to ask and answer questions about hobbies.* Write the lesson objectives on the board.

Lead-in

- (Books open) Introduce the cartoon characters. Students look at the images before proceeding to the exercise.

Exercise 1

- Students answer the question. Ask follow-up questions: *Can you see animals/people? How many?*

Answers → student page

Exercise 2 1.23

- Make sure students understand the sentences before you play the recording.
- Ask different students to read the sentences and their answers. For false answers ask students to say the true sentence.

Answers → student page

Get Grammar! 5

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class. Students repeat in chorus.

# City Creatures

## The new hobby

**1**  
Big Al: I'm bored.  
Carla: You don't have a hobby, Al. That's why.  
Big Al: Do you have a hobby, Carla?  
Carla: Yes, I do.  
Big Al: Do you play sport?  
Carla: No, I don't. I play the guitar ... and I paint pictures.

**2**  
Big Al: Does Rocco paint pictures?  
Carla: No, he doesn't.  
Big Al: Does he play sport?  
Carla: Yes, he does. He does karate.

*Two hours later ...*

**3**  
Carla: Where's Al? And where are my paints?  
Rocco: I don't know.

**4**  
Big Al: Hi guys. Do you like my picture? Painting is my new hobby.  
Carla: It's, er, very ... interesting.

*Just then ...*

**5**  
Freddie: Hello, we're Freddie and Fifi, the art collectors.  
Carla: What do they want? Do they like my paintings?  
Fifi: This picture. It's fantastic. Can we buy it?

**6**  
Rocco: What?? I don't understand!!  
Carla: They don't like my paintings.  
Big Al: They like my painting! I love my new hobby!!

1 Look at the cartoon. What hobbies can you see?

- a football c painting  
b karate d tennis

2 1.23 Listen and read. Are the sentences true or false?

- 1 Big Al has a lot of hobbies. *False*  
2 Carla paints pictures and plays the guitar. *True*  
3 Rocco does ballet. *False*  
4 Freddie and Fifi like Big Al's picture. *True*  
5 Big Al likes his new hobby. *True*

14 Unit 1

- Write *I paint* on the board. Tell students to look at the Grammar box. Ask *What extra word is in the negative sentence?* Elicit *don't*. Ask *What extra word is in the question?* Elicit *Do*.
- Write *He paints* on the board. Ask *What extra word is in the negative sentence?* Elicit *doesn't*. Ask *What extra word is in the question?* Elicit *Does*.

Exercise 3

- Students complete the exercise individually.

Answers

- 2 Carla doesn't play the piano. She plays the guitar.  
3 Rocco doesn't do judo. He does karate.  
4 Freddie and Fifi don't want Carla's painting. They want Big Al's painting.

Exercise 4

- Students complete the questions individually.
- Ask pairs to read out their questions and answers.

Answers → student page

- 1 No, he doesn't.  
2 Yes, they do.  
3 No, he doesn't.  
4 No, they don't.  
5 He loves it/his new hobby.



## Get Grammar!

Present Simple negative, questions and short answers



—	?	Short answers
I <b>don't</b> paint.	Do I <b>paint</b> ?	Yes, I <b>do</b> . / No, I <b>don't</b> .
You <b>don't</b> paint.	Do you <b>paint</b> ?	Yes, you <b>do</b> . / No, you <b>don't</b> .
He/She/It <b>doesn't</b> paint.	Does he/she/it <b>paint</b> ?	Yes, he/she/it <b>does</b> . / No, he/she/it <b>doesn't</b> .
We <b>don't</b> paint.	Do we <b>paint</b> ?	Yes, we <b>do</b> . / No, we <b>don't</b> .
You <b>don't</b> paint.	Do you <b>paint</b> ?	Yes, you <b>do</b> . / No, you <b>don't</b> .
They <b>don't</b> paint.	Do they <b>paint</b> ?	Yes, they <b>do</b> . / No, they <b>don't</b> .

don't = do not doesn't = does not

Where **do** you **paint**? When **do** they **paint**? How often **does** she **paint**?Do you **play** football in your free time?Yes, I **do**.

## 3 Correct the sentences in your notebook.

- Carla paints houses.  
*Carla doesn't paint houses. She paints pictures.*
- Carla plays the piano.
- Rocco does judo.
- Freddie and Fifi want Carla's picture.

4 Complete the questions with **do** or **does**. Write the answers in your notebook.

- Does* Big Al play the guitar?
- Do* Carla and Rocco have hobbies?
- Does* Rocco paint pictures?
- Do* Carla and Rocco like Big Al's picture?
- What *does* Big Al think of his new hobby?

5 1.24 Complete the dialogue with **do**, **does**, **don't** or **doesn't**. Write the answers in your notebook. Then listen and check.

- Big Al: <sup>1</sup>Do you play an instrument, Rocco?
- Rocco: No, I <sup>2</sup>don't, but my sister plays the drums.
- Big Al: <sup>3</sup>Does she play in a band?
- Rocco: Yes, she <sup>4</sup>does. They're called "The Rocking Raccoons".
- Big Al: How often <sup>5</sup>do they meet?
- Rocco: They meet every Wednesday, and on Thursday she does ballet.
- Big Al: Wow, your sister is busy!

## 6 1.25 Listen and repeat. Which activities in the Vocabulary box can you see in the pictures?

Vocabulary **do** and **play**

**do** ballet, judo, karate, pottery

**play** basketball, chess, football, tennis; the drums, the guitar, the piano

7 Complete the questions with **do** or **play**. Write the answers in your notebook. Then ask and answer in pairs.

- Do you **play** basketball?
- Does your dad **do** karate?
- Does your grandma **do** ballet?
- Does your mum **play** chess?
- Do you **do** pottery after school?

8 1.26-1.27 Go to page 123. Listen and sing My Busy Week song.



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## Exercise 5 1.24

- After checking answers with different students, divide the class into two groups and assign the roles: Big Al and Rocco. Read out the dialogue and students in each group repeat.
- Ask several pairs to read out the dialogue.

Answers → student page

## Extra activity

- Divide the students into groups of five. Assign a role from the cartoon story to each student. Students read out their parts and prepare a role play in groups. Monitor question intonation and general pronunciation. The groups perform their role plays to the class. They could read from their books at this stage.

## Exercise 6 1.25

- Read out the Vocabulary box and students repeat.
- Students label the pictures they know. Ask different students for feedback. Make sure all students understand the vocabulary.

- Follow-up: students work in pairs and think of more activities that collocate with **play** and **do**, e.g. *play football, the piano; do puzzles, homework*, then share with the class.

Answers → student page

## Exercise 7

- Ask two students to read out the questions and make sure all students have the correct question forms. Students answer as a class.
- Students work in pairs and take turns to ask and answer the questions. Monitor pairs.
- Extend the exercise to challenge stronger students. Ask individual students questions with *Where*, *When* and *How often*, e.g. *When / Where / How often do you play basketball?*

Answers → student page

## Exercise 8 1.26-1.27

- Play the song for students to hear the first time.
- Read out the lyrics and students repeat. Then students can sing along. Different groups could perform the song. Have a class vote for the best performance.

## Finishing the lesson

- (Books closed) Ask students to finish the sentences: *Today I have learned... and I can...* Check with all class.

## Activity for fast finishers

- Students write three sentences in their notebooks: 1 using the Present Simple affirmative and an adverb of frequency, 2 using the Present Simple negative, 3 using the Present Simple question form.

Video scripts: page 141

## Further practice

- Vocabulary: Photocopiable Resource 3, page 161
- Workbook, page 8



## Lesson 1.4

### Speaking

#### Warm-up

- (Books closed) Ask students some questions about themselves: *What's your name? How old are you? Do you like ...?*
- Set the goals of the lesson. Say *In this lesson we will learn how to ask for and give information about us.*

#### Lead-in

- (Books open) Students cover the dialogue, look at the photo and say/guess who they can see.

#### Exercise 1

- Read out the questions. Students watch the video or uncover the dialogue and listen.

Answers → student page

#### Exercise 2

- Make sure students understand the information they need for the table. Check answers.

Answers → student page

#### Exercise 3

- After the class repeat together, choose individual students or pairs to repeat. Monitor pronunciation.

#### Look!

- Read out the Look! box and students repeat. Make sure they understand all the information.

#### Exercise 4

- Students work individually referring to the Speaking and Look! box.

Answers → student page

#### Exercise 5

- Make sure students have the correct questions. Choose pairs to read out questions and answers.

#### Extra activity

- Students make up a phone number and an email address and write it down in their notebooks. Students then work in pairs and dictate the info to each other. Then, have

## 1.4 Speaking

Potrafię zadawać pytania o podstawowe informacje i odpowiadać na nie.

# Where do you live?

**Receptionist:** Good morning.  
**Tom:** Good morning.  
**R:** Hello. Can I help you?  
**Tom:** Yes, I'd like to join the basketball club, please.  
**R:** Of course. What's your name?  
**Tom:** Tom Flynn.  
**R:** How do you spell Flynn?  
**Tom:** F-L-Y-N-N.  
**R:** Where do you live, Tom?  
**Tom:** 25 Star Street, Kingston.  
**R:** What's your email address?  
**Tom:** It's tom.flynn@mymail.com.  
**R:** And what's your phone number?  
**Tom:** It's 08976 335214.  
**R:** When does the club meet?  
**Tom:** On Mondays, from 5.30 to 7.00.  
**R:** That's now, isn't it?  
**Tom:** Yes, hurry up!



#### 1.28 Listen and read. Answer the questions.

- 1 Where is Tom? *Tom is in a sports centre.*
- 2 Why is he there? *He wants to join the basketball club.*

#### 2.1.28 Listen and read again. Complete the table in your notebook.

Name	<sup>1</sup> Tom Flynn
Address	<sup>2</sup> 25 Star Street, Kingston
Email address	<sup>3</sup> tom.flynn@mymail.com
Phone number	<sup>4</sup> 08976 335214

#### 3.1.29 Listen and repeat.

### Speaking

#### Asking for personal information

What's your name?  
 How do you spell that?  
 Where do you live?  
 What's your email address?  
 What's your phone number?

**LOOK!** Email addresses  
 @ = "at" .com = "dot com"  
 Telephone numbers  
 0 = "oh" or "zero"  
 33 = "double three" or "three three"

#### 4 In your notebook, write questions to these answers.

- 1 Diego Alvarez  
*What's your name? How do you spell that?*
- 2 D-I-E-G-O A-L-V-A-R-E-Z  
*Where do you live?*
- 3 17 North Road, Oxford  
*What's your email address?*
- 4 It's diego@xnet.com  
*What's your phone number?*
- 5 It's 06657 241682  
*What's your phone number?*

#### 5.1.30 Listen and check.

#### 6.1.31 Listen and complete Kate's information in your notebook.

Name of student: Kate <sup>1</sup> Grey  
 Name of Club: Art Club  
 Day: <sup>2</sup> Monday  
 Time: <sup>3</sup> 3.30  
 Where: Room <sup>4</sup> 308



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them swap the written information, check and correct if necessary.

#### Exercise 6

- Students read the member's card first, so they know what to listen for.

Answers → student page

#### Finishing the lesson

- (Books closed) Encourage students to give feedback on the lesson and assess their own learning. Ask *What was easy/hard about this lesson?*

#### Activity for fast finishers

- Students find all the questions in Exercise 1 and say how many there are (there are eight).

Video scripts: page 141

Audio scripts: page 129

#### Further practice

- Vocabulary: Photocopiable Resource 4, page 162
- Workbook, page 9
- Extra Online Homework: Speaking Video Extra Activities



Potrąfię zrozumieć tekst o typowym dniu szkolnym.

- 1 1.32 Look at the photos and read the title. What do you think the text is about? Read or listen to the text and check.  
*The text is about British boarding schools.*

- 2 Read the text again and answer the questions.

- 1 What type of school does Laura go to? *boarding school*
- 2 What time does she wake up? *6.30 a.m.*
- 3 What is her favourite lesson? *Science*
- 4 When does she play badminton? *in the evening*
- 5 Does Laura miss her parents? *Yes, she does.*

- 3 1.33 Listen and repeat. Which of the places are there in your school?

### Vocabulary Places in a school

canteen classroom computer room gym  
hall library playground staff room

- 4 Complete the sentences with words in the Vocabulary box so they are true for you. Write the answers in your notebook.

- 1 We have assembly in the .
- 2 We have lessons in our .
- 3 We have lunch in the .
- 4 After lunch, we play in the .
- 5 We do P.E. in the .
- 6 I sometimes do my homework in the .

- 5 Read the questions to Laura. Choose the correct answers. Write them in your notebook.

- 1 A: What do you do at the weekend, Laura?  
B: ☐ a Yes, I do. ☒ b I usually go sailing.  
☐ c No, I don't have lessons at the weekend.
- 2 A: Where do you have breakfast?  
B: ☐ a Every morning. ☐ b I have toast and cereal.  
☒ c In the canteen.
- 3 A: Who is your best friend?  
B: ☐ a She's very well, thank you.  
☒ b Her name is Ruby.  
☐ c She's fourteen.

- 6 Imagine a day in a Crazy School. Who can think of the funniest sentences?

*We wake up at 2.00 in the afternoon.  
We play basketball in the library.*



## Lesson 1.5 Reading

### Culture notes

Boarding schools are schools where students live and study. In the Harry Potter books by JK Rowling, Hogwarts is the name of the boarding school.

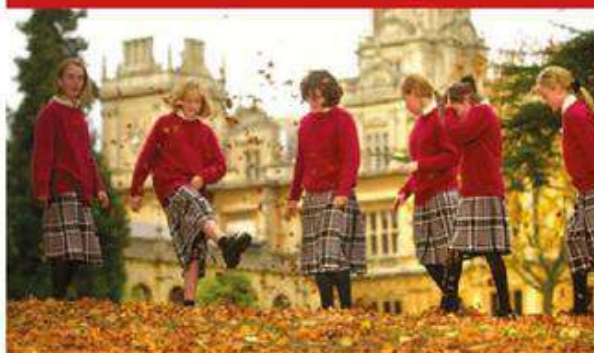
### Warm-up

- (Books closed) Set the goals of the lesson. Ask *What time do you start/finish lessons? Do you live at school? Say In this lesson we will read about a school day.*

### Lead-in

- (Books open) Students take turns to describe the photos.

## Boarding School – What's it really like?



In films, boarding schools are exciting places, often with magic or monsters. But what is a real British boarding school like? Thirteen-year-old Laura Henderson describes a typical day at her school.

"We wake up at 6.30 in the morning and have breakfast in the school canteen. At 8.00, the bell rings for assembly in the hall. The great thing about boarding school is that we're never late for school!

Lessons start at 9.00 and finish at 3.30. My favourite lesson is Science because we often do experiments. In the afternoon, we sometimes go to the library to read, or we do P.E. in the gym. In the evening, I often play badminton or go to a cookery class.

I go to a boarding school because my parents live in France. Do I miss them? Yes, but I've got some good friends here.

And no, we don't have any magic or monsters!"

boarding school – a school where students live as well as study



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### Exercise 3 1.33

- Make sure students understand all the vocabulary in the box.

### Exercise 4

- Make sure students understand the sentences.

### Extra activity

- Groupwork: Play Snowman with the new words. On the board, write a dash for each letter of a word to guess. Draw a part of the snowman for each wrong guess (e.g. snowballs). The team who guesses the word before the snowman is complete wins a point. If a team makes a wrong guess and you draw the last part of a snowman, it loses a point.

### Exercise 5

- Check answers with all class.

Answers → student page

### Exercise 6

- Different students give ideas for funny sentences.
- Students work individually and then read each other's work to give feedback. Have a vote for the funniest ideas.

### Finishing the lesson

- (Books closed) Students share their opinions. Ask *Are boarding schools a good idea?*
- (Books closed) Refer back to lesson goals: *Was the text easy/difficult to read?*

### Activity for fast finishers

- Students study the new vocabulary for one minute, cover the words and try to spell them.

### Further practice

- Workbook, page 10

### Exercise 1 1.32

- Give students one minute to read the text, or play the text once.

Answers → student page

### Exercise 2

- Involve students by asking them to find key words in the questions.

Answers → student page



## Lesson 1.6

### Listening and Writing

#### Warm-up

- (Books closed) Students say the days of the week as a class.
- Set the goals of the lesson. Ask students to quickly look at the text in Exercise 5 and close their books again. Ask *What type of text is it?* Ask students if they know what they will learn today. Say *Today we will learn how to write a blog entry.*

#### Lead-in

#### Exercise 1

- Ask different students to write the days on the board so all students can check spelling.

Answers → student page

#### Exercise 2 1.34

- Before students listen, say *You're going to listen to four students talk about their favourite day.*

Answers → student page

#### Exercise 3 1.34

- Have different students answer and check with rest of the class.

Answers → student page

#### Exercise 4

- Encourage all students to share by choosing different students to speak.

#### Exercise 5

- Give students one minute to read the text and answer the questions.

#### Answers

Friday; at school she has her favourite subjects – Music, Art; in the afternoon she usually goes skateboarding in the park with her friends. In the evening, they often watch music videos!

#### Exercise 6

- Students work individually and find the expressions. They can write them down in their notebooks.

Answers → student page

## 1.6 Listening and Writing

Potrafię zrozumieć wypowiedzi ustne o ulubionym dniu tygodnia i napisać krótki tekst na ten temat.

- 1 In your notebook, complete the days of the week. Which are weekdays? Which two days are at the weekend?

- |             |  |
|-------------|--|
| 1 Monday    | 5 Friday   |
| 2 Tuesday   | 6 Saturday   |
| 3 Wednesday | 7 Sunday   |
| 4 Thursday  | weekdays: Monday–Friday,<br>weekend: Saturday and Sunday |

- 2 1.34 Listen to four children. Which are their favourite weekdays? Write the answers in your notebook.

- |                   |                   |
|-------------------|-------------------|
| 1 Peter Wednesday | 3 Freya Monday    |
| 2 Theo Friday     | 4 Hannah Thursday |

- 3 1.34 Listen again. Match the children to the activities they do on their favourite days. Write the answers in your notebook. There are two extra pictures.

1 	a 
2 	b 
3 	c 
4 	d 
	e 
	f 

- 4 What's your favourite weekday? Why?

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- 5 Read the blog entry from a school website. Which is Daisy's favourite day? Why?



### My favourite day

On my favourite day I get up at 7 a.m. and listen to music. I meet my friends at 8.15 and we walk to school. We often talk about our plans for the weekend. 😊

Lessons start at 9 a.m. with Music, then Art – my favourite subjects! At lunchtime, I sometimes play table tennis. 😊

In the afternoon, I usually go skateboarding in the park with my friends. In the evening, we often watch music videos!

Guess what my favourite day is. Yes, it's Friday!

#### Writing Time expressions at, in, on

- AT** at 9 o'clock, at the weekend, at lunchtime  
**IN** in the morning  
**ON** on Monday, on Friday morning, on a weekday

- 6 Find time expressions in the text in Exercise 5.

- 7 **WRITING TIME** In your notebook, write about your favourite weekday.

#### Find ideas

Make notes about your favourite weekday. Write what you do in the morning/afternoon/evening, how many lessons you have on that day, what school subjects you do, etc.

#### Draft

Write about your favourite weekday.  
 My favourite weekday is ...  
 In the morning, I ...  
 On ... I have ... lessons. I do ...  
 In the afternoon/evening, I ...

#### Check and write

Check the time expressions and write the final version of your text.

#### Exercise 7

- Read out the notes. Ask different students for ideas and write them on the board.
- Students write their own draft in their notebooks.
- Students write their final text in their notebooks.

#### Extra activity

- Students copy their entries onto a piece of paper to display. Students vote for their favourite text.

#### Finishing the lesson

- Students say what was easy/hard in the lesson.

#### Activity for fast finishers

- Students find the verbs and adverbs of frequency in Daisy's blog.

Audio scripts: page 129

#### Further practice

- Workbook, page 11



## LESSON 1.1

### School subjects

Przedmioty szkolne

**Art** /ɑ:t/ sztuka

**Computer Studies** /kəm'pjutə  
ˌstʌdiz/ zajęcia komputerowe,  
informatyka

**English** /'ɪŋɡlɪʃ/ język angielski

**French** /frentʃ/ język francuski

**Geography** /dʒi'ɒɡrəfi/ geografia

**History** /'hɪstəri/ historia

**Maths** /mæθs/ matematyka

**Music** /'mju:zɪk/ muzyka

**P.E.** /pi:'i:/ W-F

**Science** /'saɪəns/ przedmioty  
ściśle, przyroda

### School items Przybory szkolne

**calculator** /'kælkjələtə/ kalkulator

**dictionary** /'dɪkʃənəri/ słownik

**laptop** /'læptɒp/ laptop

**map** /mæp/ mapa

**paints** /peɪnts/ farby

**pencil case** /'pensəl keɪs/ piórniki

**rubber** /'rʌbə/ gumka

**ruler** /'ru:lə/ linijka

**scissors** /'sɪzəz/ nożyczki

**trainers** /'treɪnəz/ trampki

## LESSON 1.2

### Out of class

**Hurry up!** /'hʌrɪ 'ʌp/ Pospiesz się!

**We're late!** /'wiə 'leɪt/ Jesteśmy  
spóźnieni!

**What a mess!** /'wɒt ə 'mes/ Ale  
bałagan!

**at home** /ət 'həʊm/ w domu

**at school** /ət sku:l/ w szkole

**at the same time** /ət ðə 'seɪm  
'taɪm/ jednocześnie

**boring** /'bɔ:ɪŋ/ nudny

**bring** /brɪŋ/ przynieść

**daily routine** /'deɪli ru:'ti:n/  
codzienne zajęcia

**dinner** /'dɪnə/ kolacja

**get up** /get 'ʌp/ wstawać

**have breakfast** /'hæv 'brekfəst/  
jeść śniadanie

**in class** /ɪn 'kla:s/ w klasie,  
podczas lekcji

**late for class** /'leɪt fə 'kla:s/  
spóźnić się na lekcje

**listen to music** /'lɪsən tə 'mju:zɪk/  
słuchać muzyki

**noisy** /'nɔɪzi/ hulaśliwy

**on TV** /ɒn 'ti: 'vi:/ w telewizji

**play sports** /pleɪ 'spɔ:ts/  
uprawiać sporty

**study** /'stʌdi/ uczyć się

**tonight** /tə'naɪt/ dziś wieczorem

**walk to school** /'wɔ:k tə 'sku:l/  
iść do szkoły pieszo

## LESSON 1.3

### Phrases with do and play

Wyrażenia z czasownikami  
do i play

**do ballet** /du: 'bæleɪ/ tańczyć  
w balecie

**do judo** /du: 'dʒu:dəʊ/ uprawiać  
dżudo

**do karate** /du: kə'reɪti/ uprawiać  
karate

**do pottery** /du: 'pɒtəri/  
zajmować się garncarstwem

**play basketball** /pleɪ 'bɑ:skətbɔ:l/  
grać w koszykówkę

**play chess** /pleɪ 'tʃes/ grać  
w szachy

**play football** /pleɪ 'fʊtbɔ:l/ grać  
w piłkę nożną

**play tennis** /pleɪ 'tenɪs/ grać  
w tenisa

**play the drums** /pleɪ ðə 'drʌmz/  
grać na perkusji

**play the guitar** /pleɪ ðə gr'ta:(r)/  
grać na gitarze

**play the piano** /pleɪ ðə 'pi:ənəʊ/  
grać na pianinie

**band** /bænd/ zespół

**bored** /bɔ:d/ znudzony

**play in a band** /pleɪ ɪn ə bænd/  
grać w zespole

**rest** /rest/ odpoczywać

## LESSON 1.4

### Asking for personal information

Pytanie o podstawowe informacje

**How do you spell that?** /haʊ  
du: jə spel ðæt/ Czy mógłbyś to  
przeliterować?

**What's your email address?**

/wɒts jə 'i:meɪl ədres/ Jaki jest  
twój e-mail?

**What's your name?** /wɒts jə

neɪm/ Jak masz na imię?

**What's your phone number?**

/wɒts jə 'fəʊn nʌmbə/ Jaki jest  
twój numer telefonu?

**Where do you live?** /weə du: jə  
'li:v/ Gdzie mieszkasz?

**Can I help you?** /kæn aɪ 'help jə/  
Czy mógłbym ci pomóc?

**join a club** /dʒɔɪn ə 'klʌb/  
zapisać się do klubu

## LESSON 1.5

### Places in a school

Miejsca w szkole

**canteen** /kæn'ti:n/ stołówka

**classroom** /'kla:srʊm/ klasa

**computer room** /kəm'pjutə  
ru:m/ pracownia komputerowa

**gym** /dʒɪm/ sala gimnastyczna

**hall** /hɔ:l/ korytarz

**library** /'laɪbrəri/ biblioteka

**playground** /'pleɪgraʊnd/ plac  
zabaw, boisko

**staff room** /'sta:f ru:m/ pokój  
nauczycielski

**assembly** /ə'sembli/ apel szkolny

**bell** /bel/ dzwonek

**crazy** /'kreɪzi/ szalony

**describe** /dr'skraɪb/ opisać

**exciting** /ɪk'saɪtɪŋ/ ekscytujący

**finish** /'fɪnɪʃ/ skończyć

**magic** /'mædʒɪk/ magia

**miss your parents** /mɪs jə  
'peərənts/ tęsknić za rodzicami

**monster** /'mɒnstə/ potwór

**typical** /'tɪpɪkəl/ typowy

**wake up** /weɪk 'ʌp/ obudzić się

## LESSON 1.6

### Time expressions Określenia czasu

**at 9 o'clock** /æt naɪn ə klɒk/  
o dziewiątej

**at the weekend** /æt ðə 'wi:kend/  
w weekend

**at lunchtime** /æt 'lʌntʃtaɪm/  
w czasie lunchu

**in the morning** /ɪn ðə 'mɔ:niŋ/  
rano

**on Monday** /ɒn 'mʌndi/  
w poniedziałek

**on Friday morning** /ɒn 'fraɪdeɪ  
'mɔ:niŋ/ w piątek rano

**on a weekday** /ɒn ə 'wi:kdeɪ/  
w dzień powszedni



## VOCABULARY

- 1 Look at the photos. In your notebook, complete the names of school subjects.



1 Maths



2 Geography



3 Science



4 Computer  
Studies



5 History

- 2 Find five places in the wordsnake. Write the answers in your notebook.



- 3 Match the words in the box to the correct verb. Write the answers in your notebook. Which activities do you do?

ballet basketball chess the drums  
judo karate the piano pottery tennis

play: basketball, chess, the drums, the piano, tennis

do: ballet, judo, karate, pottery

## GRAMMAR

- 4 Complete the text with the correct form of the verbs in the box. Write the answers in your notebook.

walk have send start get-up talk

On weekdays Elena <sup>1</sup>gets up at 7.30 a.m. She <sup>2</sup>has breakfast with her family. Then she <sup>3</sup>walks to school with her sister. On the way to school, the girls <sup>4</sup>talk about their day, listen to music and <sup>5</sup>send text messages. School <sup>6</sup>starts at 9 a.m.

- 5 In your notebook, write five sentences about your weekend. Use adverbs of frequency and the words in the box.

get up meet friends do homework  
go to the cinema have a pizza

I usually get up at 10 a.m.



- 6 Complete the interview with Big Al with do, don't, does and doesn't. Write the answers in your notebook.

Interviewer: <sup>1</sup>Do you paint every day?

Big Al: Yes, I <sup>2</sup>do. But I <sup>3</sup>don't paint in the morning. I sleep in the morning.

Interviewer: <sup>4</sup>Does your friend Rocco paint?

Big Al: No, he <sup>5</sup>doesn't. He does karate.

Interviewer: <sup>6</sup>Does he like your paintings?

Big Al: Yes, he <sup>7</sup>does. He loves them ... I think.

## PRONUNCIATION

- 7 1.35 Listen and repeat: /s/, /z/ or /iz/?

He never gets up late.

He goes to school at eight.

He finishes school at five.

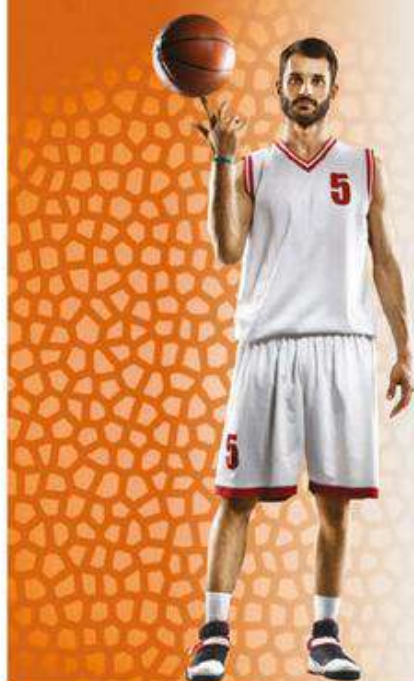
He plays football outside!



## DICTION

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





## A Day in the Life of a Basketball Player

Michael plays basketball for the Liverpool Tigers. What do basketball players do in a typical day?

Michael wakes up at 7 a.m. For breakfast, he has eggs, toast and some fruit. After breakfast, Michael practises basketball. He runs and he jumps for two hours – it's hard work!

Michael has lunch at 12.30 p.m. Then he sleeps for 2 hours! At 4 p.m., he has a sandwich and drinks some water. How much water does he drink? A lot! But he doesn't drink coffee.

The basketball games are often at night. Sometimes they start at 8.00 p.m. and finish at 10.30. After a game, Michael goes home and has dinner. Does he like his day? "Yes, I do!" he says.

### SPEAKING

9 In your notebook, complete the receptionist's questions. Then act out the dialogue in pairs.

Receptionist: <sup>1</sup>What's your name?  
 Paula: Paula Krantz.  
 Receptionist: How do you <sup>2</sup>spell that?  
 Paula: K-R-A-N-T-Z.  
 Receptionist: What's your phone <sup>3</sup>number?  
 Paula: 03862 451957.  
 Receptionist: What's your <sup>4</sup>email address?  
 Paula: paula@net.com  
 Receptionist: Where do you <sup>5</sup>live?  
 Paula: 17 Park Road, Oxford.

### READING AND WRITING

10 Look at the picture. What is the man's job? What do you think he does in a typical day?

11 Read the text and answer the questions.

- 1 What time does Michael get up? *at 7 a.m.*
- 2 What does he have for breakfast? *eggs, toast and some fruit*
- 3 What does he do before lunch? *He practises basketball.*
- 4 Does he sleep during the day? *Yes, he does – for 2 hours.*
- 5 What does he do after a game?  
*He goes home and has dinner.*

12 In your notebook, write about 60–70 words about your typical day. Use these questions to help you.

- 1 What time do you get up?
- 2 What time do you start school?
- 3 What time is your lunch break?
- 4 What time do you come home after school?
- 5 What do you do in the evening?

### LISTENING

13 1.37 Listen and match people 1–6 to hobbies a–h. There are two extra hobbies. Write the answers in your notebook.

- |                 |                 |                  |
|-----------------|-----------------|------------------|
| 1 Paul <i>e</i> | 3 Anna <i>h</i> | 5 Lily <i>d</i>  |
| 2 Alex <i>a</i> | 4 Sam <i>b</i>  | 6 Daisy <i>c</i> |



### Check yourself!

- ✓ Potrafię rozmawiać o szkole.
- ✓ Potrafię stosować czas Present Simple, aby opowiadać o czynnościach dnia codziennego.
- ✓ Potrafię zadawać pytania o podstawowe informacje oraz o hobby i odpowiadać na nie.
- ✓ Potrafię zrozumieć wypowiedzi ustne i pisemne o ulubionym dniu oraz o typowym dniu szkolnym.
- ✓ Potrafię napisać krótki tekst o swoim ulubionym dniu tygodnia.



# School Uniforms in the UK

Schoolchildren in Britain usually wear a school uniform. We talk to two students about their uniform.

**Josh**

Hi, I'm Josh and I'm twelve. At my school, we wear a light blue shirt with a **blue and yellow tie**, and a **dark blue jumper**. We also wear **grey trousers** and black shoes. Girls wear the same clothes. I don't like my uniform. It's expensive, and the shirt and tie aren't very comfortable.



1

2

dark blue jumper

3

grey trousers

**Sara**

Hi, I'm Sara and I'm thirteen. I wear a **green and purple skirt** and a **cream shirt**. There's also a green jacket, but I don't always wear it. With the skirt, I wear **black tights** and **black shoes**. I think school uniform is good because it's comfortable, and because we think about our lessons, not our clothes.



cream shirt

4

5

green and purple skirt

6

black tights

black shoes

7



- 1 1.38 Read and listen to the texts about school uniforms in the UK. Label Josh's and Sara's uniforms with the words in bold. Write the answers in your notebook.

1 *blue and yellow tie*

- 2 Who says these things? Read the sentences. In your notebook, write *Josh*, *Sara*, or *Josh and Sara*.

1 My uniform isn't comfortable.

2 I sometimes wear a jacket. *Sara*

3 Boys and girls wear trousers. *Josh*

4 I wear a shirt. *Josh and Sara*

5 I like wearing a uniform. *Sara*

6 I don't like wearing a uniform. *Josh*

1 *Josh*

- 3 1.39 Listen to two more children answering the questions below. Complete the table in your notebook.

What clothes do you wear to school?

Are you for or against school uniforms?

Name	Clothes	School uniform - for or against
Martha, Australia	<i>a white shirt, blue skirt, white socks, black shoes</i>	<i>for</i>
Ivan, America	<i>jeans, T-shirt, trainers</i>	<i>against</i>

- 4 Discuss the questions in pairs.

- What do you wear to school?
- What do you wear at the weekend?
- Do you think school uniforms are good or not?

**Further practice**

- Get Culture! video - Workbook, page 88
- Video script - Teacher's Book, page 146

**More**

- Project Worksheet, page 191

# PROJECT

- Work in groups. Make a digital presentation about an ideal school uniform.
- Prepare a description of the ideal uniform. Use these questions to help you.
  - What do the girls and boys wear?
  - What are the colours?
  - What shoes do they wear?
  - Are the uniforms cool and comfortable?
- Use a computer programme to draw the uniform, or take photos/videos of your friends in the uniform, using clothes from home.
- Put the text and the drawings/photos/videos together.
- Share your presentation with the class. Which is your favourite uniform? Why?

## Our Ideal School Uniform

- The boys wear ... and ...
- The girls wear ...
- The shoes are ...
- The uniforms are cool/great/comfortable.





## Lesson 2.1

### Vocabulary

#### Warm-up

- (Books closed) Ask *What's your favourite food?* Students raise their hands and take turns to answer.
- (Books open) Introduce the aims of this lesson with this question: *What is this lesson about?* Students quickly look at pages 24–25 and offer ideas.

#### Lead-in

- Teach the vocabulary with drawings on the board, preprepared drawings, real objects or ActiveTeach. Read out the words one at a time and draw a picture/point to the object. Students repeat. Then point to the pictures and students say the word.

#### Exercise 1

- As follow-up, have different students tell the class which is their favourite food in the box. Monitor pronunciation.

#### Exercise 2 1.40

- Make sure students understand all the vocabulary in the box. Draw pictures on the board if necessary (or use drawings/objects or ActiveTeach).
- Students work in small groups or pairs to find the food and drink, e.g. *Look. I can see a banana.* Monitor students for understanding and pronunciation.

Answers → student page

#### Exercise 3

- Students look at page 24, then look for key words connected to each item. Involve students by reminding them to find key words in the questions.

Answers → student page

#### Exercise 4 1.41

- Before listening ask students to say what they can see on each plate.
- Check comprehension with these extra questions: *Does Naomi eat a big*



#### VOCABULARY

Food and drink | Containers

#### GRAMMAR

Countable and uncountable nouns  
some/any | How much ...?  
How many ...? a lot of



#### SPEAKING

Ordering food



#### READING

The pancake

#### LISTENING AND WRITING

Breakfasts in different countries |  
so, because

#### POLAND

Autumn time

24 Unit 2

*breakfast? Why not? Where does she eat lunch? How often does her mum bake a cake? How many sausages does Brad eat? What fruit does he usually have? When does he sometimes have pasta? Does he like chips?*

- Write *breakfast, lunch and dinner* on the board. Ask *What food and drink is good for (breakfast)?*

# Fun with food

## Vocabulary

Potrafę rozmawiać o jedzeniu i napojach.

### 1 Do you know these words? Which is your favourite food?

apples cheese chicken fish potatoes salad  
sandwiches tomatoes

I know that!



Students make suggestions. Have three students write the ideas on the board under each meal. Encourage class discussion, engaging all students.

Answers → student page

#### Exercise 5

- Students work alone and then compare answers in pairs.

- You may play the recording from Exercise 4 again for students to check answers.

Answers → student page

#### Extra activity

- Divide students into small groups. They play Snowman (see Lesson 1.5) with the food and drink words. Alternatively, play as a class.



- 2 1.40 Listen and repeat. Which items of food in the Vocabulary box can you see on each plate on page 24?

### Vocabulary Food and drink (1)

apples biscuits bread cereal cheese  
chicken chips fish fruit ham meat  
orange juice pancakes pasta potatoes  
rice salad sandwiches sausages  
tomatoes tuna vegetables water yoghurt

- 3 Read the definitions and name the items of food. Use the words in the Vocabulary box to help you. Write the answers in your notebook.

- 1 We make this drink from oranges.
- 2 I have it for breakfast with milk. *cereal*
- 3 This food is very popular in Italy. *pasta*
- 4 We use these to make hot dogs. *sausages*
- 5 It's a type of fish. *tuna*
- 6 You can eat them with jam, cheese or fruit. *pancakes*

1 orange juice

- 4 1.41 Listen to the interview with Naomi and Brad. Which meals a-f on page 24 do they eat for breakfast, lunch and dinner? Complete the table. Write the answers in your notebook.

	Naomi	Brad
breakfast	c	b
lunch	e	d
dinner	a	f

- 5 Complete the text about Naomi. Look at the pictures of her meals on page 24. Use the words in the Vocabulary box to help you. Write the answers in your notebook.

Naomi has a yoghurt,  
<sup>1</sup> *cereal* and orange  
<sup>2</sup> *juice* for breakfast.

For lunch, she has  
a <sup>3</sup> *tuna* sandwich with  
<sup>4</sup> *salad* and some biscuits.

She has <sup>5</sup> *vegetables* with  
<sup>6</sup> *rice* and a cake for dinner.



- 6 Look at the pictures of Brad's meals. In your notebook, complete his food diary.

*Brad's food diary*

*Breakfast* sausages with bread and pancakes

*Lunch* sandwiches, pasta, fruit

*Dinner* meat, chips

- 7 In your notebook, complete your food diary. Do you eat similar things to Brad or Naomi?

*My food diary*

*Breakfast* ?

*Lunch* ?

*Dinner* ?

- 8 In pairs, ask and answer questions about the food you eat. Use the words in My food diary.

A: What do you have for breakfast?

B: Cereal and orange juice.

A: What about lunch?

B: I have chicken and chips. I love chips!

- 9 In your notebook, complete the table with the words in the Vocabulary box. Compare your answers in pairs.

I never eat ...	I sometimes eat ...	I often eat ...
?	?	?

*I remember that!*

Check the whole class is listening. Ask What does [name] have for breakfast?

### Exercise 9

- Check answers and have students report back to the class, e.g. *I never eat apples, but I sometimes eat bananas.*
- Follow-up: Time permitting involve different students with these questions: *What time do you usually eat breakfast? What about at the weekend? Do you have anything special for birthdays? Which food in this lesson do you think is good / bad for you?*

### Finishing the lesson

- (Books closed) Students take turns to say one new word from the lesson. Ask students to write them on the board.
- Ask students which words from the lesson are the most difficult to spell. Involve them in the learning process by telling them to keep a note of all new words in a vocabulary section of their notebooks.

### Activity for fast finishers

- Students look at the food and drink words in Exercise 1 for one minute, then close their books and try to remember them in the order they appear in the box. They can write them down in their notebooks. Ask students how many words they remembered and if they could spell them.

Audio scripts: page 130

### Further practice

- Photocopiable Resource 5, page 163
- Workbook, page 14

### Exercise 6

- Students work alone and then compare answers in pairs.
- As before, you may play the recording from Exercise 4 again for students to check answers.

**Answers** → student page

### Exercise 7

- The class take turns to give ideas for food for each meal.
- Students work alone. Then ask *What do you have for (breakfast)? Do you eat similar things to (Brad)?* Check answers with as many students as possible so you can monitor their progress.

### Exercise 8

- Choose two students to read out the example dialogue.
- Students ask and answer in pairs. Monitor question forms and pronunciation.
- Involve students by asking them to talk about their friends. Different students report back to the class about their friend's food diary, e.g. *My friend has cereal for breakfast.*



Warm-up

- (Books closed) Give students one minute to write down as many new words from Lesson 2.1 as they can remember.
- Set the goal of the lesson. Ask *Can we count apples?* (Yes: 1, 2, 3...) *Can we count milk?* (No). Say *Today we will learn to talk about quantity with countable and uncountable nouns.*

Lead-in

- Introduce the new words. Write *butter, chocolate, egg, flour, lemon, milk, sugar, strawberry* on the board and draw pictures under them (or use pre-prepared drawings, objects or ActiveTeach as in Lesson 2.1). Point to the pictures, say the words and have students repeat.

Exercise 1 1.42

- (Books open) Students look at the photo story and find food and drink items they know. They also suggest what the story is about.
- Read out the question first so students have a purpose for watching or listening.

Answers → student page

Exercise 2

- Students complete the exercise, then watch or listen again to confirm answers.

Answers → student page

Exercise 3 1.43

- Read out the sentences. Make sure students understand them. Ask students to respond with a phrase from the Out of class box: *Let's have a break! Let's do a test now! There's no homework today! There's no break today!*

Answers → student page

Exercise 4

- Students discuss the options in pairs. Ask *Who chooses option a/b?* and students raise their hands to answer.

# Are there any strawberries?

**Lucas:** It's Elena's birthday today. Let's make a chocolate cake for her!  
**Tom:** Good idea!  
**Amy:** Here's a recipe. Is there any flour in the cupboard, Lucas?  
**Lucas:** Yes, there is.  
**Amy:** We need some butter and some sugar too.  
**Lucas:** No problem.  
**Amy:** Are there any eggs?  
**Lucas:** Yes, there are and there's some milk in the fridge ... but there isn't any chocolate.



**Amy:** Oh, no chocolate. Are there any strawberries?  
**Lucas:** No, there aren't any strawberries, but I've got some sausages!  
**Tom:** A sausage cake, cool!  
**Lucas:** And two lemons. What about a lemon cake?  
**Amy:** Hmm, a lemon cake. First turn on the oven ...

30 minutes later ...

**Tom:** That's not a cake, it's a pancake!  
**Amy:** But we can decorate it. Let's use these biscuits!  
**Lucas:** Wait, Amy!  
**Tom:** That's Elena!  
**Lucas:** What a disaster!

- 3 1.43 Listen and repeat. Find these expressions in the story. How do you say them in Polish?

Out of class

Good idea! Cool! What a disaster!

- 1 1.42 Listen and read. What cake do the children make in the end? *A lemon cake.*

- 2 Complete the sentences with *Tom, Lucas* or *Amy*. Write the answers in your notebook.

- 1 *Amy* finds a recipe.
- 2 *Tom* likes sausages.
- 3 *Lucas* thinks of a lemon cake.
- 4 *Amy* puts biscuits on the cake.

- 4 CLASS VOTE Why does Lucas say 'What a disaster!'?

- a Because the cake looks horrible.
- b Because there's a problem with the biscuits.

- 5 1.44 Now listen and check. 8

Exercise 5 1.44

- Students watch or listen to check their choice.
- Monitor comprehension. Ask: *Is the cake for Elena? What's wrong with the biscuits on the cake? Is Elena angry? Who can eat the cake?*

Answers → student page

Get Grammar! 9

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Countable/Uncountable nouns section of the Grammar box to the class.
- Explain the grammar point like this. Write *butter, chocolate, flour, milk, sugar* on the left of the board and *egg, lemon, strawberry* on the right.

Say: *1 lemon, 2 lemons, 3 lemons. Can we count lemons?* Students: Yes. Say: *Some milk. Can we say milk with plural -s?* Students: No. Say: *So, we can't count the words on the left. But we can count the words on the right. We say "There's a lemon" or "There's one lemon". But we say "There's milk".*



## Get Grammar!

Countable and uncountable nouns, some/any



Countable nouns	Uncountable nouns
an egg, a strawberry two eggs some strawberries	sugar, milk — some sugar, milk
There are <b>some</b> sausages.	There is <b>some</b> milk.
There aren't <b>any</b> sausages.	There isn't <b>any</b> milk.
Are there <b>any</b> sausages?	Is there <b>any</b> milk?
Yes, there are. / No, there aren't.	Yes, there is. / No, there isn't.



- 6 **1.45** Listen and repeat. Which items in the Vocabulary box do the children use to make a cake?

## Vocabulary Food and drink (2)

butter chocolate egg flour lemon  
milk strawberry sugar

- 7 Complete the shopping bags with the words in the Vocabulary box. Write the answers in your notebook.



- 8 Complete the sentences with a/an or (-). Write the answers in your notebook.

- Lucas often has an egg for breakfast.
- Tom always has - milk on his cereal.
- Amy eats an apple a day.
- Tom likes bread with - butter.
- Lucas usually has a banana with his lunch.

- 9 Choose some or any. Then look at the photos on page 26 and decide if the sentences are true or false. Write the answers in your notebook.

- There are some / any school books on the table.
- There isn't some / any flour on the table. *False*
- There are some / any plants in the kitchen. *True*
- There aren't some / any eggs in the fridge. *False*
- There isn't some / any milk on the table. *True*
- There are some / any pictures on the wall. *True*

- 10 You organise a birthday party and you go shopping. What is in your shopping bag? Ask and answer in pairs.



- A: *Is there any bread?*  
B: *Yes, there is.*  
A: *Are there any sweets?*  
B: *No, there aren't.*

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Exercise 6 **1.45**

- Now play the recording. Students repeat in chorus.

Answers → student page

## Extra activity

- Ask students to classify the food and drink words in the photo story. Write *Countable* and *Uncountable* on the board.

Students work in pairs and write in their notebooks, then ask for feedback and students write the words under the correct headings in turns.

## Exercise 7

- Clean the board. Draw the bags on the board and have different students write the words to check answers.

Answers → student page

## Exercise 8

- Read out the correct sentences and students check their answers.
- Read out the sentences again and students repeat to practise intonation. In these sentences *a/an* are unstressed and the nouns and adverbs are stressed, e.g. *Lucas often has an egg for breakfast.*

Answers → student page

- Play the video as before or read the remaining section of the Grammar box to the class.
- Practise *some* and *any* with countable and uncountable nouns. Write *There are some lemons:* *There is some milk.* on the board. Ask *Why do we say There is some milk? Can we count milk?* Students: *No.*
- Write *There are two milks* on the board. Students say what is wrong with the underlined words. Replace *are* with *is* and cross out *two* and the *s* in *milks*.

## Exercise 9

- Students work in pairs. Check answers with all class.

Answers → student page

## Exercise 10

- Give students one minute to first choose food and drink for their party.

## Finishing the lesson

- (Books closed) Clarify the goals of lesson 2.2. Call out food and drink words to get *countable* or *uncountable* answers. (*lemon, pancake, etc.*) Have students finish the sentence: *Today I have learned...*

## Activity for fast finishers

- Students write a list of countable and uncountable words in their notebooks, using words from the vocabulary boxes in lessons 2.1 and 2.2.

Video scripts:  
pages 141–142

Audio scripts: page 130

## Further practice

- Photocopiable Resource 6, page 164
- Photocopiable Grammar Roleplays, page 193
- Workbook, page 15
- Extra Online Homework: Grammar Video Extra Activities



Warm-up

- (Books closed) Revise countable and uncountable nouns. Write the headings *Countable* and *Uncountable* on the board. Have students say one food or drink word from lessons 2.1 and 2.2. Students write their word on the board under the correct heading.
- Revise *some* and *any*. Write these sentences on the board and ask different students to complete the gaps with one word:  
There are \_\_\_\_\_ sausages.  
There isn't \_\_\_\_\_ milk.  
\_\_\_\_\_ there \_\_\_\_\_ sausages?  
\_\_\_\_\_ there \_\_\_\_\_ milk?
- Set the goal of the lesson. Draw a big and small bottle of milk on the board, or a group of three apples next to only one. Ask *What do you see?* *What will we learn today?* Say *Today we will learn to ask and answer questions about quantity.*
- Explain the meaning of *quantity* if necessary. Write the lesson objective on the board.

Lead-in

- (Books open) Students look at the cartoon story and suggest what it is about. Ask *Can you remember the names of the characters?* *What other animal can you see?*

Exercise 1

- Students find the food products in the box.

Answers → student page

Exercise 2 1.46

- Make sure students understand the sentences. Check answers.
- Ask these questions to clarify the False sentences.  
1 *Where do they go?*  
3 *When do they go for a swim?*

Answers → student page

Get Grammar! 10

- Play the Get Grammar! video. If you don't have

# City Creatures The picnic

At the beach ...

1 

Carla: It's a beautiful sunny day.  
Rocco: Let's go to the beach.  
Big Al: Great idea. Let's have a picnic.

2 

Big Al: I'm hungry. How much food is there?  
Carla: There's a lot of food! We've got chicken legs, sandwiches, biscuits, chocolate, and there's a lot of fruit.

3 

Big Al: How many biscuits are there?  
Rocco: Don't worry, Al! There are four packets!  
Big Al: And how much chocolate is there?  
Rocco: There are six bars of chocolate.

4 

The city creatures go for a swim ...

Big Al: I can't wait for our picnic.  
Carla: That's funny. There are a lot of seagulls today.  
Rocco: Look! That's our food! Quick.

5 

Carla: Oh no! There aren't any sandwiches or chicken legs.  
Rocco: And there isn't any chocolate.  
Carla: But there's ... one biscuit!  
Big Al: This is a terrible picnic.

- 1 Look at pictures 2 and 3. Which items of food in the box have the City Creatures got?

biscuits cake chicken chocolate  
fruit orange juice pizza  
sandwiches sausages water

- 2 1.46 Read and listen. Are the sentences true or false?

- 1 Carl, Rocco and Big Al go to the park. *False*
- 2 They take a big picnic. *True*
- 3 After lunch, they go for a swim. *False*
- 4 The seagulls eat all of the sandwiches. *True*
- 5 The seagulls don't eat all of the biscuits. *True*

access to a computer/projector, read the Grammar box to the class. Students repeat in chorus.

- Involve students by helping them produce examples as a class. Write the nouns *biscuits, milk, juice, bananas, cereal, sausages* on the board. Ask different students to ask questions using *How much ... is there?* or *How many ... are there?*

- Write *a lot of* on the board. Ask some students to repeat the questions, and choose other students to answer using *a lot of*. Make sure students use *There is* or *There are* correctly.

Exercise 3

- Students work individually. They may compare answers in pairs before class check.

Answers → student page

Exercise 4

- Students write their answers in their notebooks.

Answers

- 2 There is a lot of chocolate.
- 3 There are five apples.
- 4 There are six bananas.
- 5 There is a lot of water.
- 6 There are a lot of biscuits.



# Get Grammar! How many?, How much?, a lot of



## Countable nouns

How many apples are there?

There are **a lot of** apples.

There are **six** apples.

## Uncountable nouns

How much water is there?

There is **a lot of** water.

There are **four** bottles of water.

How much cheese is there?

There is  
**a lot of** cheese.

3 In your notebook, complete the questions with *How much* or *How many*.

- 1 *How many* chicken legs are there?
- 2 *How much* chocolate is there?
- 3 *How many* apples are there?
- 4 *How many* bananas are there?
- 5 *How much* water is there?
- 6 *How many* biscuits are there?

4 Look at pictures 2 and 3 again. Answer the questions in Exercise 3. Write the answers in your notebook.

There are ten / a lot of chicken legs.

5 Carla and Big Al go to the supermarket. What do they buy?

Student A: Go to page 122.

Student B: Go to page 124.

6 1.47 Listen and repeat. Label pictures 1–6 with the phrases in the Vocabulary box. Write the answers in your notebook.

## Vocabulary Containers

a bar of chocolate a bottle of water

a can of cola a carton of juice

a jar of jam a packet of biscuits



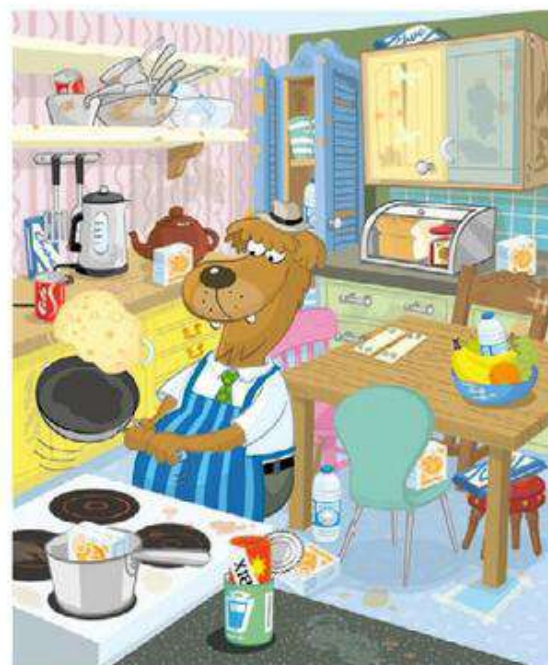
7 In your notebook, complete the questions. Look at the phrases in the Vocabulary box to help you.

- 1 How many *bottles* of water are there?
- 2 How many *cartons* of juice are there?
- 3 How many *packets* of biscuits are there?
- 4 How many *bars* of chocolate are there?
- 5 How many *jars* of jam are there?
- 6 How many *cans* of cola are there?

8 Look at the picture and count. In pairs, ask and answer the questions in Exercise 7.

A: How many bottles of water are there?

B: There are four bottles of water.



1 jar of jam, 1 packet of biscuits, 5 cartons of orange juice, 3 bars of chocolate, 4 bottles of water, 2 cans of cola

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## Extra activity

- Students do a role play. Divide the class into groups of four and assign a character to each student. The groups practise the cartoon story. Monitor pronunciation. Students can then perform their role plays to the class. They can use their books at this stage.

## Exercise 5

- Assign Student A and Student B to pairs.

### Answers

Big Al: a lot of sausages, 6 bananas, 7 apples, a lot of ice cream and a lot of orange juice.  
Carla: a lot of eggs, 5 burgers, 6 tomatoes, 5 packets of biscuits, a lot of tuna.

## Exercise 6 1.47

- Make sure students understand the names of containers.

Answers → student page

## Exercise 7

- Students work individually. Check answers. Write the answers on the board for use in Exercise 8.

- Ask Why do we use *How many?* in these questions? Can we count the containers? Students: Yes.

Answers → student page

## Exercise 8

- Make sure students have the correct answers for Exercise 7. Ask two students to read out the questions.
- Students work in pairs and take turns to ask and answer the questions. Monitor pairs for grammar and pronunciation.
- Follow-up: brainstorm a class picnic basket. Get suggestions for what is in the basket e.g. chocolate. Ask *How much chocolate?* Or *How many bars of chocolate?*, etc. Students draw what they describe on the board.

Answers → student page

## Finishing the lesson

- (Books open) Students have one minute to look at pictures 2 and 3 of the cartoon story.
- (Books closed) Have students ask the questions in Exercise 3 again to see what they can remember and if they have mastered the lesson objectives. Students take turns to answer. Ask them to finish the sentence: *Today I have learned...* and write it on the board.

## Activity for fast finishers

- Students find *How many* and *How much* questions in the cartoon stories. They copy them into their notebooks.

Video scripts: page 142

## Further practice

- Photocopiable Resource 7, page 165
- Workbook, page 16



## Lesson 2.4

### Speaking

#### Warm-up

- (Books closed) Revise vocabulary. Ask different students questions about food and drink: *What's your favourite food/meal? What do you usually have for breakfast/lunch/dinner? Do you like going to cafés/restaurants?*
- Set the goals of the lesson. Ask: *Do you know how to order food? What do you say in a restaurant? Say In this lesson we will learn how to order food at a cafés and restaurants.*

#### Lead-in

- (Books open) Students cover the text, then look at the photos and menu and say who and what they can see.

#### Exercise 1



1.48

- Read out the questions. Students watch the video or listen.

Answers → student page

#### Exercise 2



1.49

- After the class repeat together, choose individual students or pairs to repeat. Monitor pronunciation.

#### Exercise 3



1.50

- Students work in pairs. They should look at the photo story and Speaking box for help.
- Ask students for answers. Do not confirm the answers yet. Play the recording for students to check.

Answers → student page

#### Extra activity

- Do some extra pronunciation and questions intonation practice. Play the audio track for Exercise 3 again, stopping after each sentence. Students repeat and copy what they hear. Students can then practise the dialogue in pairs. Monitor their pronunciation and intonation.

## 2.4 Speaking

Potrafię złożyć zamówienie w kawiarni lub restauracji.

# Anything else?



**Waitress:** What would you like?  
**Amy:** Can I have a Margherita pizza, please?  
**Tom:** And I'd like a Pepperoni pizza.  
**Waitress:** Anything else?  
**Tom:** Yes, can I have some chips, please?  
**Amy:** Tom! The pizzas here are big.  
**Tom:** No problem. I'm really hungry!  
**Waitress:** Would you like anything to drink?  
**Amy:** Can I have a lemonade, please?  
**Tom:** And I'd like a strawberry milkshake, please.  
**Waitress:** Great, thanks.



**Waitress:** Here are your pizzas ...  
**Tom:** Wow, you're right Amy. They're really big!  
**Waitress:** ... and your chips. And here's a lemonade for you and ... a strawberry milkshake for you.  
**Amy:** Told you!



1.48 Listen and read. Answer the questions.

- 1 Where are Amy and Tom? *At a pizzeria.*
- 2 What can you eat there? *Pizzas and chips.*



1.49 Listen and repeat.

### Speaking Ordering food

#### Waiter/Waitress

What would you like?  
 Would you like anything to drink?  
 Anything else?

#### Customer

Can I have a vegetarian pizza, please?  
 I'd like a lemonade, please.



1.50 Put the dialogue in the correct order. Write the answers in your notebook. Then listen and check.

- Can I have orange juice please? 4  
 What would you like? 1  
 I'd like a burger and chips, please. 2  
 Great, thanks. 5  
 And what would you like to drink? 3

- 4 Work in groups of three. Act out a dialogue. Student A: Go to page 122. Students B and C: Go to page 124.

#### Exercise 4

- Assign Student A, Student B and Student C to groups. Make sure students understand the information on their pages.
- Invite pairs to perform their role plays to the class.

#### Finishing the lesson

- (Books closed) Involve students by checking their memory with these

questions: *What's the name of the pizzeria? Which pizza does Amy/Tom order? What else does Tom order? What do they order to drink? Encourage students to reflect on the lesson by having them finish the sentences: I now can...*

#### Activity for fast finishers

- Students work out the bill for the food Tom and Amy order (£24.00)



Video scripts: page 142

#### Further practice

- Photocopiable Resource 8, page 166
- Workbook, page 17
- Extra Online Homework: Speaking Video Extra Activities



Potrąfię zrozumieć tekst o festiwalu kulinarnym.

# The pancake

- 1 Pancakes are popular all over the world, and different countries use different ingredients. They are often sweet and usually round. In France, pancakes come with chocolate. In Asia, they have fish on top. But in the UK, we have pancakes with lemons and sugar.
- 2 Every year there is a day when people in the UK eat a lot of pancakes. It's called Pancake Day and it's always on a Tuesday, in February or March. We use 52 million eggs on this day – that's a lot!
- 3 People do lots of things with pancakes. In the UK, there are pancake competitions. People run with pancakes and throw them into the air. In the USA, pancake art is very popular. People make pictures of their favourite celebrity, like Jennifer Lawrence!
- 4 It's easy to make pancakes: you need milk, water, flour and eggs. Cook the ingredients in a pan, then throw the pancakes in the air!

Good luck!



- 4 Read the text again. Answer the questions. Write the answers in your notebook.

- 1 Which country has pancakes with chocolate?
- 2 Where can you eat pancakes with fish?
- 3 When is Pancake Day?
- 4 How many eggs do people in the UK use on Pancake Day?
- 5 Which pancake activity is popular in the USA?
- 6 What ingredients do you need to make pancakes?

- 1 Do you like pancakes? What do you eat them with? In your notebook, write your favourite fillings and add your own ideas.

sausages vegetables chocolate  
cottage cheese cream jam fruit  
meat fish ham

- 2 1.51 Read the text. Match headings A–D to paragraphs 1–4. Write the answers in your notebook. Then listen and check.

- A The perfect pancake 4 C A special day 2  
B Let's have fun! 3 D A popular food

1 D

- 3 Find the meaning of these words in a dictionary. Write the answers in your notebook.

- 1 ingredients 3 competitions 5 easy  
2 popular 4 throw 6 cook



- 5 GAME Throw a dice twice. What is on your pancake? In your notebook, write a sentence about your pancake. Read it to the class.

- |             |                |
|-------------|----------------|
| 1 jam       | 1 sausages     |
| 2 cream     | 2 tomatoes     |
| 3 chocolate | 3 vegetables   |
| 4 fish      | 4 biscuits     |
| 5 chicken   | 5 chips        |
| 6 yoghurt   | 6 strawberries |

My pancake has got some chocolate and a lot of tomatoes on top!

Unit 2 31

- Give students one minute to read the whole text, or play it once.
- Check comprehension. Ask e.g. *Do we need flour to make pancakes?*

Answers → student page

## Exercise 3

- Students find the words in the text.

## Extra activity

- Follow-up: students use the new words in sentences. Write them with gaps for new words on the board: *(Cook) the chicken for 40 minutes. This test is (easy). Video games are (popular). I'm in a tennis (competition). (Throw) the ball to me. Chocolate is an (ingredient).*

## Exercise 4

- Involve students by reminding them to find key words in the questions.

## Answers

- 1 France
- 2 In Asia
- 3 On a Tuesday in February or March
- 4 52 million
- 5 Pancake art
- 6 Milk, water, flour and eggs

## Exercise 5

- Divide the class into four groups. Hand out dice to each group. Give students a few minutes to write sentences in their notebooks.
- Students read and correct each other's work in pairs.

## Finishing the lesson

- (Books closed) Involve students in feedback. Ask *What do you remember from the lesson?*

## Activity for fast finishers

- Students find the food words in the text.

## Further practice

- Workbook, page 18

## Lesson 2.5

### Reading

### Culture notes

Pancake Day is celebrated in the UK on the Tuesday before Lent. People make pancakes and serve them with lemon and sugar. Children run in pancake races.

### Warm-up

- Revise vocabulary from previous lessons by playing word tennis. Start with an example, by saying *A carton... students: of milk. A bottle of... Students: water.* Engage all the class.
- (Books closed) Set the goals of the lesson. Say *In this lesson we will read about a food festival.*

### Lead-in

- (Books open) Students look at the photos and take turns to say what they can see.

### Exercise 1

- Students compare their answers in pairs.

### Exercise 2 1.51

- Tell students to read the first paragraph individually and match the headings.



## Lesson 2.6

### Listening and Writing

#### Warm-up

- (Books closed) Ask students *What time do you have breakfast during the week/at the weekend?*
- Set the goals of the lesson. Ask if they remember Daisy's blog from Unit 1. Have them look at Exercise 4 for 5 seconds, then close the books again. Ask *What will we learn today?* Say *We will learn how to write a short text about food.*

#### Lead-in

- (Books open) Students say what food they can see in the photos.

#### Exercise 1

1.52

- Before students listen, say *You're going to listen to three children talk about what they eat for breakfast.*

Answers → student page

#### Exercise 2

1.52

- Students read the table before listening and try to guess the missing information.

Answers → student page

#### Exercise 3

- Have a vote for the most popular breakfast.

#### Exercise 4

- Give students one minute to read the text and answer the question.
- Follow-up questions: *Where does Adam live? What does he usually have for breakfast?*

Answers → student page

#### Exercise 5

- Make sure students understand *so* and *because* with these examples. Explain that we use *because* for a reason and *so* for a result.  
*I often eat apples because I like them. (result → reason)*  
*I like apples so I often eat them. (reason → result)*

Answers → student page

## 2.6 Listening and Writing

Potrafię zrozumieć wypowiedzi ustne o ulubionej potrawie i napisać krótki tekst na ten temat.

- 1 1.52 Match the breakfasts (1–3) to the countries. Write the answers in your notebook. Then listen and check.

Italy 3 Japan 1 Turkey 2



- 2 1.52 Listen again and complete the table in your notebook.

	Breakfast on a school day	Breakfast at the weekend
Hiroko	fish with <sup>1</sup> rice and vegetables	<sup>2</sup> cereal
Zeynep	toast and <sup>3</sup> jam	bread with <sup>4</sup> cheese, eggs and tomatoes
Emilio	<sup>5</sup> biscuits with hot chocolate	cake with <sup>6</sup> milk

- 3 Answer the questions.

- Which of the three breakfasts do you like most? Why?
- What's a typical breakfast in Poland?

- 4 Read Adam's blog. When and why does he have a big breakfast?

*He has a big breakfast on Saturday because he plays a lot of sport on that day.*

### Adam's blog

Hi, I'm Adam and I live in Edinburgh, in Scotland. On a school day, I have a quick breakfast because I leave the house quite early. I usually just have cereal with milk, and a glass of orange juice. On Saturday, my brother and I play a lot of sport so we always have a big breakfast. We usually have sausages with eggs and tomatoes and we have toast and jam too.



### Writing so and because

*I play a lot of sport so I'm always hungry.*

*I'm always hungry because I play a lot of sport.*

- 5 In your notebook, complete the sentences with *so* or *because*.

- I always have fruit for breakfast *because* I like it.
- Cola's got a lot of sugar in it *so* I drink water.
- Classes finish at one o'clock *so* I have lunch at home.
- My dad often cooks eggs *because* he loves them.
- My brother loves pizza *so* he often goes to the pizzeria.

- 6 **WRITING TIME** In your notebook, write about your breakfast.

#### Find ideas

Think what you usually have for breakfast. How is it different on a school day and at the weekend? Make notes.

#### Draft

Write about your breakfast.

*On a school day I always/usually ... because ...*  
*At the weekend I ... so I have ...*

#### Check and write

Check the use of *so* and *because* and write the final version of your text.

#### Exercise 6

- Read out the notes. Students take turns to give ideas. Write them on the board.
- Students write their own draft in their notebooks. Encourage them to share and help each other in pairs.
- Students write their text in their notebooks. Check work in class, or students hand in their notebooks.

- Correct mistakes and praise good use of grammar and vocabulary.

#### Extra activity

- Students copy their work from Exercise 6 to a piece of paper and display for the class.

#### Finishing the lesson

- Ask *What was easy about the lesson? What is still difficult?*

#### Activity for fast finishers

- Students find verbs and adverbs of frequency in Adam's blog.

Audio scripts: page 130

#### Further practice

- Workbook, page 19



## LESSON 2.1

### Food and drink (1)

Żywność i napoje (1)

**apple** /'æpəl/ jabłko

**biscuit** /'bɪskɪt/ ciasteczko,

herbatnik

**bread** /bred/ chleb

**cereal** /'sɪəriəl/ płatki

śniadaniowe

**cheese** /tʃi:z/ ser

**chicken** /'tʃɪkən/ kurczak

**chips** /tʃɪps/ frytki

**fish** /fɪʃ/ ryba

**fruit** /fru:t/ owoc, owoce

**ham** /hæm/ szynka

**meat** /mi:t/ mięso

**orange juice** /'ɒrəndʒ dʒu:s/

sok pomarańczowy

**pancake** /'pæŋkeɪk/ naleśnik

**pasta** /'pæstə/ makaron

**potato** /pə'tetəʊ/ ziemniak

**rice** /raɪs/ ryż

**salad** /'sæləd/ sałatka

**sandwich** /'sænwɪdʒ/ kanapka

**sausage** /'sɒsɪdʒ/ kiełbaska

**tomato** /tə'mɑ:təʊ/ pomidor

**tuna** /'tju:nə/ tuńczyk

**vegetable** /'vedʒtəbəl/ warzywo

**water** /'wɔ:tə/ woda

**yoghurt** /'jɒgət/ jogurt

**breakfast** /'brekfəst/ śniadanie

**diary** /'daɪəri/ dzienniczek

**dinner** /'dɪnə/ obiad

**jam** /dʒæm/ dżem

**lunch** /lʌntʃ/ lunch

**make** /meɪk/ robić, przyrządzać

## LESSON 2.2

### Food and drink (2)

Żywność i napoje (2)

**butter** /'bʌtə/ masło

**chocolate** /'tʃɒklət/ czekolada

**egg** /eg/ jajko

**flour** /flaʊə/ mąka

**lemon** /'lemən/ cytryna

**milk** /mɪlk/ mleko

**strawberry** /'strɔ:bəri/ truskawka

**sugar** /'ʃʊgə/ cukier

## Out of class

**Cool!** /ku:l/ Fajnie!

**Good idea!** /'ɡʊd aɪ'dɪə/ Świetny pomysł!

**What a disaster!** /'wɒt ə dɪ'zɑ:stə/ Ale katastrofa!

**birthday** /'bɜ:θdeɪ/ urodziny

**chocolate cake** /'tʃɒklət keɪk/ ciasto czekoladowe

**decorate** /'dekəreɪt/ dekorować

**horrible** /'hɒrəbəl/ straszny

**look** /lʊk/ patrzeć

**put** /put/ kłaść

**recipe** /'resəpi/ przepis

## LESSON 2.3

### Containers Opakowania

**a bar of chocolate** /ə 'bɑ:r əv

'tʃɒklət/ tabliczka czekolady

**a bottle of water** /ə 'bɒtl əv

'wɔ:tə/ butelka wody

**a can of cola** /ə 'kæn əv 'kəʊlə/

puszka coli

**a carton of juice** /ə 'kɑ:tɪn əv

'dʒu:s/ karton soku

**a jar of jam** /ə 'dʒɑ:r əv 'dʒæm/

słoik dżemu

**a packet of biscuits** /ə 'pækət əv

'bɪskɪts/ paczka herbatników

**all of ...** /ɔ:l əv/ wszystkie...

**beach** /bi:tʃ/ plaża

**beautiful** /'bjʊ:təfəl/ piękny

**can't wait** /kɑ:n't weɪt/ nie móc się doczekać

**chicken legs** /'tʃɪkən legz/ kurze udka

**go for a swim** /gəʊ fər ə 'swɪm/ iść popływać

**go to the beach** /gəʊ tə ðə 'bi:tʃ/ iść na plażę

**go to the park** /gəʊ tə ðə 'paɪk/ iść do parku

**have a picnic** /hæv ə 'pɪknɪk/ zorganizować piknik

**How many ...?** /haʊ 'meni/ Ile...? (używane z rzeczownikami policzalnymi)

**How much ...?** /haʊ 'mʌtʃ/ Ile...? (używane z rzeczownikami niepoliczalnymi)

**quick** /kwɪk/ szybko

**seagull** /'si:gəl/ mewa

**terrible** /'terəbəl/ straszny

## LESSON 2.4

### Ordering food

Zamawianie jedzenia

**Anything else?** /'eniθɪŋ 'els/ Coś jeszcze?

**Can I have a vegetarian**

**pizza, please?** /kæn aɪ hæv

ə 'vedʒɪ'teəriən 'pi:tʰə pli:z/

Czy mógłbym prosić pizzę wegetariańską?

**I'd like a lemonade, please.** /aɪd laɪk ə 'lemə'neɪd pli:z/ Poproszę lemoniadę.

**What would you like?** /'wɒt wʊd jə 'laɪk/ Na co masz ochotę?

**Would you like anything to**

**drink?** /wʊd jə laɪk 'eniθɪŋ tə 'drɪŋk/ Czy masz ochotę na coś do picia?

**milkshake** /'mɪlkʃeɪk/ koktajl mleczny

## LESSON 2.5

**all over the world** /ɔ:l əʊvə ðə 'wɜ:ld/ na całym świecie

**art** /ɑ:(r)t/ sztuka

**celebrity** /sə'lebrəti/ sławna osoba

**cook** /kʊk/ gotować

**cottage cheese** /'kɒtɪdʒ tʃi:z/ twarożek

**cream** /kri:m/ śmietana

**Good luck!** /'ɡʊd 'lʌk/ Powodzenia!

**have fun** /hæv 'fʌn/ dobrze się bawić

**in the air** /ɪn ði 'eə/ w powietrzu

**ingredient** /ɪn'ɡri:diənt/ składnik

**on top** /ɒn 'tɒp/ na górze, na wierzchu

**pan** /pæn/ rondel, patelnia

**popular** /'pɒpjələ/ popularny

**round** /raʊnd/ okrągły

**special** /'speʃəl/ specjalny

**sweet** /swi:t/ słodki

**throw** /θrəʊ/ rzucać

**use** /ju:z/ używać

## LESSON 2.6

**have a quick breakfast** /hæv ə kwɪk 'brekfəst/ zjeść szybkie śniadanie



# Revision

Further  
practice

• Workbook, pages 20–21

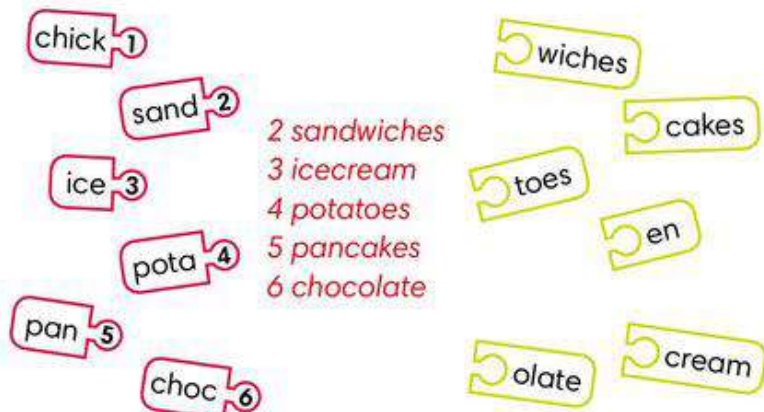
• Extra Online Homework: Check yourself! Extra Activities

• Skills Revision Units 1–2,

Workbook, pages 22–23

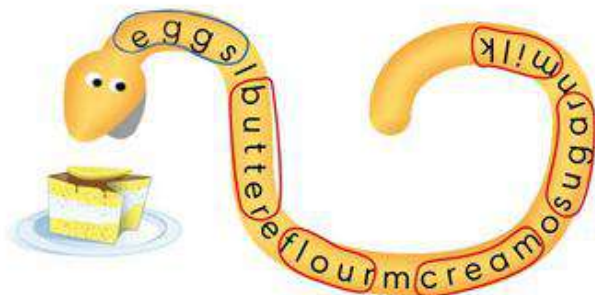
## VOCABULARY

- 1 Match the word halves to find six food words.  
Write the answers in your notebook.



1 chicken

- 2 Find six food and drink words in the wordsnake and write them in your notebook. Use the letters you don't need to complete the sentence below. What type of cake is it?



It's a **lemon** cake!

- 3 Choose the correct answers. Write them in your notebook.

### Shopping list

- 1 2 **bars** / **bottles** of water  
2 5 **cans** / bars of cola  
3 a **jar** / carton of strawberry jam  
4 a **packet** / **carton** of orange juice  
5 a **bar** / jar of chocolate

1 bottles

## GRAMMAR

- 4 Which words in Exercises 1 and 2 are countable?  
Which are uncountable? Write the answers in your notebook.

chicken – countable

Countable: sandwiches, pancakes, potatoes, eggs

Uncountable: chicken, ice cream, chocolate, butter, flour, cream, sugar, milk

- 5 In your notebook, complete the sentences with **some**, **a/an** or **any**.

- 'I've got **some** sweets. Do you want one?'
- Tom usually has **a** ham sandwich for lunch.
- A: 'Here's **some** milk for your cereal.'  
B: 'Thanks!'
- 'Is there **any** cream in the fridge?'
- Jess has **an** egg for breakfast.
- We haven't got **any** flour for the cake!

- 6 In your notebook, complete the questions with **How much** or **How many**. Then ask and answer in pairs.

## YOUR FOOD QUIZ

- How much** cola do you drink every week?
- How much** water do you drink every day?
- How many** burgers do you eat every week?
- How many** jars of jam does your family eat in a month?
- How much** chocolate do you eat in a week?
- How many** apples do you eat every day?



A: **How much** cola do you drink every week?

B: I drink a lot of cola. I drink five cans of cola.

## PRONUNCIATION

- 7 1.53 Listen and repeat: /dʒ/ or /g/?

Sausages and sugar

Juice and jam

Oranges and yoghurt

Eggs and ham!



## DICTATION

- 8 1.54 Listen to the recording.

Write the sentences in your notebook.



## SPEAKING

- 9 In your notebook, complete the dialogue with the words in the box. Act out the dialogue in pairs.

I can great I'd like would

**Waiter:** What <sup>1</sup>would you like?

**Elena:** <sup>2</sup>Can I have a chicken sandwich, please?

**Waiter:** Would you <sup>3</sup>like anything to drink?

**Elena:** <sup>4</sup>I'd like a chocolate milkshake, please.

**Waiter:** <sup>5</sup>Great. Thanks.

## READING AND WRITING

- 10 Read the texts. Which of the dishes would you like to try? Why?

A

### YORKSHIRE PUDDING

Pudding is usually a type of sweet dessert. Yorkshire pudding is different because it doesn't taste sweet. To make it, you need eggs, flour and milk. Yorkshire pudding has lots of different shapes – one of the most popular is round and shaped like a hat.



B

### CORNISH PASTY

To make Cornish pasties, you mix flour, water and salt to make *pastry*. Then you make it flat with a rolling pin. Next, you cut it into circles, which you fill with meat or vegetables and bake for 30 minutes. It's like a pocket pizza!



C

### CUSTARD

Custard is a classic English dessert. To make it, you need milk and eggs. You can also use custard powder instead of eggs. You can eat custard hot or cold. It tastes delicious with apple pie!



- 11 Read the texts again. Match the questions to dishes A-C. One dish matches two questions. Write the answers in your notebook.

Which meal

- 1 is a bit like another type of food? **B**
- 2 often looks like something to wear? **A**
- 3 needs some special equipment to make it? **B**
- 4 is good when eaten with something else? **C**

- 12 In your notebook, write about 60–70 words about what you eat on a typical day. Use these questions to help you.

- 1 What is your favourite meal of the day?
- 2 What do you have for breakfast, lunch and dinner?
- 3 Do you eat a lot of sweets?
- 4 What is your favourite fruit?

## LISTENING

- 13 1.55 Listen to the dialogue. Are the sentences true or false? Write the answers in your notebook. Correct the false sentences.

- 1 Tina doesn't like pancakes. **False**
- 2 She usually has cereal for breakfast. **False**
- 3 At the weekend Tina often eats spaghetti for lunch. **True**
- 4 Tina always orders a pizza in a restaurant. **False**
- 5 She likes all kinds of fruit. **False**
- 6 Tina eats a lot of chocolate. **True**

### Check yourself!

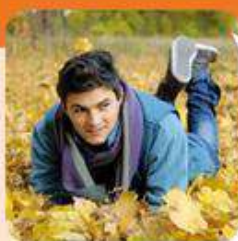
- ✓ Potrafię rozmawiać o jedzeniu i napojach.
- ✓ Potrafię stosować rzeczowniki policzalne i niepoliczalne.
- ✓ Potrafię zadawać pytania o ilość i liczbę oraz odpowiadać na nie.
- ✓ Potrafię złożyć zamówienie w kawiarni lub restauracji.
- ✓ Potrafię zrozumieć wypowiedzi ustne i pisemne o festiwalu kulinarnym i o ulubionej potrawie.
- ✓ Potrafię napisać krótki tekst o ulubionej potrawie.



# Poland Autumn time



- 1 1.56 Listen to Fiona. How many seasons are there in Singapore?  
Two – the dry season and the wet season
- 2 Read Janek's answer to Fiona's question from the recording in Exercise 1. Choose the correct options. Write the answers in your notebook.



Janek

There are four seasons in Poland: autumn, winter, spring and summer. It's autumn now. It <sup>1</sup>often rarely rains. The days are <sup>2</sup>short long and it gets dark really <sup>3</sup>early late. My favourite autumn month is October. The trees look beautiful with yellow, red and brown leaves. We call it the <sup>4</sup>golden silver Polish autumn.

- 3 1.57 Find numbers 1-6 in the picture of Mr Conker. Listen and match the words from the box to the numbers. Write the answers in your notebook.

acorn conker leaf pumpkin  
shoelace wellies



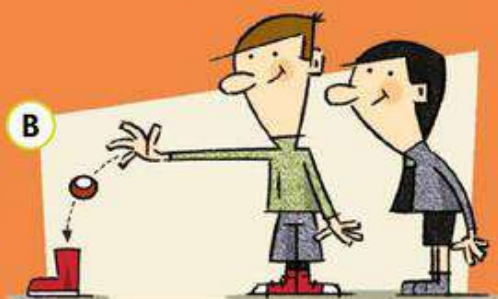
- 1 conker  
2 pumpkin  
3 wellies  
4 acorn  
5 leaf  
6 shoelace

- 4 1.58 Listen again to the words in Exercise 3 and repeat them.
- 5 Read the text. Which picture shows the game of conkers? *Picture A*



Alex

Conkers is a traditional playground game in the UK. Children play it in pairs. Each player has a conker on a shoelace. You hit your friend's conker with your conker. You win when your friend's conker breaks. Do you play games like this in Poland?







- 7 Choose the ending that is true for you.  
Tell the class.

When I think about autumn,  
I think about ...

the colours of autumn leaves

conkers and acorn creatures

an umbrella and my wellies

picking mushrooms

Halloween parties

the 1st of November

- 8 1.59 Listen to a description of the photo from the text on the right. What do the words in the box mean?

cemetery candles grave

- 9 1.60 Complete the text with the words from the box. There are two extra words. Write the answers in your notebook. Listen and check.

flags flowers lights months trees years

- 10 Work in pairs. Answer the questions.

- 1 Do you like these November holidays?
- 2 How do you usually spend All Saints' Day?
- 3 Are there any special traditions on Independence Day where you live?

## November Holidays

The 1st of November is All Saints' Day. This is a big holiday in Poland. People always visit cemeteries to put candles and <sup>1</sup>flowers on the graves of their loved ones. They often meet their families and friends there. Some people go to cemeteries in the evening. When it's dark, the graves look magical with thousands of <sup>2</sup>lights.



Ten days after All Saints' Day Polish people celebrate Independence Day. They look back on the 11th of November 1918 – the first day of Poland's independence after 123 <sup>3</sup>years. There are different festivals, parades and concerts all over the country. Of course there are Polish <sup>4</sup>flags everywhere.



## PROJECT

- Make an autumn album.

- Take five or more photos of the autumn in your area. If you like, you can draw pictures as well.
- Write one sentence about each photo or picture.
- Design an album with your photos and sentences or make a digital presentation.

- Make a class display of all the albums.



## Lesson 3.1

### Vocabulary

#### Warm-up

- (Books closed) Write *Technology* on the board and explain the meaning. Students take turns to say any technology words they know in English.
- (Books open) Introduce the aims of this lesson with this question: *What is this lesson about?* Students quickly look at pages 38–39 and offer ideas in turns: *Today we will talk about technology.* Write the lesson objective on the board.

#### Lead-in

- Read out the words one at a time and students repeat. Explain the meanings of words students do not know.

#### Exercise 1

- Students describe what they can see in the photos, e.g. *I can see a cat and a TV in photo 2.* Teach *guinea pig* and *lizard* if necessary.
- Follow-up: students take turns to tell the class which items in the box they use every day. Check students listen to each other. Ask *What item does [name] use every day?*

#### Exercise 2 2.01

- Make sure students understand all the vocabulary in the box.
- Students work in small groups or pairs to find the technology in the photos, e.g. *Look. I can see a screen.* Monitor students for understanding and pronunciation.
- Check answers with all class.

Answers → student page

#### Exercise 3 2.02

- Follow-up: students work in pairs and write a description of the two remaining photos. Ask different pairs to read them to the class.

Answers → student page



#### VOCABULARY

Technology | Using technology | Feelings | Adjectives with prepositions

#### GRAMMAR

Present Continuous affirmative, negative, questions and short answers



#### SPEAKING

Talking on the phone



#### READING

Space Adventure USA

#### LISTENING AND WRITING

My top technology items | too and also

#### GET CULTURE!

Space and the USA

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#### Extra activity

- Students work in pairs. They each draw a picture of a pet and some technology items similar to the photos on page 38. Then they swap pictures and label them with technology words. They then describe the photos to each other in the same way as the listening activity in Exercise 3.

# Technology for all

## Vocabulary

Potrafę rozmawiać o technologii.

- 1 Do you know these technology words? Which things do you use every day?

mobile phone computer laptop camera tablet TV

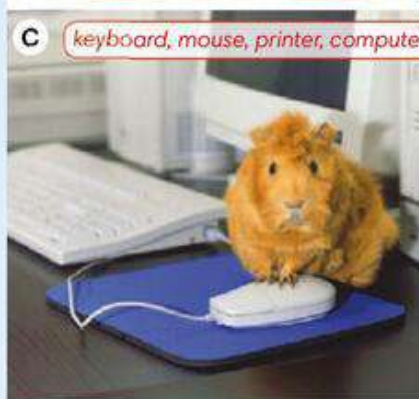
I know that!



A headphones



B TV, screen



C keyboard, mouse, printer, computer



D screen, keyboard



E laptop



F mobile phone, camera

#### Exercise 4 2.03

- Students listen to the recording and repeat. Explain any new words.
- Students work in pairs to label the pictures.
- Students work in pairs and think about which technology we use for the phrases in the Vocabulary box. Ask for feedback with questions, e.g. *Can you*

*use a laptop to download songs? What can you use to surf the Internet? What can you use a mobile phone for? Do you need speakers to chat online?*

Answers → student page



- 2 **2.01** Listen and repeat. Which things can you see in the photos on page 38?

### Vocabulary Technology

camera computer headphones  
keyboard laptop mobile phone mouse  
printer screen speakers tablet TV

- 3 **2.02** Listen to four people. Match their animals to the photos on page 38. Write the answers in your notebook.

- 1 Manny                      3 Kitty **B**  
2 Len **E**                      4 Charlie **A**

1 c

- 4 **2.03** Listen and repeat. Match the activities in the picture to the words in the Vocabulary box. Write the answers in your notebook.

### Vocabulary Using technology

chat online    download a song  
send an email    surf the Internet  
take a selfie/photo    talk on the phone  
text a friend



- 1 chat online                      5 send an email  
2 text a friend                      6 surf the Internet  
3 take a selfie/photo                      7 talk on the phone  
4 download a song

- 5 Play word tennis!

chat    download    send    surf  
take    talk    text

A: Text ...

B: ... a friend. Chat ...

A: ... online.

- 6 Read the quiz. Complete the missing words. Write the answers in your notebook.



## Too much tech!

Love it or hate it, we all use technology.  
But how often do you use it?

- How many times do you **text** your friends in a day?  
a 20 or more.  
b Between 10 and 20. I sometimes **send** emails too.  
c Between 0 and 10. We usually **talk on** the phone.
- Is it a good idea for kids to use phones at school?  
a Yes. You can **take** selfies with your friends!  
b Sometimes. You can **surf** the Internet.  
c No. You don't listen to your teacher.
- How much time do you spend on your phone every day?  
a 5-10 hours.    b 2-5 hours.    c 1-2 hours.
- What do you do before you go to bed?  
a I **chat** online or play computer games.  
b I **download** songs and listen to music.  
c I read a magazine or a book.

- 7 Read the quiz again and choose your answers. Write them in your notebook. Check your results on page 122.

- 8 What items of technology do these people use? Make notes in your notebook and tell your partner.

- a your best friend                      c your grandparents  
b your parents                      d you

*My grandparents have a tablet. They surf the Internet and send emails.*

**I remember that!**

## Exercise 8

- Ask *What technology do your grandparents use?* Ask a student to read out the example answer. Ask *Is this true for your grandparents?* Check answers.
- Students ask and answer in pairs. Monitor question forms and pronunciation.
- Students share what they found out with the class.

## Finishing the lesson

- (Books closed) Refer students back to the lesson objective: *Can you talk about technology?* Have them take turns to say one new word from the lesson. Ask different students to write them on the board.
- Ask students which words they think are the most difficult to spell. Involve them in the learning process by reminding them to keep a note of all new words in a vocabulary section of their notebooks.

## Activity for fast finishers

- Students look at the technology and/or the using technology vocabulary for one minute, then close their books and try to remember them in the order they appear in the box. They can write them down in their notebooks. Ask students how many words they remembered and if they could spell them.

**Audio scripts:** page 131

## Further practice

- Photocopiable Resource 9, page 167
- Workbook, page 24

## Exercise 5

- Students play in pairs.
- Follow-up: Play word tennis with the class, students taking turns to answer. Teacher: *Text ...* Students: *a friend*, etc. Read out the words slowly at first, but get gradually faster.

## Exercise 6

- Ask different students to read the questions to check answers and comprehension.

**Answers** → student page

## Exercise 7

- Students do the quiz in pairs. They take turn to read questions and answers to each other.

Remind students how to say 0 (zero) if necessary.

- Students check their answers. Involve students by asking for feedback with follow-up questions: *Do you watch TV before bedtime? What other things do you do? Do you agree with the quiz results? Why/Why not?*



Warm-up

- (Books closed) Write the verbs from the Using technology Vocabulary box in lesson 3.1 on the board. Students take turns to say the phrases.
- Set the goal of the lesson. Say *We learn English every Monday. Now we are learning English. What is the difference between the sentences? Write them on the board and have students reply. Say: Today we will learn the Present Continuous so we can talk about what is happening now.*

Lead-in

- (Books open) Students look at the photo story and describe who and what they can see. They suggest what the story is about.

Exercise 1 12 2.04

- Tell students to read the task first so they have a purpose for watching or listening.

Answers → student page

Exercise 2

- Students complete the exercise, then can watch or listen again to confirm answers.

Answers → student page

- 1 The children are at a café.
- 3 Tom is interested in Harry Evans.
- 4 Tom has got his football.

Exercise 3 2.05

- Read out the sentences. Make sure students understand them. Ask students to respond with a phrase from the Out of class box: *I want to ask for his autograph. Look! It's Lionel Messi! Can you help me? Oh no! It isn't Messi!*

Answers → student page

Exercise 4

- Students discuss the options in pairs.
- Ask *Who chooses option a/b?*, students reply.

# I'm taking a photo

Elena, Amy: Hi Tom.

Tom: Hi Amy, Hi Elena ...  
Er, can you sit down?  
I'm taking a photo ...

Elena: A photo of who?

Tom: Harry Evans, the famous football player.  
He's sitting over there.  
Look – the waitress is asking for his autograph!

Elena: She isn't asking for his autograph! She's taking his order!

Amy: Wow! Let's text Lucas.  
WE'RE HAVING LUNCH WITH HARRY EVANS!  
Why don't you ask for his autograph?

Tom: But I haven't got any paper!

Elena: Go on Tom! You've got your football.



Amy: Hey Elena – look at Tom!  
Elena: Wait a minute. I'm looking it up.  
Harry Evans ...

Tom: I've got Harry Evans's autograph!  
Amy: Great! Let's see!  
Tom: Oh no! That's a surprise!

- 12 2.04 Listen and read. Match activities 1–3 to the children (a–c). Write the answers in your notebook.

- |                     |         |
|---------------------|---------|
| 1 surf the Internet | a Tom   |
| 2 text a friend     | b Elena |
| 3 take a photo      | c Amy   |

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

- 1 The children are at school. *False*
- 2 Amy is interested in Harry Evans. *True*
- 3 Elena doesn't know about Harry Evans. *False*
- 4 Tom has got some paper. *False*
- 5 Tom has got an autograph. *True*

- 3 2.05 Listen and repeat. Find these expressions in the story. How do you say them in Polish?

That's a surprise! Wait a minute.  
Go on!

Out of class

- 4 **CLASS VOTE** Why does Tom say 'That's a surprise!'?

- a Because Harry Evans spells Tom's name wrong.
- b Because it isn't Harry Evans.

- 5 2.06 Now listen and check. 13

Exercise 5 13 2.06

- Students watch or listen to check their choice.
- Monitor comprehension. Ask: *Who's got a mobile phone? Who takes a photo? What does the man write on? How does Tom feel? Does Amy send a text? Does Amy surf the Internet?*
- Involve students. Ask *Is your guess correct?* Check answers.

- Follow-up: Divide the class into groups of three and assign a role from the photo story to students. They roleplay the story in their groups.

Answers → student page

Get Grammar! 14

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the

Grammar box to the class. Have students repeat in chorus.

Look!

- Read the Look! box to the class. Draw students attention to the spelling rules. Read out the verbs and students repeat.
- Practise the affirmative Present Continuous before students do Exercise 6. Write these gapped



## Get Grammar!

Present Continuous affirmative and negative



+	-
I'm talking.	I'm not talking.
You're talking.	You aren't talking.
He/She/It's talking.	He/She/It isn't talking.
We're talking.	We aren't talking.
You're talking.	You aren't talking.
They're talking.	They aren't talking.

'm = am

's = is    isn't = is not

're = are    aren't = are not

I can't give you lunch now.  
I'm painting a picture.

Anna isn't painting.  
She's texting a friend.  
And I'm hungry!



## LOOK!

look + ing = looking

take + ing = taking

sit + t + ing = sitting

- 6 Complete the sentences with the verb in the Present Continuous affirmative. Write the answers in your notebook.

- Tom *is taking* (take) a photo.
- The children *are wearing* (wear) school uniforms.
- Elena *is sitting* (sit) at a table.
- Tom and Amy *are looking* (look) at the autograph.
- You *are listening* (listen) to your teacher.
- I *am learning* (learn) English now!
- We *are doing* (do) exercises.

- 7 Say negative sentences in pairs. Student A: say the words. Student B: say the sentence. Look at the photos on page 40 to check your answers. Then swap roles.

- A: Tom / eat a hamburger  
B: *Tom isn't eating a hamburger.*
- Elena / take a photo
- The man / wear a blue T-shirt
- The waitress / ask the man for his autograph
- Amy / surf the Internet
- Elena and Amy / talk to the man

- 8 Complete the text with the correct forms of the Present Continuous. Write the answers in your notebook.

Lucas is at home today. At the moment, he *is sitting* (sit) in his bedroom. He *isn't listening* (not listen) to music. He *isn't playing* (not play) computer games! He *is surfing* (surf) the Internet for his Science project. He's bored. Lucas's parents *are watching* (watch) a film on TV downstairs. His friends *aren't doing* (not do) homework. They *are chatting* (chat) and laughing at the café! Poor Lucas!



- 9 Look at the pictures. Spot four more differences! Then tell your partner.

- 1 In Picture A the boy is talking on his phone. In Picture B he isn't talking on his phone. He's eating a hamburger.



- In Picture A the dog is sleeping on the floor next to the table/boy. In Picture B the dog is sitting next to the table/boy.
- In Picture A the boy is wearing a cap. In Picture B he isn't wearing a cap.
- In Picture A the girl isn't reading a book. In Picture B she is reading a book.
- In Picture A the girl is drinking lemonade. In Picture B she's drinking tea or coffee.

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## Extra activity

- Students work in pairs and describe what is happening in the photo story using the Present Continuous. They can then do the same with the photo stories in Units 1 and 2.

## Exercise 8

- Students work individually and then compare answers in pairs. Ask different students to read out a sentence each.

Answers → student page

## Exercise 9

- Students talk about the differences in pairs. Make sure they use the Present Continuous, then have them share ideas with the class.

Answers → student page

## Finishing the lesson

- (Books closed) Mime some actions. Students say what you are doing, e.g. *You're taking a photo, you're eating an apple*, etc. Then ask different students to mime actions for things the class knows in English.
- Refer back to the lesson goal: So, can you talk about what is happening now? What tense do we use? Have students finish the sentence in their notebooks: *I can...*

## Activity for fast finishers

- Students find the Present Continuous affirmative and negative in the photo story. They write them in their notebooks and then write the opposites.

Video scripts: page 142

Audio scripts: page 131

## Further practice

- Photocopiable Resource 10, page 168
- Photocopiable Grammar Roleplays, page 193
- Workbook, page 25
- Extra Online Homework: Grammar Video Extra Activities

phrases on the board and ask students to fill in the gaps with the full and then the short forms:

I am talking.You're talk ing.He is sitting.We are sitting.They are making a cake.

Tell students we use short forms for speaking or writing to friends. Students should also think about spelling.

## Exercise 6

- Students work individually. Point out that they can use full or short forms.
- Choose different students to read out the answers. Write the full forms on the board. Then ask different students to write the short forms underneath.

Answers → student page

## Exercise 7

- Students work individually and then compare answers in pairs.

## Answers

- Elena isn't taking a photo.
- The man isn't wearing a blue T-shirt.
- The waitress isn't asking the man for his autograph.
- Amy isn't surfing the Internet.
- Elena and Amy aren't talking to the man.



Warm-up

- (Books closed) Revise the Present Continuous affirmative and negative. Write the headings *Weather, Me and Teacher* on the board. Ask students to write down a sentence in the Present Continuous that is true for each heading. Students then swap sentences in pairs and change their friend's sentences to the Present Continuous negative. Ask different pairs to read out some examples.
- Set the goal of the lesson. Refer students back to the sentences on the board. Ask *Are these questions? Students: No. They are sentences. Say Today we will learn to use the Present Continuous to ask and answer questions about what is happening now.*

Lead-in

- (Books open) Students look at the cartoon story and suggest what it is about. Say *Tell me what is happening in picture 1, etc.*

Exercise 1

- Make sure students remember the items of technology.
- Students work individually to find the items. Ask *Can you see a camera? Where? etc.*, and elicit class response.

Answers → student page

Exercise 2 2.07

- Make sure students understand the paragraph before doing the exercise.

Answers → student page

Get Grammar! 15

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class.
- Practise the question forms before students do Exercise 3. Write these gapped questions on the board and ask different students to fill in the gaps.

They should also think about spelling.  
 \_\_\_ you read \_\_\_?  
 \_\_\_ he run \_\_\_?  
 \_\_\_ they mak \_\_\_ a cake?  
 \_\_\_ I study \_\_\_?  
 • Ask different students to answer the questions on the board with short answers. Replace *he* and *they* with students names.

Exercise 3

- Students fill the gaps individually. Check answers to make sure all students participate in the lesson.

Answers → student page

Exercise 4

- Follow-up: Choose different pairs to stand up. Student A asks any question from Exercise 3. Student B answers.

Answers

- 2 Yes, they are.
- 3 No, they aren't.
- 4 No, he isn't.
- 5 She's looking for Big Al's phone.
- 6 It's driving down North Street.

Exercise 5

- Mime the feelings the first time students listen to the recording to teach the

# City Creatures The lorry

**1** Rocco: What's that noise?  
Carla: It's the rubbish lorry. It's coming!  
Rocco: Quick, run!

**2** Carla: Where's Big Al?  
Rocco: I don't know. Are you calling him?  
Carla: Yes, I am. But he isn't answering. I'm worried.

**3** Rocco: Look, there he is! In the lorry!  
Carla: Is he sleeping?  
Rocco: Yes, he is. I'm scared, Carla. Where are they going?  
Carla: I don't know. But I've got an idea ...

**4** Twenty minutes later ...  
Rocco: What are you doing?  
Carla: I'm looking for Big Al's phone. Look, here it is!  
Rocco: The lorry's driving down North Street. Come on!

**5** Two hours later ...  
Carla: Al, are you OK?  
Big Al: Where am I? Am I dreaming?  
Carla: No, you aren't.  
Big Al: You look tired. What's the matter?  
Rocco: Tired? TIRED?! We're ...

WE'RE HAPPY NOW!

1 Look at the pictures. Which items of technology can you see?

camera mobile phone printer  
headphones mouse keyboard  
laptop tablet

2 2.07 Listen and read. In your notebook, correct the wrong information.

The ~~ice cream~~ <sup>rubbish</sup> lorry is taking Big Al. Carla's phoning him, but he's ~~sleeping~~ <sup>watching</sup> TV. The lorry's driving down ~~North Street~~ <sup>South Street</sup>. At the end of the story, Big Al's OK and Carla's very ~~sad~~ <sup>happy</sup>!



## Get Grammar!

Present Continuous questions and short answers



?	Short answers
Am I coming?	Yes, I <b>am</b> . / No, I'm <b>not</b> .
Are you coming?	Yes, you <b>are</b> . / No, you <b>aren't</b> .
Is he/she/it coming?	Yes, he/she/it <b>is</b> . / No, he/she/it <b>isn't</b> .
Are we coming?	Yes, we <b>are</b> . / No, we <b>aren't</b> .
Are you coming?	Yes, you <b>are</b> . / No, you <b>aren't</b> .
Are they coming?	Yes, they <b>are</b> . / No, they <b>aren't</b> .

What **are** you doing? Where's it going? Why **are** they running?

3 In your notebook, complete the questions about the cartoon.

## Picture 1

1 Is the lorry **coming** (come)?

## Picture 2

2 **Are** Carla and Rocco **running** (run)?

3 Is Carla **texting** (text) Big Al?

4 Is Big Al **answering** (answer)?

## Picture 4

5 What's Carla **doing** (do) with the laptop?

6 Where's the lorry **driving** (drive)?

4 In your notebook, write answers to the questions in Exercise 3.

1 Is the lorry coming? **Yes, it is.**

5 2.08 Listen and repeat. Label the pictures with the words in the Vocabulary box. Write the answers in your notebook.

## Vocabulary Feelings

angry bored happy sad scared tired worried



6 2.09 Listen. Say how each person feels.

- 1 Ben - **happy**      3 Bob - **tired**      5 Daniel - **bored**  
2 Sarah - **scared**      4 Anna - **sad**

7 **GAME** Choose a verb from the box below and an adjective in the Vocabulary box. Mime actions and feelings for your partner to guess!

dance eat a pizza play computer games  
play football read a book swim  
take a photo talk on the phone  
text a friend

A: *Are you playing football?*

B: *Yes, I am.*

A: *And are you angry?*

B: *No, I'm not.*

A: *Are you happy?*

B: *Yes, I am!*



8 2.10-11 Go to page 123. Listen and sing I'm Waiting for a Text song.



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## Exercise 6 2.09

- Tell students to listen to how the speakers sound to work out how they feel.
- Play the audio track, pause after each sound effect and check answers before playing the full version.

Answers → student page

## Exercise 7

- Ask two students to read out the example.
- Students play in pairs. Monitor grammar and vocabulary.
- Ask pairs to demonstrate the game to the class with their own ideas.

## Exercise 8 2.10-2.11

- Play the song for students to hear the first time.
- Read out the lyrics and students repeat. Then students can sing along.
- Different groups perform the song. Have a class vote for the best performance.

## Finishing the lesson

- (Books open) students have one minute to look at pictures 1, 2 and 5 of the cartoon story.
- Ask students the questions in Exercise 3 again to see what they can remember. Students take turns to answer. Ask them to finish the sentence: *Today I have learned...* and write it on the board.

## Activity for fast finishers

- Students find the Present Continuous questions and answers in the cartoon story. They find two verbs with spelling changes (come, drive).

Video scripts: page 142

Audio scripts: page 131

## Further practice

- Photocopiable Resource 11, page 169
- Workbook, page 26

meanings. Play it again for students to repeat.

- Students work in pairs to label the emojis.
- (Books closed) Call out the feelings one at a time and students do a mime for each one. Do this as a class and/or individually.

Answers → student page

- Ask some follow-up comprehension questions for the cartoon story. Say *Who is worried about Big Al? Why? Is Big Al tired? How do we know? Why is Rocco scared? Why are they happy at the end of the story?*

## Extra activity

- Students do a roleplay. Divide the class into groups of three and assign a character to each student. The groups practise the cartoon story in their groups. Students then perform their roleplays to the class. Challenge stronger students by asking them to perform the roleplay without their books.



## Lesson 3.4

### Speaking

#### Warm-up

- (Books closed) Revise the feelings from lesson 3.3. Say *Can you mime the feelings? Try angry, etc.* Students mime as a class.
- Set the goals of the lesson. Mime talking on the phone. Ask *What am I doing? Say In this lesson we will learn how to talk on the phone in English.*

#### Lead-in

- (Books open) Students look at the photo and say who and what they can see. Ask *How do you think Elena feels right now? What is Elena's dad doing? What is Amy doing?*

#### Exercise 1



16 2.12

- Read out the questions. Students watch the video or listen.

Answers → student page

#### Exercise 2



2.13

- After the class repeat together, choose individual students or pairs to repeat. Monitor pronunciation.
- Involve students by personalising the topic. Ask them in turns: *How often do you phone your best friend? Do you use the phone or your mobile phone? Do you talk or text? Why?*

#### Exercise 3



2.14

- Students work in pairs. They should look at the photo story and Speaking box for help.
- Ask different students for answers. Do not confirm the answers yet. Play the recording for students to check.

Answers → student page

#### Extra activity

- Play the video or recording again. Then students roleplay the dialogue. Assign the roles of Amy, Elena and Mr Riley to three students. Encourage them to do the roleplay without their books.

## 3.4 Speaking

Potrafię porozmawiać z przyjacielem przez telefon.

# Can I speak to Amy?

**Mr Riley:** Hello.  
**Elena:** Hello Mr Riley, it's Elena here.  
**Mr Riley:** Oh, hello Elena. How are you?  
**Elena:** I'm fine, thanks. Can I speak to Amy, please? She isn't answering her mobile.  
**Mr Riley:** Yes, just one moment. Amy! It's Elena for you!  
**Amy:** Hi Elena.  
**Elena:** Hi Amy. What are you doing at the moment?  
**Amy:** Nothing. What about you?  
**Elena:** I'm reading a magazine. I'm bored.  
**Amy:** Do you want to watch a movie at my house?  
**Elena:** Great idea! See you in fifteen minutes.  
**Amy:** OK, see you soon.



16 2.12 Listen and read. Answer the questions.

- 1 Why is Elena calling Amy? *She calls Amy because she's bored.*
- 2 What do the girls want to do? *The girls want to watch a movie.*

2 2.13 Listen and repeat.

### Speaking Talking on the phone

Hello, it's Elena here.  
 Can I speak to Amy, please?  
 Just one moment. / Just a minute. / Hang on.  
 It's Elena for you.  
 I'm afraid he's / she's out.  
 Bye. / See you soon. / See you later.

3 2.14 Complete the dialogue. Write the answers in your notebook. Then listen and check.

**Toby:** Hello <sup>1</sup>Mrs Lee, it's <sup>2</sup>Toby here. Can I <sup>3</sup>speak to Harry, please?  
**Mrs Lee:** <sup>4</sup>Just a minute. Harry! It's Toby <sup>5</sup>for you!  
**Harry:** Hello Toby. What are you doing?  
**Toby:** I'm reading a comic. What <sup>6</sup>about you?  
**Harry:** I'm sitting in my bedroom. I'm bored.  
**Toby:** Do you want to go to the park?  
**Harry:** Great <sup>7</sup>idea! See you in twenty minutes.  
**Toby:** OK, <sup>8</sup>see you soon.

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#### Exercise 4

- Divide the class into groups of three. Assign Student A, B and C to groups. Make sure students understand what they have to do.
- Groups perform to perform their roleplays to the class.

#### Exercise 5

- Students practise in pairs, then ask different pairs to perform to the class.

Have a class vote for the funniest names.

#### Finishing the lesson

- Encourage students to reflect on the lesson by asking: *What was easy about the lesson? What was difficult? What do you need to practise more?*

#### Activity for fast finishers

- Students find the examples of the Present Continuous

4 Look at the dialogue in Exercise 3. In your notebook, write a new dialogue. Invent new names and use the ideas in the box to help you. Act out your new dialogue in pairs.

go to the sports centre have dinner/lunch  
 listen to music play computer games  
 play football in the garden surf the Internet  
 watch TV



5 In pairs, practise calling and answering with different names. Who can invent the funniest dialogue?

**A:** Hello.

**B:** Hello, it's Cinderella here. Can I speak to the prince, please?

**A:** Yes, just one moment. Prince! It's Cinderella for you! / No, I'm afraid the prince is out.

Video scripts: page 142

#### Further practice

- Photocopiable Resource 12, page 170
- Workbook, page 27
- Extra Online Homework: Speaking Video Extra Activities



Potrafę zrozumieć tekst o obozie wakacyjnym.



# Space Adventure USA



Are you interested in Space travel? Then read Zoom Magazine's interview with Space Cadet, Zak Cohen. 14-year-old Zak is at The Space Adventure Summer Camp in Orlando.

Hi, Zak. So, do you like it here?

Yes, the camp is great. We learn a lot about space and we do lots of activities! Look, here are some photos of what we can do at the camp.

What are you doing in this photo?

I'm sitting in a special chair and I'm flying into space. Well, not really. I'm in a simulator – it's like a big computer game!

Are you enjoying it?

Yes, I am. It's a bit difficult – because I'm not good at computer games! But I'm having fun!

Cool! What about space walking? Is there a simulator for that?

Yes, there is, but I'm scared of it. I don't want to be sick!

What other things can you do at the camp?

We can make small rockets – they're great! And we can meet real astronauts too. I'm excited about that.

And what about aliens?

Aliens? You're joking! There aren't any aliens in Space Adventure!

5 In your notebook, complete the questions with the correct prepositions. Then ask and answer in pairs.

- 1 Are you interested in space?
- 2 Are you good at taking selfies?
- 3 Are you excited about the holidays?
- 4 Are you scared of spiders?
- 5 Are you worried about your exams?
- 6 Are you bad at computer games?

6 In your notebook, write four sentences about your partner.

*Sofie is good at taking selfies ...*

- 1 2.15 Read and listen to the interview. Which activities can Zak do at the camp? Would you like to go to a Space Camp? *flying into space (on a simulator), going space walking, making rockets, meeting astronauts*

- 2 Read the interview again and answer the questions. Write the answers in your notebook.

- 1 Is Zak enjoying Space Camp? *Yes, he is.*
- 2 What is he doing in the photo on the right? *He's flying into space in a simulator.*
- 3 Is he good at it? *No, he isn't.*
- 4 Why is he scared of the space walk? *He doesn't want to be sick.*
- 5 What things can he make at the camp? *He can make small rockets.*
- 6 Who can he meet at the camp? *He can meet real astronauts.*

- 3 2.16 Listen and repeat.

## Vocabulary

Adjectives with prepositions

excited about bad at interested in  
worried about good at scared of

- 4 Find four adjectives with prepositions in the interview. Write them in your notebook. Use the Vocabulary box to help you.

*interested in good at scared of excited about*

## Exercise 3 2.16

- Point out that it is important to use the correct prepositions with the adjectives.
- Follow-up: Say sentences and students can mime the feelings, e.g. *I'm worried/excited about the test.*

## Exercise 4

- Students find the adjectives.

Answers → student page

## Extra activity

- Students play a game. In their notebooks, they write one true and false sentence each, using adjectives with prepositions. The class has to decide which sentence is true and which one is false.

## Exercise 5

- Students work individually, then ask and answer in pairs.

Answers → student page

## Exercise 6

- Read out the example. Students write in their notebooks.
- Check individual students work. Time-permitting, different students share their sentences with the class.

## Finishing the lesson

- (Books closed) Involve students in feedback. Ask *What do you remember from the lesson? Are you interested in The Space Adventure Summer Camp?*

## Activity for fast finishers

- Students find the Present Continuous and the Present Simple in the text.

## Further practice

- Workbook, page 28

## Lesson 3.5

### Reading

- (Books closed) Mime an activity from Exercise 4 in lesson 3.4. Ask *What am I doing?* and elicit answers in the Present Continuous.
- Set the goals of the lesson. Have students quickly look at lesson 1.5 and 2.5 and ask *What texts are these?* Students then look at the text in 3.5 for

a few seconds. Ask *Is this an email? Is this a blog?* Students: No. Say *In this lesson we will read an interview.* Explain the meaning of *interview* if necessary.

### Lead-in

- (Books open) students look at the photos and take turns to say what they think is happening.

## Exercise 1 2.15

- Give students three minutes to read the text or play the recording once.

Answers → student page

## Exercise 2

- Involve students by reminding them to find key words.

Answers → student page



## Lesson 3.6

### Listening and Writing

#### Warm-up

- (Books closed) Students work in pairs and write down as many of the technology words as they can remember from the unit so far.
- Set the goals of the lesson. Students open their books on page 46 and look at Exercise 4, then close their books. Ask *What will we learn today?* Say *We will learn how to write a short text about technology.*

#### Lead-in

- (Books closed) Ask *What is your favourite item of technology?*

#### Exercise 1

- (Books open) Give students a minute to read the box and choose three items.
- Call out each item and check answers.

#### Exercise 2 2.17

- Students decide individually what the items are.
- After students listen and check, ask them for feedback. Ask students if they guessed correctly.

Answers → student page

#### Exercise 3

- Students read the sentences before listening again. Check answers.

Answers → student page

#### Exercise 4

- Give students one minute to read the text and answer the question.
- Follow-up: *Has Jake got a computer? What does he use the family computer for?*

Answers → student page

#### Exercise 5

- Make sure students understand *also* and *too* with this example: *I like apples. I also like bananas. I like oranges too.*
- Choose different students to read out the answers.

Answers → student page

## 3.6 Listening and Writing

Potrafię zrozumieć wypowiedzi ustne o technologii i napisać krótki tekst na ten temat.

- 1 What items of technology do you use most often?

camera computer games console  
headphones laptop mobile phone  
tablet TV your own ideas.

- 2 2.17 Look at the photos and read the captions. What are the teenagers' Top 3 items of technology? Listen and check.



1 Josh:  
1 laptop  
2 speakers  
3 headphones

Josh Hawkins is thirteen. He often DJs at friends' parties.



2 Dani:  
1 computer  
2 tablet  
3 mobile phone

Dani Morgan is twelve. In her free time, she writes a blog about books.

- 3 2.17 Listen again. Are the sentences true or false? In your notebook, correct the false sentences.

- 1 Josh downloads music to his laptop. *True*
- 2 He loves rock music. *False He loves dance music.*
- 3 Right now, he's watching some new videos. *False Right now, he's listening to some new music.*
- 4 Dani only reads e-books. *False She reads paper books and e-books.*
- 5 She surfs the Internet for photos. *True*
- 6 She's reading a book called *Boy With a Black Cat*. *False Right now, she's reading a book called Girl With a White Dog.*

46 Unit 3

#### Exercise 6

- Students think of ideas in pairs, then write their own draft. Encourage them to share and help each other while writing.
- Check students final texts in class, or students hand in their notebooks.
- Give positive feedback on students work, e.g. *Think about when you can use too and also.*

#### Extra activity

- Students copy their work from Exercise 6 onto a piece of paper to display for the class.

#### Finishing the lesson

- (Books closed) Students talk in pairs about Josh and Dani.
- Have them reflect on the lesson by finishing the sentence: *I can now ...*

#### Activity for fast finishers

- Students read Jake's essay, find the verbs and decide which tense is used.

Audio scripts: page 131

#### Further practice

- Workbook, page 29

### HOW DO I USE TECHNOLOGY?

#### Jake Williams

Some of my friends have got their own computers, but I haven't. I sometimes use the family computer to do my homework, for example to look for information on the Internet. I also use it to talk to my grandparents in Australia. I've got a games console in my bedroom. I sometimes play games with my friends at weekends. I've also got a mobile phone. I don't talk on the phone, I just text people. I listen to music and I watch videos on my phone too.

#### Writing too and also

- 1 Too usually comes at the end of a sentence.
- 2 Also usually comes before the verb.  
*I listen to music on my CDs. I listen to music on my phone too.*  
*I use the computer to do my homework. I also use it to talk to my grandparents.*

- 5 Rewrite the sentences in your notebook. Use too and also.

- 1 I like Beyoncé. I like Meghan Trainor. (too)  
*I like Beyoncé. I like Meghan Trainor too.*
- 2 My sister sends emails. She chats online. (also)  
*My sister sends emails. She also chats online.*
- 3 I like watching funny videos online. I share my own funny videos. (also) *I like watching funny videos online. I also share my own funny videos.*
- 4 Amy's got a new phone. She's got a new tablet. (too)  
*Amy's got a new phone. She's got a new tablet too.*
- 5 I take photos of my friends. I take selfies. (also)  
*I take photos of my friends. I also take selfies.*

- 6 WRITING TIME In your notebook, write about the items of technology that you use.

#### Find ideas

List the items of technology that you use. Think how you use them. Make notes.

#### Draft

Write about the items of technology that you use.  
*I've got a ... I use it to ...*  
*I've got a ... too. I sometimes/often ... I also ...*

#### Check and write

Check the use of *too* and *also* and write the final version of your text.



## LESSON 3.1

### Technology Technologia

**camera** /'kæməɾə/ aparat fotograficzny  
**computer** /kəm'pjutə/ komputer  
**headphones** /'hedfəʊnz/ słuchawki  
**keyboard** /'ki:bɔ:d/ klawiatura  
**laptop** /'læptɒp/ laptop  
**mobile phone** /'məʊbaɪl 'fəʊn/ telefon komórkowy  
**mouse** /maʊs/ myszka  
**printer** /'prɪntə/ drukarka  
**screen** /skri:n/ monitor  
**speakers** /'spi:kəz/ głośniki  
**tablet** /'tæblət/ tablet  
**TV** /ti: 'vi:/ telewizor

### Using technology

Używanie technologii  
**chat online** /tʃæt ɒn'laɪn/ rozmawiać na czacie  
**download a song** /daʊn'ləʊd ə 'sɒŋ/ ściągnąć piosenkę z internetu  
**send an email** /send ən 'i:meɪl/ wysłać e-mail  
**surf the Internet** /sɜ:f ði 'ɪntənət/ surfować w internecie  
**take a photo** /teɪk ə 'fəʊtəʊ/ zrobić zdjęcie  
**take a selfie** /teɪk ə 'selfi/ zrobić sobie zdjęcie  
**talk on the phone** /tɔ:k ɒn ðə 'fəʊn/ rozmawiać przez telefon  
**text a friend** /tekst ə 'frend/ wysłać przyjacielowi sms

**between** /brɪ'twi:n/ pomiędzy  
**go to bed** /gəʊ tə 'bed/ iść do łóżka  
**How many times ...?** /haʊ 'meni 'taɪmz/ Ile razy...?  
**How often ...?** /haʊ 'ɒfən/ Jak często...?  
**more** /mɔ:/ więcej  
**spend time** /spend 'taɪm/ spędzać czas

## LESSON 3.2

### Out of class

**Go on!** /gəʊ 'ɒn/ Śmiało!  
**That's a surprise!** /'ðæt ə sə'praɪz/ A to niespodzianka!  
**Wait a minute.** /'weɪt ə 'mɪnət/ Poczekaj chwilę.

**ask for** /'ɑ:sk fə/ prosić o  
**at the moment** /ət ðə 'məʊmənt/ w tej chwili  
**chat** /tʃæt/ czat  
**downstairs** /daʊn'steəz/ na dole  
**interested in** /'ɪntərəstəd ɪn/ zainteresowany czymś  
**laugh** /lɑ:f/ śmiać się  
**Let's see!** /lets 'si:/ Zobaczmy!  
**over there** /əʊvə 'ðeə/ tam  
**paper** /'peɪpə/ papier  
**poor** /pɔ:/ biedny  
**sit** /sɪt/ siedzieć  
**sit down** /sɪt 'daʊn/ usiąść  
**take an order** /teɪk ən 'ɔ:də/ przyjmując zamówienie  
**wrong** /rɒŋ/ zły, niepoprawny, źle

## LESSON 3.3

### Feelings Uczucia

**angry** /'æŋɡri/ rozgniewany  
**bored** /bɔ:d/ znudzony  
**happy** /'hæpi/ szczęśliwy  
**sad** /sæd/ smutny  
**scared** /skeəd/ przestraszony  
**tired** /taɪəd/ zmęczony  
**worried** /'wʌrɪd/ zmartwiony

**Come on!** /kʌm 'ɒn/ Chodź!  
**dance** /da:ns/ tańczyć  
**down North Street** /daʊn nɔ:(r)θ 'stri:t/ wzdłuż North Street  
**drive** /draɪv/ kierować samochodem  
**finger** /'fɪŋɡə/ palec  
**look tired** /lʊk 'taɪəd/ wyglądać na zmęczonego  
**look for** /'lʊk fə/ szukać czegoś  
**rubbish lorry** /'rʌbɪʃ 'lɒri/ śmieciarka  
**There he is!** /'ðeə hi ɪz/ Tam jest!  
**What's that noise?** /'wɒts ðæt nɔɪz/ Co to za hałas?  
**What's the matter?** /'wɒts ðə 'mætə/ O co chodzi?

## LESSON 3.4

### Talking on the phone

Rozmawianie przez telefon  
**Bye.** /baɪ/ Do zobaczenia!  
**Can I speak to Eve, please?** /kæn aɪ 'spi:k tə 'i:v pli:z/ Czy mógłbym rozmawiać z Eve?  
**Hello, it's Elena here.** /hel'əʊ its 'eləna hɪə/ Halo, mówi Elena.

**I'm afraid he's/she's out.** /aɪm ə'freɪd hɪz, ʃɪz 'aʊt/ Niestety, nie ma jej/go w domu.  
**It's Elena for you.** /ɪts 'eləna fə 'ju:/ To Elena do ciebie.  
**Just a moment / minute.** /dʒəst ə 'məʊmənt, 'mɪnət/ Chwileczkę.  
**Hang on.** /hæŋ ɒn/ Poczekaj.  
**See you soon / later.** /si: jə 'su:n, 'leɪtə/ Do zobaczenia później.

**magazine** /'mæɡə'zi:n/ magazyn, czasopismo  
**mobile** /'məʊbaɪl/ telefon komórkowy

## LESSON 3.5

### Adjectives with prepositions

Konstrukcje przymiotnikowe  
**excited about** /ɪk'saɪtəd ə'baʊt/ podekscytowany czymś  
**worried about** /'wʌrɪd ə'baʊt/ zmartwiony czymś  
**bad at** /'bæd ət/ kiepski z  
**good at** /'ɡʊd ət/ dobry z  
**interested in** /'ɪntərəstəd ɪn/ zainteresowany czymś  
**scared of** /'skeəd əv/ przestraszony czymś

**a bit** /ə 'bɪt/ troszkę  
**activities** /æk'tɪvətɪz/ aktywności  
**adventure** /əd'ventʃə/ przygoda  
**alien** /'eɪliən/ obcy  
**be sick** /bi 'sɪk/ mieć mdłości  
**Do you like it here?** /du: jə 'laɪk ɪt hɪə/ Czy podoba ci się tutaj?  
**enjoy** /ɪn'dʒɔɪ/ lubić coś, cieszyć się czymś  
**fly** /flaɪ/ latać  
**not really** /nɒt 'ri:əli/ nie bardzo  
**other** /'ʌðə/ inny  
**real** /ri:əl/ prawdziwy  
**rocket** /'rɒkət/ rakieta  
**simulator** /'sɪmjəleɪtə/ symulator  
**space travel** /'speɪs 'trævəl/ podróż kosmiczna  
**space walking** /'speɪs 'wɔ:kiŋ/ spacer w kosmosie  
**spider** /'spaɪdə/ pająk

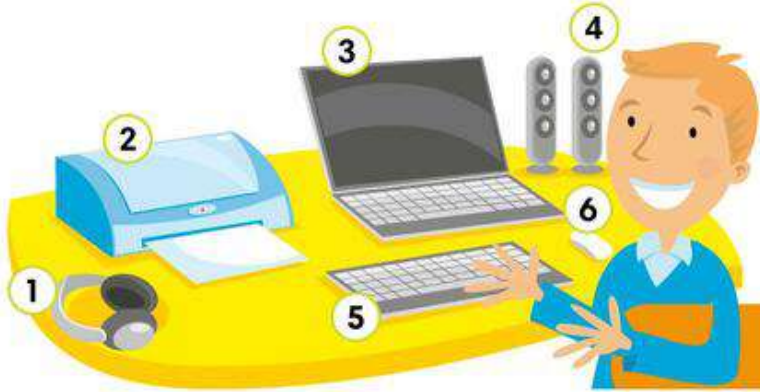
## LESSON 3.6

**also** /'ɔ:lsəʊ/ także  
**own** /əʊn/ własny



## VOCABULARY

1 What items of technology can you see in the picture?



I can see headphones, 2 printer, 3 laptop, 4 speakers, 5 keyboard, 6 mouse

2 Match the sentence halves. Write the answers in your notebook. Which sentences are true for you?

- |                          |                                     |
|--------------------------|-------------------------------------|
| 1 I never text my        | a friends at school.                |
| 2 I often surf f         | b on the phone. It's expensive.     |
| 3 It's good to chat c    | c online with my friends.           |
| 4 I often download e     | d emails, but I don't!              |
| 5 I don't usually talk b | e songs onto my smartphone.         |
| 6 My parents send d      | f the Internet for school projects. |

1 a

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

- My mum is angry / happy because I'm late.
- I'm scared / tired of that dog – it's so big!
- I can't find my money. I'm worried / bored.
- Alice can't come to my party. I'm sad / tired.
- We do the same thing every day. I'm bored / scared.

1 angry

4 Complete the sentences in your notebook. Then, in your notebook, write sentences that are true for you.

- Tom is interested in football.
- Elena is scared of spiders.
- Lucas is excited about Science.
- Amy is good at Art.
- Elena is bad at Maths.

## GRAMMAR

5 In your notebook, write true sentences in the Present Continuous.

- we / play / a computer game  
*We aren't playing a computer game.*
- I / have / lunch  
*I'm / I'm not having lunch.*
- my best friend / take / a selfie  
*My best friend is/isn't taking a selfie.*
- my parents / work  
*My parents are/aren't working.*
- I / sit / next to my friend  
*I'm / I'm not sitting next to my friend.*
- my teacher / chat / online  
*My teacher is/isn't chatting online.*
- we / surf / the Internet  
*We are/aren't surfing the Internet.*

6 In your notebook, write questions and short answers. (✓ = yes ✗ = no)

- Maria / read / a text message? ✗  
*Is Maria reading a text message?*  
*No, she isn't.*
- he / listen / to music? ✗  
*Is he listening to music? No, he isn't.*
- they / play / a computer game? ✓ *Are they playing a computer game? Yes, they are.*
- you / text / your friend? ✗  
*Are you sending a text? No, I'm not.*
- she / watch / a video? ✓  
*Is she watching a video? Yes, she is.*
- Elena and Lucas / chat / online? ✗  
*Are Elena and Lucas chatting online?*  
*No, they aren't.*
- you / use / the computer? ✓  
*Are you using the computer? Yes, I am.*

## PRONUNCIATION

7 2.18 Listen and repeat: /ŋ/.

He's surfing the Internet  
He's chatting online  
He's taking a selfie  
All at the same time!



## DICTIONATION

8 2.19 Listen to the recording. Write the sentences in your notebook.



## SPEAKING

- 9 Complete the dialogue in your notebook. Then act out the dialogue in pairs.

**Mrs Evans:** Hello.

**Matt:** Hello, Mrs Evans, <sup>1</sup>it's Matt here. Can I <sup>2</sup>speak to Adam, please? He isn't <sup>3</sup>answering his mobile.

**Mrs Evans:** Yes, just a <sup>4</sup>moment / minute. Adam! It's Matt <sup>5</sup>for you!



## READING AND WRITING

- 10 Read the text. What are Andy, Jake and Becky working on?

*a program to review French vocabulary*

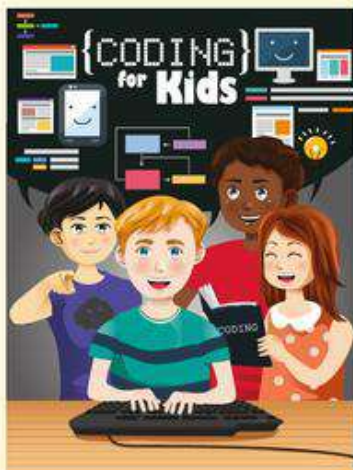
## CODING FOR KIDS

I'm taking part in a great course now. It's called Coding for Kids. We are learning to write computer programs. It's fun!

The course is on Monday and Wednesday afternoons at the local library. I'm in a team with Jake and Becky. Jake is in year 7 at our school and Becky is my classmate. We have a really cool teacher – her name is Sue. She writes smartphone apps at work and she knows a lot about computers!

Right now I'm at home and I'm doing my homework for the course. I'm working with Jake and Becky, but they're not here – Jake's at home and Becky is in the computer lab at school. We are writing a program to help us review vocabulary for our French classes. It's not easy, but Sue is helping us.

Andy



- 11 Read the text again. Are the sentences true or false?

- 1 Andy likes the course. *True*
- 2 Andy's in a team with his classmates. *False*
- 3 Sue works as a programmer. *True*
- 4 Andy and his teammates are in different places now. *True*
- 5 Andy and his teammates are revising French vocabulary right now. *False*

- 12 In your notebook, write about 60–70 words about your favourite game. Use these questions to help you.

- 1 What is the game about?
- 2 When do you play it?
- 3 Who do you play it with?
- 4 Why do you like it?

## LISTENING

- 13 2.20 Look at the picture. Listen and match the names to the characters in the picture. Write the answers in your notebook.

- |                 |                   |                |
|-----------------|-------------------|----------------|
| 1 Karl <i>B</i> | 4 Mark <i>A</i>   | 7 Dad <i>F</i> |
| 2 Flo <i>C</i>  | 5 Jess <i>G</i>   |                |
| 3 Mum <i>E</i>  | 6 Harley <i>D</i> |                |



### Check yourself!

- ✓ Potrafię rozmawiać o technologii.
- ✓ Potrafię opisać to, co dzieje się w chwili mówienia.
- ✓ Potrafię zadawać pytania o to, co dzieje się w chwili mówienia, i odpowiadać na nie.
- ✓ Potrafię porozmawiać z przyjacielem przez telefon.
- ✓ Potrafię zrozumieć wypowiedzi ustne i pisemne o obozie wakacyjnym i o technologii.
- ✓ Potrafię napisać krótki tekst na temat technologii.



## THE KENNEDY SPACE CENTER, FLORIDA, USA

Visit the Kennedy Space Center and learn all about space!  
See the world's first rocket, and meet an astronaut too!  
Here are the Top 4 things you can do there.



### 1 Space Shuttle Atlantis

Atlantis is a real space shuttle – but it isn't flying to the moon, it's here, at the Space Center! You can walk around Atlantis, then watch it on a big screen. Look! It's taking astronauts to the International Space Station!

### 2 Shuttle Launch Experience

Do you want to be an astronaut? No problem! Imagine you're an astronaut and travel into space on this amazing simulator. You can see planet Earth from space too. It's great!

### 3 The Rocket Garden

It's a garden but there aren't any plants. There are very big rockets! You can sit in some of the rockets, but be careful! They are very small inside.

### 4 Astronaut Encounter

Do you want to know more about space? Come and talk to a real astronaut. You can take a selfie with your space hero too!

After your visit, you can try a space burger at the **Moon Rock Café**. They're delicious! So what are you waiting for? Come and visit the Kennedy Space Center today!



1 Which of these things can you find in the photos?

an astronaut a rocket a space shuttle  
the space station the Moon the Earth

2 **2.21** Read and listen to the text. Where is the Kennedy Space Center?

*The Kennedy Space Centre is in Florida, the USA.*

3 Read the text again and answer the questions. Write the answers in your notebook.

- Can you get on the Space Shuttle Atlantis now? *No*
- Where in the Kennedy Space Center can you see planet Earth from Space? *Shuttle Launch Experience*
- What type of garden can you see at the Space Center? *A rocket garden*
- Who can you meet at the Space Center? *astronauts*
- What can you eat at the Moon Café? *A space burger*

4 **2.22** Listen and match the children to the attractions. Write the answers in your notebook.

The Rocket Garden Space Shuttle Atlantis  
Astronaut Encounter  
Shuttle Launch Experience

- Lucas: *The Rocket Garden*
- Clara: *Astronaut Encounter*
- Nina: *Shuttle Launch Experience*
- Alexei: *Space Shuttle Atlantis*

5 Read the text again. Which attraction is the most interesting for you? Why?

**Further practice**

- Get Culture! video – Workbook, page 88
- Video script – Teacher's Book, page 146

# PROJECT

- Work in groups of four. Make a video about a day in the life of astronauts in two different space stations.
- Plan your video. Decide who plays the roles of two astronauts and the interviewer, and who films the video. Decide what clothes and prompts you need. Decide when and where you can shoot the video.

- Write the script for the interviewer and two astronauts. Use these questions to help you.
  - What's your name and what's your job?
  - What do you do during the day in space?
  - Which activities do you like and dislike?
  - What are you doing at the moment?
  - How do you feel?
- Learn and practise the script. Then film the video.
- Share your video with the class. Vote for your favourite video.

**More**

- Project Worksheet, page 191

## A day in the life of an astronaut

Hi! My name is ? and I'm a(n) *American / Polish* astronaut.  
My life is really interesting!  
I get up at ?. Then I ?.  
I really like ? because ?.  
At the moment I'm ?.  
I'm very *hungry / tired / happy!*





## Lesson 4.1

### Vocabulary

#### Warm-up

- (Books closed) Write *In the park* on the board and say: *Imagine you are in the park. What can you see?* Students take turns to offer ideas.
- (Books open) Introduce the aims of this lesson with this question: *What is this lesson about?* Students quickly look at pages 52-53 and offer ideas: *Today we will talk about geographical features.* Write the lesson objective on the board.

#### Lead-in

- Teach the vocabulary with preprepared drawings. Read out the words one at a time and students repeat. Then point to the pictures and students say the word.

#### Exercise 1

- Read out what Max says. Ask students *Do you know where New Zealand is?* Show them on a map of the world if possible.

#### Exercise 2 2.23

- Make sure students understand all the vocabulary in the box. Use pre-prepared drawings.
- Students work in small groups or pairs to find the places in the photos. Tell them to use *There is*. Monitor students for understanding and pronunciation. Ask different students to say their sentences using *There is*.

Answers → student page

#### Exercise 3

- Students read out the complete sentences to the class. Make sure they understand all the vocabulary.

Answers → student page

#### Exercise 4 2.24

- Before playing the recording, ask *Are you good at Geography?* Have all students answer.



#### VOCABULARY

Geographical features |  
Adjectives |  
*It's ... high/long/tall.*

#### GRAMMAR

Comparative and superlative  
adjectives



#### SPEAKING

Opinions



#### READING

World records

#### LISTENING AND WRITING

Animal friendships | Paragraphs

#### POLAND

Winter time

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# Big world

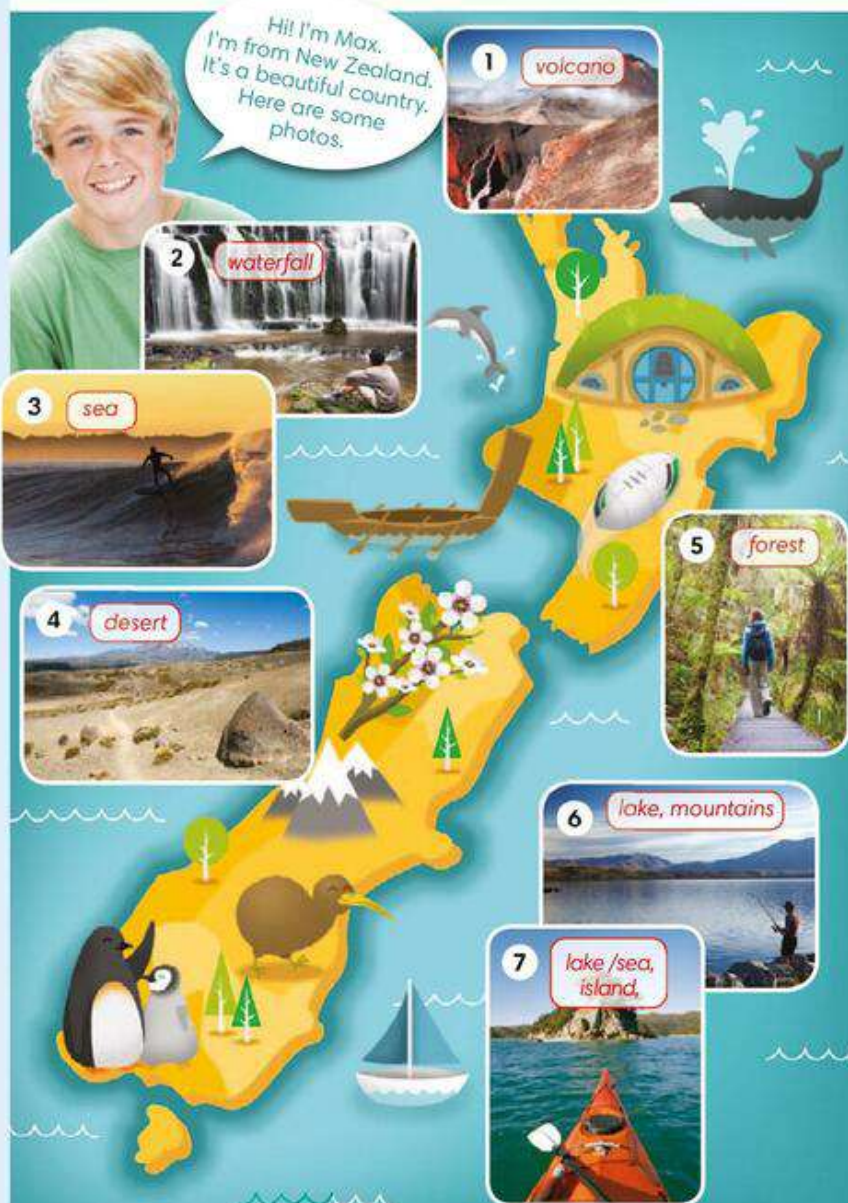
## Vocabulary

Potrafie rozmawiać o elementach krajobrazu.

### 1 Which of these places are there in your country?

beach city forest river sea town

I know  
that!



Encourage class discussion about what is similar and what is different about these features. Suggested questions: *Can you swim in the sea / a river / a lake? Are they big/long/small? Is a volcano a mountain? Is there a hole in the top of a volcano?*

Answers → student page

#### Extra activity

- Play 20 questions with names of geographical places they know, i.e. *Mount Everest*. They can use places from this lesson, or other places they know. A student thinks of a place, but does not say the name. Students can ask 20 questions which have Yes or No as an answer, without saying



- 2 2.23 Listen and repeat. Which places can you see in the photos on page 52?

### Vocabulary Geographical features


beach city desert forest island lake mountain river sea town volcano waterfall

In picture 1 there is a volcano.

- 3 Find the people in the photos on page 52 and complete the sentences in your notebook.


- 1 A man is fishing next to a lake.
- 2 A man is surfing in the sea.
- 3 A woman is walking in the forest.
- 4 A man is kayaking to an island.
- 5 A boy is admiring a waterfall.

- 4 2.24 Read the Geography Quiz and choose the correct answers. Write them in your notebook. Then listen and check.



## Geography QUIZ

- 1 The Nile is a desert / a river in Africa.
- 2 Mount Everest is a mountain / an island between China and Nepal.
- 3 Niagara Falls is a waterfall / a forest between Canada and the USA.
- 4 The Sahara is a lake / a desert in Africa.
- 5 Mount Vesuvius is a volcano / a beach in Italy.
- 6 Madagascar is an island / a mountain in Africa.



- 5 2.25 Listen to Max and Sophie. Choose the correct answers. Write them in your notebook.

1 Where does Max usually go on holiday?



2 What does Max do in the winter? a



3 Where does Sophie want to go swimming?



- 6 In your notebook, write five sentences about your country. Say where you go in winter and in the summer.

Poland is a very beautiful country. There are beaches, mountains and lakes. In winter, I go skiing in the mountains. In the summer, I go to the beach. I love swimming in the sea.

- 7 In your notebook, write your own quiz questions about places you know. Test your friends!

Is the Amazon a river or a mountain?  
Is Kilimanjaro in Asia or Africa?

I remember that!

They then test their friends in their groups and offer feedback. If possible students can look at maps and atlases for help.

- Students write their questions on one piece of paper like the quiz in Exercise 4. They then swap quiz questions with other groups.

### Finishing the lesson

- (Books closed) Ask: Can you now talk about geographical features? Let's see what you remember. Write the new words on the board with the vowels missing. Ask different students to complete the words.
- Ask students which words they think are the most difficult to remember. Involve them in the learning process by reminding them to keep a note of all new words in a vocabulary section of their notebooks. Suggest they draw pictures next to each word to help them remember the meanings.

### Activity for fast finishers

- Students add the words to their lists in their notebooks. They can also draw pictures next to each word if they have time.

Audio scripts: page 132

### Further practice

- Photocopiable Resource 13, page 171
- Workbook, page 32

the place name, e.g. Is it a mountain? Is there water there?, etc. They try to guess the place in under 20 questions.

### Exercise 5 2.25

- Before students listen, ask them to say what they can see in each picture.

Answers → student page

### Exercise 6

- Read the example to the class.
- Give students a few minutes to write their sentences in their notebooks in the first stage of the exercise. After they share with the class, have some students report back what their friends said. Prompt with questions: Where does [name] go in winter/summer?

### Exercise 7

- Involve all students by asking them to brainstorm geographical features as a class. Encourage different students to speak. Write their ideas on the board.
- Divide students into groups of four. Each student writes a different question on a piece of paper.



Warm-up

- (Books closed) Involve students in feedback. Ask them to take turns to say new words from lesson 4.1 that they can remember. Ask different students to write them on the board. Ask other students to draw pictures next to the words.
- Set the goal of the lesson. Quickly draw a large and small tree on the board. Ask *What do you see?* Say *Today we will learn to compare two things.*

Lead-in

- (Books open) Students look at the photo story and suggest what the story is about.

Exercise 1 17 2.26

- Read out the questions first so students have a purpose for watching or listening.

Answers

They're at an activity centre / at Blue Mountain Adventure Park. You can cycle, climb or go kayaking.

Exercise 2 17 2.26

- Students read the sentences first, then listen again before completing the exercise.

**Answers** → student page  
2 He wants to go on the climbing wall. / Elena wants to go cycling.

Exercise 3 2.27

- Students find the expressions in the dialogue.
- Read out the sentences. Make sure students understand them. Ask them to respond with a phrase from the Out of class box: *I've got an A in the test! Let's do some extra homework. I can't open the door!*

**Answers** → student page

Exercise 4

- Students discuss the options in pairs.
- Do a class vote.

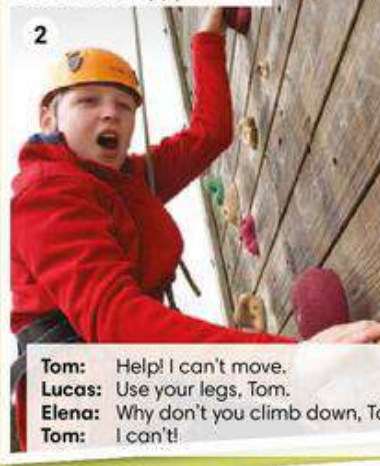
# It's more exciting

The friends are at Blue Mountain Adventure Park. It's a big activity centre in the middle of a forest. You can cycle, climb or go kayaking.



**Elena:** Let's go cycling in the forest.  
**Tom:** No way! That's boring.  
**Lucas:** Let's go on the climbing wall. Climbing is more exciting than cycling.  
**Tom:** Cool. I want to go on that wall. It's really high.  
**Elena:** Let's start with this wall. It's lower.  
**Amy:** Yes, I agree.

Climbing is really good fun but Tom isn't happy ...



**Tom:** Help! I can't move.  
**Lucas:** Use your legs, Tom.  
**Elena:** Why don't you climb down, Tom?  
**Tom:** I can't!



**Elena:** Hold on! I can help. Put your right hand there.  
**Tom:** Thanks Elena. It's easier with your help.



**Amy:** Well done, Tom! You're safe now!  
**Tom:** Yes, that's better.  
**Lucas:** So, what do you want to do next?

17 2.26 Listen and read. Where are the children? What can you do there?

2 2.26 Listen again. Are the sentences true or false? In your notebook, correct the false sentences.

- 1 You can't ride a bike at the activity centre. *False*  
*You can ride a bike at the activity centre.*
- 2 Tom wants to go cycling in the forest. *False*
- 3 Tom has a problem on the climbing wall. *True*
- 4 Elena helps Tom. *True*

3 2.27 Listen and repeat. Find these expressions in the story. How do you say them in Polish?

No way! Hold on! Well done!

Out of class

4 **CLASS VOTE** What does Tom want to do next?

- a** climb the higher wall **b** kayak on the lake  
☒ go for a walk in the forest

5 2.28 Now listen and check. 18

Exercise 5 18 2.28

- Students watch or listen to check their choice.
- Monitor comprehension. Ask: *Does Tom want to go cycling? Why not? Who helps Tom?*
- Involve students. Ask *Is your guess correct?* Check answers.
- Challenge stronger students and involve less confident students with a roleplay follow-up.

Divide the class into groups of four. Assign the longer roles of Elena and Tom to stronger students and the shorter roles of Amy and Lucas to less confident students. Students practise in their groups and then can perform to the class.

**Answers** → student page

Get Grammar! 19

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class.
- Involve students in the learning process. Tell them to look at the Grammar box and to work out the rules for themselves. Ask: *What two letters do we add to short adjectives? What spelling differences can*



## Get Grammar! Comparative adjectives



Adjective	Comparative	Adjective	Comparative
Short adjectives		Long adjectives	
cold	colder	exciting	more exciting
nice	nicer	Irregular adjectives	
big	bigger	good	better
easy	easier	bad	worse

That wall is **lower**.

Kayaking is **more exciting** than cycling.



- 6 2.29 Listen and repeat. In your notebook, match the adjectives to their opposites.

## Vocabulary Adjectives (1)

boring cheap dangerous difficult easy  
exciting expensive high low safe

boring – exciting, cheap – expensive, difficult – easy,  
cheap – expensive, dangerous – safe, high – low

- 7 In your notebook, complete the sentences with the comparative form of the adjective.

- Amy's hair is **longer** (long) than Elena's hair.
- Elena wants to climb the **lower** (low) wall.
- Walking is **safer** (safe) than kayaking.
- Cycling is **easier** (easy) than climbing.
- The higher wall is **exciting** (exciting) than the lower wall.
- Elena is **better** (good) at climbing than Tom.

- 8 2.30 In your notebook, complete the sentences with the comparative form of the adjectives in the box and **than**. Then listen and check.

dangerous difficult hot  
high slow expensive

- Bikes are **slower than** cars.
- Summer is **hotter than** winter.
- Japanese is **more difficult than** English.
- Tigers are **more dangerous than** lions.
- Mount Everest is **higher than** Kilimanjaro.
- A Ferrari is **more expensive than** a Fiat.

you see? Do we add -er to long adjectives? What word do we add before long adjectives? Which two adjectives are irregular?

## Exercise 6 2.29

- Make sure students understand the adjectives.
- Students work alone and listen to check answers.

Answers → student page

## Exercise 7

- Students work in pairs and then take turns to answer. Write the comparative adjectives on the board.

Answers → student page

## Exercise 8 2.30

- Students work individually, then compare answers in pairs before listening to the recording.

Answers → student page

- 9 What's your opinion? In your notebook, write sentences that are true for you.

- interesting: History / Maths  
I think History is more interesting than Maths.
- easy: English / Science
- exciting: football / basketball
- bad: a visit to the doctor / a visit to the dentist
- good: strawberry ice cream / chocolate ice cream
- nice: cats / dogs

- 10 Look at the information about two activity centers. In your notebook, write sentences to compare them.

Adventure Island is more expensive than Volcano World.

Volcano World is cheaper than Adventure Island.

	Adventure Island	Volcano World
How expensive are the tickets?	£20	£10
How safe is it?	■■■■■	■■■■■
How exciting is it?	■■■	■■■■■
Is the food good?	■■■■■	■■■

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## Exercise 10

- Students work in pairs to discuss the differences, then write in their notebooks. They check each other's work in pairs before reporting back to the class.

## Answers

Adventure Island is more dangerous than Volcano World.  
Volcano World is safer than Adventure Island.  
Adventure Island is more boring than Volcano World.  
Volcano World is more exciting than Adventure Island.  
The food at Adventure Island is better than the food at Volcano world.  
The food at Volcano World is worse than the food at Adventure Island.

## Finishing the lesson

- (Books closed) Call out an adjective from Exercise 9 and students call out the opposite. Continue with all the adjectives. Assign the role of teacher to a strong student and repeat.
- Refer students back to the lesson objective: Can you now compare two things? Have students finish the sentence in their notebooks: To compare two things, we...

## Activity for fast finishers

- Students find comparative adjectives in the dialogue.

Video scripts: page 143

Audio scripts: page 132

## Further practice

- Photocopiable Resource 14, page 172
- Photocopiable Grammar Roleplays, page 194
- Workbook, page 33
- Extra Online Homework: Grammar Video Extra Activities



Warm-up

- (Books closed) Revise short, long and irregular comparative adjectives. Write the headings *Adjective* and *Comparative* on the board. Write these adjectives under the first heading and ask different students to write the comparative forms: *cold, nice, big, easy, exciting, good, bad*.
- Set the goal of the lesson. As before, draw trees on the board, only this time in three sizes (large, medium and small). Ask students *What do you see? Do you remember these trees? What is different? Say Today we will remember how to compare two things and we will learn how to compare two or more things.*

Lead-in

- (Books open) Students look at the cartoon story and suggest what it is about. Ask *What are the friends doing in each picture?*
- Make sure students remember the geographical features.

Exercise 1

- Ask students to compare their answers in pairs.

Answers → student page

Exercise 2 2.31

- Students read the sentences before listening to the story.
- Ask these further comprehension questions: *Which animals does Rocco want to see? Are the monkeys funny? Where are the elephants from? What meal do they have?*

Answers → student page

Get Grammar! 20

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class.
- Involve students in the learning process. Tell them

Grammar

Potrąfię stosować przymiotniki w stopniu najwyższym.

# City Creatures The zoo

**1**

Rocco: Hurry up! I want to see the monkeys.  
Carla: Wait a minute, Rocco. Where are the tigers?  
Big Al: And where's the café?

**2**

Carla: Look at the monkeys. They're funny!  
Rocco: He's the funniest!  
Big Al: Hmm, those bananas look good.

**3**

Rocco: I love elephants.  
Carla: They're African elephants. They're the strongest animals in the world.  
Rocco: They're the hungriest too! They're hungrier than you, Al.  
Big Al: Look! Ice cream ...

**4**

Carla: Tigers are beautiful, but they're the most dangerous animals ...  
Big Al: ... in the world! They're having lunch too! This is the worst day of my life.  
Rocco: Lunch? That's a good idea.

**5**

Big Al: This is the best hamburger in the world!  
Rocco: And the biggest!

- 1 Look at the pictures. Which geographical features from the box can you see?

beach island waterfall  
volcano forest mountain  
Picture 2 forest  
Picture 3 waterfall  
Picture 4 island

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- 2 2.31 Listen and read. Complete the sentences in your notebook.

- 1 Carla wants to see the *tigers*.
- 2 The monkeys are eating *bananas*.
- 3 Big Al is interested in the *ice cream*.
- 4 Tigers are beautiful and *dangerous*.
- 5 Big Al is happy because he's got a *hamburger*.

to look at the Grammar box and to work out the rules for the superlative form for themselves. Ask: *What letters do we add to short adjectives? What word do we add before the adjective? What spelling differences can you see? Do we add -est to long adjectives? What words do we add before long adjectives? Which two adjectives are irregular?*

Exercise 3 2.32

- Make sure students understand the adjectives in the box. Then have them listen and repeat.
- Students work individually to label the pictures, then compare answers in pairs.

Answers → student page

Exercise 4

- Before doing the exercise, students take turns to say the superlative form of each adjective in the box in Exercise 3.
- Students write their answers in their notebooks. They then compare answers in pairs.
- Have some students write the superlative forms of the adjectives in Exercise 3 on the board.



## Get Grammar! Superlative adjectives



Adjective	Comparative	Superlative
<b>Short adjectives</b>		
tall	taller	the tallest
strong	stronger	the strongest
big	bigger	the biggest
funny	funnier	the funniest
<b>Long adjectives</b>		
dangerous	more dangerous	the most dangerous
<b>Irregular adjectives</b>		
good	better	the best
bad	worse	the worst

He's **the funniest**.

They're **the most dangerous** animals in the world.



5 In your notebook, complete the sentences about the City Creatures.

- Rocco is **funnier** than Carla. (funny)  
Big Al is **the funniest** of all.
- Carla is **smaller** than Big Al. (small)  
Rocco is **the smallest** of all.
- Rocco is **more intelligent** than Big Al. (intelligent)  
Carla is **the most intelligent** of all.
- Carla is **faster** than Big Al. (fast)  
Rocco is **the fastest** of all.
- Big Al is **friendlier** than Carla. (friendly)  
Rocco is **the friendliest** of all.

6 Read and choose the correct answers. Write them in your notebook.

## London Zoo

Hi, I'm Kate and I'm a zoo-keeper at London Zoo. London Zoo is very famous. It's <sup>1</sup> oldest zoo in the UK! Other zoos are <sup>2</sup> than London Zoo, but London Zoo is the <sup>3</sup> interesting! I look after penguins. The penguins are <sup>4</sup> animals at the zoo. In the wild they live in Antarctica but also in some <sup>5</sup> places like islands or deserts. <sup>6</sup> most famous animal at the zoo is a python. It is in a Harry Potter film!



- |             |           |               |
|-------------|-----------|---------------|
| 1 a a       | b the     | c an          |
| 2 a big     | b biggest | c bigger      |
| 3 a most    | b more    | c much        |
| 4 a cuter   | b cutest  | c the cutest  |
| 5 a warmest | b warmer  | c the warmest |
| 6 a The     | b A       | c An          |
- 1 b

3 2.32 Listen and repeat. Then label the pictures. Write the answers in your notebook.

## Vocabulary Adjectives (2)

beautiful fast friendly funny intelligent  
kind strong



4 In your notebook, make sentences about the animals in Exercise 3. Use the superlative form of the adjectives.

1 The tiger is the fastest.

## Answers

- The cat/Carla is the most beautiful.
- The elephant is the strongest.
- The monkey is the funniest.
- The tiger is the fastest.
- The dog is the friendliest.
- The bird is the most intelligent.
- The mouse is the kindest.

## Exercise 5

- Students work individually and then compare answers in pairs.
- Read out the correct sentences for students to correct their own work. Ask all students to repeat the sentences after you. Practise and monitor sentence stress. Students then take turns to read out a sentence individually,

e.g. Rocco is *funnier* than Carla. Big Al is *the funniest* of all. Rocco is *more intelligent* than Big Al. Carla is *the most intelligent* of all.

Answers → student page

## Extra activity

- Students do a roleplay. Divide the class into groups of four and assign

a character to each student. The groups practise the cartoon story in their groups. Monitor pronunciation. Students perform their roleplays to the class with or without their books.

## Exercise 6

- Involve students in the learning process by giving additional instructions for the exercise. Tell students to first read through the paragraph quickly so they can see what it is about. Then tell them to carefully read all the options before making a choice.

Answers → student page

## Finishing the lesson

- (Books open) Students take turns to say sentences in the comparative and superlative using adjectives from the Vocabulary box in Exercise 3.
- Have students reflect on what they learned by asking *What can you now do? What do you need to practise?* After checking with the class, ask students to write their answers to these questions in their notebooks.

## Activity for fast finishers

- Students find the superlative adjectives in the cartoon story. They write the adjective, the comparative and the superlative forms in their notebooks.

Video scripts: page 143

## Further practice

- Photocopiable Resource 15, page 173
- Workbook, page 34



## Warm-up

- (Books closed) Revise comparatives and superlatives by checking what students remember from the cartoon story in lesson 4.3.
- (Books open) Set the goals of the lesson. Have students look at lesson 4.3 again. Ask *What do you think of Rocco? What about Carla? Who is your favourite?* Write the answers on the board. Say *These are your opinions. In this lesson we will learn how to ask for and give opinions.*

## Lead-in

- (Books closed) Ask students some questions about films: *How often do you go to the cinema? What's your favourite film?* Make sure different students answer.
- (Books open) Students look at the photo. Ask *Are the friends at home or at the cinema? What are they eating?*

## Exercise 1 2.33

- Read out the questions. Students watch the video or listen.

Answers → student page

## Exercise 2 2.34

- After the class repeat together, choose individual students or pairs to repeat. Monitor pronunciation.

## Exercise 3 2.35

- Students work individually. They should look at the photo story and the Speaking box for help.
- Check answers. Play the recording for students to check.

Answers → student page

## Extra activity

- Involve students by personalising the topic. Ask the questions in the Speaking box.

## What's your favourite film?



**Lucas:** What would you like to watch?  
**Amy:** I don't know. What's your favourite film, Lucas?  
**Lucas:** The new *Action Team* film. What about you, Tom?  
**Tom:** I think *Electro Max* is more exciting.  
**Amy:** Well, I don't like action films. I love *Happy Hedgehogs*.  
**Tom:** But it's a cartoon.  
**Amy:** So what? It's great!  
**Tom:** What do you think of cartoons, Lucas?  
**Lucas:** In my opinion, they are a bit silly.  
**Tom:** You're right ... they are silly.  
**Amy:** So, we all want to watch different films. But I've got the remote ...  
**Lucas:** Be careful you two. The popcorn!

- 2.33 Listen and read. What films do Tom and Amy want to watch? *Tom wants to watch Electro Max. Amy wants to watch Happy Hedgehogs.*

- 2.34 Listen and repeat.

## Speaking Opinions

## Asking for opinions

What's your favourite film?  
 What about you?  
 What do you think of cartoons?

## Giving opinions

My favourite film is *Action Team*.  
 I think *Electro Max* is more exciting.  
 In my opinion, they are a bit silly.  
 You're right. They are silly.

- 2.35 Complete the dialogue. Write the answers in your notebook. Then listen, check and repeat.

opinion favourite about right think

**Girl:** What are your <sup>1</sup>favourite videos on YouTube?  
**Boy:** Animal videos. I <sup>2</sup>think the best video is of a skateboarding dog! What <sup>3</sup>about you?  
**Girl:** I like music videos, especially Adele.  
**Boy:** Music videos are OK, but in my <sup>4</sup>opinion animal videos are funnier.  
**Girl:** You're <sup>5</sup>right, they are funnier, but I still prefer Adele!

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## Exercise 4

- Assign Student A and B to pairs. Make sure students understand the information. Then students should swap roles.

## Exercise 5

- Tell students to first read through all the options before choosing one. They should also refer to the SB page for help.

Answers → student page

## Finishing the lesson

- Refer students back to lesson objective. Have them finish the sentence *Today I have learned...* and check if all the students agree.

## Activity for fast finishers

- In their notebooks, students write a list of their favourite films/books/video games.

- 4 Work in pairs. Ask for and give opinions. Use the topics below and the dialogue in Exercise 3 to help you.

- 1 Films: action films vs cartoons

A: *What are your favourite films?*

B: *Action films. I think the best film is the new Action Team film. What about you?*

A: *I like cartoons ...*

- 2 Games: Playstation games vs Wii games

- 3 Music: pop vs rock

- 4 Pets: cats vs dogs

- 5 Read the questions and choose the correct answers. Write them in your notebook.

- 1 What do you think of football?

a I think it's great! b That's true!  
 c I think so.

- 2 I like action films. What about you?

a You're right! It's amazing.  
 b It's more exciting than a cartoon.  
 c In my opinion, they're boring.

- 3 Do you like cats or dogs?

a My favourite is my pet rabbit.  
 b I like it a lot!  
 c Dogs. I think they're friendlier than cats.

- 4 I hate chocolate, but I like popcorn.

a Me too. I love popcorn!  
 b Yes, they're great!  
 c I'm not sure. Chocolate is horrible.

Video scripts: page 143

## Further practice

- Photocopiable Resource 16, page 174
- Workbook, page 35
- Extra Online Homework: Speaking Video Extra Activities



Potrąfię zrozumieć quiz na temat rekordów świata.

# WORLD RECORDS

From the biggest spider to the tallest building.  
How much do you know about our world?  
Try this quiz to find out.

**1** The highest waterfall in the world is Angel Falls in . It's 979 metres high. People sometimes jump from the top with a parachute!

a Canada b Venezuela c Norway

**4** The biggest spider in the world is the Goliath Birdeater. It lives in the forests of . It's 28 centimetres long. But don't worry – it isn't dangerous to humans.

a Africa b Asia c South America

**2** The world's biggest tree house is in the USA. It's got rooms, but people don't live in them. It isn't safe.

a 30 b 50 c 80

**5** The Burj Khalifa in Dubai is the world's tallest building. It is 828 metres tall. People live there, and the world's highest is on the 122nd floor.

a restaurant b swimming pool c zoo

**3** The most dangerous snake in the world is the Belcher's sea snake. It lives in the sea in South East Asia. It can kill a person in .

a 30 seconds b 30 minutes c 2 hours

**6** This is Jonathan, the giant tortoise. He lives on the small island of Saint Helena and he's the oldest animal in the world. He's years old.

a 150 b 185 c 270

1 What is a world record? What world records do you know?

2 2.36 Do the World Records quiz. Write the answers in your notebook. Then listen and check your answers.

3 Read the sentences. Are they true or false? In your notebook, correct the false sentences.

1 The spider is more dangerous than the sea snake. *False*  
*The spider isn't dangerous to humans. / The sea snake is more dangerous than the spider.*

2 The Burj Khalifa is higher than Angel Falls. *False*

3 The tortoise and the spider live on small islands. *False*

4 More people live in the Burj Khalifa than in the tree house. *True*

5 The spider and the snake live in the forest. *False*

2 Angel Falls is higher than the Burj Khalifa.

3 The spider lives in the forests (of South America).

5 The snake lives in the sea.

## LOOK!

It's 979 metres **high**.

It's 28 centimetres **long**.

It's 828 metres **tall**.

He's / She's 185 years **old**.

4 2.37 Complete the sentences with the words in the box. Write the answers in your notebook. Then listen and check.

272 cm tall 4,500 years old 6,853 km long 8,848 m-high

1 Mount Everest is **8,848 m high**.

2 The River Nile is **6,853 km long**.

3 The tallest man in history was **272 cm tall**.

4 The Pyramids in Egypt are **4,500 years old**.

5 As a class, find out the answers.

1 Who's the oldest/youngest?

2 Who's got the longest hair?

3 Who's got the biggest pet?

4 Who's got the oldest brother or sister?

Fun Spot

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sentences in the quiz with the information they need.

- Check answers and ask students to rewrite the false sentences so they are true.

**Answers** → student page

**Look!**

- Ask different students to suggest measurements for the Look! box sentences. Read out the sentences with their suggestions and students repeat. Monitor word stress: *metres, kilometres, centimetres*.

**Exercise 4** 2.37

- Students work individually and then listen to the recording to check.
- Follow-up: Play the recording again, pause after each sentence and students practise saying numbers and measurements.

**Answers** → student page

**Exercise 5**

- Encourage class participation from all students, asking e.g. *Is [name] the tallest? How about you, [name]? Is your brother older than [name]'s brother?*, etc.

**Extra activity**

- Divide the class into small groups. Each group thinks of more questions to add to Exercise 5 using the superlative. Groups share their questions with the class.

**Finishing the lesson**

- (Books closed) Involve students in feedback. Ask: *Do you know something new now? Have them write down in their notebooks the most interesting thing they learnt.*

**Activity for fast finishers**

- Students find the superlative adjectives in the text.

**Further practice**

- Workbook, page 36

## Lesson 4.5

### Reading

- Students look at the photos on page 59 for up to 10 seconds, then close their books. Ask *What do you remember?* Elicit as many words as possible, then ask students to come up with comparative and superlative adjectives for each one (*bigger spider, the most dangerous snake*, etc).

- (Books closed) Set the goals of the lesson. Ask *Are you interested in quizzes?* Different students offer answers. Say *In this lesson we will read and do a quiz.*

### Exercise 1

- (Books open) Ask students the first question and make sure they understand world record by saying: *The tallest mountain in the world is a world record.*

### Exercise 2 2.36

- Students read the quiz individually. Explain that if they don't know an answer, they can guess. Students check with the recording.

**Answers** → student page

### Exercise 3

- Involve students in the learning process. Tell them to find the words and



## Lesson 4.6

### Listening and Writing

#### Warm-up

- Set the goals of the lesson. Have students look at Exercise 4 on page 60 for a few seconds, then close their books again. Ask *What type of text is it? (An essay).* Books open: *So, what will we learn today? Say Today we will learn how to write a short text about friendship.*

#### Lead-in

- (Books closed) Ask students some questions about animals, e.g. *Do you think animals are friends with people?*

#### Exercise 1

- (Books open) If necessary, write the animals on the board.

Answers → student page

#### Exercise 2 2.38

- Pause the recording after *Can you guess what type of animals they are?* and students guess.

Answers → student page

#### Exercise 3 2.38

- Give students a minute to read the sentences before they listen again.

Answers → student page

#### Exercise 4

- Explain the meanings of *similar* and *different*. *Who likes blue/red?* Elicit answers. Explain: *[name] and [name] both like blue. They're similar. But [name] likes blue and [name] likes red. They're different.*

Answers → student page

#### Exercise 5

- Students work individually and write in their notebooks. Write students ideas on the board.

#### Answers

Paragraph 1: introducing a friend  
Paragraph 2: how Ben and Murray are the same  
Paragraph 3: how they are different

## 4.6 Listening and Writing

Potrafię zrozumieć wypowiedzi ustne o przyjaźni i napisać krótki tekst na ten temat.

- Name the animals in the photos. Are they friends? *Yes, they are.*



- 2.38 Listen to a radio programme about animal friendships. Which friendship does it describe – A, B or C? Write the answers in your notebook. *B*

- 2.38 Listen again and choose the correct answers. Write them in your notebook.

- Milo is bigger / smaller than Bonedigger. *smaller*
- Bonedigger is *faster* / slower than Milo.
- The two friends sleep in *the same place* / different places.
- They like *meat* / vegetables.
- Milo *cleans* / is scared of his friend's teeth.

- Read Ben's description of his best friend. What does Ben's friend like?

*Murray likes swimming and the mountains. He also likes biscuits.*



### My best friend by Ben

Paragraph 1 My best friend is called Murray. He's a lot of fun and we often spend time together. In some ways we are similar, but in other ways we are different.

Paragraph 2 We both love the beach. We go sailing in the sea and we go swimming too. We both like swimming but Murray is better than I am! We also like the mountains.

Paragraph 3 But we are also different. I am tall, but Murray is small. I like bananas, but Murray likes biscuits. Murray has four legs, but I have only two. Who is Murray? He's my dog!

### Writing Paragraphs

A paragraph is a part of a text. It's about one main idea. Remember to divide your text into paragraphs!

- Read the text in Exercise 4 again. What information can you find in each paragraph?

- WRITING TIME** In your notebook, write about your best friend.

#### Find ideas

Think about your best friend. It can be a person or a pet! Make notes about how you are similar and how you are different (e.g. appearance, interests, food, etc.).

#### Draft

Write about your best friend.

Paragraph 1 – write who it is.

*My best friend is called ...*

Paragraph 2 – write how you are similar.

*We both love/like ...*

Paragraph 3 – write how you are different.

*But we are also different. I ... but my friend ...*

#### Check and write

Check the paragraphs and write the final version of your text.

#### Exercise 6

- Read out the notes. Ask different students for ideas and write them on the board.
- Students write their own draft in their notebooks. Encourage them to share and help each other in pairs. Give feedback.
- Students write their final text in their notebooks.

Check work in class, or students hand in their notebooks.

#### Extra activity

- Students swap notebooks to correct each other's work.

#### Finishing the lesson

- (Books closed) students work in pairs to remember information about Murray and Ben.

- Have them reflect on the lesson by completing: *Writing essays about friendship is...*

#### Activity for fast finishers

- Students find all the adjectives on the page.

Audio scripts: page 132

#### Further practice

- Workbook, page 37



## LESSON 4.1

### Geographical features

Elementy krajobrazu

**beach** /bi:tʃ/ plaża  
**city** /'sɪti/ miasto  
**desert** /'dezət/ pustynia  
**forest** /'fɒrəst/ las  
**island** /'aɪlənd/ wyspa  
**lake** /leɪk/ jezioro  
**mountain** /'maʊntən/ góra  
**river** /'rɪvə/ rzeka  
**sea** /si:/ morze  
**town** /taʊn/ miasteczko  
**volcano** /vɒl'keɪnəʊ/ wulkan  
**waterfall** /'wɔ:təfɔ:l/ wodospad

**between** /brɪ'twi:n/ pomiędzy  
**go on holiday** /gəʊ ɒn 'hɒlɪdeɪ/ jechać na wakacje  
**go skiing** /gəʊ 'ski:ɪŋ/ jeździć na nartach  
**go swimming** /gəʊ 'swɪmɪŋ/ iść popływać  
**kayak** /'kaɪæk/ pływać kajakiem  
**surf** /sɜ:f/ surfować

## LESSON 4.2

### Adjectives (1) Przymiotniki (1)

**boring** /'bɔ:ɪŋ/ nudny  
**cheap** /tʃi:p/ tani  
**dangerous** /'deɪndʒərəs/ niebezpieczny  
**difficult** /'dɪfɪkəlt/ trudny  
**easy** /'i:zi/ łatwy  
**exciting** /ɪk'saɪtɪŋ/ ekscytujący  
**expensive** /ɪk'spensɪv/ drogi  
**high** /haɪ/ wysoki  
**low** /ləʊ/ niski  
**safe** /seɪf/ bezpieczny

### Out of class

**Hold on!** /həʊld 'ɒn/ Poczekaj!  
**No way!** /nəʊ 'wei/ Wykluczone!  
**Well done!** /wel 'dʌn/ Dobra robota!

**activity centre** /æk'tɪvəti 'sentə/ centrum wypoczynkowe  
**agree** /ə'gri:/ zgadzać się  
**arm** /a:m/ ramię  
**bad** /bæd/ zły  
**better** /'betə/ lepiej  
**climb** /klaɪm/ wspinać się  
**climbing wall** /'klaɪmɪŋ wɔ:l/ ścianka wspinaczkowa

**cycle** /'saɪkəl/ jeździć na rowerze  
**down** /daʊn/ w dół  
**go cycling** /gəʊ 'saɪkɪŋ/ pojeździć na rowerze  
**go kayaking** /gəʊ 'kaɪækɪŋ/ popływać kajakiem  
**good fun** /gʊd 'fʌn/ dobra zabawa  
**hair** /heə/ włosy  
**hand** /hænd/ ręka  
**hot** /hɒt/ gorący  
**Japanese** /dʒæpə'ni:z/ japoński  
**left** /left/ lewy  
**leg** /leg/ noga  
**long** /lɒŋ/ długi  
**next** /nekst/ następny  
**slow** /sləʊ/ wolny  
**ticket** /'tɪkət/ bilet  
**worse** /wɜ:s/ gorszy

## LESSON 4.3

### Adjectives (2) Przymiotniki (2)

**beautiful** /'bjʊ:təfəl/ piękny  
**fast** /fɑ:st/ szybki  
**friendly** /'frendli/ przyjazny  
**funny** /'fʌni/ śmieszny  
**intelligent** /ɪn'telədʒənt/ inteligentny  
**kind** /kaɪnd/ miły, uprzejmy  
**strong** /strɒŋ/ silny

**African** /'æfrɪkən/ afrykański  
**best** /best/ najlepszy  
**cute** /kju:t/ uroczy  
**in the wild** /ɪn ðə 'waɪld/ w naturalnym środowisku  
**penguin** /'penɡwən/ pingwin  
**python** /'paɪθən/ pyton  
**warm** /wɔ:m/ ciepły  
**worst** /wɜ:st/ najgorszy  
**zoo-keeper** /'zu:ki:pə/ opiekun zwierząt w zoo

## LESSON 4.4

### Opinions Opinie

**In my opinion, they are a bit silly.** /ɪn maɪ ə'pɪnjən ðeɪ a: ə bɪt 'sɪli/ Moim zdaniem są trochę głupie.  
**I think Electro Max is more exciting.** /aɪ θɪŋk ɪ'lektro maks ɪz 'mɔ: ɪk'saɪtɪŋ/ Uważam, że Electro Max jest bardziej emocjonujący.  
**My favourite film is Action Team.** /maɪ 'feɪvərɪt fɪlm ɪz 'ækʃən ti:m/ Moim ulubionym filmem jest Action Team.

**What about you?** /wɒt ə baʊt 'ju:/ A co ty o tym myślisz?  
**What do you think of cartoons?** /wɒt du: jə θɪŋk əv ka:'tu:nz/ Co myślisz o kreskówkach?  
**What's your favourite film?** /wɒts jə 'feɪvərɪt fɪlm/ Jaki jest twój ulubiony film?  
**You're right. They're silly.** /jʊr 'raɪt ðɜ: 'sɪli/ Masz rację. Są głupie.

**action film** /'ækʃən fɪlm/ film akcji  
**cartoon** /ka:'tu:n/ kreskówka  
**especially** /ɪ'speʃəli/ szczególnie  
**hedgehog** /'hedʒ,hɒɡ/ jeż  
**I like it a lot!** /aɪ laɪk ɪt ə 'lɒt/ Mnie się to bardzo podoba!  
**I think so.** /aɪ θɪŋk səʊ/ Tak mi się wydaje.  
**pet rabbit** /pet 'ræbɪt/ królik  
**prefer** /prɪ'fɜ:/ woleć  
**remote** /rɪ'məʊt/ pilot do telewizora  
**So what?** /səʊ 'wɒt/ No i co z tego?  
**That's true.** /ðætɪz 'tru:/ To prawda.

## LESSON 4.5

**building** /'bɪldɪŋ/ budynek  
**centimetre** /'sentə'mi:tə/ centymetr  
**giant** /dʒaɪənt/ wielki, gigantyczny  
**humans** /'hju:mənz/ ludzie  
**kill** /kɪl/ zabić  
**metre** /'mi:tə/ metr  
**minute** /'mɪnət/ minuta  
**old** /əʊld/ stary  
**parachute** /'pærəʃu:t/ spadochron  
**pyramid** /'pɪrə'mɪd/ piramida  
**safe** /seɪf/ bezpieczny  
**second** /'sekənd/ sekunda  
**snake** /sneɪk/ wąż  
**swimming pool** /'swɪmɪŋ pu:l/ basen  
**tortoise** /'tɔ:təs/ żółw  
**tree house** /'tri: haʊs/ domek na drzewie  
**world record** /wɜ:ld 'rekɔ:d/ rekord świata  
**young** /jʌŋ/ młody

## LESSON 4.6

**both** /bəʊθ/ obaj, obie, oboje  
**similar** /'sɪmɪlə(r)/ podobny  
**snow** /snəʊ/ śnieg



## VOCABULARY

1 Put the letters in the correct order to make the names of six geographical features. Write the answers in your notebook.

- 1 You can go skiing on a *mountain*. OMUTNINA
- 2 You can go sailing on a *lake*. EKAL
- 3 You can climb a *volcano*. NOVOCAL
- 4 There isn't any water in a *desert*. STREDE
- 5 New Zealand is an *island*. DANSIL
- 6 Angel Falls is the world's highest *waterfall*. FLATWALER

2 Choose the correct answers. Write them in your notebook.

- 1 I don't want to watch this film. It's *boring* / *easy* and it isn't *safe* / *funny*.
- 2 I love skiing – it's *fast* / *strong* and *low* / *exciting*.
- 3 My granny is *high* / *kind* and *friendly* / *safe*. She always helps people.
- 4 Elephants are *intelligent* / *cheap* animals but they can be *dangerous* / *safe*.
- 5 In my opinion, Maths is *easy* / *friendly* but History is *strong* / *difficult*.

1 *boring*

## GRAMMAR


3 In your notebook, write sentences comparing these animals.

- 1 Lions *are more dangerous than* (dangerous) cats.
- 2 Elephants *are bigger than* (big) tigers.
- 3 Tigers *are faster than* (fast) tortoises.
- 4 Giraffes *are taller than* (tall) elephants.
- 5 Dogs *are more intelligent than* (intelligent) cats.
- 6 Monkeys *are funnier than* (funny) tigers.

4 In your notebook, write sentences with the superlative form of the adjectives.


- 1 *The longest wall* (long / wall) in the world is The Great Wall of China.
- 2 *The biggest pizza* (big / pizza) in the world is from Italy.
- 3 *The oldest pair of jeans* (old / pair of jeans) in the world is 136 years old!
- 4 *The most expensive film ever* (expensive / film ever) is *The Pirates of the Caribbean: At World's End*.
- 5 *The worst footballer* (bad / footballer) in the world is my dad!

## PRONUNCIATION


5  2.39 Listen and repeat: /ə/. Practise saying the words in blue.



## DICTATION

6  2.40 Listen to the recording. Write the sentences in your notebook.

## SPEAKING

7  2.41 In your notebook, write the dialogue in the correct order. Listen and check. Then act out the dialogue in class.

**Rocco:** What do you think of pizzas? 1

**Big Al:** But hamburgers are bigger than pizzas. 6

**Rocco:** Pizza Napolitana. It's really good! 3

**Big Al:** I really like them! My favourite is pizza Margherita. What's your favourite? 2

**Rocco:** I'm not sure. In my opinion pizzas are the best! 5

**Big Al:** That's true, it is good. But hamburgers are better than pizzas. 4

**Rocco:** Your hamburger is bigger than a pizza! 7





## READING AND WRITING

8 Read the text. What is the best title?

- 1 Max's new computer.
- 2 Max and Karl do their homework.
- 3 Karl has an idea.

9 Read the text again. Answer the questions.

- 1 Whose computer are the friends using today?  
*Karl's*
- 2 What is Max's favourite game? *Mountain Quest*
- 3 What do the boys decide to do? *Play Mountain Quest first, and then Forest Adventure*
- 4 What are they looking for in the game?  
*a magic key*
- 5 Why doesn't Max want to play 'Forest Adventure'? *He has to do his Geography homework*

10 In your notebook, write about 60–70 words comparing two films or books. Use the questions below to help you.

- 1 What are the films / books about?
- 2 What is special about them?
- 3 What is similar about them?
- 4 What are the differences?


Max and Karl are good friends. Max sometimes goes to Karl's house after school. Today they are playing on Karl's computer.

'Let's play Forest Adventure,' says Karl. 'It's too difficult,' says Max. 'I think Mountain Quest is more exciting than Forest Adventure. It's my favourite game.'

Karl has an idea. 'Why don't we play Mountain Quest first, then we can play Forest Adventure?' he says. The boys start the game. They are looking for a magic key, but they can't see it. They go across a river and they climb to the top of a volcano.

Finally they find the magic key. 'OK, let's play my game now,' says Karl. 'Sorry Karl, but I can't,' says Max. 'I've got Geography homework! Maybe tomorrow.'

## LISTENING

11  2.42 Listen to four people talking about free time activities. Match sentences A–E with speakers 1–4. There is one extra sentence. Write the answers in your notebook.

This person

- A compares two activities. 2
- B has a negative opinion about an activity. 4
- C would like to start a new activity.
- D talks about a holiday activity. 1
- E talks about a family activity. 3

### Check yourself!

- ✓ Potrafię rozmawiać o elementach krajobrazu.
- ✓ Potrafię stosować przymiotniki w stopniu wyższym i najwyższym.
- ✓ Potrafię wyrażać swoją opinię i pytać o opinie innych.
- ✓ Potrafię zrozumieć wypowiedzi ustne i pisemne na temat przyjaźni i na temat rekordów świata.
- ✓ Potrafię napisać krótki tekst o swoim najlepszym przyjacielu.





# Poland Winter time



- 1 Read the text. In your notebook, write similar sentences about winter in Poland.



Hi! I'm Luke from Cape Town in South Africa. Winter here is from June to August. June is the coldest month, but the temperatures never go below zero. It never snows in my city. There is sometimes a little snow in the mountains.

- 2 Look at the picture. Put the sentences A-D in the right order. Write the answers in your notebook.

## How to make a snow angel



- 3 **A** Move your arms up and down on the snow.
- 1 **B** Find a place with fresh powder snow.
- 4 **C** Stand up carefully.
- 2 **D** Lie down on your back.

- 3 **2.43** Listen and check your answers to exercise 2. Then answer the questions below.

- 1 When are Luke's school holidays? *in January*
- 2 Where does he spend them? *in Canada*

- 4 **2.44** Complete the sentences with the words from the box. Write the answers in your notebook. Listen, check and repeat.

fights ice-skating sledding snowman

## What can you do on a snowy day?



1 You can have snowball *fights*.

2 You can go *sledding*.



3 You can go *ice-skating*.



4 You can make a *snowman*.



- 5 Answer the questions in pairs.

- 1 Do you like winter? Why?/Why not?
- 2 Which winter activities do you like most?





- 6 Match the days from the box to the calendar pages. Which is your favourite day at Christmas time?

Boxing Day Christmas Day Christmas Eve

DECEMBER	DECEMBER	DECEMBER
24 Monday	25 Tuesday	26 Wednesday

Christmas Eve Christmas Day Boxing Day

- 7 2.45 Listen and repeat. Look at the Christmas tree on the right. Which decorations can you see?

bauble gingerbread man lights  
paper chain star sweets

There are six red baubles on the tree.

- 8 When does your family decorate the Christmas tree? What do you decorate it with?

- 9 In your notebooks, complete the expressions with the verbs from the baubles. When do people usually do these things in Poland? Do you have the same traditions in your family?

- 1 *sing* Christmas carols.
- 2 *visit* their families.
- 3 *eat* the traditional Christmas dinner.
- 4 *share* the Christmas wafer.
- 5 *go* to Midnight Mass.
- 6 *put* Christmas presents under the tree.

- 10 2.46 Choose the correct answers. Write them in your notebook. Listen and check.

In Poland on Christmas <sup>1</sup> Day / Eve we eat a special dinner called *Wigilia*. By tradition, people in Poland <sup>2</sup> start / finish it when they can see <sup>3</sup> the moon / the first star in the evening sky. Before dinner they exchange <sup>4</sup> wishes / presents and share the Christmas wafer with everyone. For dinner there are usually <sup>5</sup> twelve / thirteen dishes. They're different in different parts of Poland. Most people have mushroom or beetroot soup, <sup>6</sup> turkey / fish and *pierogi*. After dinner many people sing Christmas carols and open their presents.



- 11 2.47 Choose one box under the Christmas tree. Listen and find out what's in your box. Answer the questions in pairs.



- 1 Are you happy with your present? Is it a typical Christmas present for children in your family?
- 2 What kind of present do you want for Christmas this year?

## PROJECT

### Plan your perfect Christmas.

- Think of the perfect Christmas Eve, Christmas Day and Boxing Day.
- Write what you do (or what you'd like to do) on each day.
- Write about your family Christmas traditions.
- Illustrate your plan with drawings or photos.

### Make a class display of all the plans.



## Lesson 5.1

### Vocabulary

#### Warm-up

- (Books closed) Write Our town on the board. Students take turns to say any places in their town they know in English.
- (Books open) Introduce the aims of this lesson with this question: *What is this lesson about?* Students quickly look at pages 66-67 and offer ideas. *Today we will talk about places in town.* Write the lesson objective on the board.

#### Lead-in

- Teach the vocabulary with example sentences: *You buy food and toys at a shop. You eat pizza at a restaurant. There are trees and grass in the park. You get money from a bank. You stay at a hotel when you are on holiday. You can order tea or coffee at a café.*

#### Exercise 1

- Students take turns to tell the class which places are near their school.

#### Exercise 2 2.48

- Make sure students understand all the vocabulary.  
*You see a film at the cinema.*  
*You go to hospital when you are very ill.*  
*There are lots of books at a library.*  
*There are interesting old things at a museum.*  
*You can see a football match at the stadium.*  
*You buy food from the supermarket.*  
*A supermarket is a shop.*  
*You see a play at the theatre.*  
Explain further if necessary.

**Answers** → student page  
The only missing building is the bank.

#### Exercise 3 2.49

- Before they listen, tell students to listen for words that they connect to the places.
- Follow-up. Play the audio track again and stop



#### VOCABULARY

Places in town |  
Prepositions of place |  
Adjectives

#### GRAMMAR

Past Simple to be affirmative, negative, questions and short answers



#### SPEAKING

Directions



#### READING

Hollywood – Then and Now

#### LISTENING AND WRITING

A town in the past |  
Using adjectives

#### GET CULTURE!

A journey around the UK

66 Unit 5

after each mini-dialogue. Students say the words that are connected to the places.

#### Answers

- 2 At the library
- 3 At the stadium
- 4 At the hospital
- 5 At the café
- 6 At the park
- 7 At the supermarket / in the shop

# Around town

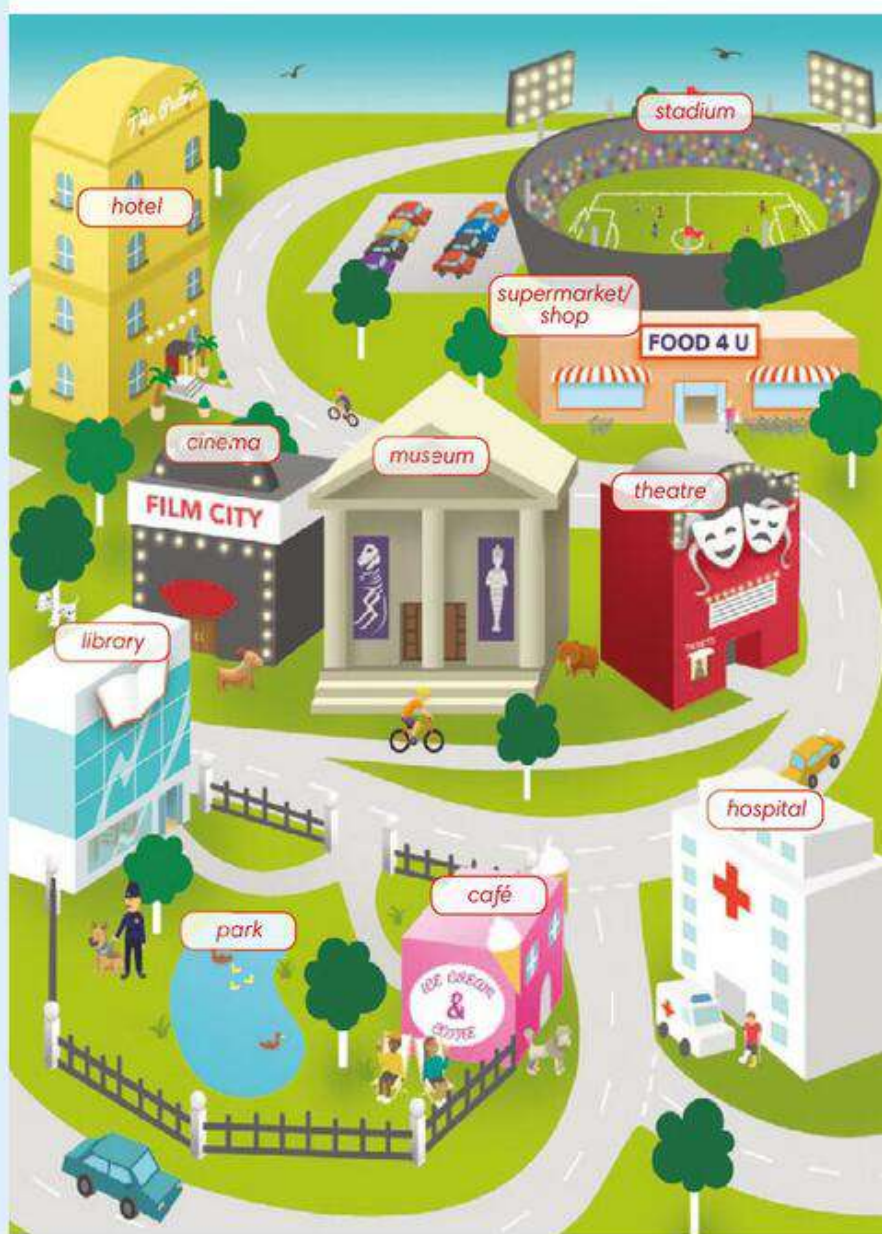
## Vocabulary

Potrafie rozmawiać o miejscach w mieście.

### 1 Which of these places are near your school?

shop restaurant park bank hotel café

I know that!



#### Exercise 4

- Tell students to look at the pictures on page 66, then find key words connected to each place in each sentence.
- Students name places that are and aren't in their town.
- Make a list of places on the board.

**Answers** → student page

#### Exercise 5

- Students write sentences in their notebooks. They then compare in pairs. Ask different students to read out sentences to the class.

#### Exercise 6 2.50

- Teach the prepositions of place with three students. Ask them to stand at the front. Position them according to the



- 2 2.48 Listen and repeat. Which places can you see in the picture on page 66?

### Vocabulary Places in town (1)

bank café cinema hospital hotel  
library museum park restaurant  
shop stadium supermarket theatre

- 3 2.49 Where are the people? Listen and write in your notebook.

1 At the cinema.

- 4 Match the descriptions to the places in the box. Write the answers in your notebook. There are three extra places.

bank cinema hospital hotel  
library museum park  
restaurant stadium

- You go there to see a doctor.
  - You can get money there. *bank*
  - You can see an Egyptian mummy there. *museum*
  - You watch a film there. *cinema*
  - You can have a picnic there. *park*
  - You have lunch or dinner there. *restaurant*
- 1 *hospital*

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



- 6 2.50 Listen and repeat. Then look at the picture on page 66 and complete the sentences in your notebook.

### Vocabulary Prepositions of place

behind between in front of next to opposite



- The museum is *between* the cinema and the theatre.
  - The ambulance is *in front of* the hospital.
  - The stadium is *behind* the supermarket.
  - The cinema is *next to* the museum.
  - The hospital is *opposite* the café.
- 7 Find the dogs in the picture on page 66. Then ask and answer in pairs.  
A: *Where is Fido?*  
B: *Fido is in front of the cinema.*



- 8 In your notebook, complete the sentences about you. Use the names of the places in town.

*I often go to the cinema and the library.*

I often go to  and .

I sometimes go to  and .

I never go to  or .

*I remember that!*

Unit 5 67

- Ask different pairs to report back to the class.

### Answers

- 2 Max is between the theatre and the museum.  
3 Roxy is opposite the hospital.  
4 Bella is behind a tree.  
5 Harley is in front of the library, next to the policeman.

### Exercise 8

- Students work individually. They then read their paragraphs to their partner and compare answers.
- Involve students further by extending the activity. Have students compare two things they said in pairs, e.g. *Anna often goes to the cinema, but I sometimes go to the cinema.*

### Finishing the lesson

- (Books closed) Students take turns to say one new word from the lesson. Ask different students to write them on the board and make sentences with them. Ask students what they remember from the town picture in Exercise 1.
- Ask students which words from the lesson are the most difficult to spell. Involve them in the learning process by reminding them to keep a note of all new words in a vocabulary section of their notebooks.

### Activity for fast finishers

- Students write one or two words in English they connect to each place that can help them remember the meaning. Ask students which words they used.

Audio scripts: page 132

### Further practice

- Photocopiable Resource 17, page 175
- Workbook, page 42

prepositions and say example sentences e.g. *Mary is between John and Anna.*

- Students work individually. Ask different students to read out the completed sentences. Students then check each other's answers and offer feedback.
- Involve students asking follow-up questions about their town, e.g. *Is the*

*cinema opposite the shops in your town? Where is the supermarket in your town?*

**Answers** → student page

### Extra activity

- Students work in groups. On a piece of paper, they draw a street map of an imaginary town and label the places on it. They should draw the map so that the places illustrate all

the prepositions of place. They then swap maps with another group and write sentences about where the places are on the other group's map. They then return the maps and mark feedback on the sentences.

### Exercise 7

- Students ask and answer in pairs. Monitor question forms and pronunciation.



Warm-up

- (Books closed) Write the places in town words on the board with the vowels missing. Students take turns to say and complete the words.
- Set the goal of the lesson. Ask *What day is it today?* Students: (Tuesday). Say: *Yes, this is today, and we use the verb be in the present. But yesterday it was Monday. Is that the present, or is it the past? Today we will learn the Past Simple of the verb be so we can talk about the past.*

Lead-in

- (Books open) students look at the photo story and describe who and what they can see. They suggest what the story is about.

Exercise 1

- Ask different students to suggest answers.

Answers → student page

Exercise 2 22 2.51

- Tell students to read the sentences first so they have a purpose for watching or listening.
- Ask different students to read out the sentences and answers. For false answers ask students to say the true sentence.

Answers → student page

Exercise 3 2.52

- Read out the sentences. Ask students to respond with a phrase or part of a phrase from the Out of class box:
- Sorry but I can't help you cook.*  
*Well done! That...*  
*There you are!*  
*Oh no! I haven't got the cake! It's...*

Exercise 4

- Students discuss the options in pairs.
- Do a class vote.

# We were worried about you!

It was Lucas's birthday last Saturday. His friends' plan was to take him to the cinema and then for a pizza.



**Elena:** Where's Lucas? The film starts in five minutes.  
**Amy:** Perhaps he's ill. He wasn't very well at school yesterday.  
**Tom:** He was OK this morning.  
**Elena:** He isn't answering his phone.  
**Tom:** Come on, let's go in.

After the film ...



**Amy:** That was awesome!  
**Tom:** The actors were amazing!  
**Elena:** It's a shame about Lucas.  
**Amy:** Wait a minute. There he is ...



**Elena:** Happy birthday, Lucas! We were worried about you!  
**Lucas:** Sorry I'm late. There weren't any buses and my phone was out of battery.  
**Tom:** So, is this your new bike?  
**Lucas:** Ha ha. No, it's my little sister's bike. My bike's got a flat tyre.  
**Amy:** Never mind, Lucas. Let's go for a pizza now.



**Amy:** Look, here's the pizzeria.  
**Lucas:** Oh no ...

- 22 1 Look at the photos. Where are the children? What can you do there?  
*They're at the cinema.*  
*You can watch films there.*

- 2 2.51 Listen and read. Are the sentences true or false?

- 1 Elena phones Lucas. *True*
- 2 Lucas is ill. *False*
- 3 Tom doesn't want to see the film. *False*
- 4 The film isn't very good. *False*
- 5 There's a problem with Lucas's phone. *True*
- 6 Lucas has got a new bike. *False*

- 3 2.52 Listen and repeat. Find these expressions in the story. How do you say them in Polish?

That was awesome! It's a shame.  
Sorry I'm late. Never mind.

Out of class

- 4 CLASS VOTE Why does Lucas say "Oh no" about the pizzeria?

- a His sister is in the pizzeria.
- b The pizzeria is closed.
- ☒ c Some of his teachers are in the pizzeria.

- 5 2.53 Now listen and check. 23

Exercise 5 23 2.53

- Students watch or listen to check their choice.
- Monitor comprehension. Ask: *Does Lucas see the film? Why not? What's the name of the History teacher? When was her birthday? Where do the friends go?*
- Involve students. Ask *Is your guess correct?* Check answers.

- Divide the class into groups of four and assign a role from the photo story to students. They roleplay the story in their groups.

Answers → student page

Extra activity

- Students work in groups of four and change these details in the photo story: names, places, transport, reason for being late.

They then perform their new version and the class listens for the changes.

Get Grammar! 24

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class.
- Practise the affirmative form before students do the exercise. Write these gapped phrases on the



## Get Grammar!

Past Simple: to be – affirmative and negative

24

+	-
I <b>was</b> at the cinema.	I <b>wasn't</b> at the park.
You <b>were</b> at the cinema.	You <b>weren't</b> at the park.
He/She/It <b>was</b> at the cinema.	He/She/It <b>wasn't</b> at the park.
We <b>were</b> at the cinema.	We <b>weren't</b> at the park.
You <b>were</b> at the cinema.	You <b>weren't</b> at the park.
They <b>were</b> at the cinema.	They <b>weren't</b> at the park.
<b>there was / there were</b>	<b>there wasn't / there weren't</b>
There <b>was</b> a problem.	There <b>wasn't</b> a problem.
There <b>were</b> some buses.	There <b>weren't</b> any buses.

wasn't = was not    weren't = were not

We **were** at the lake.  
It **wasn't** hot. It **was** cold.  
I **was** completely wet.



## 6 Complete the sentences with was or were.

Write the answers in your notebook.

- 1 It **was** Lucas's birthday on Saturday.
- 2 Amy, Elena and Tom **were** at the cinema.
- 3 The film **was** awesome!
- 4 Lucas **was** late.
- 5 There **was** a problem with the buses.
- 6 Their teachers **were** in the pizzeria.

## 7 Where were they last Sunday? Look at the pictures and write true sentences in your notebook.



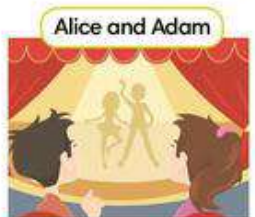
Jake



Julia

- 1 Jake was at the park.  
*Jake wasn't at the park.  
He was at the hospital.*

- 2 Julia was at the restaurant. *Julia wasn't at the restaurant. She was at the library.*



Alice and Adam



Luke and Bess

- 3 Alice and Adam were at the café. *Alice and Adam were not at the café. They were at the theatre.*
- 4 Luke and Bess were at the museum. *Luke and Bess weren't at the museum. They were at the stadium.*

## Look!

yesterday    last night/week/month/year  
last Monday/May    in 2014

## 8 In your notebook, complete the sentences so they are true for you. Use the correct time expressions.

- 1 There was a good film on TV .
- 2 It was my birthday .
- 3 I was late for school .
- 4 My friends and I were at the cinema .
- 5 It was sunny .
- 6 My family and I were on holiday .



## 9 GAME Play as a class Yesterday, I was at the ...

Nadia: Yesterday, I was at the library.

Jan: Yesterday, Nadia was at the library and I was at the museum.

Adam: Yesterday, Nadia was at the library, Jan was at the museum and I was at ...

Unit 5 69

## Look!

- Read out the box and make sure students understand the expressions.

## Exercise 8

- Students work individually and then compare answers in pairs. Ask different students to read out a sentence each.
- Involve students further and have them compare two answers they said in pairs, e.g. *It was my birthday last May, but it was my friend's birthday last January.*

## Exercise 9

- This is a class game. First make sure students remember the place names. For larger classes the game can be played again in groups of ten.

## Finishing the lesson

- (Books closed) students take turns to say a sentence about where they or a family member was yesterday.
- Refer students back to lesson objective: *Can you now talk about the past using to be? What two forms do you know? Have students finish the sentence in their notebooks: To talk about the past using to be, we ...*

## Activity for fast finishers

- Students find the affirmative and negative Past Simple forms of the verb to be in the photo story. They write them in their notebooks and then write the opposites.

Video scripts: page 143

Audio scripts: page 133

board and ask different students to fill in the gaps so they are true for them.  
Yesterday I  at school.  
On Sunday we  at school.

My friend  at home yesterday morning.  
My friends  at my house last Saturday.  
There  a quiz on TV yesterday.

## Exercise 6

- Students work individually. Choose different students to read out the answers.

Answers → student page

## Exercise 7

- Students work individually and then compare answers in pairs. Ask different students to write the answers on the board.

- Follow-up: Involve students by asking them to say two sentences about themselves including a place in town. One sentence should be affirmative and the other sentence negative.

Answers → student page

## Further practice

- Photocopiable Resource 18, page 176
- Photocopiable Grammar Roleplays, page 194
- Workbook, page 43
- Extra Online Homework: Grammar Video Extra Activities



## Warm-up

- (Books closed) Revise the Past Simple of *be* affirmative and negative. Write the heading *Yesterday* on the board. Ask students to write down two sentences in their notebooks, one affirmative and one negative, that are true for them.
- Students then compare sentences in pairs. Ask different pairs to read out some examples. Write a few on the board.
- Set the goal of the lesson. Refer students to the sentences on the board. Ask *Are these questions?* Students: *No*. Say *Today we will learn the Past Simple of the verb to be so we can ask and answer questions about the past.*

## Lead-in

- (Books open) students look at the cartoon story and suggest what it is about. Say *Tell me what is happening in picture 1, etc.*

## Exercise 1

- Students work individually. Check answers in class.

Answers → student page

## Exercise 2 2.54

- Tell students to read the sentences first so they have a purpose for reading or listening.
- Ask different students to read out the sentences and answers.

Answers → student page

## Get Grammar! 25

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class.
- Practise the question form before students do the exercise. Write these gapped questions on the board and ask different students to fill in the gaps.

They should also think about spelling.

\_\_\_ you at the cinema yesterday?

\_\_\_ he late for school last Monday?

\_\_\_ they at home last night?

\_\_\_ there a quiz on TV yesterday?

- Ask different students to answer the questions on the board with short answers. Replace *he* and *they* with students names.

## Exercise 3

- Students work individually. Ask different students to write the questions on the board.

## Answers

- 2 Was Rocco at the supermarket?
- 3 Where was Rocco?
- 4 Were Carla and Al at the cinema?
- 5 Were there any pizzas in the fridge?
- 6 Was there a plate on the sofa?

## City Creatures The muffins

**1** Carla: Where are my muffins?  
Big Al: Your muffins?  
Carla: Yes, my muffins. They were here yesterday.  
Rocco: Sorry, Carla. I don't know. Were the muffins in the fridge?  
Carla: Yes, they were, next to the pizzas. But they aren't here now.

**2** Carla: Where were you last night, Rocco?  
Rocco: I was at the park. It wasn't me, Carla. I don't like muffins!

**3** Carla: And where were you, Al?  
Al: Er ... I was at the library.  
Carla: Hey, what's that under the sofa?  
Big Al: I don't know. It wasn't there before.  
Carla: Was it you Al?  
Big Al: No, it wasn't. It wasn't me, Carla. It wasn't me ...

**4** Rocco: Wake up Big Al! Are you OK?  
Big Al: It wasn't me ... it wasn't ... Er ... What's happening?  
Rocco: You were asleep. Was it a bad dream?  
Big Al: Yes, it was! ... Where's Carla?  
Carla: Hey, where are my muffins?  
Big Al: Oh no!

**5**

- 1 Look at the cartoon. Match the characters to the feelings. Write the answers in your notebook.

- |           |             |
|-----------|-------------|
| b 1 Carla | a surprised |
| a 2 Rocco | b angry     |
| c 3 Al    | c scared    |

- 2 2.54 Listen and read. Are the sentences true or false?

- 1 Big Al is having a bad dream. *True*
- 2 Carla is looking for pizzas. *False*
- 3 Rocco doesn't like muffins. *True*
- 4 Al was at the park. *False*
- 5 Carla's muffins are under the sofa. *False*



## Get Grammar!

Past Simple: to be – questions and short answers



?	Short answers
Was I at the park?	Yes, I <b>was</b> . / No, I <b>wasn't</b> .
Were you at the park?	Yes, you <b>were</b> . / No, you <b>weren't</b> .
Was he/she/it at the park?	Yes, he/she/it <b>was</b> . No, he/she/it <b>wasn't</b> .
Were we at the park?	Yes, we <b>were</b> . / No, we <b>weren't</b> .
Were you at the park?	Yes, you <b>were</b> . / No, you <b>weren't</b> .
Were they at the park?	Yes, they <b>were</b> . / No, they <b>weren't</b> .

Where **were** you last night? When **was** Rocco at the park?

there was / there were

Was there a pizza in the fridge?	Yes, there <b>was</b> . / No, there <b>wasn't</b> .
Were there (any) muffins in the fridge?	Yes, there <b>were</b> . / No, there <b>weren't</b> .

Were you in the kitchen?

Yes, I was.

## 3 In your notebook, write questions about the story.

- muffins Were any there in the fridge?  
Were there any muffins in the fridge?
- Was at the supermarket Rocco?
- Rocco Where was?
- at the cinema Were Carla and Al?
- Were there in the fridge any pizzas?
- a plate on the sofa Was there?

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

- A: Were there any muffins in the fridge?  
B: No, there weren't.

## 5 2.55 Complete the dialogue. Write the answers in your notebook. Then listen and check.

The next day Carla has more questions for Al ...

- Carla: Where <sup>1</sup> were you last night, Al?  
Big Al: I <sup>2</sup> was with Rocco.  
Carla: <sup>3</sup> Were you at the park?  
Big Al: No, we <sup>4</sup> weren't.  
We <sup>5</sup> were at the supermarket.  
Carla: <sup>6</sup> Were there any sausages?  
Big Al: No, there <sup>7</sup> weren't.  
But there were muffins.  
Look!  
Carla: Oh! Thanks Al!



## 6 Act out the dialogue in Exercise 5 in pairs. Replace the words in blue. Use the places below.



## 7 In pairs, ask and answer about your weekend.

- A: Were you at home last Saturday?  
B: No, I wasn't. I was at the park.

- 8 2.56–2.57 Go to page 123. Listen and sing Where Were You? song.



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## Exercise 4

- Monitor pairs for correct questions forms.
- Follow-up: Choose different pairs to stand up. Student A asks any question from Exercise 3. Student B answers.

## Answers

- No, he wasn't.
- Rocco was at the park.
- No, they weren't.
- Yes, there were.
- No, there wasn't.

## Exercise 5 2.55

- Students work individually. Ask different students to suggest answers but do not confirm yet. Play the recording for students to check their own work.
- Encourage students to give feedback about their own progress. Ask Was Exercise 5 easy or difficult? Can you use the Past Simple of be?

Answers → student page

## Exercise 6

- Monitor pairs for question forms and answers. Ask different pairs to stand up and perform their dialogues to the class.

## Extra activity

- Students do a roleplay. Divide the class into groups of three and assign a character to each student. The groups practise the cartoon story

in their groups. Monitor pronunciation. Students can then perform their roleplays to the class.

## Exercise 7

- Ask two students to read out the example.
- Students ask and answer in pairs. Monitor grammar and vocabulary.
- Ask different pairs to demonstrate their dialogues.

## Exercise 8 2.56–2.57

- Play the song for students to hear the first time.
- Read out the lyrics and students repeat. Then students can sing along.
- Different groups perform the song. Have a class vote for the best performance.

## Finishing the lesson

- (Books open) Students have one minute to look at the pictures in the cartoon story.
- (Books closed) Ask students the questions in Exercise 3 again to see what they can remember. Students take turns to answer.
- Have students reflect on what they learned by asking What can you now do? What do you need to practise?

## Activity for fast finishers

- Students find the questions and answers with the verb be in the Past Simple in the cartoon story. They say which answers are short answers.

Video scripts: page 143

## Further practice

- Photocopiable Resource 19, page 177
- Workbook, page 44



## Lesson 5.4

### Speaking

#### Warm-up

- (Books closed) Revise the places in town from lesson 5.1. Give students one minute to write down in their notebooks as many places as they can remember.
- Set the goals of the lesson. Ask students to look at Exercise 5 for a few seconds. Ask *What is it?* Say *In this lesson we will learn how to ask for and give directions.*

#### Lead-in

- (Books open) Students look at the photo and say who and what they can see.

#### Exercise 1 2.58

- Read out the question. Students watch the video or listen.

Answers → student page

#### Exercise 2 2.59

- After the class repeat together, choose individual students or pairs to repeat. Monitor pronunciation.
- Involve students by personalising the topic. Ask *Do you often give directions in your own language? When was the last time?*

#### Extra activity

- Play the video or recording again. Then students roleplay the dialogue. Assign the roles to three students.

#### Exercise 3

- Students work individually. They should look at the photo story and the Speaking box for help.
- Ask different students for answers.

Answers → student page

#### Exercise 4 2.60

- Students work individually. Ask different students for answers, but do not confirm yet. Play the audio track for students to check their own work.

Answers → student page

## 5.4 Speaking

Potrąfię wskazać drogę i o nią zapytać.

### Is it far?



**Tourist:** Er ... Excuse me ... I'm looking for the Science Museum.  
**Amy:** The Science Museum? Yes, it's ...  
**Tom:** Hey, I know where it is, it's in Green Street.  
**Tourist:** Where's Green Street? Is it far?  
**Tom:** No, it isn't. Go straight on, then turn right ...  
**Amy:** You mean turn left, Tom.  
**Tom:** Oh yes, turn left. Go past the cinema and the museum is on the left. It's opposite the park.  
**Amy:** But it's on the right, Tom.  
**Tom:** What's on the right?  
**Amy:** The museum, Tom. You don't know your left from your right!

- 2.58 Listen and read. Where does the tourist want to go? *The tourist wants to go to the Science Museum.*

- 2.59 Listen and repeat.

#### Speaking Directions

##### Asking for directions

Excuse me. Where's North Street?  
 I'm looking for a library.  
 How can I get to the Science Museum?  
 Is it far?

##### Giving directions

It's in/on Green Street.  
 Go straight on.  
 Go past the cinema.  
 Turn left. / Turn right.  
 It's on the left. / It's on the right.

- 3 Look at the pictures and give directions. Use the Speaking box to help you.

- |                |                       |
|----------------|-----------------------|
| 1  Turn right. | 4  It's on the left.  |
| 2  Turn left.  | 5  It's on the right. |
| 3  Go past.    | 6  Go straight on.    |

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- 4 2.60 Choose the correct answers. Write them in your notebook. Then listen and check. Find the library on the map in Exercise 5. Is it A, B or C? *The library is B.*

**Boy:** Excuse me. I'm looking <sup>1</sup> for / to the library.

**Girl:** There's a library <sup>2</sup> in / at North Street.

**Boy:** Where's North Street? Is it far?

**Girl:** No, it isn't. Go straight <sup>3</sup> on / in, past the hotel. Then <sup>4</sup> go / <sup>5</sup> turn right. The library is <sup>6</sup> in / on the left, opposite the bank.

**Boy:** Thanks!

1 for

- 5 2.61 Listen and follow the directions. Find the stadium and the supermarket on the map.



- 6 In pairs, ask for and give directions.  
 Student A: Go to page 122. Student B: Go to page 124.

#### Exercise 5 2.61

- Before students listen, give them a moment to study the map.

Answers → student page

#### Exercise 6

- Assign Student A and B to pairs. Make sure students understand their roles.
- Monitor use of communication skills.

#### Finishing the lesson

- Refer students back to lesson objective. Have them finish *Today I have learned...* and check if all the students agree.

#### Activity for fast finishers

- Students find questions and answers in the dialogue.

Video scripts: page 144

Audio scripts: page 133

#### Further practice

- Photocopiable Resource 20, page 178
- Workbook, page 45
- Extra Online Homework: Speaking Video Extra Activities



Potrąfię zrozumieć tekst opisujący sytuację z przeszłości.

- 1 2.62 Listen and repeat. Label the pictures with the words in the Vocabulary box. Write the answers in your notebook. Which places are there in your town?

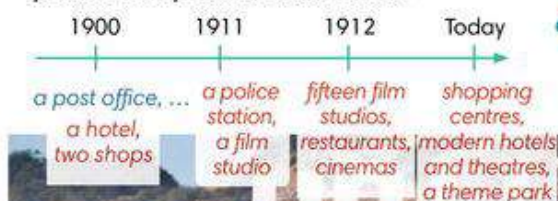
### Vocabulary Places in town (2)

police station post office shopping centre  
sports centre swimming pool train station



- 2 2.63 Read and listen to the text about Hollywood. Which of the places in the Vocabulary box are in the text?  
*police station, post office, shopping centre*

- 3 2.63 Read and listen to the text again. Copy the time line in your notebook. Put the places in Hollywood on the time line.



- 4 In your notebook, complete the questions with the words in the box.

How many How many Was Were What

- How many people were there in Hollywood in 1900?  
There were 5,000 people.
- Was there a post office in 1900?  
No, there wasn't.
- Were films popular in 1911?  
Yes, they were. Films were very popular.
- How many film studios were there in 1912?  
There were 50 film studios.
- What is Universal Studios?  
It's a big cinema in Hollywood.

- 5 Read the text again. Which answers in Exercise 4 are true and which are false? In your notebook, correct the false answers.

1 False. There were 500 people.

**LOOK!**

1900 = nineteen hundred  
1911 = nineteen eleven  
2005 = two thousand and five  
2017 = twenty seventeen

- 6 2.64 Listen and write the years in your notebook.

1 1965 2 2012 3 2007 4 1998 5 2018

## HOLLYWOOD THEN AND NOW

Hollywood is famous for its film studios and for big, exciting films such as *Star Wars*, *Titanic* and

*The Avengers*. A lot of people live there too. But it was very different in the past.

In 1900, Hollywood was a small village near Los Angeles. There was a post office, a hotel, two shops – and 500 people. In 1911 there was also a police station and a little film studio. The film industry was new, and films were very popular. A year later, in 1912, there were fifteen studios in the town! Hollywood wasn't a quiet little

town any more. It was full of actors, and there were restaurants and cinemas.

Today, Hollywood is part of Los Angeles. There are busy shopping centres, modern hotels and theatres. Millions of tourists visit Hollywood every year, and many go to Universal Studios. It's a large theme park and a real film studio. Hollywood is very different from the small village of the past!

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### Exercise 3 2.63

- Students work individually and then compare answers in pairs. Give students time to read the text again.

Answers → student page

### Exercise 4

- Involve students by reminding them to first look at the grammar in the answers.

Answers → student page

### Exercise 5

- Students work individually and write in their notebooks.

### Answers

- 2 False: There was a post office in 1900.  
4 False: There were 15 film studios.  
5 False: It's a large theme park and a real film studio.

### Look!

- Read out the box and students repeat. Ask different students to say the year they were born.

### Exercise 6 2.64

- Check answers. Students write the years on the board.

Answers → student page

### Finishing the lesson

- (Books closed) Draw the timeline from Exercise 3 on the board and ask students to remember the places.
- (Books closed) Involve students in feedback. Ask: *Do you know something new now?* Students write down in their notebooks the most interesting thing they learnt.

### Activity for fast finishers

- Students find the Past Simple of the verb to be in the text.

### Further practice

- Workbook, page 46

### Lesson 5.5

#### Reading

- (Books closed) Set the goals of the lesson. Show students the title of the text in Exercise 3. Ask *What do you think is the lesson about?* Say *In this lesson we will read a text about a place in the past.*

### Lead-in

- (Books open) Ask: *What is the place? What do you know about this place?* Students take turns to offer answers.

### Exercise 1 2.62

- Students work in pairs to match the places they know to the pictures. Tell students the answers to teach the new vocabulary.

- Play the recording for students to repeat.

Answers → student page

### Extra activity

- Students play Snowman (see lesson 1.5) with the new vocabulary.

### Exercise 2 2.63

- Give students one minute to find the places in pairs.

Answers → student page



## Lesson 5.6

### Listening and Writing

#### Warm-up

- (Books closed) Revise lesson 5.5 by asking what students remember from the text on Hollywood.
- Set the goals of the lesson. Students look at Exercise 5 on page 74 for a few seconds. Ask *What type of text is it? (an essay)* Say *Today we will learn how to write a short text about a town.*

#### Lead-in

- Ask *What is your favourite place in your town?*

#### Exercise 1

- (Books open) Remind students of the meaning of *similar*. Give students a minute to do the task individually.

Answers → student page

#### Exercise 2 2.65

- Students read the sentences first to have a purpose for listening.
- Ask different students for the answers.

Answers → student page

#### Exercise 3 2.66

- Monitor pronunciation when students repeat.
- Teach the adjectives with example sentences, e.g.: *Elephants are big, hamsters are small.*

#### Exercise 4

- Students work individually.

Answers → student page

#### Exercise 5

- Give students one minute to read the text and answer the question.

Answers → student page

#### Exercise 6

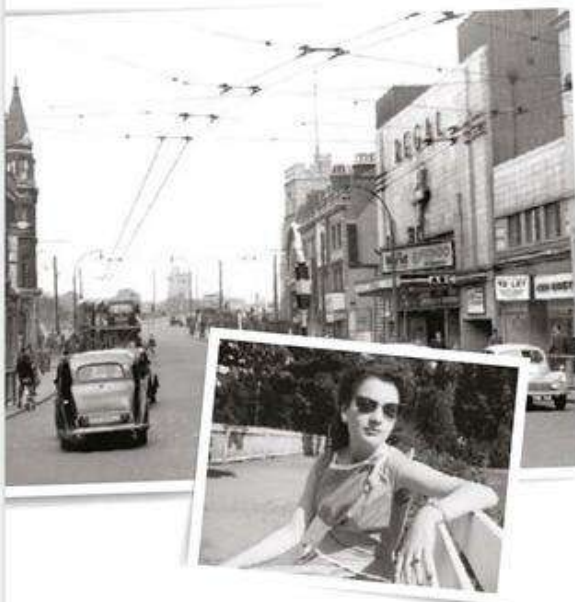
- Students work individually. Choose different students to read out the answers.

#### Answers

Past: small, quiet;  
Present: big, modern, new,  
busy, interesting, lovely

## 5.6 Listening and Writing

Potrąfię zrozumieć wypowiedzi ustne o miastach i napisać krótki tekst na ten temat.



- 5 Read Kerry's description of her town. Which is her favourite place in town? *the cinema*

### My town

Hi, my name's Kerry and I live in Portree. It's a village on the Isle of Skye in Scotland.

In the past Portree was a small fishing village and there weren't many shops. There was a post office and bank, but there wasn't a supermarket or a sports centre. It was a very quiet town.

Today Portree is different. There's a big, modern supermarket and a new swimming pool. There's a cinema too (my favourite place 😊)! In the summer it's very busy. Tourists visit the island, so Portree has restaurants and hotels. People also swim in the sea! Portree is a lovely place to live.

- 1 Look at the photo of a town in the past. Which of the things in the box are similar today? Which of them are different?

shops transport parks cinemas  
sports centres

- 2 2.65 Listen to Amy talk to her granny. Are the sentences true or false?

- 1 The shops were smaller. *True*
- 2 There wasn't a cinema. *False*
- 3 The water in the swimming pool wasn't warm. *True*
- 4 There wasn't a sports centre. *True*
- 5 There were lots of cars. *False*
- 6 The town was nice in the past. *True*

- 3 2.66 Listen and repeat.

### Vocabulary Adjectives

big boring busy clean dirty  
interesting modern old quiet small

- 4 Find the opposites in the Vocabulary box. Write them in your notebook.

big - small boring - interesting, clean - dirty,  
busy - quiet, modern - old

### Writing Using adjectives

Use different adjectives to make your writing interesting.

- 7 WRITING TIME In your notebook, write about your town or village.

#### Find ideas

Think about the places in your town or village. Make notes.  
Ask your family about your town or village in the past. Make notes.

#### Draft

Write about your town or village.  
*I'm ... and I live in ...*  
*In the past my town/village was ...*  
*There were ..., but there wasn't ...*  
*Today my town/village is different.*  
*There is ... and there are ...*

#### Check and write

Make sure you use different adjectives to describe the places in your town or village. Write the final version of your text.

#### Exercise 7

- Read out the notes. Ask different students for ideas and write them on the board.
- Students write their own draft in their notebooks. Encourage them to share and help each other in pairs.
- Check final texts in class, or students hand in their notebooks.

#### Extra activity

- Students swap notebooks to read and correct each other's work.

#### Finishing the lesson

- Have students reflect on the lesson by completing: *Writing about your town is...*

#### Activity for fast finishers

- Students read Kerry's description, find the verbs and write the tenses in their notebooks.

Audio scripts: page 133

#### Further practice

- Workbook, page 47



## LESSON 5.1

### Places in town (1)

Miejsca w mieście (1)

**bank** /bæŋk/ bank  
**café** /'kæfeɪ/ kawiarnia  
**cinema** /'sɪnəmə/ kino  
**hospital** /'hɒspɪtl/ szpital  
**hotel** /həʊ'tel/ hotel  
**library** /'laɪbrəri/ biblioteka  
**museum** /mju:'ziəm/ muzeum  
**park** /pɑ:k/ park  
**restaurant** /'restərɒnt/ restauracja  
**shop** /ʃɒp/ sklep  
**stadium** /'steɪdiəm/ stadion  
**supermarket** /'su:pə'mɑ:kæt/ supermarket  
**theatre** /'θiətə/ teatr

### Prepositions of place

Przymiotniki opisujące położenie

**behind** /bɪ'haɪnd/ za  
**between** /bɪ'twi:n/ pomiędzy  
**in front of** /ɪn 'frʌnt əv/ przed  
**next to** /'nekst tə/ obok  
**opposite** /'ɒpəzət/ naprzeciw

### Egyptian mummy

'mami/ egipska mumia

**get** /get/ dostać

**policeman** /pə'li:smən/ policjant

**see a doctor** /si: ə 'dɒktə/ iść do lekarza

**see a film** /si: ə 'fɪlm/ obejrzeć film

## LESSON 5.2

### Out of class

**It's a shame.** /ɪts ə 'ʃeɪm/

Szkoda.

**Never mind.** /nevə 'maɪnd/

Nieważne.

**Sorry I'm late.** /sɒri aɪm 'leɪt/

Przepraszam za spóźnienie.

**That was awesome!** /ðæt wəz

'ɔ:səm/ To było fantastyczne!

### Time expressions

Określenia czasu

**yesterday** /'jestədeɪ/ wczoraj

**last month** /la:st 'mʌnθ/

w zeszłym miesiącu

**last night** /la:st 'naɪt/ wczoraj

wieczorem

**last week** /la:st 'wi:k/ w zeszłym

tygodniu

**last Monday** /la:st 'mʌndeɪ/

w zeszły poniedziałek

**in 2014** /ɪn tu: 'θauzənd 'fɔ:'ti:n/

w 2014 roku

**actor** /'æktə/ aktor

**after** /'ɑ:ftə(r)/ po

**bus** /bʌs/ autobus

**closed** /kləʊzd/ zamknięty

**flat tyre** /flæt 'taɪə/ przebita

opona

**ill** /ɪl/ chory

**little sister** /lɪtl 'sɪstə/ młodsza

siostra

**out of battery** /aʊt əv 'bæt(ə)ri/

rozładowany (np. o telefonie)

**pizzeria** /pi:'tsəri:ə/ pizzeria

**plan** /plæn/ plan

**sports centre** /spɔ:(r)ts 'sentə(r)/

centrum sportowe

**sunny** /'sʌni/ słoneczny

**take** /teɪk/ brać

## LESSON 5.3

**alone** /ə'ləʊn/ sam

**Are you OK?** /ɑ: ju əʊ 'keɪ/

Wszystko w porządku?

**bad dream** /bæd 'dri:m/ zły sen

**be asleep** /bi ə'sli:p/ spać

**It wasn't me.** /ɪt wɒzənt 'mi/

To nie byłem ja.

**muffin** /'mʌfən/ babeczka

**next** /nekst/ następny

**plate** /pleɪt/ talerz

**surprised** /sə(r)'praɪzd/

zaskoczony

**tell the truth** /tel ðə 'tru:θ/

mówić prawdę

**wake up** /weɪk ʌp/ obudzić się

**What's happening?** /wɒts

'hæpənɪŋ/ Co się dzieje?

## LESSON 5.4

**Directions** Pytanie o drogę

**Excuse me. Where's North**

**Street?** /ɪk'skju:z mi, weəz 'nɔ:θ

'stri:t/ Przepraszam, gdzie jest

North Street?

**Go past the cinema.** /gəʊ pɑ:st

ðə 'sɪnəmə/ Idź, aż miniesz kino.

**Go straight on.** /gəʊ 'streɪt ən/

Idź prosto.

**How can I get to the Science**

**Museum?** /həʊ kən aɪ get tə ðə

'saɪəns mju:'ziəm/ Jak dostanę

się do Muzeum Nauki?

**I'm looking for a library.** /aɪm

'lʊkɪŋ fər ə 'laɪbrəri/ Szukam

biblioteki.

**Is it far?** /ɪz ɪt fɑ:/ Czy to daleko?

**It's in/on Green Street.** /ɪtz ɪn,

ən 'ɡri:n 'stri:t/ To jest na Green

Street.

**It's on the left/right.** /ɪtz ən ðə

left, raɪt/ Jest po lewej/prawej.

**Turn left/right.** /tɜ:n left, raɪt/

Skręć w lewo/prawo.

## LESSON 5.5

### Places in town (2)

Miejsca w mieście (2)

**police station** /pə'li:s 'steɪʃən/

komisariat policji

**post office** /'pəʊst 'ɒfɪs/ poczta

**shopping centre** /'ʃɒpɪŋ 'sentə/

centrum handlowe

**sports centre** /'spɔ:ts 'sentə/

centrum sportowe

**swimming pool** /'swɪmɪŋ pu:l/

basen

**train station** /'treɪn 'steɪʃən/

stacja kolejowa

**busy** /'bɪzi/ zajęty

**famous for** /'feɪməs fər/ znany z

**film industry** /'fɪlm ɪndəstri/

przemysł filmowy

**film studio** /fɪlm 'stju:diəʊ/ studio

filmowe

**large** /lɑ:dʒ/ duży

**later** /'leɪtə/ później

**modern** /'mɒdn/ nowoczesny

**theme park** /θi:m pɑ:(r)k/ park

tematyczny

**tourist** /'tuərɪst/ turysta

**village** /'vɪlɪdʒ/ wioska

## LESSON 5.6

**big** /bɪg/ duży

**boring** /'bɔ:ɪŋ/ nudny

**busy** /'bɪzi/ zajęty, ruchliwy

**clean** /kli:n/ czysty

**dirty** /'dɜ:ti/ brudny

**interesting** /'ɪntrəstɪŋ/

interesujący

**modern** /'mɒdn/ nowoczesny

**old** /əʊld/ stary

**quiet** /kwaɪət/ cichy

**small** /smɔ:l/ mały



# Revision

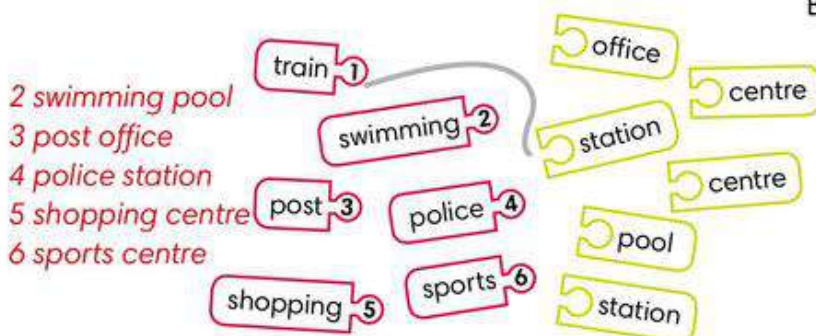
## VOCABULARY

- 1 Look at the picture. In your notebook, complete the sentences with the correct prepositions.



- The café is *between* the cinema and the restaurant.
- The hospital is *opposite* the café.
- The theatre is *next to* the hospital.
- The park is *behind* the restaurant.
- There is a car *in front of* the restaurant.

- 2 Join the words and find six town words. Write the answers in your notebook. Compare with a partner. Which is your favourite place to visit?



- 3 Choose the correct adjective so that the sentences are true for you. Write the answers in your notebook.

In my town/village ...

- there are lots of <sup>1</sup>old / modern buildings.
- the streets are <sup>2</sup>clean / dirty.
- in the summer it's <sup>3</sup>busy / quiet.
- there's a <sup>4</sup>big / small park.
- there are lots of <sup>5</sup>interesting / boring shops!

## GRAMMAR

- 4 In your notebook, complete the sentences so they are true for you. Use *was*, *wasn't*, *were* and *weren't*.

- It <sup>2</sup> Tuesday yesterday.
- My friends and I <sup>7</sup> at the park last Saturday.
- There <sup>2</sup> a good film on TV last night.
- My teachers <sup>2</sup> at school yesterday.

## Further practice

- Workbook, pages 48–49
- Extra Online Homework: Check yourself! Extra Activities

- 5 In your notebook, complete the questions with *was* or *were*. Then match them to the answers.

- Were* Elena and Lucas at Amy's house?
  - Was* Tom in town last Saturday? *c*
  - Was* it school on Saturday? *f*
  - Was* Elena at her grandparents' house? *a*
  - Were* Lucas and his family at a restaurant? *b*
  - Where *were* the children last Saturday? *d*
- a No, she wasn't.      d They were at the cinema.  
b Yes, they were.      e No, they weren't.  
c Yes, he was.      f No, it wasn't.

1 e

## PRONUNCIATION

- 6 2.67 Listen and repeat: /eə/ or /ɪə/? Then practise saying the tongue twister.

Where were we last night, dear?  
Were we over there?  
I don't know where we were, dear.  
But now, I think we're here.



## DICTATION

- 7 2.68 Listen to the recording. Write the sentences in your notebook.

## SPEAKING

- 8 Complete the dialogue with the words in the box. Write the answers in your notebook. Then act out the dialogue in pairs.

straight looking me on turn far

Boy: Excuse <sup>1</sup>me, I'm <sup>2</sup>looking for the cinema. Is it <sup>3</sup>far?

Girl: No, it isn't. Go <sup>4</sup>straight on, past the bank. Then <sup>5</sup>turn right. The cinema is <sup>6</sup>on the left, opposite the café.



## READING AND WRITING

- 9 Read the text. How does the writer feel about the town nowadays?

*She likes her town, she thinks it's a good place to live.*



My town looks very modern now but it was different when I was younger. There was a bank in the main square and there is a library now. Behind the bank there was a hotel, but there weren't many tourists in our town so there's a supermarket now. It's open until 10 p.m., so you can go shopping in the evening. In the past, all the shops were closed at 6 p.m.

There was a cinema in the centre of town but it's closed now. There is a new cinema next to the park. It's bigger but it's a bit too far for me. I need to catch a bus to go to watch a film, and I don't go there very often.

There's a new cool stadium, as well. Our local football team plays there. They are much better than they were in the past! We often go there to watch the games with my friends.

I like my town – the people are nice and friendly. It's not very exciting, but it's a good place to live.

- 10 Read the text again. Are the statements true or false?

- 1 The library is in the main square. *True*
- 2 The supermarket is open longer than the shops in the past. *True*
- 3 There is a new cinema in the centre of town. *False*
- 4 The author doesn't like watching football games. *False*
- 5 She thinks her town is an exciting place to live. *False*

- 11 In your notebook, write 60–70 words about your favourite place in your city, town or village. Use these questions to help you.

- 1 What is the place?
- 2 Where is it?
- 3 What is special about it?
- 4 Why do you like it?

## LISTENING

- 12 2.69 Listen and choose the correct option in each sentence. Write the answers in your notebook.

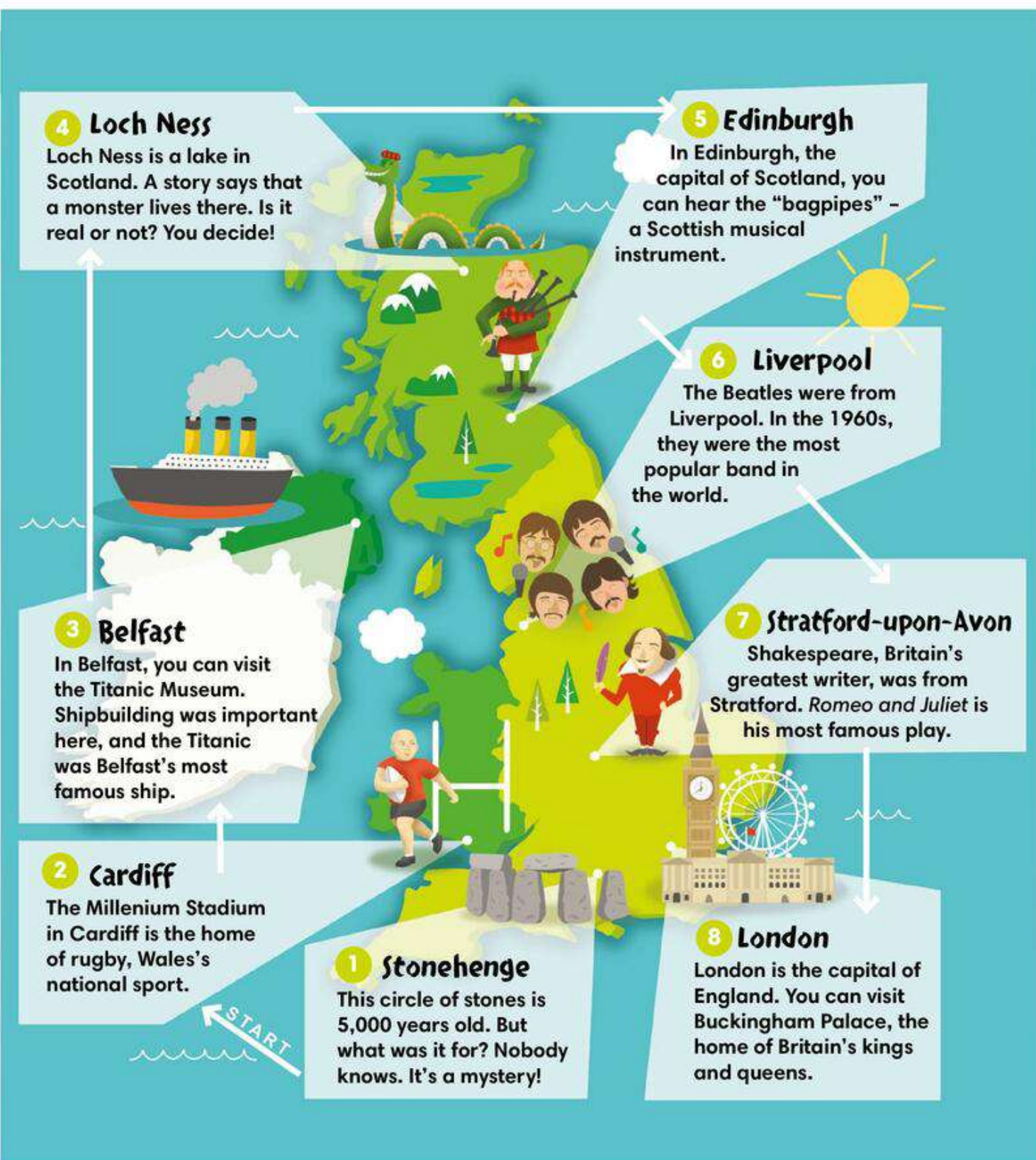
- 1 The speaker was in a very big / very busy town.
- 2 The best place was the new part of town / the old town.
- 3 The museum was opposite / next to the market square.
- 4 In the past there was a bank / a hotel in the theatre building.
- 5 On Sunday they went to the shopping centre / the park.
- 6 The restaurant was between the hospital and the train station / the post office.

### Check yourself!

- ✓ Potrafię rozmawiać o miejscach w mieście.
- ✓ Potrafię rozmawiać o przeszłości, używając czasownika to be w czasie Past Simple.
- ✓ Potrafię zadawać pytania na temat przeszłości i odpowiadać na nie, stosując czasownik to be w czasie Past Simple.
- ✓ Potrafię wskazać drogę i o nią zapytać.
- ✓ Potrafię zrozumieć wypowiedzi ustne i pisemne o miastach i o sytuacjach z przeszłości.
- ✓ Potrafię napisać krótki tekst na temat miejscowości, w której mieszkam.



- 1 What do you know about the UK? In pairs, think of two or three interesting facts. Compare your ideas as a class. Vote for the most interesting facts.





- 2 **2.70** Read and listen to the text about the UK. Answer the questions. Write the answers in your notebook.
- 1 What is Stonehenge and how old is it?  
*Circle of stones, 5,000 years old*
  - 2 What sport do people play in Wales? *Rugby*
  - 3 Where can you learn about a famous ship?  
*Titanic Museum in Belfast*
  - 4 What lives in a lake in Scotland? *A monster*
  - 5 What are "bagpipes"? *Scottish musical instrument*
  - 6 Where were the Beatles from? *Liverpool*
  - 7 Who was William Shakespeare?  
*Britain's greatest writer*
  - 8 Where do England's kings and queens live?  
*London*

- 3 **2.71** Listen to Anna, Mark and Jessica. Which place in the UK do they want to visit and why? Write the answers in your notebook.

*Anna wants to go to London because there are a lot of museums, interesting buildings and shops.  
Mark wants to go to Stratford-upon-Avon because they're studying Shakespeare in his school now and he wants to go to the theatre there.  
Jessica wants to go to Belfast because she wants to visit the Titanic museum.*

Which place in the UK would you like to visit and why?

- 4 Work in groups of three. Ask and answer the question below. Make notes in your notebook and share the results with the class.

*Two people in our group would like to visit ... because ...*

**Further practice**

- Get Culture! video – Workbook, page 89
- Video script – Teacher's Book, page 146

## PROJECT

**More**

- Project Worksheet, page 192

- Work in groups. Make a digital presentation of a place of interest in your town, city or neighbourhood.
- Choose a place and discuss your ideas. Use these questions to help you.
  - Where is it?
  - What do we know about it?
  - What can you do there?
  - Why is it interesting?
- Plan your presentation. Decide who searches the Internet for interesting information, who looks for the photos and pictures, etc.
- Write the text of the presentation.
- Put your texts and photos together.
- Share your presentation with the class. Which is your favourite presentation? Why?





## Lesson 6.1

### Vocabulary

#### Warm-up

- (Books closed) Write *singer* and *footballer* on the board and ask: *What does a footballer/singer do? Can you name a singer/footballer?* Students take turns to offer ideas.
- (Books open) Introduce the aims of this lesson with this question: *What is this lesson about?* Students quickly look at pages 80-81 and offer ideas. *Today we will talk about jobs.* Write the lesson objective on the board.

#### Lead-in

- Read out the jobs and students repeat in chorus. Then teach *doctor*, *pilot* and *teacher* with these definitions. Students say which job the person does, e.g. *This person: flies a plane. (pilot) / helps people in hospital. (doctor) / works in a school. (teacher)*

#### Exercise 1

- Ask different students to say which job is the most interesting and why.

#### Exercise 2 3.01

- After students listen and repeat, explain the new jobs with these definitions: *This person: paints pictures (artist) / builds houses (builder) / drives a bus (bus driver) / cooks in a restaurant (chef) / works on a farm (farmer) / also helps people in hospital (nurse) / usually works with computers (office worker) / catches bad people (police officer) / works in a shop (shop assistant) / is a doctor for animals (vet).*
- Students match the hands to the jobs. Encourage them to discuss with *I think / What do you think?* Monitor students for understanding and pronunciation.

Answers → student page



#### VOCABULARY

Jobs | Jobs at home

#### GRAMMAR

Past Simple affirmative: regular and irregular verbs



#### SPEAKING

Asking for and giving or refusing permission



#### READING

Pocket money

#### LISTENING AND WRITING

A Great Day Out | First, Then, After that

#### POLAND

Spring time

80 Unit 6

#### Exercise 3

- Students compare their answers in pairs.

Answers → student page

#### Exercise 4

- Students work individually. Ask volunteers to read out the complete sentences.

# Just the job

## Vocabulary

Potrafę rozmawiać o pracy i zawodach.

- 1 Do you know these jobs? Which do you think is the most interesting?

doctor footballer pilot singer teacher

I know that!

### MY PHOTO ALBUM



Hi, I'm Ed. I'm doing a project about jobs. Do you like my photo album?

- Ask students to think about what people with these jobs do. Prompt with questions and ask different students to offer suggestions: *Who does a (bus driver/shop assistant/nurse/office worker/vet/teacher) talk to? What does a (chef/artist/pilot/bus driver/footballer) use?*

#### Answers

- 2 A police officer works in a police station.
- 3 A chef works in a restaurant.
- 4 A shop assistant works in a shop.
- 5 An office worker works in an office.
- 6 A nurse and a doctor work in a hospital.
- 7 A farmer works on a farm.



- 2 3.01 Listen and repeat. Look at Ed's photos on page 80 and match the hands to the correct jobs in the Vocabulary box. Write the answers in your notebook.

### Vocabulary Jobs

artist builder bus driver chef doctor  
farmer footballer nurse office worker  
pilot police officer shop assistant singer  
teacher vet

- 3 In your notebook, complete the sentences from Ed's project with the correct jobs. Use the Vocabulary box to help you.

1 My aunt Emma is a **nurse**. She works in a hospital and looks after ill people.

2 My cousin is a **shop assistant**. She works in a shoe shop.

3 My uncle is a **builder**. He's building a new hotel in Manchester.

4 My aunt Lucy is a **vet**. She looks after cats and dogs – and sometimes snakes!

5 My dad is a **bus driver**. He loves driving and his bus is always full in the morning!

6 My grandad is a **farmer**. He's got cows and chickens.

7 My mum is an **office worker**. She works in an office in London.

- 4 Who works in these places? Write sentences in your notebook.

1 in a stadium

*A footballer works in a stadium.*

2 in a police station

3 in a restaurant

4 in a shop

5 in an office

6 in a hospital

7 on a farm

8 in a school

- 5 Say what people in your family do and where they work.

*My mum is a teacher. She works in a school.*

- 6 3.02 Listen to Ed talking to his neighbour and complete the notes in your notebook.

Job: <sup>1</sup>police officer  
Place of work: <sup>2</sup>police station  
Starts work: <sup>3</sup>7 o'clock  
Finishes work: <sup>4</sup>3 o'clock  
Uniform: black trousers, a white shirt and <sup>5</sup>a black hat

- 7 Ask five people in class what they want to be when they grow up.

A: *What do you want to be when you grow up?*

B: *I want to be a ... because ...*

8 Imagine your five best friends twenty years from now. What are their jobs?

*Irena is a vet in Hollywood.  
Alex is a pilot.*

- Ask: *Who wants to be a (pilot) when they grow up? Why? Then as What does (Anna) want to be when she grows up?*

### Exercise 8

- Students work individually and then compare answers in pairs.
- Involve students by encouraging class discussion. Ask different students to read a sentence each. Ask *Who agrees with (Tom)? What is (Irene's) job? Why?*

### Finishing the lesson

- (Books closed) students work in pairs and remember as many jobs as they can from the lesson. Ask different pairs to say a job and write them on the board.
- Ask students which words they think are the most difficult to remember. Involve them in the learning process by reminding them to keep a note of all new words in a vocabulary section of their notebooks. Suggest they write definitions in their notebooks to help them remember the meanings.

### Activity for fast finishers

- Students add the new words to their lists in their notebooks. They also add definitions.

Audio scripts: page 133

### Further practice

- Photocopiable Resource 21, page 179
- Workbook, page 50

### Exercise 5

- Students work in pairs.
- Ask different pairs to report back to the class.

### Extra activity

- Play a miming game with the jobs. Ask a student to mime any job from the list in Exercise 2. The other students guess what the job is. e.g. *Are you a bus driver?* This game could also be played in groups.

### Exercise 6 3.02

- Give students a minute to read Ed's notes and think about what kind of information they need to listen for, e.g. place, time, clothes.

Answers → student page

### Exercise 7

- Write *grow up* on the board and explain the meaning. Read the example to students.
- Students work in groups of six, or move around the classroom. They should keep notes.
- Monitor students to make sure they give reasons for their job choice.



Warm-up

- (Books closed) Involve students in feedback. Ask them to take turns to say a job from lesson 6.1 that they can remember. Ask different students to write them on the board.
- Set the goal of the lesson. Remind them of Past Simple. Write Yesterday... and have students complete with their own ideas and the past form of the verb be. Say Today we will learn to talk more about the past. We will learn regular verbs.

Lead-in

- (Books open) Students look at the photo story and suggest what the story is about. Ask Who can you see? What is Amy doing? How do you think she feels? Students take turns to answer.

Exercise 1 27 3.03

- Read out the questions first so students have a purpose for watching or listening.

Answers → student page

Exercise 2

- Students work individually and then compare in pairs.

Answers

- 2 Aunt Jackie is talking to Amy.
- 3 Amy is talking to Aunt Jackie.
- 4 Amy is talking to Harry.
- 5 Harry is talking to Amy.
- 6 Aunt Jackie is talking to Amy.

Exercise 3 3.04

- Students find the expressions in the dialogue.
- Read out the expressions in the Out of class box. Ask different students to suggest situations when they would use the expressions, e.g. That was fun: after a party, What's new? When you meet/ phone someone, Guess what? when you have news.

# She asked me to babysit



Hi, it's Amy here. Today I'm doing a vlog. So, what's new? Well, my Aunt Jackie is a nurse. She sometimes works in the evening. Her babysitter was ill two days ago, so she asked me to babysit. I love my cousin Harry, but ...



First we played football in the garden. That was fun, but then Harry walked through the house in his dirty trainers. What a mess!



I cooked spaghetti for Harry's dinner. I think he liked it ... but most of it was on his clothes ... and the floor!



Harry's bedtime is usually 7.30, but he wasn't tired. So we watched a film ... well, I watched a film. Harry jumped on the sofa.



At 9.00, Harry was finally asleep! I tidied the house and cleaned the kitchen. My aunt arrived home at 9.30, but ... guess what?



1 3.03 Listen and read. What is Amy's aunt's job? What job is Amy doing?

Amy's aunt is a nurse. Amy is working as a babysitter.

2 Who's talking and who are they talking to? Choose from the names in the box. Write the answers in your notebook.

Aunt Jackie Amy Harry

- 1 "It's time for bed now."
- 2 "Please can you babysit?"
- 3 "Yes, I can babysit."
- 4 "Here's your spaghetti."
- 5 "But I'm not tired."
- 6 "Hi, I'm back."



3 3.04 Listen and repeat. Find these expressions in the story. How do you say them in Polish?

That was fun! What's new?  
Guess what?

Out of class

4 CLASS VOTE What happened next?

- a Aunt Jackie asked Amy to babysit again next week.
- b Harry walked downstairs and started to cry.

5 3.05 Now listen and check. 28

Exercise 4

- Students discuss the options in pairs.
- Do a class vote.

Exercise 5 28 3.04

- Students watch or listen to check their choice.
- Involve students in feedback. Ask Is your guess correct? Do you ever babysit? Do you think babysitting is fun?

Answers → student page

Get Grammar! 29

- Play the Get Grammar! video. If you don't have access to a computer/ projector, read the Grammar box to the class.

Look!

- Involve students in the learning process. Tell them to look at the Grammar box and the Look! box and

to work out the spelling rule for the Past Simple affirmative themselves. Ask: What two letters do we add to the verb? For verbs that end in -y what do we do? For verbs that end in -e what do we do? What do we do for the verb 'stop'?



## Get Grammar!

Past Simple affirmative: regular verbs

29

I	played football.
You	played football.
He/She/It	played football.
We	played football.
You	played football.
They	played football.

My mum and dad  
played in a band  
'The Hamsters'.



## Look!

cook – cooked tidy – tidied  
arrive – arrived stop – stopped

## Look!

Her babysitter was ill  
two days ago.

- 6 **3.06** Complete Harry's story with the Past Simple form of the verbs. Write the answers in your notebook. Then listen and check.

## Harry's story

- Last Saturday, my cousin Amy *looked after* (look after) me.
- First, I *played* (play) football in the garden.
- Amy *tried* (try) to play football too, but she wasn't very good.
- She *cooked* (cook) spaghetti. It was horrible!
- Then, Amy *watched* (watch) a film.
- The film was boring, so I *jumped* (jump) on the sofa. That was fun!
- I think Amy *liked* (like) being my babysitter.



- 7 Amy agreed to babysit again at the weekend. What happened? In your notebook, complete the page from Amy's diary.

cook listen look after paint  
play want

I *looked after* Harry again yesterday. First Harry and I *played* tennis in the garden and then we *listened* to some songs. A six o'clock Harry was hungry, so I *cooked* a pizza for him. Then he *wanted* to do some painting. He *Painted* a nice picture and this time there was no mess!

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

an hour a week a month  
a year two/three ... minutes  
two/three ... days

- I stayed at a friend's house *a week* ago.
- I texted a friend *two* ago.
- I played a computer game *two* ago.
- This lesson started *two* ago.
- I visited my grandparents *two* ago.

- 9 Imagine you have a lot of famous friends. In your notebook, write sentences about your week. Use the ideas in the box or your own ideas.

dance with phone play tennis with  
text visit watch TV with your ideas!

On Monday, I played tennis with Novak Djokovic. On Tuesday, I texted the Queen.



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Exercise 6 **3.06**

- Read the example to the class. Students work alone and then compare answers in pairs. Write the answers on the board.

Answers → student page

## Exercise 7

- Make sure students remember the meaning of the verbs in the box. Tell them to read the

whole paragraph before completing Amy's diary page. Students should look for words connected to the meaning of the verbs for help e.g. *listen* = *song*.

Answers → student page

## Look!

- Read the box to students and explain the meaning of *ago*. Write 2.15 p.m.

on the board. Say *Five minutes ago it was 2.10 p.m.* Write 2.10 p.m. on the board.

- Make sure students understand all the words in the box.

## Exercise 8

- Students work individually and then read out their sentences in pairs to compare.

## Exercise 9

- Make sure students remember the meanings of the verbs.
- Divide students into small groups. Students work individually. They then compare their imaginary weeks in their groups. They choose their best ideas and read them out to the class. Have a class vote for the best ones.

## Extra activity

- Draw three columns on the board with the headers: *d / t / id*. Read out the Past Simple affirmative of these verbs randomly. Different students write them in the correct columns to match their sound.

*d*: played, tried, arrived, listened  
*t*: watched, stopped, cooked, liked  
*id*: tidied, texted, visited, started

## Finishing the lesson

- (Books closed) Write these verbs on the board: *play, try, stop, cook, watch, jump, like, paint, arrive, tidy* and ask different students to write the Past Simple affirmative next to each verb. Refer them back to the lesson objective and ask: *Can you now talk about the past using regular verbs?* Check answers.

## Activity for fast finishers

- Students find the Past Simple affirmative regular verbs in the story.

Video scripts: page 144

Audio scripts: page 134

## Further practice

- Photocopiable Resource 22, page 180
- Photocopiable Grammar Roleplays, page 194
- Workbook, page 51
- Extra Online Homework: Grammar Video Extra Activities



Warm-up

- (Books closed) Involve students in feedback on the grammar from lesson 6.2. Revise Past Simple affirmative regular verbs. Students work in pairs and have two minutes to remember ten regular verbs from lesson 6.2. Ask different pairs to say a verb and write it on the board.
- Set the goal of the lesson. Say *So, we learned about regular verbs. Write IRREGULAR VERBS on the board. How are irregular verbs different? Any ideas?* State the goal: *Today we will learn to talk about the past. We will learn irregular verbs. Irregular verbs do not end in -ed.*

Lead-in

- (Books open) Students look at the cartoon story and suggest what it is about. Ask *Who is Big Al talking to? Is he talking about now or the past?*
- Make sure students remember the jobs. Use definitions to revise them if necessary. Also revise places.

Exercise 1

- Students compare their answers in pairs.

Answers → student page

Exercise 2 3.07

- Students read the sentences before listening to the story.

Answers → student page

- Ask these further comprehension questions: *What's the name of the pizza restaurant? Was Big Al hungry? How many cokes were there? Is Big Al a good pizza delivery dog?*

Get Grammar! 30

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class.

# City Creatures

## Pizza delivery dog



**Rocco:** Hey Al. Where were you this morning?  
**Big Al:** At Pete's Pizzas. I have a new job. But it wasn't a good day ...



**Big Al:** First Pete made the pizzas and I helped.



**Big Al:** Then I took one of the pizzas to Zizi's. I was hungry so I had a piece ... Zizi wasn't happy.  
**Rocco:** Al!



**Big Al:** I went to the police station next. They wanted a pizza and two cokes. I was thirsty, so ...  
**Carla:** ... you drank one of the cokes. Oh, Al!



**Big Al:** I took the last pizza to the vet's. I met a friend outside and it was lunchtime ... so we ate the vet's pizza.



**Big Al:** Pete was really angry. I felt bad so I washed the dishes for free. Then I came home. I'm the worst pizza delivery dog in the world.  
**Carla:** Never mind, Al. You're the best friend in the world ...

1 Look at the cartoon. How many jobs from the box can you find?

chef **Picture 2** bus driver  
police officer **Picture 4**  
shop assistant **Picture 3** waiter  
vet **Picture 5**

police officer

2 3.07 Listen and read. Choose the correct answers. Write them in your notebook.

- 1 Al's first day at work was good / bad. bad
- 2 There was a problem with Zizi's pizza / coke.
- 3 The police officers wanted two / three cokes.
- 4 It was lunchtime / dinnertime at the vets.
- 5 Pete was happy / angry with Al.

- Write *Every day* and *Yesterday* on the board. Say these sentences and have students say if they are about *Every day* or *Yesterday*: *I drink milk. I drank milk. Mum drinks water. Dad drank water.*

Exercise 3 3.08

- Make sure students understand the verbs in the box. Students work

- individually and then listen to check. Write the verbs on the board and have students check each other's lists.
- Pairwork: involve students in learning fun memory techniques for irregular verbs. Give them ten seconds to look at the irregular forms, cover them and then recite them as fast as they can.

Answers

drink - drank, eat - ate,  
feel - felt, go - went,  
have - had, make - made,  
meet - met, take - took

Exercise 4

- Before doing the exercise, students take turns to say the Past Simple affirmative form of the verbs in the box in Exercise 3.



## Get Grammar!

Past Simple affirmative: irregular verbs



	+
I	drank a coke.
You	drank a coke.
He/She/It	drank a coke.
We	drank a coke.
You	drank a coke.
They	drank a coke.

Yesterday we *went*  
to school with Hammy.  
He *ate* my Maths book!



- 3 **3.08** Read the story again. Find the Past Simple forms of the verbs in the box. Write them in your notebook. Then listen, check and repeat.

come drink eat feel go have  
make meet take  
come – came

- 4 **GAME** Play word tennis. Use the verbs in Exercise 3.

A: Have.  
B: ... Had! Drink.  
A: Drink. ...

- 5 Complete the sentences with the verbs in the box. Write the answers in your notebook.

had met went drank made ate

- After work, Big Al *met* Carla and Rocco. They talked about his day.
- Al was hungry so he *ate* a sandwich.
- Then he *drank* some milk.
- They *had* some sausages in the fridge, so Carla *made* hot dogs too.
- They *went* to bed really early.



- 6 Complete the text about Rocco's job with the correct form of the verbs. Write the answers in your notebook.

Last summer Rocco <sup>1</sup>*had* (have) a job at The Skate Café. Every day he <sup>2</sup>*went* (go) to work early and he <sup>3</sup>*took* (take) his skateboard with him. In the café he <sup>4</sup>*made* (make) delicious hot dogs. Lots of people <sup>5</sup>*came* (come) to the café and <sup>6</sup>*ate* (eat) Rocco's hot dogs. They were great! After work he <sup>7</sup>*met* (meet) his friends at the skatepark!



- 7 Complete the verbs in your notebook. Change the time expressions in blue to make the sentences true for you.

- I *went* shopping in town *last Sunday*.
- I *met* my friends after school *yesterday*.
- I *fell* ill *two days ago*.
- I *ate* an ice cream *last month*.
- I *had* a pizza for dinner *on Saturday*.

- 8 What did you do yesterday?  
In your notebook, write two true sentences and one false. Student A: Read your sentences to your partner. Student B: Guess which sentence is false! Then swap roles.

A: 1 I *ate* ... 2 I *had* ... 3 I *met* ...  
B: Number 1 is false.  
A: You're right!



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- Read out the example with a student to demonstrate the game. Divide the class into groups of four. Students play word tennis in their groups. The game can also be played around the whole class.

## Extra activity

- Students do a roleplay. Divide the class into groups of three and assign a character to

each student. The groups practise the cartoon story in their groups. Challenge more confident students to do this without the book. Monitor pronunciation. Students perform their roleplays to the class. You may also have a vote for the best performance.

## Exercise 5

- Students work individually and then compare answers in pairs.

- Read out the correct sentences and students repeat to practise pronunciation of Past Simple affirmative irregular verbs.

Answers → student page

## Exercise 6

- Students work individually.
- Ask students to swap books with a friend.

- Read out the paragraph with the correct answers. Write the answers on the board. Students correct each other's work.

Answers → student page

## Exercise 7

- Students first work individually and write the verbs in their notebooks. Ask different students to read out their answers.
- Students change the time expressions individually, and then read out their sentences in pairs to compare answers.

Answers → student page

## Exercise 8

- Students first work individually and write their sentences in their notebooks.
- Students work in pairs.
- As follow-up, have students swap their sentences and correct the false ones, then have their friends offer feedback: *You didn't drink coke for breakfast – you drank tea. Correct? Monitor language and pronunciation.*

## Finishing the lesson

- (Books closed) Call out an irregular verb in the Past Simple affirmative form. The class says the base form.
- Have students reflect on what they learned by having them finish the sentence: *Today I learned...* and encourage them to make a list of irregular verbs in their notebooks at home.

## Activity for fast finishers

- Students find the regular and irregular verbs in the cartoon story. They add the irregular verbs to their list from lesson 6.2.

Video scripts: page 144

## Further practice

- Photocopiable Resource 23, page 181
- Workbook, page 52



## Lesson 6.4

### Speaking

#### Warm-up

- (Books closed) Ask students some questions, e.g. *Imagine you want to go to the cinema. Do you ask your parents if you can go?*
- Set the goals of the lesson. Ask: *So, what do you think is the lesson about? Say In this lesson we will learn how to ask for permission. We will also learn how to say yes or how to say no politely. Explain the meaning of permission.*

#### Lead-in

- (Books open) students look at the photo. Ask *Who can you see? Who is asking for permission?*

#### Exercise 1

- Read out the questions. Students watch the video or listen.

Answers → student page

#### Exercise 2

- After the class repeat, choose individual students to repeat.

#### Look!

- Read the box to students and have them repeat. Ask students to write an example sentence in their notebooks using *please* and read it to the class.

#### Exercise 3

- Students work individually. They should look at the Speaking box for help.

Answers → student page

#### Exercise 4

- Assign Student A and B to pairs. Then students should swap roles so all students ask and answer. Tell students if they refuse permission, they should give a reason why.

#### Exercise 5

- Involve students by reminding them to look at the pictures and think about the words they will hear.

Answers → student page

## 6.4 Speaking

Potrąfię prosić o pozwolenie i go udzielać lub odmawiać jego udzielenia.

# Can I borrow your trainers?

Lucas sometimes forgets things. Today was a typical day!

**Lucas:** Oh, no. I haven't got my pencil case. Can I borrow a pen, Tom?  
**Tom:** Sure, Lucas, no problem.  
**Lucas:** Thanks!

**Lucas:** Oh no, I left my phone at home. Is it OK if I use your mobile?  
**Tom:** Oh Lucas! Not again. No, sorry ...  
**Lucas:** Please Tom ...  
**Tom:** Oh, all right ... just be quick!

**Lucas:** Where are my trainers? They aren't in my bag. Er ... Can I borrow your trainers?  
**Tom:** No, sorry, you can't. I only have one pair ... and anyway, they're too big for you!



### 31 1 3.09 Listen and read. Answer the questions.

- 1 Where are Tom and Lucas? *They are at school.*
- 2 What three things does Lucas need? *Lucas needs a pen / a phone / trainers.*

### 2 3.10 Listen and repeat.

#### Speaking Asking for and giving or refusing permission

Can I borrow a pen, please?  
 Yes, you can. / No, sorry, you can't. / Sure, no problem.

Is it OK if I use your mobile?  
 No, sorry, it isn't OK. / Oh, all right. / Yes, that's fine.

**LOOK!** Please can I go to the party?  
 Can I go to the party, please?

### 3 Complete the dialogue in your notebook. Then act it out in pairs.

**Amy:** Er, Lucas. Is it <sup>1</sup>OK if I borrow your calculator?  
**Lucas:** Not again, Amy! No, sorry it <sup>2</sup>isn't OK.  
**Amy:** But Lucas. Can I use it, <sup>3</sup>please?  
**Lucas:** I'm joking Amy! Sure, no <sup>4</sup>problem.

### 4 In pairs, ask for and give or refuse permission.

- 1 You want to go to a party. Ask your mum.  
**A:** *Is it OK if I go to a party on Sunday evening?*  
**B:** *No, sorry. You've got school on Monday.*
- 2 You want to use your sister's tablet. Ask her.
- 3 You want to leave the classroom and get some water. Ask your teacher.
- 4 You want to wear your friend's jacket to a party. Ask him/her.

### 5 3.11 What do the people want? Match speakers 1-4 to pictures A-F. There are two extra pictures. Write the answers in your notebook.

- 1 Isabel **B** 2 Jude **A** 3 Dan **F** 4 Jenny **E**



#### Extra activity

- Involve students. Students ask for and give/refuse permission across the room using their own ideas. Encourage students to answer using the expressions from the Speaking box.

#### Finishing the lesson

- Refer students back to lesson objective. Have them finish the sentence

*I now can... and check if all the students agree. If anybody answers No, ask them how they think they could learn more.*

#### Activity for fast finishers

- Students write down the questions and answers in Exercise 4 in their notebooks.

Video scripts: page 144

Audio scripts: page 134

#### Further practice

- Photocopiable Resource 24, page 182
- Workbook, page 53
- Extra Online Homework: Speaking Video Extra Activities



Potrąfię zrozumieć tekst o pracach domowych i o kieszonkowym.

1 Look at the photo and the title. What do you think the text is about?

2 3.12 Read and listen to the article. Which people get pocket money regularly? *Hannah, Dylan*

3 Read the article again. Are the sentences true or false?

- 1 Hannah always works for her pocket money. *False*
- 2 Hannah had a special job last week. *True*
- 3 Jodie's brothers don't help around the house. *False*
- 4 Jodie got money from her mother last weekend. *True*
- 5 Dylan never works for his pocket money. *False*
- 6 Dylan doesn't have a lot of free time. *True*

4 Find the Past Simple forms of these verbs in the text. Write them in your notebook.

buy do get give go make put  
buy - bought do - did give - gave make - made  
get - got go - went put - put



**Hannah, 12**

I usually get pocket money every week. I don't work for it, but I sometimes get extra money for special jobs. I looked after my little cousin a week ago and got £10 from my aunt! I put the money in my money box. I'm saving for a new phone.

**Jodie, 13**

My brothers and I all help in the house. We walk the dog, wash the dishes and empty the bin. But we don't get pocket money for these jobs. We get pocket money when we need it. Last Saturday my mum gave me some money for new clothes. I went into town and bought a pair of trainers. They're cool!

**Dylan, 11**

I get pocket money every month, and yes, I sometimes work for it. Last Saturday I washed my dad's car and did the shopping. I made pizza too! That was unusual. Usually, I make my bed and tidy my room, but I don't help much around the house. I don't have time!

5 3.13 Listen and repeat. Label the pictures. Use the Vocabulary box to help you. Write the answers in your notebook.

### Vocabulary Jobs at home

do the shopping empty the bin  
look after your brother/sister  
make your bed tidy your room  
walk the dog wash the car  
wash the dishes



1 wash the dishes



2 wash the car



3 look after your brother/sister



4 walk the dog



5 tidy your room



6 make your bed



7 do the shopping



8 empty the bin

6 Work in pairs. Tell your partner when you last did each job in Exercise 5. Then swap roles.

*I washed the dishes three days ago.*

7 In your notebook, write three sentences about your partner.

*Lily washed the dishes three days ago.*

8 Ask and answer the questions in pairs.

- 1 Do you get pocket money?
- 2 How often do you get it?
- 3 Do you work for it?
- 4 What do you buy with your money?

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• Students answer. Ask students to correct the false sentences:

- 1 Hannah never works for her pocket money.
- 3 Jodie's brothers help around the house.
- 5 Dylan sometimes works for his pocket money.

Answers → student page

### Exercise 4

• Students work individually and then compare answers in pairs.

Answers → student page

### Exercise 5 3.13

• Students repeat together in chorus before they label the pictures.

Answers → student page

### Exercise 6

• Tell students to listen carefully to their friend's answers, because they need them for Exercise 7.

### Exercise 7

• Students write in their notebooks. They read and correct each other's work in pairs.

### Exercise 8

• Students take turns to ask and answer the questions in pairs.  
• Check answers.

### Extra activity

• Divide the class into small groups. One student mimes a job they do at home. The other students guess what the job is.

### Finishing the lesson

• (Books closed) Involve students in feedback. Ask: *What was interesting in the article?* Have them write down in their notebooks the most interesting thing they found in the text.

### Activity for fast finishers

• Students find the time expressions in the article.

### Further practice

• Workbook, page 54

## Lesson 6.5

### Reading

#### Culture note

In the UK, it is quite common for children to do jobs at home for some extra pocket money.

#### Warm-up

• Revise Past Simple regular and irregular by having students list what they did yesterday. You may do it as a race.

• (Books closed) Set the goals of the lesson. Ask *What is housework?* and get students' ideas. Say *In this lesson we will talk about housework.*

#### Lead-in

• Write *Pocket money* on the board and ask students what this is.

#### Exercise 1

• (Books open) Students take turns to offer ideas.

### Exercise 2 3.12

• Students skim the article quickly. They then listen and check.

Answers → student page

### Exercise 3

• Students work individually and then compare answers in pairs.



## Lesson 6.6

### Listening and Writing

#### Warm-up

- Set the goals of the lesson. Students look at Exercise 4 on page 88. Ask *What type of text is it? (A description). So, what will we learn today? Say Today we will learn how to write a short text about a day out.*

#### Lead-in

- (Books closed) Ask *Where do you like going for a special day out?*

#### Exercise 1

- (Books open) students take turns to describe the pictures.

#### Answers

- A: She's eating ice-cream.  
B: She's doing the shopping.  
C: She's watching a film on the computer.  
D: She's having lunch.

#### Exercise 2 3.14

- Students compare answers in pairs before reporting back to the class.

Answers → student page

#### Exercise 3 3.14

- Give students a minute to read through the sentences before they listen again.

Answers → student page

#### Exercise 4

- Give students a minute to read the description. Ask different students to offer answers.

#### Answers

The three places were: Madame Tussaud's, the London Aquarium and a Mexican restaurant.

#### Exercise 5

- Make sure students understand the words in the box. Students find the phrases in the text.
- Follow-up: students write their own examples in their notebooks.

Answers → student page

## 6.6 Listening and Writing

Potrafię zrozumieć wypowiedź usłaną o dniu spędzonym poza domem i napisać krótki tekst na ten temat.

- Look at the pictures of Megan in Exercise 2. What is happening in each picture?

- 3.14 Listen and put the pictures in the correct order. Write the answers in your notebook.

1 B 2 D 3 A 4 C



- 3.14 Listen again and choose the correct answers. Write them in your notebook.

- Megan bought
  - some trainers.
  - some jeans and a T-shirt.
- Megan's sister works
  - in a café.
  - in a bookshop.
- Megan and Layla
  - walked to the park.
  - took a bus to the park.
- In the evening, Megan and Layla watched
  - TV.
  - a film.
- She went to bed at
  - eleven o'clock.
  - eight o'clock.

1 a

- Read Matt's description of a day out. What three places did he go to?

### A Great Day Out

by Matt

Last Saturday, I went to London with my family. First, we visited Madame Tussaud's. That was really cool. All my favourite actors and singers were there. I took a selfie with Usain Bolt!

Then, we went to the London Aquarium. We walked under the water and we watched the sharks. My brother was scared, but I wasn't.

After that, we went to a Mexican restaurant. We ate tacos and drank milkshakes.

We arrived home at midnight. We were tired, but happy!



- Find *First*, *Then* and *After that* in the text.

#### Writing First, Then, After that

*First*, we visited Madame Tussaud's.

*Then*, we went to the London Aquarium.

*After that*, we went to a Mexican restaurant.

- WRITING TIME** In your notebook, write a description of a great day that you had.

#### Find ideas

Think what you did, with whom, what happened first, then and after that. Make notes.

#### Draft

Write a description of a great day that you had.

*Last week, I ... / A week ago, I ...*

*First, ... Then, ... After that, ...*

*It was a really fun/exciting/great day!*

#### Check and write

Check the use of *first*, *then* and *after that* and write the final version of your text.

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#### Exercise 6

- Students write their own draft in their notebooks. Encourage them to share and help each other in pairs.
- Check final texts in class, or students hand in their notebooks.

#### Extra activity

- Students swap notebooks to read and correct each other's work.

#### Finishing the lesson

- Have students reflect on the lesson by completing: *Writing a description about a day out was... with an adjective.*

#### Activity for fast finishers

- Students add three more sentences to Exercise 4.

Audio scripts: page 134

#### Further practice

- Workbook, page 55



## LESSON 6.1

### Jobs Zawody

**artist** /'ɑ:təst/ artysta/artystka  
**builder** /'bildə/ pracownik budowlany  
**bus driver** /'bas ,draɪvə/ kierowca autobusu  
**chef** /ʃef/ szef kuchni  
**doctor** /'dɒktə/ lekarz/lekarka  
**farmer** /'fɑ:mə/ rolnik  
**footballer** /'fʊtbɔ:lə/ piłkarz  
**nurse** /nɜ:s/ pielęgniarz/pielęgniarka  
**office worker** /'ɒfəs ,wɜ:kə/ pracownik biurowy  
**pilot** /'paɪlət/ pilot  
**police officer** /pə'li:s ,pɒləsə/ policjant/policjantka  
**shop assistant** /'ʃɒp ə'sɪstənt/ sprzedawca/sprzedawczyni w sklepie  
**singer** /'sɪŋə/ piosenkarz/piosenkarka  
**teacher** /'ti:tʃə/ nauczyciel/nauczycielka  
**vet** /vet/ weterynarz

**build** /bɪld/ budować  
**cow** /kau/ krowa  
**farm** /fɑ:m/ gospodarstwo rolne  
**full** /fʊl/ pełen  
**grow up** /,grəʊ 'ʌp/ dorastać  
**office** /'ɒfəs/ biuro  
**photo album** /'fəʊtəʊ ,ælbəm/ album ze zdjęciami  
**place of work** /'pleɪs əv 'wɜ:k/ miejsce pracy  
**shoe shop** /'ʃu: ʃɒp/ sklep obuwniczy  
**uniform** /'ju:məfɔ:m/ mundur

## LESSON 6.2

### Out of class

**Guess what?** /,ges 'wɒt/ Zgadnij, co się stało!  
**That was fun!** /ðæt wəz 'fʌn/ To było fajne!  
**What's new?** /'wɒts nju:/ Co słychać?

**again** /ə'gen/ znowu  
**arrive** /ə'raɪv/ przybyć  
**ask** /ɑ:sk/ pytać  
**babysit** /'beɪbɪsɪt/ opiekować się dzieckiem  
**be back** /bi 'bæk/ wrócić  
**bedtime** /'bedtaɪm/ pora spania

**clean** /kli:n/ wyczyścić  
**cry** /kraɪ/ płakać  
**dirty** /'dɜ:ti/ brudny  
**finally** /'faɪnəli/ w końcu  
**jump** /dʒʌmp/ skakać  
**stay at a friend's house** /,steɪ ət ə 'frendz haʊs/ zatrzymać się w domu przyjaciela  
**then** /ðen/ potem  
**through** /θru:/ przez  
**time for bed** /,taɪm fə 'bed/ czas spać  
**walk downstairs** /,wɔ:k ,daʊn'steəz/ zejść na dół

## LESSON 6.3

**at work** /ət 'wɜ:k/ w pracy  
**delivery** /dɪ'lɪvəri/ dostawa  
**dinnertime** /'dɪnətaɪm/ czas kolacji  
**feel bad** /,fi:l 'bæd/ źle się czuć  
**feel ill** /,fi:l 'ɪl/ czuć się chorym  
**for free** /fə 'fri:/ za darmo  
**go to work** /,gəʊ tə 'wɜ:k/ iść do pracy  
**in the world** /ɪn ðə wɜ:(r)ld/ na świecie  
**in town** /ɪn 'taʊn/ w mieście  
**piece** /pi:s/ kawałek  
**thirsty** /'θɜ:sti/ spragniony  
**this morning** /ðɪs 'mɔ:(r)niŋ/ dziś rano  
**wash the dishes** /,wɒʃ ðə 'dɪʃɪz/ umyć naczynia

## LESSON 6.4

### Asking for permission

Pytanie o pozwolenie

**Can I borrow a pen, please?**

/kæn aɪ 'bɒrəʊ ə pen pli:z/

Czy mogę pożyczyć długopis?

**Is it OK if I use your mobile?**

/ɪz ɪt əʊ ,keɪ ɪf aɪ ,ju:z jə məʊ'baɪl/

Czy mogę skorzystać z twojego telefonu?

**No, sorry, it isn't OK.** /nəʊ ,sɒri ɪt

'ɪznt əʊ ,keɪ/ Nie, przykro mi,

ale to nie jest w porządku.

**No, sorry, you can't.** /nəʊ ,sɒri

jə ka:nt/ Nie, przykro mi, ale nie

możesz.

**Oh, all right.** /əʊ ɔ: raɪt/

W porządku.

**Sure, no problem.** /ʃʊ: nəʊ

'prɒbləm/ Jasne, nie ma

problemu.

**Yes, that's fine.** /jes ðæt s 'faɪn/ Tak, proszę.

**Yes, you can.** /jes jə 'kæn/ Tak, możesz.

**borrow** /'bɒrəʊ/ pożyczyć (od kogoś)

**forget** /fə'get/ zapomnieć

**go to a party** /,gəʊ tə ə 'pa:ti/ iść na przyjęcie

**leave** /li:v/ wyjść

**pair** /peə/ para

**polite** /pə'laɪt/ uprzejmy

## LESSON 6.5

**Jobs at home** Prace domowe

**do the shopping** /,du: ðə 'ʃɒpɪŋ/ robić zakupy

**empty the bin** /empti ðə 'bɪn/ wyrzucić śmieci

**look after your brother/sister**

/lʊk ,ɑ:ftə jə 'brʌðə, 'sɪstə/

opiekować się bratem/siostrą

**make your bed** /,meɪk jə 'bed/ pościelić łóżko

**tidy your room** /taɪdi jə 'ru:m/ posprzątać w pokoju

**walk the dog** /,wɔ:k ðə 'dɒg/ wyprowadzić psa

**wash the car** /,wɒʃ ðə 'kɑ:/ umyć samochód

**wash the dishes** /,wɒʃ ðə 'dɪʃɪz/ pozmywać naczynia

**ask** /ɑ:sk/ pytać, prosić

**extra money** /'ekstrə 'mʌni/ dodatkowe pieniądze

**free time** /'fri: 'taɪm/ czas wolny

**give** /gɪv/ dawać

**help around the house** /help

ə ,raʊnd ðə 'haʊs/ pomagać

w pracach domowych

**little cousin** /,lɪtl 'kʌzən/ młodszy

kuzyn / młodsza kuzynka

**money box** /'mʌni bɒks/ skarbonka

**pocket money** /'pɒkət ,mʌni/ kieszonkowe

**save for** /'seɪv fə/ oszczędzać na

## LESSON 6.6

**Mexican** /'meksɪkən/

meksykański

**midnight** /'mɪd ,naɪt/ północ

**shark** /ʃɑ:(r)k/ rekin

**taco** /'tækəʊ/ taco (rodzaj meksykańskiej potrawy)



## VOCABULARY

1 In your notebook, complete the sentences with the jobs in the box.

builder chef nurse office worker  
shop assistant vet

- 1 He looks after animals. He's a *vet*.
- 2 She cooks food in a restaurant. She's a *chef*.
- 3 She works in a bank. She's an *office worker*.
- 4 He works in a sports shop. He's a *shop assistant*.
- 5 She works in a hospital. She's a *nurse*.
- 6 He builds houses. He's a *builder*.

2 Match 1–8 to a–h. Write the answers in your notebook. Which jobs do you do everyday?

- |                       |                            |
|-----------------------|----------------------------|
| 1 wash                | a the car                  |
| 2 make <i>f</i>       | b your room                |
| 3 walk <i>h</i>       | c the dishes               |
| 4 tidy <i>b</i>       | d the bin                  |
| 5 empty <i>d</i>      | e my sister/brother/cousin |
| 6 look after <i>e</i> | f your bed                 |
| 7 wash <i>a</i>       | g the shopping             |
| 8 do <i>g</i>         | h the dog                  |

1 c wash the dishes

## GRAMMAR

3 In your notebook, complete the sentences with the Past Simple form of the verbs in the box. Which sentences are true for you?

cook cycle play tidy visit

- 1 I *visited* my grandparents last weekend.
- 2 My dad *cooked* pizza two days ago.
- 3 I *tidied* my room yesterday.
- 4 My mum *played* the guitar when she was a girl.
- 5 I *cycled* to school last week.

4 Find Past Simple irregular verb forms in the wordsnake. What are their basic forms? Write them in your notebook.




had – have, made – make, went – go, took – take,  
drank – drink, ate – eat, met – meet, came – come

5 In your notebook, complete the sentences with verbs from the wordsnake. There are two extra verbs.

Last Saturday Tom <sup>1</sup>*had* a football match. After the match he <sup>2</sup>*met* his friends, and they <sup>3</sup>*went* to a café. They all <sup>4</sup>*ate* hamburgers and <sup>5</sup>*drank* milkshakes. Tom <sup>6</sup>*took* a lot of photos of his friends. It was a fun day!


## PRONUNCIATION

6  3.15 Listen and repeat: /d/, /t/ or /td/?



Big Al was very good today. He *cleaned* and *tidied* the house. He *wanted* to play, but he *emptied* the bins. And then he *walked* Carla's pet mouse.

## DICTIONATION

7  3.16 Listen to the recording. Write the sentences in your notebook.

## SPEAKING

8 Complete the dialogues. Write the answers in your notebook. Then act them out in pairs.

sorry problem that's  
OK Can all right

- 1 A: Can I have a new pair of trainers?  
B: Sure, no *'problem*.
- 2 A: Is it <sup>2</sup>*OK / all right* if I do my homework tomorrow?  
B: Yes, <sup>3</sup>*that's* fine.
- 3 A: <sup>4</sup>*Can* I play a computer game?  
B: No, <sup>5</sup>*sorry*, you can't.
- 4 A: Is it OK if I go to a party on Saturday?  
B: Oh, <sup>6</sup>*OK / all right*.



## READING AND WRITING

- 9 Read the texts. What are Debbie and Jim saving for? *Debbie is saving for summer holidays; Jim is saving for a new tablet.*



Debbie

I want to go to Spain this summer and I need to save some money. My parents give me pocket money as usual but I also do extra household jobs. Yesterday, I did the shopping for dinner and cleaned the living room windows. I also cook meals at the weekends. I made great spaghetti last Saturday! My big brother wants to help me save extra money too – he pays me to clean his room once a week. But it's not a nice job – he's so untidy!



Jim

My neighbours, Mr and Mrs Robbins, live alone in a big house and I work in their garden once a week. Yesterday I cleaned the garden tools. Then Mrs Robbins made some apple pie, we ate it and had a chat. She worked as a chef when she was younger and she told me about her first job. I also take their dog, Morris, for a walk every morning before school. He's a lot of fun! They pay me some money for the jobs I do – I'm putting it all in my money box. I am saving for a new tablet!

- 10 Read the texts again. Answer the questions. Write the answers in your notebook.

- 1 What does Debbie do to get more pocket money? *She does extra household jobs.*
- 2 What did Debbie do yesterday? *She did the shopping for dinner and cleaned the living room windows.*
- 3 Does Debbie like all of her jobs? *No – she doesn't like cleaning her brother's room.*
- 4 What jobs does Jim do for his neighbours? *He works in the garden.*
- 5 What did Jim talk about with Mrs Robbins? *They talked about Mrs Robbins' first job.*
- 6 Does Jim like Morris? *Yes, he does – Morris is a lot of fun.*

- 11 In your notebook, write 60–70 words about how you spent last weekend. Use these questions to help you.

- 1 Where did you go?
- 2 Who were you with?
- 3 What did you do?
- 4 Did you have fun?

## LISTENING

- 12 3.17 Listen and choose the correct answers. Write them in your notebook.

- 1 What sport do Hannah and Freya do?



- 2 What day is Freya's party?



- 3 How old is Freya?



- 4 What time does the party end?



- 5 Where is the party?



- 6 Why wasn't Hannah at Freya's birthday party last year?



### Check yourself!

- ✓ Potrafię rozmawiać o pracy i zawodach.
- ✓ Potrafię rozmawiać o przeszłości, stosując czasowniki regularne i nieregularne w czasie Past Simple.
- ✓ Potrafię prosić o pozwolenie i go udzielać lub odmawiać jego udzielenia.
- ✓ Potrafię zrozumieć wypowiedzi ustne i pisemne o pracach domowych i o kieszonkowym, oraz o dniu spędzonym poza domem.
- ✓ Potrafię napisać krótki tekst na temat ciekawego dnia.



# Poland Spring time



- 1 3.18 Read the English saying. What do you think it means? Listen and check.

**MARCH**

14

March comes in like a lion  
and goes out like a lamb.

- 2 Read the answer to the question from the listening and find two mistakes. Do you know the Polish sayings?

## WEATHER SAYINGS

There are some Polish sayings about spring time. One of them says that the weather in ~~April~~ **March** is like a boiling pot because it changes very quickly. Another popular saying tells us that there's a mix of winter and summer weather in ~~May~~ **April**.

- 3 Read the text. Is the first day of spring similar at your school?

## GOODBYE WINTER! WELCOME SPRING!

The first day of spring is called Truant's Day\* in Polish schools. But who wants to **play truant** when the day is so different from a typical school day anyway? There are fun activities and games in my school on this day. We **dress up** in funny clothes and **drown** Marzanna – the symbol of winter. We take this **ugly** doll to the nearest lake and throw her into the water. This old folk tradition is popular in many countries in Eastern Europe.

- 4 Look at the words in bold in Exercise 3 and read the sentences below. Choose the correct answers. Write them in your notebook.

- 1 If you play truant, you go to *all the classes* at school / don't go to school.
- 2 When you dress up, you wear a costume / a school uniform.
- 3 To drown someone is to keep the person under water / in the cold for too long so the person dies.
- 4 Ugly is the opposite of *funny* / beautiful.
- 5 How did you and your class spend the first day of spring last time? Write three sentences in your notebook.

- 6 Look at the calendar. Which days are public holidays in Poland?

APRIL	APRIL	APRIL	APRIL
<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>
Good Friday	Holy Saturday	Easter Sunday	Easter Monday

*Easter Sunday and Easter Monday are public holidays in Poland.*

- 7 3.19 Listen and answer the questions.

- 1 Which days are public holidays in Australia?  
*All the four days from Good Friday till Easter Monday are public holidays in Australia.*
- 2 Which day is a public holiday everywhere in the USA? *Only Easter Sunday is a holiday everywhere in the USA.*







8 Read the riddle and answer the question. *Eggs*

## Easter Riddle



First we boil them, then we colour them or paint them. On Holy Saturday we put them in the Easter basket and take them to church. We eat them at breakfast on Easter Sunday. What are they?


9 Look at the photo. Complete the text with one word in each gap. Write the answers in your notebook. Then answer the questions.



In the photo some people are splashing a lot of water over a <sup>1</sup> *boy / teenager*. He's all <sup>2</sup> *wet*. I think someone took this photo on Easter <sup>3</sup> *Monday* because on that day young people traditionally have water fights. But this is only good fun in warm weather. What is this Easter tradition called where you live? Do you like it?

10 Answer the questions in pairs.

- 1 How do you help your family prepare for Easter?
- 2 What kind of food is there in your Easter basket?
- 3 What does your family eat for Easter breakfast?
- 4 Do you get any Easter presents? On which day? Who do you get them from?
- 5 Do you enjoy water fights on Easter Monday?

11  **3.20** Listen to the recording about British Easter traditions. Are the sentences true or false?

- 1 In the past British people didn't paint eggs for Easter. *False*
- 2 British people prefer chocolate Easter eggs. *True*
- 3 Children in the UK go on an egg hunt on Easter Monday. *False*
- 4 The most important Easter meal in the UK is Easter breakfast. *False*
- 5 People often eat lamb and vegetables for Easter lunch. *True*

12 Work in pairs. What Easter traditions are similar in Poland and in the UK? Which traditions are different?

## PROJECT

• Make an Easter vocabulary poster.

- Choose some English words about Easter that you know.
- Choose some words about Easter that you don't know in English and look them up in a dictionary.
- Design a vocabulary poster with all the words. Add illustrations and English explanations for all the words.

• Make a class display of all the posters.

 Audio scripts: page 134



## Lesson 7.1

### Vocabulary

#### Warm-up

- (Books closed) Write *car* and *bike* on the board and mime driving a car and then riding a bike. Ask *What's this? A car or a bike?* Students answer together.
- (Books open) Introduce the aims of this lesson with this question: *What is this lesson about?* Students quickly look at pages 94-95 and offer ideas: *Today we will talk about transport.* Write the lesson objective on the board.

#### Lead-in

- Teach the vocabulary with preprepared drawings. Read out the words one at a time and students repeat. Then point to the pictures and students say the word.

#### Exercise 1

- Read out the question. Ask students *Do you use a (car) every day?* Students answer.

#### Exercise 2 3.21

- Make sure students understand all the vocabulary in the box.
- Students work in small groups or pairs to find the transport in the photos. Monitor students for understanding and pronunciation. Ask different students to say their sentences. Prompt if necessary *What transport is in picture 1?*, etc.

Answers → student page

#### Exercise 3

- Students read out the complete sentences to the class. Make sure they understand all the vocabulary. Remind them to use the article *a*, e.g. *A boat travels on water.*

Answers → student page

#### Exercise 4 3.22

- Students match before listening.



#### VOCABULARY

Transport nouns |  
Transport verbs |  
Travel equipment |  
Things to do on holiday

#### GRAMMAR

Past Simple negative, questions and short answers



#### SPEAKING

Buying a ticket



#### READING

Antarctic Adventure

#### LISTENING AND WRITING

Things you always take with you on holiday | A postcard

#### GET CULTURE!

Transport in London

94 Unit 7

- Tell students the answers one at a time. Ask *Is your answer correct?* Students give feedback.
- Write these verbs on the board: *drive, fly, ride, sail.* Ask students to match the verbs to the transport nouns in Exercise 2. There can be more than one answer.

Answers → student page

# Going places

## Vocabulary

Potrafie rozmawiać o środkach transportu.

I know that!

- 1 Look at these types of transport. Which do you use every day?

car bike boat bus train taxi



#### Look!

- Read out the sentences and have students repeat in chorus. Draw students attention to the prepositions in red.

#### Exercise 5 3.23

- Make sure students understand all the vocabulary in the box. Students listen and repeat in chorus.

#### Exercise 6 3.24

- Tell students to look at the photos and think about who and what they can see before listening.

Answers → student page



- 2 3.21 Listen and repeat. What type of transport from the Vocabulary box can you see in the photos on page 94?

### Vocabulary Transport nouns

bike boat bus car motorbike  
plane taxi train tram underground

- 3 **GAME** In your notebook, write the type of transport for each of the descriptions. You have three minutes! You can use the words more than once.

plane train boat taxi bike  
tram motorbike bus car

#### Which transport:

- 1 travels on water? **boat**
- 2 travels in the air? **plane**
- 3 can carry ten people or more? **plane, tram, train, boat, bus**
- 4 has four wheels or more? **plane, tram, train, bus, (some cars)**

- 4 3.22 Match the words to the pictures. Write the answers in your notebook. Then listen and check.



- a by motorbike 6 c by car 4 e by bike 5  
b by tram 2 d on foot 3 f by train 1

### LOOK!

I go to school **by** car / **by** train / **by** boat.  
I go to school **on** foot. = I walk to school.

- 5 3.23 Listen and repeat.

### Vocabulary Transport verbs

arrive get off get on leave take

- 6 3.24 Listen to five children. Match them to photos on page 94. Write the answers in your notebook. There is one extra photo.

- a Mark 3 c Evan 4 e Karl 2  
b Asha 5 d Elsa 6

Mark: underground Evan: bus Karl: plane  
Asha: motorbike Elsa: tram

- 7 3.24 Choose the correct answers. Write them in your notebook. Then listen again to check.

- 1 Mark's train *leaves / gets off* every ten minutes.
- 2 Asha and her sister *arrive / get on* their dad's motorbike.
- 3 Evan and his friends always *arrive / leave* at school on time.
- 4 Elsa and her friend *get off / arrive* the tram near their school.
- 5 When the weather is bad, Karl *arrives / takes* a plane to school.

- 8 Read about another school commute. Choose the correct answers. Write them in your notebook.

14-year-old Enzo Paci lives in Queens in New York City and he travels two hours to a school in the Bronx. It's a very good school.



Enzo <sup>1</sup> a bus and two trains, and the last ten minutes of his journey is <sup>2</sup> foot. At 6.30 a.m. he goes to the train station <sup>3</sup> bus. The train <sup>4</sup> at 7 a.m. and arrives in Manhattan at 8 a.m. Then, at 8.30 a.m. Enzo <sup>5</sup> another train to his school! It's one of the longest school journeys in the world!



- |                    |                 |             |
|--------------------|-----------------|-------------|
| 1 a takes          | b goes          | c arrives   |
| 2 a by             | <b>b on</b>     | c with      |
| 3 a on             | b with          | <b>c by</b> |
| 4 a gets off       | <b>b leaves</b> | c takes     |
| 5 <b>a gets on</b> | b gets off      | c goes      |

- 9 Discuss the questions in pairs. Which way of travelling is:

- a the fastest? c the most boring?  
b the slowest? d the most exciting?

*I think travelling by motorbike is the most exciting.*

**I remember that!**

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### Exercise 9

- After students share with the class, have some of them report back what their friends said. Prompt: *Do you agree with your friend?*

### Finishing the lesson

- (Books closed) Ask: *Can you now talk about transport? Let's see what you remember. Write the new words on the board with the vowels missing. Ask different students to complete the words.*
- Ask students which words they think are the easiest to remember. Remind them to keep a note of new words.

### Activity for fast finishers

- Students add the words to their lists in their notebooks. They can also draw pictures next to each word if they have time.

Audio scripts:  
pages 134–135

### Further practice

- Photocopiable Resource 25, page 183
- Workbook, page 60

### Exercise 7 3.24

- Students work individually.
- Check answers and write them on the board.

**Answers** → student page

### Extra activity

- In their notebooks, students write a sentence for each transport verb and use a transport noun in the sentence too. Then they check each other's work.

### Exercise 8

- Tell students to read through the paragraph and all the choices first, before selecting their options.

**Answers** → student page



Warm-up

- (Books closed) Involve students in feedback. Ask them to take turns to say new transport nouns from lesson 7.1. Ask different students to write them on the board. Ask other students to draw pictures next to the words.
- Set the goal of the lesson. Write on the board: *You went to school last Tuesday. You didn't go to school last Sunday.* Underline the verb forms and ask students what is the difference. Say *Today we will learn to talk about the past and things we did not do.*

Lead-in

- (Books open) Students look at the photo story. Ask *Who can you see?*

Exercise 1

- Students work in pairs and then report back to the class. Ask different pairs for answers.

Answers → student page

Exercise 2 32 3.25

- Read out the questions first, so students have a purpose for watching or listening.

Answers → student page

Exercise 3 40 3.26

- Students find the expressions in the dialogue. Make sure students understand them.
- Read out the sentences: *Help! A snake! I'm sorry I forgot your birthday. I feel ill.* Ask students to respond with a phrase from the Out of class box.

Exercise 4

- Students discuss the options in pairs.
- Do a class vote.

Exercise 5 33 3.27

- Students watch or listen to check their choice.
- Ask *Is your guess correct?* Check answers.

- Students do a roleplay follow-up. Divide the class into groups of four. Assign the longer roles of Elena and Amy to stronger students and the shorter roles of Mr Riley and Mrs Riley to less confident students. Students practise in their groups and then can perform to the class.

Answers → student page

Get Grammar! 34

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class.
- Tell students to look at the Grammar box. Ask: *What word do we use for the negative in the past? What form do we use for the main verb: the past simple affirmative or the basic form?*

Exercise 6

- Students work individually and then compare answers in pairs.

Answers → student page

Exercise 7

- Read out the example and draw students attention to the verb forms.
- Students work individually. Tell students to use *They* in all their answers.

# Elena didn't sleep well

Last Friday, Amy and her family went away for the weekend. Elena went too. They didn't go camping or stay in a hotel, they stayed in a hostel.



They didn't have bikes at the hostel, so the next day Amy, Elena, and Mr and Mrs Riley went for a walk.



Amy: It's getting cold, Dad.  
Mrs Riley: Where's your coat Elena?  
Elena: Er ... I didn't bring one.  
Mr Riley: Don't worry, Elena! Here, have my coat.

The first night Elena didn't sleep well.



Elena: Eek! Is that a spider?  
Amy: Where?  
Elena: There, on my backpack ... Oh no! It's inside my sleeping bag!  
Amy: Don't panic, Elena. It didn't go inside. It's here, on your torch!

That evening they didn't want to eat in a restaurant. They decided to cook at the hostel.



Mr Riley: Do you want one sausage or two, Elena?  
Amy: Er, Elena doesn't eat meat. ... Sorry, Elena, I didn't tell Dad.  
Mrs Riley: Well, what about a nice cheese sandwich?  
Mr Riley: Atishoo!  
Mrs Riley: Oh dear!

- 1 Look at the pictures. Where are Elena and Amy? What are they doing?

- 32 2 3.25 Listen and read. Are the sentences true or false?

- 1 The family stayed in a hotel. *False*
- 2 Amy isn't scared of spiders. *True*
- 3 They went on a bike ride. *False*
- 4 Elena hasn't got her coat. *True*
- 5 Elena eats sausages. *False*

- 3 3.26 Listen and repeat. Find these expressions in the story. How do you say them in Polish?

Don't worry! Don't panic! Oh dear!

Out of class

- 4 CLASS VOTE Why does Mrs Riley say "Oh dear!"?

- a Mr Riley has got a cold. b They haven't got any cheese.

- 5 3.27 Now listen and check. 33



## Get Grammar! Past Simple negative



Regular verbs	Irregular verbs
I <b>didn't stay</b> at home.	I <b>didn't sleep</b> well.
You <b>didn't stay</b> at home.	You <b>didn't sleep</b> well.
He/She/It <b>didn't stay</b> at home.	He/She/It <b>didn't sleep</b> well.
We <b>didn't stay</b> at home.	We <b>didn't sleep</b> well.
You <b>didn't stay</b> at home.	You <b>didn't sleep</b> well.
They <b>didn't stay</b> at home.	They <b>didn't sleep</b> well.

didn't = did not

We wanted to take a taxi.  
But I **didn't have** any money.



6 In your notebook, complete the sentences with the negative form of the verbs.

- 1 Amy and Elena **didn't go** (go) to the beach.
- 2 Elena **didn't sleep** (sleep) well.
- 3 Mr Riley **didn't wear** (wear) his coat.
- 4 The family **didn't eat** (eat) sausages.
- 5 The family **didn't go** (go) to town on their bikes.

7 Last summer Elena went on holiday with her parents. In your notebook, write sentences about Elena's holiday.

- 1 go to France ✗ go to Spain ✓  
Elena's family **didn't go** to France. They went to Spain.
- 2 take a train there ✗ take a plane ✓
- 3 go to the mountains ✗ go to the beach ✓
- 4 cook ✗ eat at a restaurant ✓
- 5 take jumpers ✗ take T-shirts ✓

8 3.28 Listen and repeat. Then match the pictures to the words in the Vocabulary box. Write the answers in your notebook.

Vocabulary Travel equipment

backpack camera guidebook sleeping bag  
suitcase sunglasses tent torch



1 camera

9 Answer the questions.

- 1 Which objects in the Vocabulary box can you see in the photos on page 96?
- 2 Which objects would you take to:
  - a a campsite in the mountains?
  - a hotel on the beach?

10 Look at the things Max took on holiday. Say what he took and what he didn't take. Use the words in the Vocabulary box.

He took a backpack.  
He didn't take a tent.



11 What did you do last weekend? In your notebook, write two true sentences and one false. Can your partner guess which sentence is false?

A: Last weekend, I watched TV, I did my homework, and I went camping.

B: You didn't go camping!

A: Wrong! I didn't do my homework!

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- Ask different students to read out their sentences. Write the correct verb forms on the board.

Answers

- 2 They didn't take a train there. They took a plane.
- 3 They didn't go to the mountains. They went to the beach.
- 4 They didn't cook. They ate at a restaurant.
- 5 They didn't take jumpers. They took T-shirts.

Exercise 8 3.28

- Students listen and repeat in chorus.
- Students work in pairs to match the words to the pictures. Give answers and confirm understanding.

Answers → student page

Exercise 9

- Students work in pairs.

Answers

- 1 backpack, sleeping bag, torch
- 2a (suggested answers) backpack, camera, sleeping bag, tent, torch
- 2b (suggested answers) camera, guidebook, suitcase, sunglasses

Exercise 10

- Students work in pairs. Monitor grammar and vocabulary.

Answers

He took his camera. He didn't take a guidebook. He took his sunglasses. He didn't take a torch. He took a sleeping bag. He didn't take a suitcase.

Exercise 11

- Ask two students to read out the examples.
- Students write sentences in their notebooks and continue in pairs. Ask different students to read out a sentence and the class can guess if it is true or false. They try to correct the false sentences.

Finishing the lesson

- (Books closed) Call out a verb from Exercise 6 in the Past Simple affirmative. Students respond with the negative.
- Have students finish the sentence in their notebooks: *To talk about things we did not do in the past, we use ...*

Activity for fast finishers

- Students find the Past Simple affirmative and negative in the photo story.

Video scripts: page 144

Audio scripts: page 135

Further practice

- Photocopiable Resource 26, page 184
- Photocopiable Grammar Roleplays, page 195
- Workbook, page 61
- Extra Online Homework: Grammar Video Extra Activities



### Warm-up

- (Books closed) Revise the Past Simple negative. Write these two sentences on the board: *He stayed at a hotel. He went to the cinema.* Give students one minute to change the sentences to the negative form. Ask different students to write their sentences on the board. Ask *Are your sentences correct?* Students answer.
- Set the goal of the lesson. Erase the affirmative sentences on the board. Ask students *Did he stay at a hotel? Did he go to the cinema?* Students answer. Say *Today we will learn to ask and answer questions about the past.*

### Lead-in

- (Books open) Students look at the cartoon story and suggest what it is about. Ask *What is Al doing in each picture?*
- Make sure students remember the transport nouns. Ask different students to say one word each.

### Exercise 1

- Check answers. Ask *Is there a bike?*

Answers → student page

### Exercise 2 3.29

- Students read the sentences before listening to the story.
- Ask these further comprehension questions: *Did Big Al stay in a hotel or with his cousin? What's his cousin's name? Did he go to a restaurant or a café? What's the name of the restaurant?*

Answers → student page

### Get Grammar! 35

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class.
- Involve students in the learning process. Tell them to look at the Grammar

## Grammar

Potrąfię zadawać pytania na temat przeszłości i odpowiadać na nie, stosując czas Past Simple.

# City Creatures Roman holiday

Last week Big Al was on holiday in Rome.



Carla: All! You're back! Did you have a good time?  
Big Al: Yes, I did. It was great!



Carla: Did you stay in a hotel?  
Big Al: No, I didn't. I stayed with my cousin, Little Mario.  
Rocco: Did he go sightseeing with you?  
Big Al: Er... no, he didn't...



Rocco: So you were alone! Poor Al!  
Big Al: Er...  
Carla: Did you take any photos?  
Big Al: Yes, I took photos of...  
Carla: ... the Colosseum?  
Rocco: Wow! Did you visit the Colosseum?  
Big Al: No, I didn't. But I went to the Colosseum restaurant.



Rocco: Did you buy any souvenirs?  
Big Al: Yes, I did. I got a T-shirt. Look!  
Rocco: But there's "I love Sofia" on the front... Who's Sofia, Al?  
Big Al: Er... she's my... new girlfriend...  
Carla: So you weren't alone Al. You were with Sofia!

### 2 3.29 Listen and read. Choose the correct answers. Write them in your notebook.

- 1 Al had / didn't have a good time in Rome.
- 2 He met / didn't meet his cousin there.
- 3 He visited / didn't visit places with Sofia.
- 4 They saw / didn't see the Colosseum.
- 5 He bought / didn't buy a T-shirt.

1 had

1 Look at the cartoon. What types of transport can you see? Picture 1 a bike  
Picture 2 a taxi

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box and to work out the rules for the question form for themselves. Ask: *What word do we use to ask a question in the past? What form do we use for the main verb; the Past Simple affirmative or the basic form? What words do we use in the short answers? Do we use did or didn't to answer questions with Where or What?*

### Exercise 3

- Make sure students understand the verbs in the box.
- Students work individually and then compare answers in pairs. Check answers and write the correct verb forms on the board.

Answers → student page

### Exercise 4

- Monitor pairs for grammar and pronunciation.
- Follow-up to confirm answers: have some students write the answers on the board.

Answers → student page

### Exercise 5 3.30

- Make sure students understand the question words. Students work



# Get Grammar! Past Simple questions and short answers

?	Short answers
Did I <b>have</b> a good time?	Yes, I <b>did</b> . / No, I <b>didn't</b> .
Did you <b>have</b> a good time?	Yes, you <b>did</b> . / No, you <b>didn't</b> .
Did he/she/it <b>have</b> a good time?	Yes, he/she/it <b>did</b> . / No, he/she/it <b>didn't</b> .
Did we <b>have</b> a good time?	Yes, we <b>did</b> . / No, we <b>didn't</b> .
Did you <b>have</b> a good time?	Yes, you <b>did</b> . / No, you <b>didn't</b> .
Did they <b>have</b> a good time?	Yes, they <b>did</b> . / No, they <b>didn't</b> .

Where **did** you **go**? I went to Rome.  
 What **did** you **do**? I ate spaghetti.



3 Complete the questions in the Past Simple with the verbs in the box. Write the answers in your notebook.

go buy stay eat like

- 1 Did Big Al **go** to Italy last week?
- 2 Did he **stay** in a hotel?
- 3 Did Al and Sofia **eat** at a restaurant?
- 4 Did Al **buy** a T-shirt?
- 5 Did Al **like** Sofia?

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

A: Did Big Al **go** to Italy last week? 2 No, he **didn't**.  
 B: Yes, he **did**. 3 Yes, they **did**.  
 4 Yes, he **did**.  
 5 Yes, he **did**.

5 3.30 In your notebook, complete the dialogue about Carla's holidays. Use question words in the box. There is one extra word. Then listen and check. Act out the dialogue in pairs.

what why when who how where

Big Al: <sup>1</sup>When did you go to Paris?  
 Carla: Two weeks ago.  
 Big Al: <sup>2</sup>How did you get there?  
 Carla: By plane.  
 Big Al: <sup>3</sup>Who did you meet there?  
 Carla: My friend Roxi.  
 Big Al: <sup>4</sup>Where did you go?  
 Carla: To the Picasso Museum.  
 Big Al: <sup>5</sup>What did you see?  
 Carla: We saw lots of paintings!

6 3.31 Listen and repeat. Which activities in the Vocabulary box can you see in the cartoon?

## Vocabulary Things to do on holiday

buy a souvenir eat at a restaurant  
 go sightseeing make friends stay in a hotel  
 take photos visit a museum

7 Look at the pictures from Rocco's holidays. Write questions in your notebook. Use the expressions in the Vocabulary box. Then ask and answer in pairs.



Did Rocco buy a souvenir?



8 In pairs, ask and answer about your last holiday. Use the words in the Vocabulary box.

A: Did you stay in a hotel?  
 B: Yes, I did. / No, I didn't.

9 In your notebook, write three sentences about your friend's holiday.

Lily didn't stay in a hotel ...

10 3.32-3.33 Go to page 123. Listen and sing Al's Sofia song.

Fun Spot

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## Exercise 8

- Monitor pairs. Ask different pairs to tell the class one of their questions and answers.
- Ask the class to remember what their classmates said: Ask Did (Anna) stay at a hotel?

## Exercise 9

- Students write sentences in their notebooks and then swap notebooks to check each other's work.

## Exercise 10 3.32-3.33

- Play the song for students to hear the first time.
- Read out the lyrics and students repeat. Then students can sing along.
- Different groups perform the song. Have a class vote for the best performance.

## Extra activity

- Students do a roleplay. Divide the class into groups of four and assign a character to each student. The groups practise the cartoon story in their groups. Monitor pronunciation. Students perform their roleplays to the class with or without their books.

## Finishing the lesson

- (Books open) Students ask and answer questions of their own about their last holiday.
- Have students reflect on what they learned by asking What can you now do? What do you need to practise? After checking with the class, ask students to write their answers to these questions in their notebooks.

## Activity for fast finishers

- Students find the questions and answers in the cartoon story.

Video scripts: page 145

## Further practice

- Photocopiable Resource 27, page 185
- Workbook, page 62

individually and then listen to check.

- Make sure students have the correct answers before they do the roleplay.

Answers → student page

## Exercise 6

- Students listen and repeat in chorus. Make sure students understand the *souvenir* and *sightseeing* with examples: A *souvenir*

is something you buy to remember your holiday. You go sightseeing to see interesting places.

- Students find the activities in the picture.

## Answers

Picture 2: make friends, take photos  
 Picture 3: eat at a restaurant  
 Picture 4: buy a souvenir

## Exercise 7

- Students work individually to write the questions in their notebooks. Check answers before the pairwork.

## Sample answers

Did Rocco visit a museum?  
 Did he make friends?  
 Did he take photos?  
 Did he stay in a hotel?  
 Did he eat at a restaurant?



## Lesson 7.4

### Speaking

## 7.4 Speaking

Potrafię kupić bilet na stacji kolejowej.

### Culture note

In the UK, the currency is pounds and pence. There are 100 pence in one pound.

### Warm-up

- (Books closed) Revise *Things to do on holiday* with Past Simple questions and short answers.
- (Books open) Ask *what do you buy when you get a train?* Elicit answers and teach *ticket* in English. In this lesson we will learn how to buy a ticket.

### Lead-in

- (Books closed) Ask students some questions about trains: *How often do you travel by train? How much is the ticket?*
- (Books open) Students look at the photo. Ask *Are Amy and her Dad at the railway station? What are they doing?*

### Exercise 1

- Read out the questions. Students watch the video or listen.

Answers → student page

### Exercise 2

- After the class repeat together, choose individual students or pairs to repeat. Monitor pronunciation.

### Exercise 3

- Students work individually. They should look at the photo story and Speaking box for help.
- Check answers but do not confirm them yet. Play the audio track for students to check.

Answers → student page

### Look!

- Read out the amounts and have students repeat in chorus.

### Exercise 4

- Ask different students to read out the amounts for each item. Students ask and answer in pairs. Then they listen and check.

## What time does it arrive?

Mr Riley: I'd like two tickets to London, please.  
Man: Here you are.  
Mr Riley: Thanks. How much is it?  
Man: It's ten pounds twenty, please.  
Mr Riley: Thanks. What time does the next train leave?  
Man: At seven thirty. In three minutes.  
Mr Riley: And what time does it arrive in London?  
Amy: Come on, Dad. We're late!  
Mr Riley: Did you say it arrives at eight, Amy?  
Amy: No, I didn't. I said we're late! The train leaves in ... two minutes!  
Mr Riley: Oops! Let's go!



- 1 They want to go to London.
- 2 The train leaves at seven thirty.

36 3.34 Listen and read. Where do Mr Riley and Amy want to go? What time does the train leave?

2 3.35 Listen and repeat.

### Speaking Buying a ticket

A: I'd like a ticket to London, please.  
B: Here you are.  
A: How much is it?  
B: It's ten pounds twenty, please.  
A: What time does the train leave?  
B: At seven thirty.  
A: What time does it arrive?  
B: At eight.  
A: Thanks.

3 3.36 In your notebook, complete the dialogue with the words in the Speaking box. Then listen and check.

Elliot: I'd like a <sup>1</sup>ticket to Brighton, please.  
Woman: Here you are.  
Elliot: Thank you. How <sup>2</sup>much is it?  
Woman: It's seven pounds, <sup>3</sup>please.  
Elliot: What <sup>4</sup>time does the train leave?  
Woman: At 2.30 p.m.  
Elliot: And what time does it <sup>5</sup>arrive in Brighton?  
Woman: At 4.45 p.m.  
Elliot: <sup>6</sup>Thanks.

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### LOOK!

#### Prices

£ 10.50 = ten pounds fifty  
£ 7.25 = seven pounds twenty-five  
£ 0.50 = fifty pence

4 3.37 Look at the things you can buy in a railway station. In pairs, ask and answer about prices. Then listen and check.

A: How much is a train ticket?  
B: It's ten pounds fifty.



5 Work in pairs. Take turns to buy train tickets.  
Student A: Go to page 122.  
Student B: Go to page 124.

Answers → student page

### Exercise 5

- Assign Student A and B to pairs. Then students should swap roles so all students ask and answer. Monitor students correct production and pronunciation.

### Finishing the lesson

- Refer students back to lesson objective. Have them finish the sentence *Today I have learned...* and check if all the students agree.

### Activity for fast finishers

- In their notebooks, students write a list of the forms of transport they use.

Video scripts: page 145

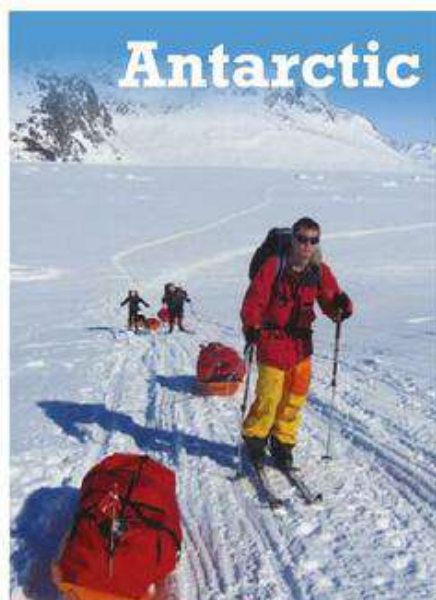
Audio scripts: page 135

### Further practice

- Photocopiable Resource 28, page 186
- Workbook, page 63
- Extra Online Homework: Speaking Video Extra Activities



Potrąfię zrozumieć tekst o odkrywcy.



# Antarctic Adventure

On 1 December 2014, 16-year-old Lewis Clarke got on a plane. Nineteen hours later he arrived in Antarctica. Lewis didn't go there with his parents. He went there with an explorer, Carl Alvey. Lewis was on a Polar expedition – he wanted to be the youngest person to go to the South Pole!

The journey was difficult and dangerous. Lewis travelled 700 miles and skied for eight hours every day. His backpack was heavy – inside there was a tent, clothes, food, a torch and a camera. He also had his schoolwork!

After 48 days, Lewis arrived at the South Pole. He was happy, and he phoned his parents. Then he had his favourite meal – spaghetti bolognese!

Lewis was the youngest person to go to the South Pole, but it wasn't his first world record. When he was twelve, he swam the English Channel with five other schoolchildren. Is Lewis cool – or just crazy?

Possible answers: South Pole / Antarctica.  
The people are skiing / pulling a sledge. /  
They are on an expedition / an adventure.

- Look at the photo and the title. Where are the people? What are they doing?
- 3.38** Read and listen to the text. Find six things that Lewis took in his backpack. *Lewis took a tent, clothes, food, a torch, a camera and schoolwork.*
- Read the text again and complete the sentences in your notebook.
  - Lewis was the youngest person to go to the *South Pole*.
  - He went to Antarctica with *an explorer, Carl Alvey*.
  - He skied for *eight hours* every day.
  - The journey took *48 days*.
  - At the South Pole, Lewis phoned his parents and ate *spaghetti bolognese*.
  - He swam the English Channel when he was *twelve years* old.
- Find these words in the text. Which of them are adjectives? Which of them are nouns? Write the answers in your notebook.

dangerous difficult expedition explorer  
heavy journey record

**NOUN**  
expedition,  
explorer,  
record,  
journey

**ADJECTIVE**  
dangerous,  
difficult,  
heavy

- Read the sentences and the clues. Complete the sentences with a word in Exercise 4. Write the answers in your notebook. There are two extra words.
  - The *expedition* to Antarctica was six months long. (noun)
  - Polar bears are *dangerous* animals when they are hungry! (adjective)
  - Christopher Columbus was a famous *explorer*. (noun)
  - 'Wow! Five metres in long jump! Mark, this is a school *record*!' (noun)
  - My schoolbag is *heavy* today because I've got my P.E. kit. (adjective)
- Answer the questions in your notebook. Then tell your partner about your journey.

Imagine you did a journey last summer.  
Was it:

- long or short?
- easy or difficult?
- interesting or boring?

*Last summer we went to ... by ...  
The journey was ... and very ...  
It took ... hours!*

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## Exercise 3

- Tell students to read the sentences and think about the information that is missing. Then they read the whole text again and look for the answers.

Answers → student page

## Exercise 4

- Students work individually and then compare answers in pairs.

Answers → student page

## Exercise 5

- Students work individually and then compare answers in pairs. Then check answers with the class.

Answers → student page

## Extra activity

- Divide the class into small groups. Each group finds two words from the text for each section in the table in Exercise 4. Groups share their words with the class. Then divide students into new groups. Each group creates sentences with the new words. With stronger students, pace the groups and see which one is the fastest.

## Exercise 6

- Students work individually and then read their sentences to their partner.
- Students report back. Encourage class participation asking further questions, e.g. *Whose journey was long? How did you get there?*

## Finishing the lesson

- (Books closed) Involve students in feedback. Ask: *Is this text interesting or boring?* Have them write down in their notebooks the most interesting thing they learnt in the lesson.

## Activity for fast finishers

- Students find the Past Simple affirmative and negative in the text.

## Further practice

- Workbook, page 64

## Lesson 7.5 Reading

### Warm-up

- Have students look at the photo on page 101 for 10 seconds, then ask them to close their books. Ask *What do you remember?*
- (Books closed) Set the goals of the lesson.

Ask *Do you know where Antarctica is?* Different students answer. Say *In this lesson we will read a text about an explorer. An explorer goes to new places in the world to see what they are like.*

## Exercise 1

- (Books open) Different students answer the questions.

## Exercise 2 **3.38**

- Students read the text quietly and individually.

Answers → student page



## Lesson 7.6

### Listening and Writing

#### Warm-up

- Set the goals of the lesson. Have students open their books on page 102 and look at Exercise 5. Ask *What type of text is it?* (A postcard) *When do you send a postcard?* (When you are on holiday) *So, what will we learn today?* Say Today we will learn how to write a short text about a holiday.

#### Lead-in

- (Books closed) Revise the travel equipment from lesson 7.2. Give students one minute to work in pairs and write down in their notebooks as many words as they can remember.

#### Exercise 1

- Students work in pairs and then report back to the class.

Answers → student page

#### Exercise 2 3.39

- Ask follow-up questions to check that students understand the recording.

Answers → student page

#### Exercise 3

- Students work in pairs.

#### Answers

- 1 notebook, pencil case, mobile phone, guidebook
- 2 torch, hat, trainers, football
- 3 tablet, camera, sunglasses

#### Exercise 4 3.39

- Give students a minute to read through the sentences before they listen again.
- Ask different students to correct the False answers. (2 *She went to the beach.* 3 *Susie is from London.* 5 *Sean stayed at a campsite.*)

Answers → student page

#### Exercise 5

- Read out the questions. Students work individually and then compare answers in pairs.

Answers → student page

## 7.6 Listening and Writing

Potrafię zrozumieć wypowiedzi ustne o wakacjach i napisać krótki tekst na ten temat.

- Look at suitcases 1–3. Which suitcase belongs to the person who likes:

- a photography?
- a sport?
- visiting other countries?

Suitcase 1 belongs to the person who likes ... visiting other countries.



Suitcase 2 belongs to a person who likes sport.



Suitcase 3 belongs to a person who likes photography.

- 3.39 Listen to a radio phone-in. Match the children to suitcases 1–3 in Exercise 1. Write the answers in your notebook.

Lily 3 Susie 1 Sean 2

- Look at the suitcases again. What did the children take on holiday?

- 3.39 Listen again. Are the sentences true or false?

- Lily plays computer games on her tablet. **True**
- Lily didn't go to the beach. **False**
- Susie is from Brighton. **False**
- Susie wrote about her holiday. **True**
- Sean stayed in a hotel. **False**
- Sean played football with his brother. **True**

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#### Exercise 6

- Read out the Writing box. Tell students to find the phrases in the postcard.

Answers → student page

#### Exercise 7

- Read out the notes. Ask different students for ideas.
- Students write their own draft in their notebooks.

- Read the postcard that Lily sent to a friend. What is good about the holiday? What is bad?

Hi Caitlin,

We're having a lovely time in Tenerife. It's sunny here and the people are really friendly. We're staying in a hotel. It isn't near the beach ☹️. We go to the beach by bus.

Yesterday we went sightseeing and I bought some souvenirs. Then we ate at a restaurant. We had paella and it was great!

Today we're on the beach and I'm reading my Percy Jackson book. The beach is busy and it's hot! Luckily, I can swim in the sea!

See you soon! Lily



Caitlin Jones  
5 West Road  
London NW4 2ST

#### Writing A postcard

We're having a lovely time in ... Lots of love,

There are lots of ... Yesterday we went to ... Dear ... ,

See you soon! Hi ... ! We're staying in ...

- Look at the words and phrases in the Writing box. Which words and phrases would you use:

- to begin your postcard? *Hi ... ! Dear ... ,*
- in the main part of your postcard? *We're having a lovely time in ... , We're staying in ... There are lots of ... , Yesterday we went to ...*
- at the end of your postcard? *See you soon! Lots of love.*

- WRITING TIME** In your notebook, write a postcard about your holiday to a friend.

#### Find ideas

Think about your last holiday: where you went, what you did there, etc. Make notes.

#### Draft

Write a postcard about your holiday to a friend.

Begin your postcard: *Hi ... ! , Dear ... ,*

Write where you are, where you are staying, what you did yesterday, what you are doing today, what the weather is like etc.

End your postcard: *See you soon, ...*

#### Check and write

Make sure you begin and end your postcard correctly.

Write the final version of your postcard.

Encourage them to share and help each other in pairs. Give feedback at this stage.

- Students write the final text in their notebooks. Check work in class, or students hand in their notebooks.

#### Extra activity

- Students swap notebooks to read and correct each other's work.

#### Finishing the lesson

- Have students reflect on the lesson: *Writing a postcard about holidays was ...*

#### Activity for fast finishers

- Students find all the verbs in the postcard.

Audio scripts: page 135

#### Further practice

- Workbook, page 65



## LESSON 7.1

### Transport nouns

Transport (rzeczowniki)

**bike** /baɪk/ rower

**boat** /bəʊt/ łódź

**bus** /bʌs/ autobus

**car** /kɑː/ samochód

**motorbike** /ˈməʊtəbaɪk/ motocykl

**plane** /pleɪn/ samolot

**taxi** /ˈtæksi/ taksówka

**train** /treɪn/ pociąg

**tram** /træm/ tramwaj

**underground** /ˈʌndəgraʊnd/  
metro

### Transport verbs

Transport (czasowniki)

**arrive** /əˈraɪv/ dojechać, przybyć

**get off** /get ˈɒf/ wysiąść

**get on** /get ˈɒn/ wsiąść

**leave** /liːv/ odjechać

**take (a bus)** /teɪk ə bʌs/  
pojechać (autobusem)

**carry** /ˈkæri/ nieść

**every ten minutes** /ˈevri ˈten  
ˈmɪnɪts/ co dziesięć minut

**go by bike** /gəʊ baɪ baɪk/  
pojechać rowerem

**go by boat** /gəʊ baɪ bəʊt/  
popłynąć łodzią

**go on foot** /gəʊ ɒn ˈfʊt/ pójść  
pieszo

**in the air** /ɪn ðə eə(r)/ w powietrzu

**on time** /ɒn ˈtaɪm/ na czas

**on water** /ɒn ˈwɔːtə(r)/ na wodzie

**school journey** /skuːl ˈdʒɜːni/  
podróż do szkoły

**weather** /ˈweðə(r)/ pogoda

**wheel** /wiːl/ koło

## LESSON 7.2

**Travel equipment** Przedmioty  
związane z podróżowaniem

**backpack** /ˈbækpæk/ plecak

**camera** /ˈkæməɹə/ aparat  
fotograficzny

**guidebook** /ˈgaɪdbʊk/  
przewodnik

**sleeping bag** /ˈsliːpɪŋ bæɡ/  
śpiwór

**suitcase** /ˈsuːtkeɪs/ walizka

**sunglasses** /ˈsʌŋɡlɑːsəz/ okulary  
przeciwsloneczne

**tent** /tent/ namiot

**torch** /tɔːtʃ/ latarka

### Out of class

**Don't worry!** /ˈdɒnt ˈwʌri/  
Nie martw się!

**Don't panic!** /ˈdɒnt ˈpænɪk/  
Nie panikuj!

**Oh dear!** /əʊ ˈdiə/ Ojej!

**Atishoo!** /əˈtɪʃuː/ Apsik!

**go away for the weekend** /gəʊ  
əweɪ fə ðə ˈwiːkend/ wyjechać  
na weekend

**go camping** /gəʊ ˈkæmpɪŋ/  
jechać pod namiot

**go for a walk** /gəʊ fə ə ˈwɔːk/  
iść na spacer

**go to the beach** /gəʊ tə ðə biːtʃ/  
iść na plażę

**go to the mountains** /gəʊ tə ðə  
ˈmaʊntɪnz/ pojechać w góry

**have a cold** /hæv ə ˈkəʊld/  
przeziębienie się

**It's getting cold.** /ɪts ˈɡetɪŋ  
ˈkəʊld/ Robi się zimno.

**sleep well** /sliːp ˈwel/ dobrze  
spać

**stay in a hostel** /steɪ ɪn ə ˈhɒstl/  
zatrzymać się w hostelu

**tell** /tel/ powiedzieć

## LESSON 7.3

**Things to do on holiday**

Aktywności wakacyjne

**buy a souvenir** /baɪ ə ˈsuːvəˈniə/  
kupić pamiątkę

**eat at a restaurant** /iːt ət ə  
ˈrestərɒnt/ jeść w restauracji

**go sightseeing** /gəʊ ˈsaɪtˌsiːɪŋ/  
zwiedzać

**make friends** /meɪk ˈfrendz/  
zaprzyjaźnić się

**stay in a hotel** /steɪ ɪn ə ˈhəʊtel/  
zatrzymać się w hotelu

**take photos** /teɪk ˈfəʊtəʊz/ robić  
zdjęcia

**visit a museum** /vɪzət ə  
mjuːˈziəm/ odwiedzić muzeum

**be back** /bi ˈbæk/ wrócić

**girlfriend** /ˈɡɜː(r)lˌfrend/  
dziewczyna, przyjaciółka

**have a good time** /hæv ə ˈɡʊd  
ˈtaɪm/ dobrze się bawić

**Roman holiday** /ˈrəʊmən ˈhɒlɪdeɪ/  
rzymskie wakacje

**Rome** /rəʊm/ Rzym

**stay with a friend** /steɪ wɪð ə  
ˈfrend/ zatrzymać się u przyjaciela

**the Colosseum** /ðə ˈkɒləˈsiːəm/  
Koloseum

## LESSON 7.4

**Buying a ticket** Kupowanie biletu

**I'd like a ticket to London,  
please.** /aɪd laɪk ə ˈtɪkət tə ˈlɒndən  
pliːz/ Poproszę bilet do Londynu.

**Here you are.** /hɪə jə ˈaː/ Proszę.

**How much is it?** /həʊ ˈmʌtʃ ˈɪz ɪt/  
Ile płacę?

**It's ten pounds twenty, please.**  
/ɪts ten paʊndz twenti pliːz/  
Dziesięć funtów i dwadzieścia  
pensów.

**What time does the train leave?**  
/wɒt ˈtaɪm dɪz ðə treɪn ˈliːv/  
O której godzinie odjeżdża  
pociąg?

**At seven thirty.** /ət ˈsevən ˈθɜːti/  
O siódmej trzydziści.

**What time does it arrive?** /wɒt  
ˈtaɪm dɪz ɪt əˈraɪv/ O której  
godzinie przyjeżdża?

**At eight.** /ət ˈeɪt/ O ósmej.

**Thanks.** /θæŋks/ Dziękuję.

## LESSON 7.5

**expedition** /ˌekspəˈdɪʃən/  
ekspedycja, wyprawa

**explorer** /ɪkˈsplɔːrə/ odkrywca

**for eight hours** /fər ˈeɪt ˈaʊəz/  
przez osiem godzin

**heavy** /ˈhevi/ ciężki

**P.E. kit** /piː ˈiː kɪt/ strój na W-F

**polar bear** /ˈpəʊlə ˈbeə/  
niedźwiedź polarny

**schoolchildren** /ˈskuːltʃɪldrən/  
dzieci w wieku szkolnym

**schoolwork** /ˈskuːlwɜːk/ zajęcia  
szkolne

**short** /ʃɔːt/ krótki

**ski** /skiː/ jeździć na nartach

**take 48 days** /teɪk ˈfɔːti ˈeɪt ˈdeɪz/  
zająć/trwać 48 dni

**the English Channel** /ðə ˈɪŋɡlɪʃ  
ˈtʃænl/ kanał La Manche

**the South Pole** /ðə ˈsaʊθ ˈpəʊl/  
biegun południowy

## LESSON 7.6

**luckily** /ˈlʌkɪli/ na szczęście

**postcard** /ˈpəʊs(t)kɑː(r)d/  
pocztówka



# Revision

## Further practice

- Workbook, pages 66–67
- Extra Online Homework: Check yourself! Extra Activities

## VOCABULARY

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

1 tent boat torch sleeping bag

2 tram bus skateboard train

3 guidebook boots beach backpack

4 hostel tent suitcase hotel

5 plane bike car train

1 boat

2 Choose the correct answers. Write them in your notebook.

1 Lucas is at the airport with his family. Their plane gets off / leaves in two hours.

2 On holiday we don't stay / visit in hotels. We prefer hostels.

3 I often take / make photos and share them with friends!

4 My parents like to go / get sightseeing and learn something new.

5 Amy was late for the school trip. The bus didn't get on / arrive on time.

6 Mr Riley takes / arrives the train at 8 a.m., and gets off in London.

1 leaves

## GRAMMAR

3 Say what Amy and Elena did and didn't do last weekend. What did both girls do?

Amy went shopping. She didn't go to the cinema.  
Elena went to the cinema. She didn't go shopping.  
They both listened to music.

### Amy's weekend

go shopping

read  
a magazine

eat  
sausages

### Elena's weekend

go to the  
cinema

read a book

eat cheese

listen  
to music  
talk on  
the phone  
watch  
a video

Amy read a magazine. She didn't read a book.  
Elena read a book. She didn't read a magazine.  
Amy ate sausages. She didn't eat cheese.  
Elena ate cheese. She didn't eat sausages.  
They both talked on the phone and watched a video.

4 In your notebook, write questions and short answers. (✓ = yes, ✗ = no)

1 you / go / to school yesterday? ✗

Did you go to school yesterday? No, I didn't.

2 Elena / listen / to music yesterday? ✗ Did  
Elena listen to music yesterday? No, she didn't.


3 Tom / play / football last weekend? ✓ Did Tom  
play football last weekend? Yes, he did.

4 you / talk / on the phone last night? ✗ Did you  
talk on the phone last night? Yes I/we did.

5 Tom and Lucas / play a computer game  
yesterday? ✓ Did Tom and Lucas play  
a computer game yesterday? Yes, they did.

6 Elena and Amy / go to the cinema last  
Saturday? ✗ Did Elena and Amy go to the  
cinema last Saturday? No, they didn't.

## PRONUNCIATION

5  3.40 Listen and repeat: /a:/, /æ/ or /ʌ/?  
Then practise saying the tongue twister.

There's a cat on the tram,


A racoon in the car,

There's a duck on the bus,

And two dogs in the park!



## DICTIONATION

6  3.41 Listen to the recording. Write the sentences in your notebook.

## SPEAKING

7 Complete the dialogue with sentences a–d. Write the answers in your notebook. Then act out the dialogue in pairs.

a Thanks.

b I'd like a ticket to Manchester, please.

c What time does the train leave?

d Thank you. How much is it?

Tom: <sup>1</sup> b

Man: Here you are.

Tom: <sup>2</sup> d

Man: It's fifteen pounds, please.

Tom: <sup>3</sup> c

Man: At 12.30 p.m.

Tom: <sup>4</sup> a



## READING AND WRITING

- 8 Read the text. Did the author enjoy the adventure? *Yes, he did.*

# Night Owl

Night Owl is a night of adventure organised by a local youth club. It starts at 10.00 p.m, when parents usually tell their children to go to bed, and is a very unusual way for kids to enjoy themselves.

I took part in Night Owl last Friday. There were about 30 children in four groups. Everyone got a card with their name on it, a torch and a hot drink. Each group also had a map and a compass. We didn't take our mobiles – we left them in the Night Owl office.

The groups started from different places, but the task was the same – find five places marked on the map and collect five flags. We only used the map and a compass to find our way. There was an adult Night Owl worker to take care of each group, but they didn't help us complete the task.

It really was an awesome experience! We learned a lot about team work and had a lot of fun. I can't wait to go on another Night Owl soon!



- 9 Read the text again. Choose the correct answers. Write them in your notebook.

- 1 Night Owl is for children
  - A who have sleeping problems.
  - B who don't listen to their parents.
  - C** who want a new way to have fun.
- 2 Teenagers taking part in Night Owl
  - A** work as part of a team.
  - B work on their own.
  - C work with help from adults.
- 3 All the groups
  - A started from the same place.
  - B** had the same task.
  - C used their mobiles to do the task.
- 4 The Night Owl workers
  - A help the children with the maps.
  - B** look after the children.
  - C teach the children about team work.

- 10 In your notebook, write 60–70 words about your best holiday. Use these questions to help you.

- 1 Where did you go?
- 2 Who did you go with?
- 3 What did you do?
- 4 What was special about it?

## LISTENING

- 11 3.42 Listen and answer the questions. Write the answers in your notebook.

- 1 Where did Sam go on a camp? *To an island in the south of England.*
- 2 How did he travel there? *by bus and by boat*
- 3 Who did he go with? *with his cousin Mike*
- 4 Which water sports did Sam do? *swimming, sailing and surfing*
- 5 What did he do one Saturday? *find a hidden place using a special map*
- 6 What did he do during the night walk? *took a torch and went to see nature at night*
- 7 Which activity did he like the most? *wall climbing*

### Check yourself!

- ✓ Potrafię rozmawiać o środkach transportu.
- ✓ Potrafię rozmawiać o przeszłości, stosując przeczenia w czasie Past Simple.
- ✓ Potrafię zadawać pytania na temat przeszłości i odpowiadać na nie, stosując czas Past Simple.
- ✓ Potrafię kupić bilet na stacji kolejowej.
- ✓ Potrafię zrozumieć wypowiedzi ustne i pisemne o odkrywcach i o wakacjach.
- ✓ Potrafię napisać krótki tekst na temat wakacji.





## Fast Facts: The London Tube

London has an underground train network called the Tube. It's one of the busiest in the world, and it's the oldest. The first tube train left Paddington Station in 1863, more than 150 years ago. The Tube was a lot cheaper then: a single journey cost six pence. Today it costs about £5. Let's find out more ...

### Fact 1

The Tube has 40 'ghost stations', or stations that people don't use. Some ghost stations are film sets – you can see them on TV. Other ghost stations are in pop videos!

### Fact 2

People often leave things on tube trains. They usually forget their phones, but also strange things, like gorilla costumes and false teeth!

### Fact 3

In World War II, Tube stations were safe places. They were underground, so lots of children slept there. On Christmas Day in 1940, workers gave 11,000 toys to children on the Tube!

### Fact 4

Tube train drivers work very hard. They travel 43 million miles every year. That's half-way to the sun!



- 1 **3.43** Read and listen to the Fast Facts about the London Tube. What do these numbers refer to? Write the answers in your notebook.

43 million

150

six

40

11,000

43 million – miles travelled by train drivers every year  
 six – pence, the price of the first Tube tickets  
 150 – years ago, when the first tube train left Paddington Station  
 11,000 – number of toys workers gave to children on the underground on Christmas Day in 1940  
 40 – ghost stations on the Tube

- 2 Read the Fast Facts again and answer the questions. Write the answers in your notebook.

- 1 When did the first Tube station open? *1863*
- 2 What do we call stations that people don't use? *ghost stations*
- 3 What do people usually leave on Tube trains? *phones*
- 4 Why did people sleep in Tube stations during World War II? *they were safe places*

- 3 In pairs, discuss which fact is the most surprising. Why?

- 4 **3.44** Listen to Marta and Max do a quiz about London buses. Are the sentences true or false?

- 1 London buses are different colours. *False*
- 2 There is a ghost bus in London. *True*
- 3 People first used buses in 1829. *True*
- 4 There are 18,000 buses in London. *False*
- 5 Max takes the bus to school. *True*

- 5 What colour are buses in your town? Are they cheap or expensive? Do you take a bus to school?

**Further practice**

- Get Culture! video – Workbook, page 89
- Video script – Teacher's Book, page 146

## PROJECT

**More**

- Project Worksheet, page 192

- Work in groups. Make video interviews about your journey to school.
- Plan your video. Decide who plays the roles of the interviewer and interviewees, and who films the video. Decide when and where you can shoot the video.
- Decide what you want to know about your classmates' journey to school and write the script. Use these questions to help you.
  - What time do you leave home?
  - What transport do you use?
  - How long does it take?
  - Do you like your journey to school? Why/Why not?
- Learn and practise the script. Then film the video.
- Share your video with the class. Who has the longest journey to school?





## Lesson 8.1

### Vocabulary

#### Warm-up

- (Books closed) Write Events on the board and explain the meaning. Ask: *Who likes birthday parties? Who likes football matches?*
- (Books open) Introduce the aims of this lesson. Say: *Look at your books. How many events are there? Who's having a birthday party? What day is it? Students quickly look at page 108 and answer: Today we will talk about different events and dates. Write the lesson objective on the board.*

#### Lead-in

- Students look at the pictures and discuss in pairs what they think they are, then make suggestions. Tell students it is Megan's pinboard. Explain pinboard if necessary.

#### Exercise 1

- Read out the words one at a time and students repeat.

#### Exercise 2 3.45

- Make sure students understand all the vocabulary in the box.
- Read out the events cards on page 108, so students hear the correct pronunciation of dates, i.e. *the eleventh of June*.
- Students work in small groups or pairs to match the events to the cards. Monitor students for understanding and pronunciation. If necessary explain that a dance show is a performance, but a talent competition is a game with a winner.
- Write these words on the board: *sleepover, fancy dress party, talent competition*. Encourage class discussion about these events. Suggested questions: *Is there food? Where are these events? Is there dancing?*

Answers → student page



#### VOCABULARY

Events | Ordinal numbers | Types of music

#### GRAMMAR

be going to | Revision of questions



#### SPEAKING

Making arrangements



#### READING

Sleepovers with a difference

#### LISTENING AND WRITING

Celebrating birthdays | An invitation

#### POLAND

Summer time

108 Unit 8

#### Exercise 3

- Students work individually and then compare answers in pairs. Ask different students to read out their sentences.

Answers → student page

#### Exercise 4

- Make sure students understand all the vocabulary in the box.

# Having fun

## Vocabulary

Potrafie rozmawiać o wydarzeniach i podawać ich daty.

#### 1 Look at these words. Which is your favourite activity?

barbecue birthday party concert  
football match picnic

I know that!

**fancy dress party**

Please come to  
**DANNY'S PARTY**  
On Saturday 11th June at 5 p.m.  
Wear a funny costume!

**talent competition**

HARTWELL SCHOOL  
**STARS OF TOMORROW**  
Thursday 2nd June at 2 p.m.  
Can you sing or play an instrument?  
Can you dance or tell funny stories?  
**Great Prizes!**  
Contact: Mrs Harris

**play**

Hartwell School Drama Club  
**PRESENTS**  
*Romeo & Juliet*  
17th June, 7.00 p.m.  
In the School Hall  
**TICKETS: £5.00**

**sleepover**

**Pyjama party**  
To: Megan  
When: 28th May  
Where: My house!  
From: Hannah  
Don't forget your pyjamas and a sleeping bag!

**dance show**

**RIVER DANCE CLUB**  
presents **STREET DANCE!**  
Friday 30th September From 5-7 p.m.  
At the River Centre

**concert**

Date:	Saturday 1st October
Stadium:	OLYMPIC ARENA
DOORS OPEN:	17.00
SEAT: G116	PRICE £25.00

**THE ACTION**

#### Answers

- 2 A girl is singing on stage. It's a talent competition.
- 3 A man is cooking food. It's a barbecue.
- 4 A girl is getting presents. It's a birthday party.
- 5 A boy is wearing a costume. It's a fancy dress party.
- 6 Two boys are sleeping on the floor. It's a sleepover.

#### Exercise 5 3.46

- Before playing the recording, different students read out the questions. Tell students to take notes in their notebooks while they listen.
- Students complete their notes and then compare in pairs. Play the audio track again if necessary.
- Ask different students for answers and write them on the board.



- 2 3.45 Listen and repeat. Find six of the events on Megan's pinboard on page 108.

### Vocabulary Events

barbecue birthday party concert  
dance show football match  
fancy dress party picnic play  
sleepover talent competition

- 3 Complete the sentences with the events on page 108. Write the answers in your notebook.

- The *sleepover* is at Hannah's house.
- The *talent competition* starts at 2 o'clock.
- The *fancy dress party* and *concert* are on a Saturday.
- The tickets for the *play* are £5.00.
- The *dance show* finishes at 7 o'clock.

- 4 Describe the pictures. Use the expressions in the box. What's the event?

cook food get presents  
sing "Happy Birthday" sleep on the floor  
take part in a competition  
wear a costume



- 1 Some children are singing "Happy Birthday". It's a birthday party.

- 5 3.46 Listen to the description of three events and answer the questions. Write the answers in your notebook.

- What was the event?
- What did the person do at the event?
- Did the person like the event or not?

- 6 Tell the class about an event you went to.



- 7 3.47 Listen and repeat.

### Vocabulary Ordinal numbers

the first the second the third the fourth the fifth  
the sixth the seventh the eighth the ninth the tenth  
the eleventh the twelfth the thirteenth  
the twentieth the twenty-first the thirtieth

### LOOK!

#### Dates

1st May = the first of May  
23rd June = the twenty-third of June

- 8 Write the dates in your notebook.

3rd October 14th May 9th June 25th April  
12th March 30th August

*the third of October, the fourteenth of May, the ninth of June,  
the twenty-fifth of April, the twelfth of March, the thirtieth of August*

- 9 3.48 Look at the dates of the events on Megan's pinboard. Listen and name the event.

1 the sleepover

- 10 You are very busy next month.  
Write your diary in your notebook.  
Then tell the class.

JULY	
Thu 1	
Fri 2	Rihanna Concert
Sat 3	
Sun 4	Fancy Dress Party at Lena's house
Mon 5	
Tue 6	

*On the second of July, I've got a Rihanna concert.  
On the fourth of July, ...*

*I remember that!*

### Extra activity

- Students write down their dates of birth in numbers. They swap papers with their partner and write the dates in words. They read out the dates, e.g. *My friend's birthday is on...* Ask different students to write the dates on the board, and the partners to confirm.

### Exercise 9 3.48

- Refer students back to page 108 to look at the events again before listening.
- Ask different students to read out the dates for each event. Have the class repeat.
- Students can take notes while they listen. Tell them to use the events words from Exercise 2.

### Answers

- the fancy dress party
- the dance show
- the play
- the concert
- the talent competition

### Exercise 10

- Students work individually. Check answers.
- For larger classes have students work in groups.

### Finishing the lesson

- (Books closed) Give students two minutes to work in pairs and write down the events in their notebooks. Read out the events and ask *Did you remember them all?*
- Ask students which words they think are the most difficult to remember. Also ask: *Can you remember how to say dates?* Tell students to make a note about dates in their notebooks.

### Activity for fast finishers

- Students add the words to their lists in their notebooks.

Audio scripts:  
pages 135–136

### Further practice

- Photocopiable Resource 29, page 187
- Workbook, page 68

### Answers

Event 1: 1 A sleepover  
2 Cooked pancakes, watched a film, slept on the floor, 3 Yes.  
Event 2: 1 Football match  
2 Had pizza, watched the match 3 No (but he liked the pizza).  
Event 3: 1 Dance show  
2 Did ballet and street dance  
3 Yes.

### Exercise 6

- Read out the example. Give students a few minutes to think of their ideas/take notes. Have a class vote for the most interesting event.

### Exercise 7 3.47

- Before students listen, explain the meaning of ordinal numbers.

Answers → student page

### Look!

- Read the sentences and have students repeat in chorus.

### Exercise 8

- Students work individually then compare sentences in pairs. Ask different students to read out the dates and to write them on the board.

Answers → student page



Warm-up

- (Books closed) Involve students in feedback. Ask them to say new words from lesson 8.1. Different students write them on the board.
- Set the goal of the lesson. Revise the days of the week by having students chant them in chorus. Write *On Saturday I'm going to go to the cinema* on the board and read it out. Ask *Is it Saturday today? (No.) Is it in the past? No, it's in the future.* Underline the verb form and say *Today we will learn to talk about future plans.*

Lead-in

- (Books open) Students look at the photos and suggest what the story is about. Ask e.g. *What are the friends doing?* Students take turns to answer.

Exercise 1 37 3.49

- Read out the question first, so students have a purpose for watching or listening.

Answers → student page

Exercise 2

- Students match the sentence halves first, then check with the text or recording.

Answers → student page

Exercise 3 3.50

- Students find the expressions in the dialogue.
- Read out the sentences. Ask them to respond with a phrase from the Out of class box: *My friends can't come to my party! I can't come to your party. It's my birthday tomorrow – are you coming?*

Exercise 4

- Students discuss the options in pairs.
- Do a class vote.

Exercise 5 38 3.51

- Students watch or listen to check their choice.
- Monitor comprehension. Ask e.g.: *When are Amy's*

# We're going to have a barbecue

It's Monday at school ...



**Amy:** Would you like to come to my birthday party on Sunday? We're going to have a barbecue, and I'm going to make a chocolate cake.  
**Elena:** I'm really sorry, Amy, but I'm in a dance show.  
**Tom:** And Lucas and I have got tickets for a concert.  
**Amy:** Oh, that's a pity.

That evening ...



**Mum:** Are your friends going to come on Sunday, Amy?  
**Amy:** No, they aren't, Mum. They're all busy.  
**Mum:** Oh, don't be sad. Granny and Grandad are going to come, and Aunt Jackie too. We can have a lovely family day.

Saturday afternoon ...



**Mum:** This cake looks delicious.  
**Amy:** I can't wait! What time is everyone going to arrive tomorrow?  
**Mum:** About five o'clock.

Just then ...



**Mum:** Can you see who that is, Amy?

37 3.49 Listen and read. Why is Amy sad in Photo 2? *She's sad because her friends can't come to her birthday party.*

2 Match sentence halves 1–5 to a–e. Write the answers in your notebook.

- Amy wants to have
  - Elena can't come because she's in a
  - Tom and Lucas have got tickets for e
  - Amy's grandparents can come to c
  - Amy and her mum make d
- a a dance show. d a cake.  
b a birthday party. e a concert.  
c Amy's party.  
1 b

3 3.50 Listen and repeat. Find these expressions in the story. How do you say them in Polish?

That's a pity. Don't be sad. I can't wait!

Out of class

4 CLASS VOTE Who is it at the door?

- a It's Amy's family. They think the party is today.
- b It's Amy's friends. There's going to be a surprise party.

5 3.51 Now listen and check. 38

*friends busy? Who invited them to the party?*

- Ask *Is your guess correct?* Check answers.
- Challenge stronger students and involve less confident students with a roleplay follow-up. Divide the class into groups of five. Assign the longer roles of Amy and Mum to stronger students and the remaining shorter roles to less confident

students. Students practise in groups and then perform to the class.

Answers → student page

Get Grammar! 39

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class.
- Involve students in the learning process. Tell them

to look at the Grammar box and to work out the rules for themselves. Ask: *What verb do we use before going to? Are the full or the abbreviated forms of be here? Does going to change in any of the forms? Does the verb be change? Does the verb after going to change? Do we use be, going to or the verb for short answers?*



Get Grammar! *be going to*

39

+	-
I'm <b>going to</b> play.	I'm <b>not going to</b> play.
You're <b>going to</b> play.	You <b>aren't going to</b> play.
He/She/It's <b>going to</b> play.	He/She/It <b>isn't going to</b> play.
We're <b>going to</b> play.	We <b>aren't going to</b> play.
You're <b>going to</b> play.	You <b>aren't going to</b> play.
They're <b>going to</b> play.	They <b>aren't going to</b> play.
?	Short answers
Am I <b>going to</b> play?	Yes, I <b>am</b> . / No, I'm <b>not</b> .
Are you <b>going to</b> play?	Yes, you <b>are</b> . / No, you <b>aren't</b> .
Is he/she/it <b>going to</b> play?	Yes, he/she/it <b>is</b> . / No, he/she/it <b>isn't</b> .
Are we <b>going to</b> play?	Yes, you <b>are</b> . / No, you <b>aren't</b> .
Are you <b>going to</b> play?	Yes, we <b>are</b> . / No, we <b>aren't</b> .
Are they <b>going to</b> play?	Yes, they <b>are</b> . / No, they <b>aren't</b> .



I'm **not going to** do any work during the holidays.  
I'm **going to** eat a lot of food ...



- 6 Elena, Tom and Lucas are planning a surprise party for Amy. Look at the list and write sentences in your notebook.

## SURPRISE PARTY - JOBS TO DO!

- 1 Download some music - Lucas
- 2 Cook pizzas - Amy's mum
- 3 Buy some lemonade - Tom and Lucas
- 4 Make a cake - Elena
- 5 Buy a present - Tom
- 6 Blow up the balloons - Tom and Lucas



- 1 Lucas is going to download some music.

- 7 In pairs, ask and answer the questions.

- 1 Lucas / download a film?  
A: Is Lucas going to download a film?  
B: No, he isn't. He's going to download some music.
- 2 Amy's mum / cook sausages?
- 3 Tom and Lucas / buy some orange juice?
- 4 Elena / make some biscuits?
- 5 Tom / buy a birthday card?
- 6 Tom and Lucas / make decorations?

- 8 In pairs, ask and answer about your plans. Use the words in the box.

tonight tomorrow  
at the weekend in the summer

A: What are you going to do tonight?

B: I'm going to play volleyball.

- 9 3.52 Polly and her friends are planning a day out. Listen and match the names to the people in the picture. Write the answers in your notebook.

Anna Daisy Fred George  
Harry Polly

Polly - 3 Fred - 1 Daisy - 5 George - 2  
Harry - 6 Anna - 4



- 10 Imagine your perfect weekend.  
In pairs, talk about your plans.

I'm going to play tennis. I'm not going to do any homework! What about you?

Unit 8 111

## Answers

2 Is Amy's mum going to cook sausages? No, she isn't. She's going to cook pizzas.

3 Are Tom and Lucas going to buy some orange juice? No, they aren't. They're going to buy some lemonade.

4 Is Elena going to make some biscuits? No, she isn't. She's going to make a cake.

5 Is Tom going to buy a birthday card? No, he isn't. He's going to buy a present.

6 Are Tom and Lucas going to make decorations? No, they aren't. They're going to blow up the balloons.

## Exercise 8

- Make sure students understand the words in the box. Two students read out the example. Monitor grammar and pronunciation.

## Exercise 9 3.52

- Before students listen, tell them to look at the picture and think about what they can see.

Answers → student page

## Exercise 10

- Monitor pairs before they report to the class.

## Finishing the lesson

- Refer students back to lesson objective. Have them finish the sentence in their notebooks: *To talk about future plans, we...*

## Activity for fast finishers

- Students find the complete forms of *going to* in the photo story.

Video scripts: page 145

Audio scripts: page 136

## Further practice

- Photocopiable Resource 30, page 188
- Photocopiable Grammar Roleplays, page 195
- Workbook, page 69
- Extra Online Homework: Grammar Video Extra Activities

## Exercise 6

- Students work in pairs and write their sentences in their notebooks. Tell them to use the full forms for names ending in -s or more than one name (Tom and Lucas).

## Answers

- 2 Amy's mum is going to cook pizzas.
- 3 Tom and Lucas are going to buy some lemonade.
- 4 Elena's going to make a cake.
- 5 Tom's going to buy a present.
- 6 Tom and Lucas are going to blow up the balloons.

## Exercise 7

- Tell students to think about the subject pronouns they need before they start. Tell them to use abbreviated forms with subject pronouns.
- After pairwork, check answers with different pairs.



## Warm-up

- (Books closed) Revise going to. Say these sentences and have students respond. *I'm going to see my friends this weekend. I'm going to have pizza tomorrow. I'm going to ride my bike home after school. I'm not going to drink milk for dinner.*
- Set the goal of the lesson. Ask students these questions: *Are you happy? Was your mum at work yesterday? Are you listening to me? Do you want a lot of homework? Did you go swimming last summer? What are these?* (Students: Questions) Say *Today we will remember how to ask questions.*

## Lead-in

- (Books open) Students look at the cartoon story and suggest what it is about. Ask *What are the friends doing in each picture?*

## Exercise 1

- Students work in pairs to find the answer.

Answers → student page

## Exercise 2 3.53

- Students read the sentences before listening to the story.
- Check answers. Ask different students to correct the false sentences.
- Ask these further comprehension questions: *How many questions do the reporters ask? What does Lay-Z Dogg give Big Al?*

Answers → student page

## Get Grammar! 40

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class.
- Involve students in the learning process. Tell them to look at the Grammar box and remember how to form questions.

## Grammar

Potrąfię zadawać pytania na temat teraźniejszości i przeszłości.

## City Creatures The fancy dress party

1

Carla: What are you making, Al?  
Big Al: It's a costume for a fancy dress party.  
Carla: He's in a concert at the Palace Theatre tonight.  
Big Al: Really? That's near the party.

2

Later, Al is walking to the party ...

3

There are lots of reporters ...

Are you excited about the concert?  
Was your holiday good? Did you go to Paris?  
Where do you buy your clothes?  
What did you have for breakfast?  
Were you a good student?  
Have you got a girlfriend? Does she sing?  
But ...

4

Suddenly the real Lay-Z arrives!

Lay-Z: Who are you? Are you wearing my clothes?  
Big Al: No, no, it's a costume. I'm going to a fancy dress party. Don't be angry.  
Lay-Z: I'm not angry. It's a great costume! Thanks.  
Big Al: Lay-Z: Are you free tonight, after your party? Do you want tickets for the concert?  
Big Al: Wow! Yes, please! Err, can I bring my friends, Carla and Rocco?  
Lay-Z: Of course! You can be my special guests!

5

Fan 1: Look! It's Lay-Z Dogg!  
Fan 2: We love you, Lay-Z!  
Big Al: But I'm not ...

1 Look at the pictures. What type of party is Big Al going to? *He's going to a fancy dress party.*

2 3.53 Read and listen. Are the sentences true or false?

- |   |  |
|---|--|
| 1 Al is making a costume for a party. <i>True</i>   | 4 The reporters are asking a lot of questions. <i>True</i> |
| 2 The party is in the Palace Theatre. <i>False</i>  | 5 Lay-Z Dogg is angry with Al. <i>False</i>                |
| 3 The fans think that Al is Lay-Z Dogg. <i>True</i> |  |

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Ask *How do you form questions for be and have got?* What words do you add to questions for the Present/Past Simple? Ask different students to say each question again using *he* instead of *you*.

## Exercise 3

- Students work individually and then compare answers in pairs.

## Answers

- Is he going to play a concert?
- Were the fans excited?
- Can Lay-Z Dogg rap?
- Does Lay-Z Dogg like Al's costume?
- Did he invite Al to his concert?

## Extra activity

- Students do a roleplay. Divide the class into groups of eleven and assign a character to each student. The groups practise the cartoon story in their groups. Monitor pronunciation. Students perform their roleplays to the class with or without their books. You may also have a class vote for the best roleplay.



## Get Grammar! Revision of questions

C 40

You **are** excited → **Are** you excited?  
 You **are wearing** my clothes. → **Are** you **wearing** my clothes?  
 You **were** a good student. → **Were** you a good student?  
 You **'ve got** a girlfriend. → **Have** you **got** a girlfriend?  
 You **can** rap. → **Can** you rap?  
 You want tickets. → **Do** you want tickets?  
 She sings. → **Does** she sing?  
 You went to Paris. → **Did** you go to Paris?  
 Where **do** you buy your clothes? What **did** you have for breakfast?

Does Hammy like biscuits?  
 No, he doesn't.



## 3 Read the sentences. Then write questions in your notebook.

- Lay-Z Dogg is in town.  
*Is Lay-Z Dogg in town?*
- He's going to play a concert.
- The fans were excited.
- Lay-Z Dogg can rap.
- Lay-Z Dogg likes Al's costume.
- He invited Al to his concert.

## 4 The reporters interviewed the real Lay-Z Dogg. Put the words in the correct order to make questions. Write the questions in your notebook.

- hotel in Are a you nice ?  
*Are you in a nice hotel?*
- live Do house in you a big ?
- guitar you the play Can ?
- week you were Where last ?
- your mum rap music like Does ?
- you have What did breakfast for ?

## 5 In your notebook, match the questions in Exercise 4 to Lay-Z's answers.

- I had sausages and eggs. 6
- I was in New York. I played two concerts there. 4
- Yes, I do. It's got seven bedrooms. 2
- No, I can't. But I can sing and rap. 3
- No, she doesn't. She hates it! 5
- Yes, I am. It's very nice. 1 f

## 6 Work in pairs. Student A: You are a reporter. Student B: You are a famous person. Ask and answer questions. Use Exercises 4 and 5 to help you. Then swap roles.

## 7 C 3.54 Listen and repeat. What types of music do you like?

## Vocabulary Types of music

classical jazz pop rap reggae rock

## 8 C 3.55 Listen and say the type of music.

1 It's rock.

## 9 C 3.56 Complete the Music Quiz with the question words in the box. Write the answers in your notebook. Then do the quiz. Listen and check.

How many What When Where Who

## Music Quiz

- Where does the pop singer Beyoncé come from?  
a The UK b Australia c The USA
- What type of music did Bob Marley play?  
a Reggae b Jazz c Rock
- How many classical musicians are there in a quartet?  
a Three b Four c Five
- When did rap music start?  
a In the 1930s b In the 1970s c In the 2000s
- Who sings the song Thinking Out Loud?  
a David Bowie b John Lennon c Ed Sheeran

1 c

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## Exercise 7 C 3.54

- Students listen and repeat first. Then ask students if they know any of the types of music. Explain the types they do not know.
- Students answer the questions.

## Exercise 8 C 3.55

- Students listen and take notes in their notebooks.

## Answers

- classical music
- rap
- jazz
- reggae
- pop

## Exercise 9 C 3.56

- Students compare their answers in pairs before they listen to the recording.

Answers → student page

## Finishing the lesson

- (Books open) Students take turns to ask a question in the order in the Grammar box.
- Have students reflect on what they learned by asking *What can you now do? What do you need to practise?* After checking with the class, ask students to write their answers to these questions in their notebooks.

## Activity for fast finishers

- Students find the questions in the cartoon story.

Video scripts: page 145

Audio scripts: page 136

## Further practice

- Photocopiable Resource 31, page 189
- Workbook, page 70

## Exercise 4

- Students write their answers in their notebooks. They then compare answers in pairs.

## Answers

- Do you live in a big house?
- Can you play the guitar?
- Where were you last week?
- Does your mum like rap music?
- What did you have for breakfast?

## Exercise 5

- Students work in pairs to match the questions and answers.
- Check answers.
- In preparation for Exercise 6, students work in pairs and take the roles of Lay-Z Dogg and a reporter to ask and answer the questions.

Answers → student page

## Exercise 6

- Monitor grammar and pronunciation. Ask different pairs to tell the class some of their questions and answers.



## Lesson 8.4

### Speaking

#### Warm-up

- Set the goals of the lesson. Ask *What time does this lesson finish?* and write the time on the board. Say *We can use the Present Simple to talk about time arrangements. Write This lesson finishes at (10 a.m.). Say: In this lesson we will learn how to make arrangements. Explain the meaning of arrangements if necessary.*

#### Lead-in

- (Books open) Students look at the photo. Ask *Is Lucas talking to Amy?*

#### Exercise 1 41 3.57

- Read out the questions. Students watch the video or listen.

Answers → student page

#### Exercise 2 3.57

- Before students listen, tell them to look at the notes and think about what kind of information they need.

Answers → student page

#### Exercise 3 3.58

- After the class repeat together, choose individual students or pairs to repeat.

#### Exercise 4 3.59

- Students work individually. They should look at the photo story and Speaking box for help.
- Check answers but do not confirm them yet. Play the recording for students to check.

Answers → student page

#### Extra activity

- Students prepare for Exercise 5 in pairs by reading out the dialogue in Exercise 3 as a roleplay.

#### Exercise 5

- Assign Student A and B to pairs. Then students should swap roles so all students ask and answer. Monitor students correct production and pronunciation.

## 8.4 Speaking

Potrafię zaplanować spotkanie.

# Are you busy next Thursday?

**Tom:** Hi Lucas. Are you busy next Thursday?  
**Lucas:** No. Why?  
**Tom:** I've got tickets for a basketball match. It's the Coventry Cats against the Kempton Kings. Would you like to come?  
**Lucas:** That sounds great. I'd love to come. What time does it start?  
**Tom:** At half past six.  
**Lucas:** Great. Where shall we meet?  
**Tom:** Let's meet outside the Arena at six o'clock.  
**Lucas:** Cool. See you then. Come on the Kings!  
**Tom:** The Kings? But don't you support the Cats?  
**Lucas:** No, I support the Kings.  
**Tom:** Oh, no!



#### 41 3.57 Listen and read. Answer the questions.

- Tom has got tickets for a basketball match.*
- What has Tom got?
  - Why does Tom say "Oh, no!" at the end?  
*He says "Oh, no!" because Lucas supports the Kempton Kings / a different team.*

#### 3.57 Listen. Complete the information on the ticket.



#### 3.58 Listen and repeat.

### Speaking Making arrangements

**A:** Are you busy next Thursday?  
 I've got tickets for a basketball match. Would you like to come?  
**B:** That sounds great. I'd love to come. What time does it start?  
 Where shall we meet?  
**A:** Let's meet outside the Arena / at six o'clock.

#### 3.59 Complete the dialogue in your notebook. Then listen and check.

**Holly:** Hi Alice. Are you <sup>1</sup>busy next Monday?  
**Alice:** No. Why?  
**Holly:** I've got <sup>2</sup>tickets for a play. It's *Aladdin*. Would you like to come?  
**Alice:** That <sup>3</sup>sounds great. I'd love to come. What time does it <sup>4</sup>start?  
**Holly:** At seven o'clock. It's at the New Theatre.  
**Alice:** Great, where shall we <sup>5</sup>meet?  
**Holly:** <sup>6</sup>Let's meet in the café next to the theatre at half past six.  
**Alice:** Cool. See you then.

#### 5 Work in pairs. Take turns to choose a ticket and invite your partner.




#### Finishing the lesson

- (Books closed) Check students memory with these questions: *What is Lucas's favourite film? What does Amy think about Star Wars?*
- Refer students back to lesson objective. Have them finish the sentence *Today I have learned...* and check if all the students agree.

#### Activity for fast finishers

- In their notebooks, students write a list of events they would like to invite a friend to. They can design tickets in their notebook.

 Video scripts: page 145

#### Further practice

- Photocopiable Resource 32, page 190
- Workbook, page 71
- Extra Online Homework: Speaking Video Extra Activities



Potrąfię zrozumieć tekst o ciekawym wydarzeniu.

## Sleepovers with a Difference

Do you like going to sleepovers at friends' houses?  
Then why not try one of our "Sleepovers with a Difference"?



### 1 Sleep with dinosaurs! a

- **Where is it?** The Natural History Museum, London
- **Who can go?** Children aged 7–11
- **What can you do?** You can learn about dinosaurs, explore the museum at night, and sleep next to a diplodocus! In the morning, you can visit the museum shop.

### 2 Sleep with sharks! c

- **Where is it?** The National Marine Aquarium, Plymouth
- **Who can go?** Children aged 5–15
- **What can you do?** You can have a tour of the aquarium and see amazing underwater creatures. Later, you can watch a movie and sleep next to the sharks!

### 3 Sleep with an Egyptian mummy! b

- **Where is it?** The British Museum, London
- **Who can go?** Children aged 8–15
- **What can you do?** You can make an Egyptian boat, learn about the pyramids, and sleep on the floor of one of the oldest museums in the world. In the morning, you can have breakfast in the museum café.

So what are you waiting for? Pack your sleeping bag, toothbrush and torch, and get ready for a night of adventure!

### 1 3.60 Read and listen to the text. Match paragraphs 1–3 to photos a–c. Write the answers in your notebook.

### 2 Read the text again. Are the sentences true or false? In your notebook, correct the false sentences.

- 1 The Natural History Museum is in America. *False*
- 2 You can walk around the Natural History Museum at night. *True*
- 3 At the Aquarium, you can see a film. *True*
- 4 You can't go to the Aquarium if you're fifteen. *False*
- 5 The British Museum is a new museum. *False*
- 6 You sleep in a bed in the British Museum. *False*

### 3 Would you like to go on one of these sleepovers? Which one? Why?

### 4 3.61 In your notebook, write Emma's questions to her friend Sylvia. Then listen and check.

Emma: *What did you do last weekend?*

Sylvia: Last weekend? I went to a sleepover at the Science Museum.

Emma: *Was it good?*

Sylvia: Yes, it was really good. We did some experiments and watched a film.

Emma: *What time did you go to bed?*

Sylvia: We went to bed at midnight.

Emma: *What are you going to do next weekend?*

Sylvia: Next weekend? I'm going to visit my cousins.

Emma: *Where do they live?*

Sylvia: They live in Edinburgh.



### 5 How many words can you make from the letters in the words below? Write your ideas in your notebook.

## DINOSAUR MUSEUM

Send, mum, ...

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### Extra activity

- Divide the class into small groups. Each group thinks of two/three sentences to add to Exercise 2 that are true or false. Groups share their questions with the class and the class decides if they are true or false.

### Exercise 3

- Students first talk in small groups.
- Students discuss their answers. Ask some additional questions and involve the whole class: *Who would like to go on sleepover?*

### Exercise 4 3.61

- Tell students to look at the tense in the answer and use the same one in the question. Remind them to think about how to form questions in each tense. Tell them to refer back to the Grammar box on page 113.

Answers → student page

### Exercise 5

- Students work in small groups. Give the groups one minute and see which group comes up with the most words. Then they report back to the class. Write their ideas on the board.

### Finishing the lesson

- (Books closed) Involve students in feedback. Ask: *Are these events interesting or boring? Where would you like to have a sleepover in our country? What was the most interesting thing you learnt today?*

### Activity for fast finishers

- Students find the verbs (not be) in the text.

### Further practice

- Workbook, page 72

### Lesson 8.5

#### Reading

#### Warm-up

- Students look at the photos on page 115 for 10 seconds, then close their books. Ask *What do you remember?* Elicit as many words (*museum, sleeping bag, sleepover, children*) as possible.
- (Books closed) Set the goals of the lesson. Ask

Do you like museums?  
Would you like to have a sleepover at a museum?  
Different students offer answers. Say *In this lesson we will read a text about a special event.*

### Exercise 1 3.60

- (Books open) Tell students to look carefully at the photos before they read.

Answers → student page

### Exercise 2

- Check answers before students correct the false sentences.

Answers → student page

- 1 The Natural History Museum is in London.
- 4 You can go if you are fifteen.
- 5 It's one of the oldest museums in the world.
- 6 You sleep on the floor.



## Lesson 8.6

### Listening and Writing

#### Warm-up

- Set the goals of the lesson. Have students open their books on p.116 and look at Exercise 4 for a few seconds, then close their books. Ask *What type of text is it? (An invitation)* *What information do you put in an invitation?* Ask students to open their books and say *Today we will learn how to write an invitation.*

#### Lead-in

- (Books closed) Ask students some questions about parties. e.g. *Who is going to have a party this/next month?*

#### Exercise 1

- (Books open) Students discuss the questions.

#### Exercise 2

- Write Amber, Vicky, Lee and Harriet on the board and explain that Lee is the boy and the others are girls. Different students offer answers.

#### Answers

Amber: go ice-skating with her friends  
Vicky: have a party  
Lee: go to the cinema with his cousin  
Harriet: go to a restaurant

#### Exercise 3

- Students look at the pictures and questions before they listen and think about what they can see.

Answers → student page

#### Exercise 4

- Read out the questions. Students work individually and compare answers in pairs.
- Follow-up questions: *When is the party? What time does it finish?*

Answers → student page

#### Exercise 5

- Read the notes. Students find this information in Amber's invitation.

Answers → student page

## 8.6 Listening and Writing

Potrafię zrozumieć wypowiedzi ustne o przyjęciach urodzinowych i napisać krótki tekst na ten temat.

- How do you and your friends celebrate birthdays? Tell a partner. Use the expressions in the box or your own ideas.

have a party at your house  
go bowling/ice skating  
go to the cinema / to a restaurant

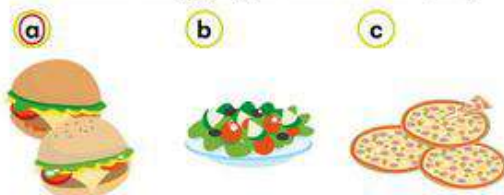
- 3.62 Listen to four children. How are they going to celebrate their birthdays?

- 3.62 Listen again and choose the correct answers. Write them in your notebook.

- When is Amber going to go ice skating?



- What food is Vicky going to make for her party?



- How old is Leo going to be on Saturday?



- What does Harriet want for her birthday?



1 b

- Read the invitation and answer the questions.

Please come to ...

### AMBER'S 13TH BIRTHDAY PARTY

On: Saturday, 2nd June, at 5 p.m.  
At: Ice Planet

We're going to go ice skating, then walk to a restaurant for a pizza.  
Please bring warm clothes and gloves for the ice skating.  
Your parents can collect you from Toni's Pizzeria at 10 o'clock.  
Please reply to [amber@mail.com](mailto:amber@mail.com) or call 8657 52340

- Whose party is it? *It's Amber's party.*
- How old is she going to be? *She's going to be 13.*
- How is she going to celebrate? *She's going to go ice skating and then go to a restaurant.*
- Look at the Writing box. Does Amber include all of these things in her invitation? *Yes, she does.*

#### Writing An invitation

Inviting people: Please come to ... / I'd like to invite you to ...  
Date and time: On Sunday, 14th July, at 7 p.m.  
The place: At Ice Planet / At 14 Milton Road  
Asking for a reply: Please reply to ...  
Other information: Please bring ..., Your parents can collect you from ...

- WRITING TIME In your notebook, write an invitation to a birthday party.

**Find ideas**  
Think when and where the party is and how you are going to celebrate. Make notes.

**Draft**  
Write your invitation. Use the Writing box to help you.

**Check and write**  
Check you have all the information and write the final version of your text.

#### Exercise 6

- Read out the notes. Ask different students for ideas.
- Students write their own draft in their notebooks. Encourage them to share and help each other in pairs.
- Students write the final text in their notebooks. Check in class, or students hand in their notebooks.

#### Extra activity

- Students swap notebooks to correct each other's work.

#### Finishing the lesson

- Have them reflect on the lesson: *Writing invitations is...*

#### Activity for fast finishers

- Students find all the events on the page.

Audio scripts: page 136

#### Further practice

- Workbook, page 73



## LESSON 8.1

### Events Wydarzenia

**barbecue** /'bɑ:bɪkjʊ:/ przyjęcie z grillem

**birthday party** /'bɜ:θdeɪ ,pa:ti/ przyjęcie urodzinowe

**concert** /'kɒnsət/ koncert

**dance show** /'da:ns ʃəʊ/ pokaz tańca

**fancy dress party** /'fænsɪ 'dres ,pa:ti/ bal przebierańców

**football match** /'fʊtbɔ:l mætʃ/ mecz piłki nożnej

**picnic** /'pɪknɪk/ piknik

**play** /pleɪ/ sztuka

**sleepover** /'sli:pəʊvə/ pizama party

**talent competition** /'tælənt kɒmpə'tɪʃən/ konkurs talentów

### Ordinal numbers

#### Liczebniki porządkowe

**the first** /ðə 'fɜ:st/ pierwszy

**the second** /ðə 'sekənd/ drugi

**the third** /ðə 'θɜ:d/ trzeci

**the fourth** /ðə 'fɔ:θ/ czwarty

**the fifth** /ðə 'fɪfθ/ piąty

**the sixth** /ðə 'sɪksθ/ szósty

**the seventh** /ðə 'sevənθ/ siódmy

**the eighth** /ði 'eɪtθ/ ósmy

**the ninth** /ðə 'naɪnθ/ dziewiąty

**the tenth** /ðə 'tenθ/ dziesiąty

**the eleventh** /ði ɪ'levənθ/ jedenasty

**the twelfth** /ðə 'twelfθ/ dwunasty

**the thirteenth** /ðə 'θɜ:ti:ntθ/ trzynasty

**the twentieth** /ðə 'twentiəθ/ dwudziasty

**the twenty-first** /ðə ,twenti 'fɜ:st/ dwudziasty pierwszy

**the thirtieth** /ðə 'θɜ:tiəθ/ trzydziasty

**get presents** /get 'prezənts/ dostawać prezenty

**prize** /praɪz/ nagroda

**pyjamas** /pə'dʒɑ:mæz/ pizama

**sing 'Happy Birthday'** /sɪŋ ,hæpi 'bɜ:θdeɪ/ śpiewać „Sto lat!”

**star** /sta:/ gwiazda

**take part in a competition** /teɪk ,pa:t ɪn ə kɒmpə'tɪʃən/ wziąć udział w konkursie/zawodach

**tell a story** /tel ə 'stɔ:ri/

opowiadać historię

**wear a costume** /weə ə

'kɒstjum/ mieć na sobie kostium

## LESSON 8.2

### Out of class

**Don't be sad.** /dəʊnt bi 'sæd/

Nie smuć się.

**I can't wait!** /aɪ ,kɑ:nt 'weɪt/

Nie mogę się doczekać!

**That's a pity.** /ðæt ə 'pɪti/

Szkoda.

**birthday card** /'bɜ:θdeɪ ka:d/

kartka urodzinowa

**blow up the balloons** /bləʊ ʌp

bə'lu:nz/ nadmuchać balony

**download** /daʊn'ləʊd/ ściągać z internetu

**I'm really sorry.** /aɪm ,ri:əli 'sɒri/

Jest mi naprawdę przykro.

**jobs to do** /dʒɒbz tə du:/ prace do wykonania

**surprise party** /sə'praɪz ,pa:ti/

przyjęcie niespodzianka

**tomorrow** /tə'mɒrəʊ/ jutro

**What time ...?** /wɒt taɪm/

O której godzinie...?

## LESSON 8.3

### Types of music Rodzaje muzyki

**classical** /'klæsɪkəl/ poważna

**jazz** /dʒæz/ jazz

**pop** /pɒp/ pop

**rap** /ræp/ rap

**reggae** /'regeɪ/ reggae

**rock** /rɒk/ rock

**in the 1970s** /ɪn ðə ,naɪnti:n

'sevəntɪz/ w latach

siedemdziesiątych (dwudziestego wieku)

**invite** /ɪn'vaɪt/ zaprosić

**lots of** /lɒts əv/ mnóstwo

**musician** /'mju:zɪʃən/ muzyk

**play a concert** /pleɪ ə 'kɒnsət/

grać koncert

**pop singer** /pɒp 'sɪŋə(r)/

wokalista pop

**quartet** /kwɔ:'tet/ kwartet

**rapper** /'ræpə/ raper

**rock band** /'rɒk bænd/ zespół rockowy

**suddenly** /'sʌdnli/ nagle

## LESSON 8.4

### Making arrangements

#### Umawianie się

**Are you busy next Thursday?**

/ɑ: jə 'bɪzi nekst θɜ:zdeɪ/ Czy jesteś zajęty w następny czwartek?

**I've got tickets for a basketball**

**match.** /aɪv gɒt ,tɪkəts fər ə 'bɑ:skətbɔ:l mætʃ/ Mam bilety na mecz koszykówki.

**Would you like to come?** /wʊd

jə laɪk tə 'kʌm/ Czy chciałbyś pójść?

**That sounds great. I'd love to**

**come.** /ðæt saʊndz ,greɪt aɪd 'lʌv tə ,kʌm/ Brzmi świetnie. Pewnie, że chciałbym pójść.

**What time does it start?** /wɒt

,taɪm dʌz ɪt 'stɑ:t/ O której godzinie się zaczyna?

**Where shall we meet?** /weə ʃəl

wɪ 'mi:t/ Gdzie się spotkamy?

**Let's meet outside the Arena at**

**six o'clock.** /lets mi:t aʊt'saɪd ðə ə,ri:nə ət sɪks ə klɒk/ Spotkajmy się przed Areną o szóstej.

**against** /ə'genst/ przeciwko

**football cup final** /'fʊtbɔ:l kʌp ,faɪnəl/ finał turnieju piłkarskiego

**half past six** /ha:f pa:st 'sɪks/ wpół do siódmej

**See you then.** /si: jə ðen/

Do zobaczenia!

**support** /sə'pɔ:t/ wspierać,

dopingować

## LESSON 8.5

**aged 7-11** /eɪdʒd ,sevən tə

ɪ'levən/ w wieku 7-11 lat

**at midnight** /ət 'mɪdnɑ:t/

o północy

**explore** /ɪk'splɔ:/ eksplorować, odkrywać

**get ready for** /get 'redi fə/

przygotować się do

**have a tour of the aquarium**

/hæv ə ,tuə əv ðɪ ə'kwɛəriəm/ zwiedzić akwarium

**later** /'leɪtə/ później

**toothbrush** /'tu:θbrʌʃ/

szczoteczka do zębów

**underwater creature**

/ʌndə'wɔ:tə 'kri:tʃə/ podwodne stworzenie

**walk around** /wɔ:k ə'raʊnd/

spacerować



## VOCABULARY

### 1 Where were they? Write the events in your notebook.

- I took a sleeping bag and my pyjamas.  
*At a sleepover.*
- Gina's dad cooked burgers and chicken.  
*At a barbecue.*
- It was an exciting game but our team lost. *At a match.*
- We took some food and sat in the park. *At a picnic.*
- My friend wore an elephant costume. *At a fancy dress party.*
- The actors were amazing. *At a play.*

### 2 Write the dates in your notebook.

1

**31**

MARCH

2

**4**

JUNE

*The fourth of June.*

3

**11**

MAY

*The eleventh of May.*

4

**22**

AUGUST

*The twenty-second of August.*

5

**25**

FEBRUARY

*The twenty-fifth of February.*

6

**1**

MARCH

*The thirty-first of March.*

### 3 In your notebook, complete the names of six types of music.

## Music in the Park

Come with your family and friends and enjoy a special concert in the park!

There is something for everyone:

<sup>1</sup>ROCK and <sup>2</sup>POP,  
<sup>3</sup>RAP and <sup>4</sup>REGGAE,  
<sup>5</sup>JAZZ and <sup>6</sup>CLASSICAL music.

## GRAMMAR

### 4 In your notebook, complete the dialogue with the correct form of *be going to*.

- Tom:** What <sup>1</sup>*are you going to do* (you / do) in the summer, Elena?
- Elena:** <sup>2</sup>*I'm going to go* (I / go) to the beach with my family. <sup>3</sup>*We're going to swim* (We / swim) in the sea. <sup>4</sup>*I'm not going to do* (I / not / do) any school work!
- Tom:** What about Amy? <sup>5</sup>*Is she going to come* (she / come) with you?
- Elena:** No, she isn't. <sup>6</sup>*Amy is going to visit* (Amy / visit) America with her family.

### 5 Put the words in the correct order to make questions. Write the questions in your notebook. Then ask and answer in pairs.

- your music listening Is teacher to ?  
*Is your teacher listening to music?*
- school late you for Were today ?  
*Were you late for school today?*
- you Have trainers new got ?  
*Have you got new trainers?*
- you piano play Can the ?  
*Can you play the piano?*
- you Do always homework your do ?  
*Do you always do your homework?*
- night last watch TV you Did ?  
*Did you watch TV last night?*

## PRONUNCIATION

### 6 3.63 Listen and repeat: /ð/ or /θ/?

My **mother's** **thirty**-five years old  
My **father** is **thirty**-six  
My little **brother** is almost **three**  
And me, I'm nearly **thirteen**.

## DICTATION

### 7 3.64 Listen to the recording. Write the sentences in your notebook.

## SPEAKING

### 8 Complete the dialogue with the words in the box. Write the answers in your notebook. Act out the dialogue in pairs.

busy let's like love see  
shall start would

- Lucas:** Hi Amy. Are you <sup>1</sup>*busy* next Friday? I've got tickets for the new James Bond film.  
<sup>2</sup>*Would* you <sup>3</sup>*like* to come?
- Amy:** Cool! I'd <sup>4</sup>*love* to come. What time does it <sup>5</sup>*start*?
- Lucas:** At half past seven. It's at the ABC Cinema.
- Amy:** Great, where <sup>6</sup>*shall* we meet?
- Lucas:** <sup>7</sup>*Let's* meet in the cinema at seven o'clock.
- Amy:** <sup>8</sup>*See* you then.



## READING AND WRITING

- 9 Look at the pictures and read the story. Complete the sentences about the story with one or two words. Write the answers in your notebook.

### The dinosaur

My name's Sam. It was my friend Jack's birthday last Saturday. He invited me to go to London with him for the day. We took the train. We went sightseeing and had lunch. Then we visited a museum to see the dinosaurs. We bought souvenirs in the museum shop, and after that we got the train home.



- 1 Jack's birthday was on *Saturday*.
- 2 Jack wanted to *go to* London for the day.
- 3 They went to London by *train*.
- 4 After lunch, they went to a *museum*.



That night I had a sleepover at Jack's house. We slept in a tent in the garden! First we had some pizza, then we talked about the day in London. We went to sleep quickly because we were very tired.

- 5 Sam and Jack *slept* in a tent.
- 6 They ate *(some) pizza*.
- 7 They talked about the trip *to London*.
- 8 The boys were *(very) tired* so they went to sleep.



I didn't sleep very well. I dreamed about a dinosaur. Then I woke up – and there was a dinosaur in the tent! "Help!" I shouted. "Don't worry," said Jack. Look – it's my souvenir and my torch." Then Jack's dad came. "Is everything OK?" he asked. "Yes," we said, "but we can't sleep. We're going to sleep in the house!"

- 9 Sam had a dream about a *dinosaur*.
- 10 It wasn't a real dinosaur. It was Jack's souvenir and his *torch*.
- 11 Jack's *dad* asked if the boys were OK.
- 12 The boys were OK, but they didn't want to sleep in the *tent*.

- 10 In your notebook, write 60–70 words about your last birthday. Use these questions to help you.

- 1 Where did you spend your last birthday?
- 2 Who did you spend it with?
- 3 What did you do?
- 4 What presents did you get?

## LISTENING

- 11 3.65 Listen to a dialogue between Joe and Celia. In your notebook, write answers to questions 1–9.

- 1 Why wasn't Celia at Art Club last week?  
*She was on holiday.*
- 2 Where did Celia go? *to the beach*
- 3 Who did she go with? *with her father and brother*
- 4 Where did Celia stay? *with her cousins*
- 5 How many days was she there for? *for 5 days*
- 6 What museum did she go to? *a boat museum*
- 7 What souvenir did she buy? *a hat*
- 8 How much was it? *£4*
- 9 Where is she going to go in the summer? *to Italy*

### Check yourself!

- ✓ Potrafię rozmawiać o wydarzeniach i podawać ich daty.
- ✓ Potrafię rozmawiać o planach na przyszłość.
- ✓ Potrafię zadawać pytania na temat teraźniejszości i przeszłości.
- ✓ Potrafię zaplanować spotkanie.
- ✓ Potrafię zrozumieć wypowiedzi ustne i pisemne o ciekawym wydarzeniu i o przyjęciach urodzinowych.
- ✓ Potrafię napisać zaproszenie na przyjęcie urodzinowe.



# Poland Summer time



- 1 **CLASS VOTE** Do you agree with this sentence?  
Have a class vote.

Summer is the best  
season of the year!

- 2 When does summer start? Read the first paragraph of the text and check.

*Answers underlined in the text*

- 3 Read the second paragraph of the text.  
Match the words in bold to the pictures.

*1 ferns 2 wreaths 3 bonfire*

- 4 Read the text again. Are the sentences true or false?

- 1 Kupala Night is not only a Polish tradition. *True*
- 2 By tradition, people spend the night of the 23rd of June at home. *False*
- 3 Young men throw flower wreaths into water.
- 4 People believed that a fern flower was unlucky. *False*

- 5 Answer the questions in pairs.

- 1 How do you celebrate the beginning of summer?
- 2 Do you usually spend your summer holidays in Poland or abroad?
- 3 What places did you visit in Poland last summer?

- 6 Work in pairs. Read the questions. Do you know the answers to any of them? Compare your ideas with another pair.

- 1 How is Lake Hańcza different from other Polish lakes?
- 2 What do tourists want to see in Zamość?
- 3 Which is the oldest salt mine in Poland: Wieliczka or Bochnia?
- 4 What's the name of the smallest national park in Poland?
- 5 Where is the longest shopping street in Poland?
- 6 Are there any volcanoes in Poland?
- 7 Can you get to the biggest Polish island by train?
- 8 Which Polish castle is larger than Wawel Castle?

## When does the summer start?

The answer to the question isn't easy. The 22nd of June is the first day of summer in the calendar. But real summer starts with the longest day of the year and its exact date changes. By tradition, the Poles and other Slavic nations welcome summer on the night of the 23rd of June. It's called Kupala Night or Saint John's Eve.



Some old Kupala customs are still popular. People often spend the night at a **bonfire**. Young women make flower **wreaths** and throw them into water. An old legend says that **ferns** flower in the forest during that night. In the past people looked for a fern flower because it meant good luck. Well, ferns don't flower, but this is a magic time so anything is possible.





## A summer trip around POLAND



- 1 Lake Hańcza is 108 metres deep. It's the deepest Polish lake.
- 2 Zamość has one of the most beautiful old towns in Poland. It's a great tourist attraction.
- 3 Bochnia Salt Mine is the oldest salt mine in Poland. It opened in 1248.
- 4 Ojcowski Park Narodowy is the smallest national park in Poland.
- 5 Piotrkowska Street in Łódź is 4.2 kilometres long. It's the longest shopping street in Poland.
- 6 Ostrzyca Proboszczowicka is the highest Polish volcano. Of course, they're all extinct – they can't erupt.
- 7 Wolin is the biggest Polish island in the Baltic Sea. There's a bridge for cars and trains between the island and the mainland.
- 8 Malbork Castle is the largest castle in the world.

7 Look at the map and read the descriptions. Find the answers to the questions from Exercise 6. Which places would you like to visit?

8 3.66 Listen to a tourist talking about her holidays in Poland. What places is she going to visit? *Krakow, Bochnia, Karkonosze mountains, Ostrzyca Proboszczowicka*

9 3.66 Listen again and complete the sentences. Write the answers in your notebook.

- 1 In Bochnia Salt Mine you can play **basketball** 250 metres underground.
- 2 You can spend a **night** in Bochnia Salt Mine.
- 3 Ostrzyca Proboszczowicka is **501** metres high.
- 4 Ostrzyca Proboszczowicka was active about **20** million years ago.

Audio scripts: page 137

10 Answer the questions in pairs.

- 1 Which place on the map would you like to visit most?
- 2 Are you going to spend your next holidays near any of these places?
- 3 In your opinion, which place in Poland is the most beautiful?

## PROJECT

- Organise a local summer trip.
  - Plan a one-day trip around your area.
  - Choose 4-5 places that you like or think are interesting to visit.
  - Write one sentence about each place.
  - Suggest the best way to get around: on foot, by bike, by public transport etc.
  - Draw or print out a map of the trip.
- Present the plan to your class.



# Student A activities

# Extra reference

## Unit 2 Lesson 2.3, Page 29, Exercise 5

Carla and Big Al go to the supermarket.  
What do they buy?

- 1 What is there in Big Al's basket? Ask about the food below and make notes in your notebook.

*How many biscuits are there?*

*How much ice cream is there?*

apples	?
bananas	?
biscuits	?
burgers	?
eggs	?
ice cream	?
orange juice	?
sausages	?
tomatoes	?
tuna	?

- 2 Look at Carla's basket and answer Student B's questions.

*There aren't any apples.*

*There is a lot of tuna.*

Carla's basket



## Unit 2 Lesson 2.4, Page 30, Exercise 4

You're a waiter/waitress at Dino's Pizzeria.  
Take an order from Students B and C, who are the customers. Use the expressions in the Speaking box on page 30 to help you.

## Unit 5 Lesson 5.4, Page 72, Exercise 6

- 1 Ask Student B for directions to the following places:  
a hospital b cinema
- 2 Look at the map and listen to Student B. Give directions.



## Unit 7 Lesson 7.4, Page 100, Exercise 5

- 1 You want to go to Cambridge. Ask Student B:
  - for a ticket to Cambridge.
  - about the price of the ticket.
  - what time the train leaves.
  - what time it arrives.

Use the dialogue in the Speaking box on page 100 to help you. Change the words in *italics*.

- 2 Now swap roles. Student B wants to go to Oxford. Answer his/her questions.

London Kings Cross (KGX) to Oxford (OXF)

Departure	From	To	Arrival	Duration	Price
08:00	KGX	OXF	09:34	1h34m	£28.60
08:02	KGX	OXF	09:39	1h27m	£28.60
08:32	KGX	OXF	10:09	1h37m	£28.60
08:36	KGX	OXF	10:10	1h34m	£28.60
10:32	KGX	OXF	12:09	1h37m	£25.00
10:36	KGX	OXF	12:10	1h34m	£25.00

## Answers

### Unit 3 Lesson 3.1, Page 39, Exercise 7

Too Much Tech! Quiz – Answer Key

Mostly **as**: Be careful! Too much tech is not good for you, especially before bedtime.

Mostly **bs**: You use technology, but you do other things too. Well done!

Mostly **cs**: You don't use technology a lot. That's great, but it's OK to use it sometimes. Technology is useful!



# Songs and raps

## Unit 1 Lesson 1.3, Page 15, Exercise 4

### 1.26-1.27 My Busy Week

I have Geography on Monday, History on Tuesday  
French and Maths on Wednesday, English and P.E.  
I have Music on Thursday, Science on Friday  
That's why at the weekend, I stay in bed and sleep.

I do karate on Monday, pottery on Tuesday  
I play football on Wednesday, basketball and chess  
I go sailing on Thursday, cycling on Friday  
That's why at the weekend, I stay in bed and rest.

## Unit 3 Lesson 3.3, Page 43, Exercise 8

### 2.10-2.11 I'm Waiting for a Text

I'm sitting here, I'm sad and bored.  
My fingers ready, on the keybo-o-o-o-ard  
I need a friend, why can't you see?  
I'm texting you, but you aren't texting me.

Chorus:

*Everyone needs a friend to talk to.  
Everyone needs a friend or two.  
I'm sitting here in my bedroom.  
I'm waiting for a text from you.*

I'm sitting here, checking my screen.  
Sometimes I hate technology-y-y  
But then a "buzz" – can it be true?  
Yes, it's a text, and it's from you-ou-ou!

Chorus:

*Everyone needs a friend to talk to.  
Everyone needs a friend or two.  
I'm sitting here in my bedroom.  
I'm waiting for a text from you.*

## Unit 5 Lesson 5.3, Page 71, Exercise 8

### 2.48-2.49 Where Were You?

Girl: Where were you on Monday?  
Were you at home?  
Were you at the park?  
I was worried and alone!

Boy: I wasn't at the park, or at home, that's true.  
I was at the restaurant. Here's a pizza for you!

Girl: Where were you on Tuesday?  
I was worried and sad.  
Were you at the shops?  
Or were you with your dad?

Boy: I wasn't at the shops, or with my dad, that's true.  
I was at the library. Here's a book for you!

Girl: Where were you on Wednesday?  
Were you at home?  
Were you at the café?  
I was worried and alone!

Boy: I wasn't at the café, or at home, that's true.  
I was at the supermarket. Here's a cake for you!

## Unit 7 Lesson 7.3, Page 99, Exercise 10

### 3.29-3.30 Al's Sofia

Last week Al was in Rome  
But he wasn't alone  
... with Sofia!

Did he have a good time  
And was everything fine?  
... with Sofia!

Did he visit museums?  
Or the Colosseum?  
... with Sofia!

Did he call her 'my dear'?  
Did he buy souvenirs?  
... with Sofia!

Yes, he did all these things  
Now he's happy and sings ...  
... with Sofia!



# Student B&C activities    Extra reference

## Unit 2    Lesson 2.3, Page 29, Exercise 5

Carla and Big Al go to the supermarket.  
What do they buy?

- 1 Look at Big Al's basket and answer Student A's questions.

*There aren't any biscuits.*  
*There is a lot of ice cream.*

Big Al's basket



- 2 What is there in Carla's basket? Ask about the food below and make notes in your notebook.

*How many apples are there?*  
*How much tuna is there?*

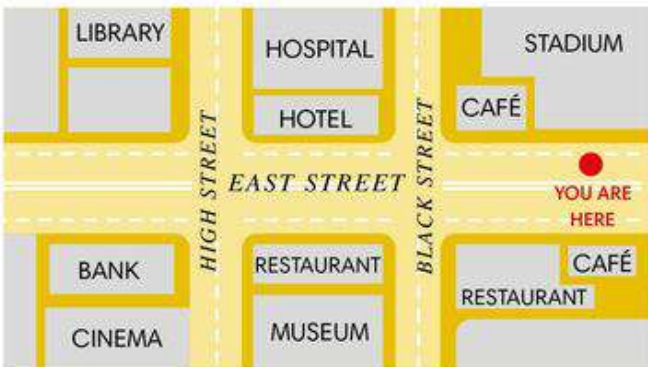
apples	?
bananas	?
biscuits	?
burgers	?
eggs	?
ice cream	?
orange juice	?
sausages	?
tomatoes	?
tuna	?

## Unit 2    Lesson 2.4, Page 30, Exercise 4

You're customers at Dino's Pizzeria. Student A is a waiter/waitress. Look at the Dino's Pizzeria Menu on page 30 and decide what to order. Use the expressions in the Speaking box on page 30 to help you.

## Unit 5    Lesson 5.4, Page 72, Exercise 6

- 1 Look at the map and listen to Student A. Give directions.



- 2 Ask Student A for directions to the following places:  
a park    b theatre

## Unit 7    Lesson 7.4, Page 100, Exercise 5

- 1 Student A wants to go to Cambridge. Answer his/her questions.

London Kings Cross (KGX) to Cambridge (CBG)

Departure	From	To	Arrival	Duration	Price
08:04	KGX	CBG	09:29	1h25m	£16.80
08:14	KGX	CBG	09:03	49m	£16.80
08:44	KGX	CBG	09:30	46m	£16.80
08:52	KGX	CBG	09:55	1h03m	£16.80
10:04	KGX	CBG	11:29	1h25m	£13.00
10:14	KGX	CBG	11:02	48m	£13.00

- 2 Now swap roles. You want to go to Oxford. Ask Student A:
- for a ticket to Oxford.
  - about the price of the ticket.
  - what time the train leaves.
  - what time it arrives.

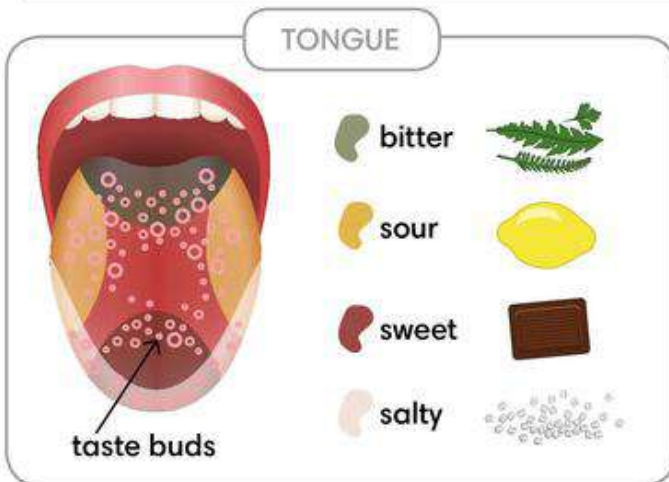
Use the dialogue in the Speaking box on page 100 to help you. Change the words in *italics*.



- 1 Read the words in the box and look at the picture. How do you say them in Polish?

### Vocabulary Taste

bitter *gorzki* salty *słony* sour *kwaśny*  
 sweet *słodki* taste buds *kubki smakowe*  
 tongue *język*



- 2 Read the text quickly. Choose the correct answer. Write it in your notebook.

The text is about

- a the food some people like.  
**b** how people know what food they like.  
 c how people make their food sweet.

- 3 Read the text again. Complete sentences 1–4 at the bottom of the page. Use words from Exercise 1. Write the answers in your notebook.

- 4 Read the text again. Answer the questions.

- 1 Where are your taste buds? *on your tongue*  
 2 What is there in sweet food? *sugar*  
 3 Are lemons sour or bitter? *sour*  
 4 Why do some people put sugar in tea?  
*Because they don't like the bitter taste.*

- 5 What do these food items taste like? Put the words in the box in the right places. Write the answers in your notebook.

chips dark chocolate jam lemons  
 milkshake sausages strawberries  
 yoghurt

sweet: *jam, milkshake, strawberries*

sour: *lemons, yoghurt*

salty: *chips, sausages*

bitter: *dark chocolate*

- 6 What is your favourite taste? What food has this taste?

My favourite taste is ? .

? have / has this taste.

## SWEET OR SALTY?

How do you know that biscuits are sweet and chips are salty? Because you've got lots and lots of taste buds. Where are they? Right there – on your tongue.

When you put food in your mouth, it goes on your tongue. The taste buds on your tongue tell you what taste each type of food has.

Food with sugar is sweet. When you eat milk chocolate or cakes, the taste buds in the front part of your tongue tell you that they are sweet. Salty food has salt on or in it, like cheese on pizza. What is a sour taste? Well, drink some lemon juice! That's sour! And the taste buds in the back part of your tongue tell you what's bitter. Black tea is bitter. Some people put sugar in their tea because they don't like the bitter taste.



1 Lemons are *sour*.



2 Chocolate cake is *sweet*.



3 Black tea is sometimes *bitter*.



4 Pizza is *salty*.



1 Read the words in the box. How do you say them in Polish?

### Vocabulary National parks

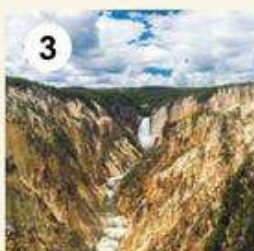
canyon *kanion* 3 cave *jaskinia* 4 geyser *gejzer* 1  
glacier *lodowiec* 5 hot spring *gorące źródło* 2  
peak *szczyt, wierzchołek* 6

2 Read the text quickly. Match photos 1-6 to the words from Exercise 1. Write the answers in your notebook.

1 geyser

## American National Parks

**Yellowstone National Park** is the first national park in the world. You can do a lot of exciting things there. You can sail on the rivers and swim in the lakes. But be careful about some hot springs. They are colourful lakes with hot water. In some hot springs the water is too hot to swim. Sometimes this hot water goes high up in the air and you can watch exciting geysers. Lots of people take selfies next to them. You can also take photos of beautiful waterfalls – you only need to walk in the canyon.



Many people visit the **Glacier National Park** to see one of its 25 glaciers. A glacier is moving ice. The park is also popular because of its mountains. The peaks – the tops of the mountains – are high. Climbing is dangerous so it's better to look and take photos or try to find some caves in the mountains! There are lakes and rivers so you can sail a boat. You can ride horses with your family and in winter you can go skiing.



3 Match the geographical features to the National Parks from the text. Some features match both parks. Write the answers in your notebook.

	Yellowstone National Park	Glacier National Park
canyon	✓	?
cave	?	✓
geyser	✓	?
glacier	?	✓
hot spring	✓	?
lake	✓	✓
peak	?	✓
river	✓	✓
waterfall	✓	?

4 Read the text again. Complete the sentences with the correct form of the words from Exercise 1. Write the answers in your notebook.

- At Yellowstone National Park people like taking selfies next to the exciting *geysers*.
- You can walk in the *canyon* to see some waterfalls.
- The water in a *hot spring* can be very hot.
- At Glacier National Park there are 25 *glaciers*.
- The *peaks* of the mountains at Glacier National Park are high.
- You can go into a *cave* in a mountain.

5 Which is your favourite national park: Yellowstone or Glacier?  
What can you see there?  
What can you do there?

*My favourite national park is ...*

*You can see ...*

*You can ... in this park.*



- 1 Read the words in the box. How do you say them in Polish?

### Vocabulary Different forms of art

exhibition *wystawa* graffiti *graffiti*  
 jewellery *bizuteria* painting *obraz, malarstwo*  
 photography *fotografia* sculpture *rzeźba*

- 2 Complete the plan of an art museum with the words from Exercise 1. Write the answers in your notebook.



- 3 Read the text. Which works of art did Beth and Mark like best? Find them in the photos in Exercise 2.

*yellow jewellery (Beth) and graffiti of the girl with purple hair (Mark)*

Art blog

The Metropolitan Museum of Art is in New York. It is the biggest museum in the USA. Beth and Mark visited the museum last Saturday.

**Beth** I liked the sculptures best because I think art from the past is very interesting. There was a beautiful sculpture of a woman that I really liked. There was also an exhibition of glass jewellery. I don't like wearing anything on my fingers or in my ears but that jewellery was amazing. The jewellery from yellow glass was my favourite.

**Mark** I want to be an artist so I loved the paintings. There were some paintings of people with animals that I liked a lot. I also liked the photography exhibition and I thought the black and white photos were the most interesting. But my favourite exhibition was about graffiti. Some people say graffiti is bad writing on walls, but I don't agree. The best one was of a girl with long purple hair. That was awesome!

- 4 Read the text again. Complete the sentences with one word in each gap. Write the answers in your notebook.

- The Metropolitan Museum of Art is the *biggest* museum in the USA.
- Beth really liked a beautiful sculpture of a *man*.
- Beth also liked the glass *jewellery*.
- Mark wants to be an *artist*.
- Mark's favourite exhibition was about *graffiti*.

- 5 Which words do you connect with these forms of art? Complete the table in your notebook. Use the words in the box and add your own.

animals beautiful cheap difficult  
 easy expensive glass metal  
 new old paint people wall

painting	?
photography	?
graffiti	?
jewellery	?
sculpture	?

- 6 What is your favourite form of art? Where can you see it?

My favourite ? .

I can see it ? .



- 1 Read the words in the box. How do you say them in Polish?

### Vocabulary Flying machines

biplane *dwupłatowiec* engine *silnik*  
 glider *szybowiec* hot-air balloon *balon*  
*na gorące powietrze* kite *latawiec*  
 wing *skrzydło*

- 2 Read the text. Find the words from Exercise 1.

## A short history of flying

The first flying machines were kites. The Chinese made them about 1500 years ago. They were usually triangle-shaped.

Then, there was the hot-air balloon. A fire under the balloon made the air hot. In November 1783 two men flew a hot-air balloon in France for about 8 km.

But people wanted to fly like a bird so they made gliders – flying machines with very big wings. In the 1890s they flew about 100 or 150 metres.

People wanted to fly a longer way so in 1902 in America the Wright brothers made a biplane. It had two long wings. One wing was at the top and one was under it. And a year later, they made a biplane with an engine – the Wright Flyer. Biplanes with engines flew a long way but people needed bigger planes.

This happened in the 1950s. The British, Russians and Americans made planes for many people. They had big engines in or under the wings and they flew a very long way.

- 3 What flying machines are they? Match the photos with words from Exercise 1. Write the answers in your notebook.



glider



kite



hot-air balloon



biplane

- 4 Read the text. Match the dates to the flying machines. Write the answers in your notebook.
- |                  |                              |
|------------------|------------------------------|
| 1 1500 years ago | a biplane with an engine     |
| 2 1783 <i>d</i>  | b glider                     |
| 3 1890s <i>b</i> | c big plane with big engines |
| 4 1902 <i>e</i>  | d hot-air balloon            |
| 5 1903 <i>a</i>  | e biplane with no engine     |
| 6 1950s <i>c</i> | f kite                       |
- 1 f
- 5 Read the text again. Are the sentences true or false? Write the answers in your notebook.
- They made the first kites in China. *True*
  - In 1783 there were three people in the hot-air balloon. *False*
  - We made the first flying machine with wings before the first hot-air balloon. *False*
  - The Wright brothers made a flying machine with an engine. *True*
  - Biplanes had long wings. *True*
- 6 Work in pairs. Discuss the questions.
- Do you like flying kites?
  - Do you think flying in planes is fun?
  - Do you want to fly in a hot-air balloon?
  - What is your favourite flying machine in the text?



**1.17 Unit 1, 1.1, Exercise 3**

- 1  
A: Nice trainers.  
B: Thanks.  
A: Are they new?  
B: Yes, they are.  
A: Come on. Let's play.
- 2  
A: Bonjour.  
B: Bonjour Madame.  
A: Have you all got your dictionaries, today?
- 3  
A: You can use your calculator for this problem.  
B: Hmm, I haven't got a calculator.  
C: Don't worry, I've got one in my pencil case. Here you are.
- 4  
A: Hello, everybody!  
B: Good morning, Miss.  
A: Let's sing today.
- 5  
A: Turn to page 12 in your books.  
B: Which page?  
C: Page 12, look. It's the map of England.
- 6  
A: Hey, be careful! There's paint on your jumper!  
B: Oops!

**1.18 Unit 1, 1.1, Exercise 5**

- 1  
A: Have we got Geography this morning?  
B: No, it's Maths ... Today is Tuesday remember!
- 2  
A: My favourite day is Friday because we have Art in the afternoon.
- 3  
A: What have you got in your bag? It's heavy.  
B: Oh, my trainers. We have P.E. on Thursday, mum.
- 4  
A: Have you got your History homework?  
B: No, that's for Wednesday.
- 5  
A: I have English on Monday. It's my favourite subject.

**1.21 Unit 1, 1.2, Exercise 5**

T = Tom Te = Teacher C = Class L = Lucas

- T: Phew! We aren't late!  
Te: Hello everyone. Today, I've got a short test for you. Have you all got your calculators?  
C: Yes, Miss.  
L: Er ... sorry Miss. I haven't got my calculator. It's at home.  
Te: Never mind Lucas. I'm sure you can do the test without it.  
L: Oh no!  
Te: Only joking. Here's my calculator. You can use it.

**1.30 Unit 1, 1.4, Exercise 5**

R = Receptionist D = Diego

- R: What's your name?  
D: Diego Alvarez.  
R: How do you spell that?  
D: D-I-E-G-O A-L-V-A-R-E-Z  
R: Where do you live?  
D: 17 North Road, Oxford  
R: What's your email address?  
D: It's diego@xnet.com  
R: What's your phone number?  
D: It's 06657 241682.

**1.31 Unit 1, 1.4, Exercise 6**

K = Kate T = Teacher

- K: Hello. I'd like to join the Art Club, please.  
T: Hello. Oh yes, that's a really popular club. What's your name?  
K: Kate Grey.  
T: Do you spell that G-R-A-Y?  
K: No, it's with an E. We spell it G-R-E-Y. What day does the club meet?  
T: It meets on Monday. Are you free that day?  
K: Yes, I am. Monday is a good day for me.  
T: Great.  
K: What time does the club start?  
T: Well, let me see. I think it starts at half past three.  
K: At half past three?  
T: Yes, that's right.  
K: And where does it meet? In the art room?  
T: No, the art room is too small. It meets in Room 308.  
K: OK, in Room 308.  
T: Yes, and the teacher is Mrs Smith.  
K: Good. I know her.  
T: Very good. Bye then, Kate.  
K: Thanks. Bye.

**1.34 Unit 1, 1.6, Exercise 2 and 3**

I = Interviewer P = Peter T = Theo F = Freya H = Hannah

- 1  
I: Hi Peter, what's your favourite day of the week?  
P: Hmm, Wednesday because we don't have Maths! And we have Art.  
I: And what do you do in Art?  
P: We paint and we sometimes do pottery. I love pottery!
- 2  
I: Which weekday is your favourite, Theo?  
T: Hmm, Friday I think.  
I: Why do you like Friday?  
T: Well, I always do sports after school.  
I: What sports do you do?  
T: I usually play football or basketball.
- 3  
I: Freya, which day do you like best?  
F: Monday is great.  
I: Why Monday?  
F: Because I have Science class, and we usually do experiments.
- 4  
I: Hi Hannah, what's your favourite day?  
H: I really like Thursday.  
I: Why Thursday?  
H: Because we always have French lessons ... and I love languages! We also listen to French songs and I love music!  
I: Très bien!

**1.36 Unit 1, Revision, Exercise 8**

Mike and Tom are brothers. They go to the same school. Mike's favourite subject is Geography. Tom enjoys learning about computers. They have the same hobby: they do ballet at the weekend.



### 1.37 Unit 1, Revision, Exercise 13

U = Uncle D = Daisy

- U: What are those photos, Daisy? Are they of your friends?  
 D: Yes, they are.  
 U: Who's this boy?  
 D: The boy with the football? Oh, that's Paul. He loves football. He plays every day after school.  
 U: And who's this boy?  
 D: That's Alex.  
 U: Does Alex play football too?  
 D: No, he doesn't. Alex plays tennis. He's really good. He plays in a club at the weekend and he often practises in the park.  
 U: And is that Anna? I know her parents.  
 D: Yes, that's right.  
 U: What's her hobby?  
 D: Anna plays the guitar.  
 U: The guitar?  
 D: Yes, she loves music. She plays in a band with her brother Sam.  
 U: Really? What does Sam play? The drums?  
 D: No, he plays the piano. He has lessons after school on Monday with Mrs Thompson.  
 U: Is their band good?  
 D: Yes, it's really good. They sometimes play in the school hall - we all like their songs - the teachers too!  
 U: And who's this?  
 D: That's my friend Lily.  
 U: What does she do in her free time?  
 D: She goes sailing with her dad. He's got a small sailing boat.  
 U: Really? I love sailing too. It's a fun hobby.  
 U: And what about you, Daisy? What's your favourite hobby? You've got a new bike, so is it cycling?  
 D: Mmm, I sometimes go cycling, but it isn't my hobby. No, my hobby is karate.  
 U: Karate? That's interesting.  
 D: Yes, I go to a club on Monday and Wednesday after school. I love it!

### 1.39 Unit 1, Get Culture!, Exercise 3

M = Martha I = Ivan

- M: Hi, I'm Martha and I'm from Australia. The uniform at my school is a white shirt with a blue skirt. I also wear white socks and black shoes. I like having a uniform - it's easy. In the morning, I always know what clothes to wear!  
 I: Hi, I'm Ivan and I'm from the USA. At my school, we don't wear a uniform. I usually wear jeans and a T-shirt to school, and I always wear trainers. I think uniforms are horrible! I like wearing my clothes!

### 1.41 Unit 2, 1.1, Exercise 4

I = Interviewer N = Naomi B = Brad

- I: What do you eat for breakfast, Naomi?  
 N: I don't eat a big breakfast - I don't have time! I usually have a yoghurt, cereal and orange juice.  
 I: What about lunch?  
 N: I meet my friends in the school canteen. I often have a tuna sandwich with a salad. I usually have some biscuits too.  
 I: And dinner?  
 N: Dinner is at home with my family. My favourite meal is vegetables with rice. My mum likes baking, so we sometimes have cake too ... but not often!  
 I: What do you eat for breakfast, Brad?  
 B: I eat a lot. I usually have two sausages with bread and I have pancakes - they're delicious!  
 I: What about lunch?  
 B: Two or three sandwiches, some fruit, usually a banana. I often have pasta too.  
 I: And dinner?  
 B: I usually have meat and chips, lots of chips - I love chips!

### 1.44 Unit 2, 2.2, Exercise 5

A = Amy T = Tom E = Elena L = Lucas

- A&T: Happy Birthday Elena!  
 E: Thanks! Is this for me?  
 A: Yes, it's for you.  
 L: Er, no it isn't.  
 A: What?  
 L: The biscuits on the cake, Amy. They're not real biscuits. They're dog biscuits!  
 T: No way!

### 1.52 Unit 2, 2.6, Exercise 1 and 2

H = Hiroko Z = Zeynep E = Emilio

- H: Hi, I'm Hiroko from Japan. For breakfast on a school day, I usually have fish with rice and vegetables. A lot of people have fish, rice and vegetables for breakfast in Japan. I like cereal too, so at the weekend, my mum sometimes gives us cereal for breakfast.  
 Z: Hello, I'm Zeynep from Turkey. On a school day, I usually have toast and jam for breakfast. But on Saturday, I have a traditional Turkish breakfast. That's bread with cheese, eggs, tomatoes, and a lot of other things.  
 E: Hi, I'm Emilio from Italy. During the week, I usually have biscuits with hot chocolate for breakfast. My parents eat biscuits too, but they drink coffee. At the weekend, my granny sometimes makes a cake, and we have it with milk. It's delicious!

### 1.54 Unit 2, Revision, Exercise 8

For breakfast, I usually have some cereal with yoghurt and a glass of orange juice. I often have strawberry pancakes for lunch. I always have a big dinner when I come back from school - usually some meat and a vegetable salad.

### 1.55 Unit 2, Revision, Exercise 13

T = Tom Ti = Tina

- T: Tina, can you help me with my homework? I need some information for a Biology project.  
 Ti: Sure, what do you need?  
 T: Only to ask you some questions. What's your favourite breakfast food?  
 Ti: Hmm... pancakes, I think. But I don't eat them very often. I don't have a lot of time to make them in the morning. School starts early.  
 T: So, what do you usually have for breakfast?  
 Ti: Cheese or ham on toast and some tea. I never eat cereal because I don't like it.  
 T: And how about lunch?  
 Ti: Well, on weekdays I have lunch at school so I eat what's on the menu. At the weekend my parents cook at home, and they always ask me and my brother what we want to have. We often choose chicken and chips or spaghetti.  
 T: Do you always eat at home at the weekend?  
 Ti: No, we sometimes go to a restaurant. My brother always orders a pizza and a can of cola. I like eating different dishes, like fish with rice or pasta with vegetables.  
 T: And what do you eat between meals?  
 Ti: Fruit. I love it. Apples and bananas are my favourite, but I don't like oranges. I also eat quite a lot of sweets. I love chocolate so I eat a bar almost every day. I know it's unhealthy, but it's so good that I can't stop.  
 T: Thanks Tina.  
 Ti: You're welcome.

### 1.56 Unit 2, Poland, Exercise 1

I'm Fiona. I'm from Singapore in Asia. We only have two seasons in Singapore: the dry season from March to August, and the wet season with a lot of rain, from September to February. But it's always very hot. How many seasons are there in Poland?



### 1.57 Unit 2, Poland, Exercise 3

This is a picture for my school project called Autumn Time with symbols of autumn. This gentleman, Mr Conrad Conker, is a conker creature. His head and body are conkers. He's a TV weather presenter so in his right hand he's got a microphone. The microphone is an acorn with the number of the TV station. In his left hand he's got a big yellow leaf. This is an umbrella. It's cold and windy so Mr Conker has a scarf around his neck. It's an old shoelace. Mr Conker has a pair of wellies on his feet. He is now in Pumpkin City. You can see a pumpkin house behind him.

### 1.59 Unit 2, Poland, Exercise 8

This is a photo of a cemetery at night. In the foreground I can see a grave. There are some candles and flowers on the grave.

### 2.02 Unit 3, 3.1, Exercise 3

- 1 My guinea pig Manny often sits on my computer keyboard or plays with the mouse. He loves it, but I can't do my homework!
- 2 I've got a lizard called Len. He loves to sleep on my laptop because it's nice and warm. It's really funny!
- 3 My cat Kitty loves watching TV with me. Her favourite programmes are about animals!
- 4 My dog Charlie likes my headphones. We like listening to the same music!

### 2.06 Unit 3, 3.2, Exercise 5

T = Tom A = Amy E = Elena

- T: Oh no! That's a surprise!  
A: It says 'Good luck Tom, from Mark Taylor.' Who's Mark Taylor?  
T: I don't know, but it isn't Harry Evans!  
E: Wait ... google says Mark Taylor is an actor!  
A: So he isn't Harry Evans, but he is someone famous!

### 2.09 Unit 3, 3.3, Exercise 6

- 1  
A: Hi Ben.  
B: Hi Lucy. Hey, it's my birthday today. Look, I've got a new bike! I'm really ...  
A: Hi Ben.  
B: Hi Lucy. Hey, it's my birthday today. Look, I've got a new bike! I'm really happy.
- 2  
A: What's the matter, Sarah? Are you OK?  
B: No, I'm not. I'm watching a horror film. I'm ...  
A: What's the matter, Sarah? Are you OK?  
B: No, I'm not. I'm watching a horror film. I'm scared.
- 3  
A: Are you going to bed, Bob?  
B: Yes, I am, mum. I'm very ...  
A: Are you going to bed, Bob?  
B: Yes, I am, mum. I'm very tired.
- 4  
A: Are you OK, Anna?  
B: No, I'm not. It's Kate's party on Saturday and I can't go. I'm ...  
A: Are you OK, Anna?  
B: No, I'm not. It's Kate's party on Saturday and I can't go. I'm sad.
- 5  
A: What's the matter, Daniel. Are you tired?  
B: No, I'm not. But this film isn't very interesting. I'm ...  
A: What's the matter, Daniel. Are you tired?  
B: No, I'm not. But this film isn't very interesting. I'm bored. Ok, well, now tell me something about New Mexico.

### 2.17 Unit 3, 3.6, Exercise 2 and 3

P = Presenter J = Josh D = Dani

- P: Josh Hawkins is 13. He loves to DJ at friends' parties.  
J: What are my top 3 items of technology? Mmm, number 1, my laptop, number 2, my speakers, and number 3, my headphones. I download music to my laptop - I love dance music. When I DJ at a party, all I need are my laptop, my speakers, and my headphones. Right now, I'm listening to some new music for my next party.  
P: Dani Morgan is 12. In her free time, she writes a blog about books.  
D: My top 3 items of technology are: number 1, my computer, number 2, my tablet, and number 3, my mobile phone. I usually buy paper books, but sometimes I download e-books to my tablet or my phone too. Then I write about them on my blog. I also surf the Internet and find photos of my favourite authors. Right now, I'm reading a book called Girl With a White Dog.

### 2.19 Unit 3, Revision, Exercise 8

My favourite gadget is my smartphone. I use it to chat online with my friends, send emails and take selfies. Right now, I'm surfing the internet. I'm looking for information to help me do my English homework.

### 2.20 Unit 3, Revision, Exercise 13

L = Luke H = Hannah

- L: Hi Hannah. Thanks for inviting me to your party and happy birthday!  
H: Thanks Luke. Do you know everyone here?  
L: No, I don't ... I don't know everyone. Is that your brother Karl over there?  
H: Yes, it is. He's playing volleyball with my cousin Mark. Karl is the tall one. He's taller than Mark.  
L: Yes, he is very tall! And he's very good at volleyball!  
H: And that's my mum over there. She's wearing a hat, and she's taking a photo with her new camera. She's really good at photography.  
L: That little girl looks happy.  
H: Yes, that's Flo. She's happy because she's playing in the sand. She loves the beach! And she loves swimming. But the sea is a bit cold today.  
L: Is that your dad with the picnic?  
H: Yes, that's him. He's wearing a white T-shirt and he's making sandwiches for everyone ... he's got a cake and biscuits too.  
L: Great! I'm really hungry! And who's the girl next to your dad .. the girl with the sunglasses?  
H: Oh, that's my cousin Jess. She's listening to music on her new headphones. She loves Adele.  
L: And who's that?  
H: Ah, that's Harley, my dog. He's very excited! He loves sausage sandwiches.  
L: He's really funny! What a nice dog!  
H: Come on Harley, let's go and get some sausages!



## 2.22 Unit 3, Get Culture!, Exercise 4

L = Lucas C = Clara N = Nina A = Alexei

- 1  
L: I'm excited about the garden because I want to sit inside a rocket!
- 2  
C: I've got lots of questions to ask! Is space walking fun? What do you eat in space? Do you watch TV?
- 3  
N: I'm really interested in space travel. I want to have the same experience as a real astronaut!
- 4  
A: I'd like to see the space shuttle – it looks amazing and really big!

## 2.25 Unit 4, 4.1, Exercise 5

M = Max S = Sophie

- 1 Where does Max usually go on holiday?  
S: New Zealand is so beautiful, Max! I love it here. There are mountains and beaches and lakes. Where do you usually go on holiday? Do you go to the mountains?  
M: We sometimes go to the mountains, but we usually go to the beach. I love the sea. What about you?  
S: We usually go to a lake. There are a lot of lakes in Scotland.  
M: That's nice.
- 2 What does Max do in the winter?  
S: And what do you do in the winter? Do you go skiing in the mountains?  
M: No, I don't. I can't ski. I like riding my bike in the forest.  
S: Oh really? Do you like walking too?  
M: Mmm, not really. My favourite activity is cycling.
- 3 Where does Sophie want to go swimming?  
M: So, what do you want to do today, Sophie?  
S: Let's go swimming. It's a beautiful day.  
M: Good idea. We can take a picnic to the river.  
S: What about going to the lake? We can swim to the island.  
M: Yes, or we can cycle to the waterfall if you want.  
S: Mmm, let's go to the lake. I love swimming there.

## 2.28 Unit 4, 4.2, Exercise 5

L = Lucas A = Amy T = Tom

- L: So, what do you want to do next?  
A: What about kayaking on the lake? I'm ready for some more adventure.  
T: Err, maybe not. What about a walk in the forest?  
All: Oh Tom!

## 2.38 Unit 4, 4.6, Exercise 2 and 3

At a zoo in Oklahoma, there are two friends called Bonedigger and Milo. Bonedigger and Milo are very different. Bonedigger is bigger than Milo. He's also stronger than Milo. But Milo is noisier than Bonedigger!  
The friends love playing together. Milo runs after Bonedigger but Bonedigger is faster than Milo! The two friends sleep in the same place. And they eat the same food too – a lot of meat!  
It's a very special friendship. Milo looks after Bonedigger. After dinner he cleans Bonedigger's teeth!  
Can you guess what type of animals they are? Milo is a dog and Bonedigger is ... a lion!

## 2.40 Unit 4, Revision, Exercise 6

Our zoo is the best in the country. My favourite animal there is an elephant called Tom. Tom is one of the strongest animals in the world. He's always hungry. There are also some friendly monkeys. They are the funniest animals in the zoo!

## 2.42 Unit 4, Revision, Exercise 11

- 1 My favourite free-time activity is surfing. I usually do it in my free time in the summer. I stay on a beautiful island with sandy beaches and the best waves on the planet. It's a wonderful place, but it's expensive.
- 2 I think cycling is really easy – even children can do it, and most people learn to ride a bike when they are 5 or 6 years old. Climbing is more difficult and dangerous, and people usually start to learn it when they are teenagers. I think it's much more exciting than cycling, though.
- 3 Going to the zoo is always great fun for me and my sister. We go with our parents, watch the animals and compare them: 'Is that giraffe taller than that one?' or 'Is this hippo heavier than that one?' I really like visiting the monkeys. Do you know that they are one of the most intelligent animals?
- 4 I really don't like watching films in my free time. I think it takes a lot of time and is more boring than other things I usually do, like reading, running or playing computer games. But my friends like it, so sometimes I do it with them.

## 2.43 Unit 4, Poland, Exercise 3

Hi, it's Luke from Cape Town again. Our school holidays are in January when it's summer in South Africa, but every year I spend them at my grandparents' in Canada. It's winter there and there's always a lot of snow. I love it! I really like making snow angels, sledding and ice-skating.  
Do you know how to make a snow angel?  
First, find a place with fresh powder snow. That's easy in Canada. You lie down on your back and move your arms up and down on the snow. Then you stand up very carefully. The snow angel is ready.  
Do you have the same game in Poland?

## 2.47 Unit 4, Poland, Exercise 11

S = Santa M = Mona A = Anna J = Jack H = Helen R = Rob

- S: OK, so here are your presents! Number one is for you.  
M: Thank you. It's a book. Great!  
S: Number two is for you.  
J: Thanks. It's a sweater and ... socks.  
S: Here comes number three, which is for you.  
A: Thank you. It's very small and light. Oh, it's money. Cool!  
S: Number four is for you.  
H: Thank you. A film? No, it's a computer game.  
S: And the last one ... number five is for you.  
R: Thanks.  
M&A&J: Come on, what have you got?  
R: Sweets, a lot of sweets.

## 2.49 Unit 5, 5.1, Exercise 3

M = Mark A = Assistant

- B: Hello, could I have two tickets for Star Wars, please?  
A: That's ten pounds, please.  
B: What time does the film start?  
A: At 7 o'clock.

E = Emily N = Nat L = Librarian

- N: Hi Emily.  
E: Hi Nat. How are ...  
L: Shh, be quiet. Other people are studying.

C = Commentator

- C: And it's Sterling to Rashford, G-O-O-A-A-L!

P = Paramedic

- P: OK, let's get you to a doctor.

A = Assistant

- A: Here's your coffee. That's two pounds, please.



6 J = Jack

J: Do you want some food?

7 M = Mum A = Andy

M: We need eggs, milk and bread. And some fish for tonight.

A: And can we get some biscuits?

M: Yes, OK.

### 2.53 Unit 5, 5.2, Exercise 5

L = Lucas A = Amy T = Tom E = Elena

L: Oh no ...

A: What is it, Lucas?

L: That's Miss Green, our history teacher, isn't it?

A: Oh yes, it was her birthday yesterday.

L: Well, look, she's having a party. ... There's Mr Burton ...

T: ... and there's Mrs Busby.

L: We can't go here. What a disaster!

E: Don't worry. You can all come to my house.

### 2.61 Unit 5, 5.4, Exercise 5

1

A: Excuse me. Where's the stadium?

B: The stadium is in North Street. Go straight on. Go past the cinema.

A: OK.

B: Then turn left. The stadium is on the right, opposite the hospital.

A: Thank you!

2

A: Excuse me. I'm looking for the supermarket.

B: The supermarket ... it's not far. It's in Green Street.

A: Where's Green Street?

B: Turn right at the café - that's Green Street. Then go straight on. The supermarket is on the left. It's opposite the restaurant.

A: Thanks!

### 2.64 Unit 5, 5.5, Exercise 6

1 1965 (nineteen sixty five)

2 2012 (twenty twelve)

3 2007 (two thousand and seven)

4 1998 (nineteen ninety eight)

5 2018 (twenty eighteen)

### 2.65 Unit 5, 5.6, Exercise 2

A = Anna G = Grannie

A: Is this a photo of you, Grannie?

G: Yes, it is, Anna.

A: You were very different then.

G: Yes, lots of things were different, especially the town. Look at these photos.

A: Were some things the same?

G: Well, there were shops, but shops were smaller then. There weren't many supermarkets.

A: What about things to do? Was there a cinema?

G: Yes, there was. Every Saturday there were a lot of people on the streets. Films were more popular then, because there weren't any TVs at home.

A: What about a swimming pool? I know you like swimming.

G: Yes, I do. There was a swimming pool - the water was clean but cold! But there wasn't a sports centre.

A: So our town wasn't an interesting place in the past. It was boring!

G: No, it wasn't. There were a lot of parks with beautiful trees and there weren't a lot of cars on the roads. It wasn't busy. It was a lovely, quiet town. There was a street party every August too. I think it was better then.

### 2.68 Unit 5, Revision, Exercise 7

My town was a small village in the past. There was just a train station and a post office. There wasn't a library or a theatre. Now, it's a busy summer town, with many restaurants and an interesting museum.

### 2.69 Unit 5, Revision, Exercise 12

Last weekend I went on a trip with my friend to a very nice town. It wasn't very big, but it was really busy and had a lot of interesting places.

First, we saw the new part of town, because the bus station is there. Then we went to the old town and this was the part I liked the most. There was a big square with cafés and a small fountain in the middle. The atmosphere was awesome!

Next to the market square there was a museum with lots of old paintings and sculptures. We like art, so we enjoyed visiting the museum. Opposite the museum there was a theatre. It didn't really look like a theatre from the outside, because it was a bank in the past, but it was really elegant inside. Our hotel was just a short bus ride away.

On Sunday we wanted to relax, so we decided to go for a long walk in the park. There were two playgrounds full of children, but it was generally quiet. Next to the park there was a modern shopping centre with a cinema, but we didn't want to go there. We went to a restaurant in East Street instead, between the hospital and the post office, opposite the train station. The food was great!

### 2.71 Unit 5, Get Culture!, Exercise 3

A = Anna M = Mark J = Jessica

A: Hi, My name's Anna. I'd like to visit London. Why? Because I'm really interested in history and there are a lot of good museums and interesting buildings in London. And the shops are great too!

M: Hi, I'm Mark. I'd like to visit Stratford-upon-Avon because we're studying Shakespeare at school this year. I'd like to go to the theatre there to see Romeo and Juliet.

J: Hello, my name's Jessica. I'm interested in the Titanic. I've got a lot of books about it at home, and I love the film. That's why I want to go to Belfast, to visit the Titanic museum.

### 3.02 Unit 6, 6.1, Exercise 6

E = Ed M = Mrs Clark

E: Excuse me, Mrs Clark. I'm doing a project about jobs. Can I ask you some questions?

M: Sure.

E: What's your job?

M: I'm a police officer.

E: Oh really, a police officer? That's an interesting job.

M: Yes, it is. I really like it.

E: And where do you work?

M: I work at the police station.

E: The police station in Jackson Street?

M: Yes, that's right.

E: What time do you start work?

M: I usually start work at 7 o'clock in the morning.

E: 7.00 in the morning. Wow, that's early.

M: Yes, and I finish work at 3 o'clock.

E: At 3.00. OK. Last question, do you wear a uniform?

M: Yes, I wear black trousers, a white shirt and a black hat.

E: OK, thanks Mrs Clark.

M: You're welcome, Ed. And ... by the way ... what do you want to be when you grow up?

E: Ehm ... I want to be a doctor because I like helping people.



### 3.05 Unit 6, 6.2, Exercise 5

A = Amy Au = Aunt Jackie

A: My aunt arrived home at 9.30, but ... guess what?

Au: Was everything OK?

A: Yes, everything was fine.

Au: Was Harry a good boy?

A: Yes, of course.

A: And then she asked me to babysit again next weekend.

Aaagh, I don't know what to do!

### 3.11 Unit 6, 6.4, Exercise 5

I = Isabel K = Karen J = Jude M = Mum D = Dan

U = Uncle Je = Jenny T = Teacher

1  
I: There's a party at school on Friday. Can I borrow your new T-shirt?

K: No Isabel, you can't!

2  
J: Can I have my pocket money today, mum?

M: Sure, no problem, Jude. What do you need it for?

J: I want to go to the cinema tonight.

3  
D: I'm hungry. Is it OK if I have another sandwich, please?

U: No, sorry Dan, it isn't OK. There's only one for each person.

4  
Je: Can we use our calculators in the exam, Miss?

T: Yes, Jenny, you can. But you can't eat anything in the exam.

### 3.14 Unit 6, 6.6, Exercise 2 and 3

Last Saturday was a great day! My cousin Layla came to visit. First, we went shopping. I bought some new trainers, and Layla bought some jeans and a T-shirt. There were a lot of people in town and the shops were very busy.

Then we met my sister for lunch. My sister's got a Saturday job as a shop assistant in a bookshop. She really likes it! We met in a café and we had a sandwich and a drink.

After that, Layla and I walked to the park. It was a lovely, sunny day and we had an ice cream. Then we took a bus home.

We had dinner at 8 o'clock, then we watched a film and chatted. I went to bed at 11 o'clock. It was a really good day!

### 3.16 Unit 6, Revision, Exercise 7

I looked after my younger brother yesterday. First we made our beds and walked the dog. Then went to the park and played football with my friends. We got hungry, so we came back home and ate a pizza.

### 3.17 Unit 6, Revision, Exercise 12

H = Hannah M = Mum

1  
H: Hi Mum, it's Freya's birthday this weekend and she's having a party.

M: Who's Freya?

H: She's in my class at school. And we're in the same sports team.

M: Really? What sport do you do with Freya?

H: Netball at the sports centre.

M: Oh, that's nice. Does Freya live near here?

H: No, she doesn't. She lives near the park.

2  
M: What day is Freya's party? Is it after school on Friday?

H: No, it isn't, mum. It's on Saturday.

M: But grandma comes on Saturday!

H: Grandma comes every week, but Freya's birthday is only once a year. And I can visit grandma on Sunday, OK?

3

M: How old is Freya, dear? Is she 13, the same age as you?

H: No, she isn't. She's 14 but my friends all think she's 16. She's really tall. She's the tallest girl in my class!

4

H: So can I go mum?

M: Well, what time does it start?

H: It starts at 7pm.

M: And what time does the party end?

H: I think it ends at 11pm.

M: 11pm is very late. Hmm, but I can come for you at 10pm.

5

M: Where is the party? Is it at Freya's house?

H: No, it isn't. Freya's house is too small – she invited the whole class!

M: Is it at the sports centre then?

H: No, mum, it isn't at the sports centre. The party is at the pizzeria – the pizzeria in town. I can stay at Freya's house afterwards. Freya's mum said it's OK.

6

M: Let me think about it.

H: But mum ... I missed Freya's birthday party last year!

M: Oh, where were you? Were you at grandma's house?

H: No, I wasn't.

M: Were you ill?

H: No, I wasn't, mum. We were on holiday!

### 3.18 Unit 6, Poland, Exercise 1

March comes in like a lion, and goes out like a lamb is an old English saying about the weather in the early spring. It means that the beginning of March is cold and unpleasant, but the end of the month is nice and warm. Are there any Polish sayings about spring time?

### 3.19 Unit 6, Poland, Exercise 7

1  
I'm from Sydney in Australia. Easter weekend here is really long. All the four days from Good Friday till Easter Monday are public holidays. It's the longest weekend of the year.

2  
In the USA only Easter Sunday is a holiday in the whole country. Good Friday is a public holiday in only ten of the American states. The Monday after Easter is a normal working day for all Americans.

### 3.20 Unit 6, Poland, Exercise 11

In the UK we don't take Easter food to church to be blessed. We don't really paint or colour Easter eggs very often these days either. But in the past that was a popular tradition. Now people prefer chocolate eggs. We often give them as presents. Parents hide chocolate eggs in the home or the garden. Children look for them on Easter Sunday. This game is called an egg hunt. Children usually go on an egg hunt after Easter lunch. This is the most important meal at Easter. We usually have lamb with vegetables for Easter lunch.

### 3.24 Unit 7, 7.1, Exercise 6 and 7

M = Mark A = Asha E = Evan El = Elsa K = Karl

A

M: Hi I'm Mark and I live in London. I go to school on the underground with my friend, Pete. Our school is in Camden, and the train leaves every ten minutes.

B

A: My name's Asha and I'm from India. I go to school with my dad and my sister. We all get on my dad's motorbike. It's fun!

C

E: Hello, I'm Evan and I'm from Oxford. This is me with my friends on a school day. And that's our school bus. It stops outside our school, so we always arrive on time.



D

El: Hi I'm Elsa and I live in Sweden. Here I am with my friend, Julia. We take the tram to school every day. We get off near our school.

E

K: My name's Karl and I live on an island in Scotland. My school is on another island. When the weather is bad, we take a plane there!

### 3.27 Unit 7, 7.2, Exercise 5

Mrs = Mrs Riley Mr = Mr Riley A = Amy E = Elena

Mrs: Oh dear!

Mr: What's the matter?

Mrs: We haven't got any cheese.

A: But there's a fish and chip shop in town.

E: Hmm, I love chips!

Mr: OK everyone. Let's get in the car. Atishoo!

### 3.37 Unit 7, 7.4, Exercise 4

1

A: How much is a train ticket?

B: It's ten pounds fifty.

2

A: How much is a coke?

B: It's two pounds fifty.

3

A: How much is a magazine?

B: It's four pounds twenty five.

4

A: How much is a sandwich?

B: It's three pounds seventy five.

5

A: How much is a bar of chocolate?

B: It's one pound twenty.

### 3.39 Unit 7, 7.6, Exercise 2 and 3

P = Presenter L = Lily Si = Simon Su = Susie Se = Sean

P: Hello, I'm Simon Evans and on today's programme we're talking about summer holidays! Is there one thing you always take with you on holiday? Our first caller today is Lily from Brighton ... Hi Lily.

L: Hi! I always take my tablet.

Si: ... to play computer games?

L: Sometimes, but last summer I read a book on my tablet.

Si: Which book?

L: Percy Jackson.

Si: Wow! That's long. Did you have time to go to the beach?

L: Yes, I did!

Si: Thanks for your call Lily ... And now let's hear from Susie in London.

Su: Hi Simon! It's my notebook. Last year I took my notebook and wrote about my holiday. It was great!

Si: That's interesting. Thanks Susie ... and our final call today is from Sean in Dublin. So what do you always take?

Se: I take my football.

Si: Your football?

Se: Yes, last summer we went camping by the beach. I played football with my brother every day.

Si: Well, you really like football Sean ... me too! Thanks and that's all we have time for today ...

### 3.41 Unit 7, Revision, Exercise 6

I went to Rome on holiday last summer. I went there by plane and stayed with my cousin. We went sightseeing every day and ate at a great restaurant close to his flat. I took some photos and bought a lot of souvenirs.

### 3.42 Unit 7, Revision, Exercise 11

D = David S = Sam

D: Hi Sam. Did you have a good holiday?

S: Yes! I went to an adventure camp. It was awesome!

D: Really? Where was it?

S: It was on an island in the south of England.

D: An island? And how did you get there?

S: First I went by bus to the south coast and then I travelled by boat.

D: Did you know anyone there?

S: Yes, I went with my cousin Mike. You remember him, right?

D: Yeah, he was with us in Spain last year. So, what did you do there?

S: Well, we mostly did water sports: swimming, sailing and surfing. We also played a lot of games on the beach. But there were other exciting things as well.

D: Like what?

S: One Saturday our instructors gave us special maps and we had to use them to find a hidden place.

D: That sounds great.

S: Yeah, we also had a night walk. We took torches and we went to see nature at night. It was a bit scary, but also really exciting.

D: And what did you like the most?

S: Hmm, it's difficult to choose, but I think wall climbing. First we practised on smaller walls and then we climbed a really big one. It was really difficult for me at first, but I'm quite good at it now!

### 3.44 Unit 7, Get Culture!, Exercise 4

Ma = Marta Mx = Max

Ma: Hey look at this quiz. It's all about London buses. Do you want to try it?

Mx: Sure, why not ...

Ma: OK, first question: why are London buses red?

Mx: Er .. because they're easy to see?

Ma: That's right! In the past they were different colours but today all London buses are red.

Ma: Question 2: Is there a ghost bus in London?

Mx: No way!

Ma: Actually there is. It's the number 7 bus and it has no lights and no driver. It appears at night!

Mx: That's spooky!

Ma: Question 3: When did people first travel on buses in London? In 1829 or 1929?

Mx: I don't know ... maybe 1829?

Ma: Yes, that's right! They were very different then. They used horses!

Mx: That's funny!

Ma: ... Listen carefully now, this is the final question and it's tricky! How many red buses are there in London? 800, 8,000 or 18,000?

Mx: I think there are ... er ... 8,000?

Ma: Well done! You got 3 right out of 4 ... You know a lot about buses, Max ...

Mx: Well I take one to school every day.

### 3.46 Unit 8, 8.1, Exercise 5

A: On Saturday, I had a sleepover party at my house with three friends. We cooked pancakes, then we watched a film. We all slept on the floor. It was fun!

B: Last month, I went to a football match with my dad. It was England against Spain. We had a pizza in the stadium and then we watched the match. England lost! It was terrible! But the pizza was good!

C: Two weeks ago, I took part in a dance show at my school. We did ballet and street dance. It was really good. Some of the dancers were amazing.



### 3.48 Unit 8, 8.1, Exercise 9

- 1 It's on the twenty-eighth of May.
- 2 It's on the eleventh of June.
- 3 It's on the thirtieth of September.
- 4 It's on the seventeenth of June.
- 5 It's on the first of October.
- 6 It's on the second of June.

### 3.51 Unit 8, 8.2, Exercise 5

M = Mum T = Tom E = Elena L = Lucas A = Amy

- M: Can you see who that is, Amy?  
 T&L&E: Surprise!!  
 T: Amy, it's us!  
 A: Tom, Elena, Lucas? What are you doing here?  
 E: We're busy tomorrow, but not tonight. Your mum invited us for a surprise birthday party!  
 L: We've got food, music, and a film. It's going to be great!  
 A: Wow! What a surprise! This is going to be the best birthday party ever!

### 3.52 Unit 8, 8.2, Exercise 9

Mrs = Mrs James Ch = Children P = Polly D = Daisy  
 F = Fred G = George H = Harry A = Anna

- Mrs: Hi everyone.  
 Ch: Hello, Mrs James.  
 Mrs: What are your plans for today?  
 P: We're going to take a picnic to the beach, mum.  
 Mrs: That's a nice idea, Polly. Have you got food?  
 P: Yes, I've got sandwiches and apples for everyone, and lots of water.  
 Mrs: What are you going to do at the beach, Fred?  
 F: I'm going to go swimming.  
 P: Fred's a really good swimmer, mum.  
 Mrs: What about you, Daisy?  
 D: I'm going to take pictures.  
 Mrs: That's nice. Have you got your camera?  
 D: Yes, I have.  
 Mrs: What are you going to do, George?  
 G: I'm going to play football. It was my birthday last week and I've got a new ball.  
 Mrs: Well, don't lose it, George! Are you going to play football too, Harry?  
 H: No, I'm not going to play football. I'm going to read.  
 P: Harry loves reading, mum!  
 Mrs: And what about you, Anna? What are you going to do?  
 A: I'm going to take my dog for a walk. He loves the beach.  
 Mrs: That sounds nice, Anna. Well, have a lovely day everybody. See you later.  
 Ch: See you Mrs James.

### 3.56 Unit 8, 8.3, Exercise 9

#### Music Quiz

- Question 1: Where does the pop singer Beyoncé come from?  
 Answer: c. Beyoncé comes from the USA.  
 Question 2: What type of music did Bob Marley play?  
 Answer: a. Bob Marley played reggae music.  
 Question 3: How many classical musicians are there in a quartet?  
 Answer: b. There are four classical musicians in a quartet.  
 Question 4: When did rap music start?  
 Answer: b. Rap music started in the 1970s.  
 Question 5: Who sings the song *Thinking Out Loud*?  
 Answer: c. Ed Sheeran sings this song.

### 3.62 Unit 8, 8.6, Exercise 2 and 3

- 1 D = Dad A = Amber  
 D: What are you going to do for your birthday this year, Amber?  
 A: Can I go ice skating with some friends?  
 D: That's a good idea. Your birthday's next Thursday, isn't it?  
 A: Yes, but it's better to celebrate it at the weekend.  
 D: Grandma's going to visit us on Sunday, so Saturday's better.  
 A: OK, I'm going to tell my friends!

#### 2 M = Mum V = Vicky

- M: Hello Vicky, I'm at the supermarket. Do you want me to buy some food for your party on Saturday?  
 V: Yes, please mum. I'm going to make pizzas, no... wait, I'm going to make burgers.  
 M: What about a salad?  
 V: No thanks, mum. It's too cold for salad.

#### 3 W = Woman L = Leo

- W: How old are you, Leo?  
 L: I'm twelve, but it's my birthday on Saturday.  
 W: So you're going to be thirteen - a teenager!  
 L: That's right. I'm going to go to the cinema with my cousin, Max. It's his birthday on Sunday. He's going to be fourteen!

#### 4 Mum = Mum H = Harriet

- M: What do you want for your birthday, Harriet? Have you got any ideas?  
 H: Yes, I'd like a new skateboard.  
 M: OK, anything else? What about a new bag for school?  
 H: Mmm, no thanks. But I'd like some books.  
 M: OK, no problem. And don't forget, we're going to go to a restaurant in the evening!  
 H: I can't wait! I'm really excited.

### 3.64 Unit 8, Revision, Exercise 7

Are you busy next weekend? Let's take part in the talent competition together! We can sing a reggae song and wear funny costumes. And after the show we can go bowling with our friends. It's going to be fun!

### 3.65 Unit 8, Revision, Exercise 11

J = Joe C = Celia

- 1 Why wasn't Celia at Art Club last week?  
 J: Hello Celia. You weren't at Art Club last week.  
 C: No, I was on holiday.
- 2 Where did Celia go?  
 J: Oh really? Where did you go? Did you go to your house in the mountains?  
 C: No, we didn't. It's too far. We went to the beach.  
 J: Oh, nice.
- 3 Who did she go with?  
 J: And was all your family there?  
 C: No, it was just my dad, my brother and me. My mum was at work.
- 4 Where did Celia stay?  
 J: Where did you stay? Were you in a hotel? Or did you go camping?  
 C: No, we didn't go camping or stay in a hotel. We stayed with my cousins. They live in a big house near the beach. Fantastic.
- 5 How many days was she there for?  
 J: How many days were you there for?  
 C: Mmm, let me think. We were there for 6 days, no wait 5 days. It was only a short holiday.



- 6 What museum did she go to?  
 J: Did you go to the beach every day?  
 C: Not every day. It rained one day, so we went to a museum. It was a boat museum.  
 J: A boat museum?  
 C: Yes. My dad loves boats, so he enjoyed it. But it was really boring!
- 7 What souvenir did she buy?  
 J: Did you buy any souvenirs?  
 C: Yes, I did. There were lots of things that I wanted to buy – a T-shirt, a bag – but they were expensive. In the end, I bought a hat. Look, this is it!  
 J: Oh, that's a really nice hat. I like it.
- 8 How much was it?  
 J: How much was it?  
 C: It was very cheap. Three pounds. I think, or maybe it was four pounds. Yes, it was four pounds.  
 J: Wow, that is cheap. I've got a hat like that, and it cost eight pounds.
- 9 Where is she going to go in the summer?  
 J: So, have you got any plans for the summer?  
 C: Yes. We usually go to France in the summer, but this summer we're going to go to Italy. I'm really excited.  
 J: That sounds great. You're really lucky.  
 C: Yes, I can't wait.

### 3.66 Unit 8, Poland, Exercise 8 and 9

I'm going to Poland in August. I'm flying to Krakow so I'm going to stay there for a few days. It's going to be my second trip to Poland so this time I'd like to see some less touristy places. I've got two things on my list. I'm going to see the salt mine in Bochnia. It's the oldest one in Poland. It opened in 1248. Of course, Wieliczka is more popular with tourists but Bochnia has a lot of attractions too. For example, 250 metres underground there's a very big room where you can play basketball or even spend a night if you like. People say the air in the room is really good for you.

The other thing on my list is the Karkonosze Mountains. But on my way there, I'd like to see the highest Polish volcano. It's an extinct volcano. It was active about 20 million years ago. My Polish friend told me that the view from the top is really cool. It's going to be easy to get to the top because the mountain is only 501 meters high. But it's not going to be easy to pronounce its name ... Ostrzyca Proboszczowicka ... No, I can't say it.



02 Unit 1, 1.6, Exercise 1 and 2

I = Interviewer M = Mark

- I: Hi Mark, what's your favourite school subject?  
 M: Hmm, French, I think. We have French on Tuesday.  
 I: Only on Tuesday?  
 M: Yes. But I also like Science. We have Science on Monday and Thursday.  
 I: Do you have History on Monday and Thursday too?  
 M: No. History is on Wednesday and Friday. I don't like Wednesday and Friday because I don't like History that much.  
 I: Do you play sports at the weekend?  
 M: Yes, I do. I usually play football with my friends on Sunday in the park.  
 I: Do you play football on Saturday and Sunday?  
 M: Only on Sunday. On Saturday, I'm usually busy. I often have chess club on Saturday morning.

03 Unit 2, 2.6, Exercise 2 and 3

D = Dad P = Penny

- D: Good morning, Penny. What would you like for breakfast?  
 P: Hi, Dad. Nothing, I'm not hungry.  
 D: Come on sleepy. You've got P.E. first lesson. You have to eat something. How about some cereal?  
 P: Yuk. No, thanks. I don't want any cereal. There's a lot of sugar in that one.  
 D: How about a sandwich? We've got some bread and some ham.  
 P: Oh ... yes, please.  
 D: OK. Here you are. Would you like anything to drink?  
 P: Is there any orange juice in the fridge?  
 D: Sorry, no. But there's some milk.  
 P: OK. Milk is fine. Can I have an egg too, please Dad?  
 D: Now you're hungry! Yes. I can make one for you.

04 Skills Revision 1&2, Exercise 4

G = Girl B = Boy W = Woman M = Man

Example

- G: What are your favourite subjects?  
 B: Art and Geography. What about you, Monica?  
 G: I like Art but I can't draw. Geography's OK but Computer Studies is my favourite.  
 B: Computer Studies is difficult.

1

- W: Hello, Tom. Where's George? I need to speak to him.  
 B: Hello, Mrs Fisher. Is he in the canteen? It's lunchtime.  
 W: No, he isn't. And he isn't in the library.  
 B: I know! He plays chess on Mondays. He's in our classroom!

2

- G: Excuse me, Mr Flynn. Are there any sausages?  
 M: No, I'm sorry, there aren't, Lucy. Would you like fish and chips?  
 G: I don't like fish, thanks. Can I have some pasta?  
 M: Yes. Here you are. It's lovely chicken pasta today.

3

- W: Can you go to the shop, Mark? We haven't got any biscuits. And we need some juice too.  
 B: Sure, Mum. How many packets of biscuits? Two or three?  
 W: One! But please buy two cartons of juice.  
 B: OK, Mum!

4

- G: What do you usually do after school, Will?  
 B: It's Football Club on Mondays and Thursdays. I always go to that.  
 G: What about Tuesdays?  
 B: I do pottery then.  
 G: I'd like to do pottery but I've got piano lessons on Tuesdays.

05 Unit 3, 3.6 Exercise 1, 2 and 3

H = Harry L = Lily

- H: Do you like technology, Lily?  
 L: Yes. What's your favourite item?  
 H: I've got a TV. I've also got a tablet. I watch films on TV and I watch films on my tablet too.  
 L: OK, but which one is your favourite?  
 H: My tablet. I like downloading videos. I download videos to my tablet.  
 L: OK. Well, I've got a mobile phone and I've got a laptop too.  
 H: Which one is your favourite?  
 L: I chat online a lot with my friends. I also like surfing the Internet. So my phone is my favourite.  
 H: Why?  
 L: Because I can take it everywhere in my jeans. I can also put it in my jacket.

06 Unit 4, 4.6, Exercise 1 and 2

L = Lenny B = Bella F = Fed D = Diana

- L: Hi. My name is Lenny, I'm 12 years old. My best friend is older than me. He's 15 years old. His name's Zach and he's funny.  
 B: I'm Bella and my best friend's name is Fiona. She's smaller than me. She is the most beautiful animal of all! She's my little cat.  
 F: Hi there. I'm Fred and this is my best friend Dave. He's the fastest runner in the family. Well, that's because he's got four legs! He's the best friend in the world!  
 D: I'm Diana. My best friend is Mary. She's the most intelligent girl in class. She helps me with my Maths homework. I think she's a good teacher.

07 Skills Revision 3&4, Exercise 4

D = Dad S = Sophie

- D: Are you doing your Maths homework, Sophie?  
 S: No, I'm not. I'm doing my Geography homework.  
 D: Geography?  
 S: Yes, that's right. It's my best subject.  
 D: What are you studying today?  
 S: Mountains, lakes and waterfalls.  
 D: Mountains, lakes and waterfalls! That's interesting.  
 S: I agree.  
 S: Dad, what's the highest mountain in the UK?  
 D: The highest mountain in the UK is Ben Nevis In Scotland.  
 S: How high is it?  
 D: It's 1,345 metres high.  
 S: Wow, Dad. You're clever!  
 S: What about lakes, Dad? What's the biggest lake in England?  
 D: I'm not sure Sophie, but Windermere is the longest.  
 S: Windermere! That's a nice name. How long is it?  
 D: It's about 17 kilometres long.  
 S: 17 kilometres! That's very long.  
 S: Look, Dad. This website is about volcanoes. I think they're exciting.  
 D: They're sometimes very dangerous too, but don't worry.  
 S: Why not?  
 D: There aren't any volcanoes in the UK. It's a safe country.



## 08 Unit 5, 5.6, Exercise 1 and 2

M = Mum J = Jimmy

- M: What are you looking at, Jimmy?  
 J: Old photos of our town. What's that?  
 M: That's the old library.  
 J: Oh. It isn't there now, is it? Where was it?  
 M: It was in Green Street. It was next to the bank in those days.  
 J: Next to the bank? Hmm, but there's a supermarket there now.  
 M: Yes, the supermarket is new.  
 J: And what about this photo? Who is that?  
 M: That's me! I'm in front of the train station. I was on a trip to London.  
 J: Oh yes! And that's granny with you! You look funny!  
 M: That was my favourite hat!  
 J: It's the worst hat ever!

## 09 Unit 6, 6.6, Exercise 1 and 2

Last Saturday was fun. My uncle visited and I made a new friend. First, we went to the park. My uncle phoned his friend, Gary. Gary arrived with his son Ted and we all played football. I scored three goals! Then we went to a restaurant for lunch. I ate two cheeseburgers! Ted ate one cheeseburger and one chicken burger. We both drank lemonade. After that, my uncle took us to the cinema. We watched the new *Star Trek* film. It was really exciting. The film finished at 7 o'clock and Gary and Ted went home. I gave Ted my phone number so we can meet again some time.

## 10 Skills Revision 5&6, Exercise 5

M = Mum R = Rob

- M: Was the school trip good, Rob?  
 R: Yes, Mum, it was fun. My class photos are on the school web page. Look at this one. My friend John is at the train station. He's running in the photo because he is late for the train!  
 M: Poor John! I hope you weren't late, Rob.  
 R: No, Mum. I arrived at the station half an hour early.  
 M: What was your favourite place in the city?  
 R: The City Museum. It was really awesome. My friend, Mandy, loved it too. Look. Here she is in front of the museum.  
 M: Is Mandy the girl taking a photo?  
 R: Yes, that's right.  
 M: Look at the table in this photo. What a mess!  
 R: It's the museum café. It was Gemma's favourite place. She drank two cans of cola and she ate three cakes. I think she was hungry!  
 M: Very hungry!  
 R: There was a garden opposite the museum. Jerry is in the garden in this photo. He's sitting on the wall eating his sandwich.  
 M: Yes, I like the photo of Jerry, but what about you? Are you in any?  
 R: Yes, look at this one. I'm in the museum shop. They had some nice things. I bought you a present!  
 M: Oh, thank you, Rob!

## 11 Unit 7, 7.6, Exercise 2 and 3

D = Dave P = Penny

- D: Hi, Penny. Did you have a nice holiday?  
 P: Yes, I did. It was amazing.  
 D: So what did you do? Did you stay in a nice hotel?  
 P: Yes, we did. It was next to the beach so I went swimming every day.  
 D: Did you take any photos with your camera?  
 P: Yes and no! I took lots of photos. But I didn't have my camera, so I took them with my mobile phone.  
 D: Oh! Can I see them?  
 P: Sure! I downloaded them to my tablet yesterday. Look.  
 D: Nice. Was it very sunny and hot?  
 P: Yes, it was. Luckily, I had my sunglasses!

## 12 Unit 8, 8.6, Exercise 1 and 2

W = Woman T = Tina H = Harry K = Kelly D = David

- W: I asked five young teens to tell me about their birthday plans.  
 T: Hi, I'm Tina. On my birthday, I'm going to see a dance show in London. I've got a ticket for my sister too.  
 H: I'm Harry. I'm going to go to the cinema with my brother. We're going to see an adventure film.  
 R: My name's Robert. I'm having a birthday party with all my friends and family at home. Mum's going to make a cake.  
 K: My name's Kelly. I'm not going to have a party this year. I'm going to go bowling with my uncle James.  
 D: Hello. I'm David. I'm going to eat lots and lots on my birthday. Dad's going to take me to an Italian restaurant.

## 13 Skills Revision 7&8, Exercise 4

B = Boy R = Rosie

- B: Are you OK, Rosie? You look sad.  
 R: I want to have a party next Saturday but everyone is busy. My best friend Zara is going to go to a concert with her granny. It's on Saturday so she can't come.  
 B: Is it a rock concert?  
 R: No, it's a classical music concert. Zara's granny loves classical music.  
 B: What about cousin Don? Can he come?  
 R: No, he can't. He's going to go camping with his parents.  
 B: But they went camping last weekend!  
 R: Don wants to go again because they bought a new tent. He's got a new sleeping bag too.  
 B: Is our new neighbour Jasmine busy?  
 R: Yes, she is. She really wants to come to my party but she's going to take part in a talent competition on Saturday.  
 B: Amazing! Is she going to play rock music with her band?  
 R: No, she's going to play her electric guitar. Jasmine's very good at it.  
 R: Guess what!  
 B: What?  
 R: My classmate Brian is going to visit his uncle in Scotland with his Mum. They're going to go by plane!  
 B: Are they going to go camping?  
 R: No, they're going to stay in a hotel.  
 R: And Julie from Karate Club has got a family barbecue on Saturday.  
 B: Julie told me her Dad is going to cook hamburgers.  
 R: Yum! I'd like to have a barbecue party.  
 B: Don't be sad. You can have your party next month.  
 R: I can't wait!



## 14 Exam Practice 1, Part 4

M = Man G = Girl

- M: Hello. What are you all doing out there?  
 G: We're playing.  
 M: Are these your brothers and sisters?  
 G: No. Some are friends. Jim's my brother.  
 M: Is he the boy who's riding a bike?  
 G: Yes, he loves his bike.  
 M: Who's the girl in the red dress?  
 G: The one under the tree?  
 M: Yes.  
 G: That's my friend Vicky. I think her dress is nice.  
 G: Look at my sister!  
 M: Is she the girl with long brown hair?  
 G: Yes, that's right. She's playing with a ball.  
 M: What's her name?  
 G: Daisy.  
 G: That's my baby sister.  
 M: Is she sleeping?  
 G: Yes. Grandpa is sitting next to her.  
 M: What's her name?  
 G: Sally.  
 M: Who's the boy that's sitting down?  
 G: Which one?  
 M: The one who's reading a book.  
 G: Oh, that's my friend, Nick. He likes books about Geography.  
 M: Is that your brother who's painting a picture?  
 G: No. He's my friend's brother.  
 M: What's his name?  
 G: It's Ben. Do you like his picture?  
 M: Yes, it's very good.

## 15 Exam Practice 2, Part 3

S = Sally M = Man

- M: Hello, Sally. How was your school trip last week?  
 S: Hi. It was great.  
 M: Where did you go?  
 S: To a farm.  
 M: A farm in the town?  
 S: No, it was in the country.  
 M: Did you go with your class?  
 S: Yes, I did.  
 M: Did you teacher go too?  
 S: Yes, she took us.  
 M: What's your teacher's name?  
 S: It's Miss Black.  
 M: How do you spell that?  
 S: B-L-A-C-K.  
 M: Did you see many different types of animals?  
 S: Yes, we did. Let's see. We saw cows, sheep, chickens, ducks, horses, ...  
 M: So, you saw five different kinds types of animals. Is that right?  
 S: No. We saw a lot more. Twelve different types, I think.  
 M: So, twelve. That's a lot.  
 M: Which animals did you like best?  
 S: My favourite animals were the horses and the rabbits.  
 M: Really? Why?  
 S: The rabbits were funny and the horses were strong and beautiful.  
 M: Yes, I like them too.  
 M: Did you have lunch there?  
 S: Yes, we did.  
 M: What did you have?  
 S: I had a sandwich and some fruit.  
 M: What was in the sandwich?  
 S: Chicken.  
 S: After lunch, we went to a shop in the town.

- M: Oh? Did you buy anything?  
 S: Yes, I did. I bought a book.  
 M: A book? What is it about?  
 S: It's about farm animals.

## 16 Unit 1, Extra Practice, Exercise 5

1 G = Grace S = Sandra

- G: Sandra, I don't have my rubber today. Can I take yours for a second?  
 S: Sure. Go ahead.  
 G: Thanks. Oh, you don't have many things here.  
 S: No, I don't. I don't like big pencil cases. But there is a ruler, some pencils, and I have a sharpener, too.  
 G: Right, but there aren't any scissors and we have Art today.  
 S: You're right, that's bad. Oh, well, I hope I can use yours then.

2 M = Man G = Girl B = Boy

- M: OK, for our next lesson I want you to find some information about elephants. You can find some books about them in the school library.  
 G: Excuse me!  
 M: Yes?  
 G: Can we use the Internet, too?  
 M: Of course. Just remember to take notes. All right, what's your next lesson?  
 B: PE!  
 M: OK, then pack your schoolbags and go and get changed.  
 B: Great! Goodbye!

3  
 I go to a boarding school and I really like it. We have to get up early and there are many lessons, but we also have time for other activities. I go to judo classes three times a week, on Mondays, Tuesdays and Thursdays and I am really good at it. On Saturdays I have my chess club and we often go to other schools to play with other students, so I have to do all my homework in the afternoon on Friday. But it's OK, I like it when I don't have to think about my homework at the weekend.

## 17 Unit 5, Extra Practice, Exercise 5

B = Becky A = Allie

- A: Hi Becky! Where were you at the weekend? I called you a few times.  
 B: I'm sorry Allie, my phone died and I was at my grandma's house. She doesn't have a charger for my phone.  
 A: Oh, I see. It's a shame you weren't here. We were at a special show in the market square.  
 B: What kind of show was that?  
 A: There was a big screen and there was a film on it, but there was no sound. In front of the screen there was a band and live music for the film. It was fantastic!  
 B: Oh, really?  
 A: Yes, there was a band in front of the screen.  
 B: That sounds awesome. Were there many people there?  
 A: Yes, there were. And twelve friends from our class were there, too.  
 B: Oh, now I'm really sad that I wasn't there.  
 A: Don't worry! The next show is in two weeks.  
 B: Really? Then I have to be there.

## 18 Unit 7, Extra Practice, Exercise 4

- 1 I'd like a ticket to Cambridge, please.  
 2 Where is it? Where is my mobile?  
 3 Is it OK if I borrow your book?  
 4 I didn't take my camera with me.



**01 Unit 0, 0.1, Exercise 1**

A = Amy T = Tom L = Lucas E = Elena

- A: Hi, I'm Amy. I'm twelve years old and I'm from England. This is my room – my computer, my phone, and ... my hat. I haven't got any brothers or sisters, but I've got a lot of friends! My best friends are Tom, Lucas and Elena.
- T: Hi there, I'm Tom. I'm twelve and I'm from Wales. My hobby is football and my favourite colour is red. It's the colour of the Welsh football team! My favourite football player is Gareth Bale.
- L: Hello, I'm Lucas. I'm eleven years old. I'm from Spain but I'm at school in England. I've got a brother and a sister. I've also got a dog. This is my new bike – it's really cool! See you!
- E: Hello, I'm Elena. I'm twelve. My birthday's in November. I've got a sister – she's ten – and we've got a cat. Its name is Tiger. I'm not at school today – it's Saturday and I'm at the cafe! Here's my drink – bye!

**02 Unit 1, 1.2, Exercise 1**

A = Amy T = Tom L = Lucas E = Elena P = Presenter

- P: On weekdays Amy, Elena, Tom and Lucas usually meet before class.
- A: Hi everyone!
- T&E&L: Hi Amy!
- A: Hey Tom, what have you got there?
- T: Breakfast. Here, have one.
- A: No thanks! I always have breakfast at home.
- P: Tom loves food and he loves sport. He often brings his football to school.
- T: Hey Elena! The Chelsea – Liverpool match is on TV tonight.
- E: Thanks, Tom, but I never watch football. It's really boring.
- P: Elena often does her homework at school. She usually listens to music at the same time ...
- E: What's the answer to Question 2?
- L: Question 2 – that's easy!
- P: Lucas is very clever and he's really good at Maths. But he sometimes loses things.
- L: Where's my calculator? It's usually here!
- T: Hurry up, Lucas. We're late for Maths!
- A: Wow, what a mess!

**03 Unit 1, 1.2, Exercise 5**

Te = Teacher T = Tom L = Lucas C = Class

- T: Phew! We aren't late!
- Te: Hello everyone. Today, I've got a short test for you. Have you all got your calculators?
- C: Yes, Miss.
- L: Er ... sorry Miss. I haven't got my calculator. It's at home.
- Te: Never mind Lucas. I'm sure you can do the test without it.
- L: Oh no!
- T: Only joking. Here's my calculator. You can use it.

**04 Unit 1, 1.2, Get Grammar!**

M = Max A = Anna H = Hammy

- A: After school I go to Max's house. We do our homework. Hammy helps. Hammy, no! We have some drinks. We eat sandwiches. Hammy eats them, too! Hammy! We tidy up. Hammy tidies up, too.
- M: Oh, no!

**05 Unit 1, 1.3, Get Grammar!**

M = Max A = Anna H = Hammy

- H: Do you play football in your free time, Max?
- M: No, I don't. I don't play football. It's boring.
- H: He doesn't play football.
- H: Does Anna play football in her free time?
- M: No, she doesn't. She doesn't like football at all.
- H: They don't play football.
- M: What about you Hammy? Do you play football in your free time?
- H: Yes, I do. I love football! Watch! Hmm. I don't like football. Max, do you play basketball?

**06 Unit 1, 1.4, Exercise 1**

T = Tom R = Receptionist

- R: Good morning.
- T: Good morning.
- R: Hello. Can I help you?
- T: Yes, I'd like to join the basketball club, please.
- R: Of course. What's your name?
- T: Tom Flynn.
- R: How do you spell Flynn?
- T: F-L-Y-N-N.
- R: Where do you live, Tom?
- T: 25 Star Street, Kingston.
- R: What's your email address?
- T: It's tom.flynn@mymail.com.
- R: And what's your phone number?
- T: It's 08976 335214. When does the club meet?
- R: On Mondays, from 5.30 to 7.00.
- T: That's now, isn't it?
- R: Yes, hurry up!

**07 Unit 2, 2.2, Exercise 1**

M = Mum J = Jen V = Voice over A = Alex

- M: Jen, put these clothes away, please.
- J: OK, Mum. Oh, hi! What's up? What? No!
- V: Ten minutes later ...
- J: Bye, Holly! ... Hang on, what are these? These aren't my jeans. They're too long! These are Mum's jeans. Yep, this top is Mum's too!
- M: Jen, these are your jeans. They're too small for me!
- J: Oops! Sorry, Mum!
- M: And that's my top over there.
- J: Erm ... yes, it is. Here you are!
- A: Jen, where's my new T-shirt?
- J: It's over there with your old T-shirts!
- A: No, those are Dad's T-shirts!
- J: Oh, then your T-shirt is ...

**08 Unit 2, 2.2, Exercise 5**

A = Amy T = Tom L = Lucas E = Elena

- A&T: Happy Birthday Elena!
- E: Thanks! Is this for me?
- A: Yes, it's for you.
- L: Er, no it isn't.
- A: What?!
- L: The biscuits on the cake, Amy. They're not real biscuits. They're dog biscuits!
- T: No way!



**C 09 Unit 2, 2.2, Get Grammar!**

M = Max A = Anna H = Hammy

- H: Are there any eggs?  
 M: Yes, there are. There are two eggs.  
 H: Is there any cream?  
 A: There isn't any cream. But there's some milk.  
 H: Thank you. Are there any bananas?  
 M: No, there aren't. But there are some strawberries.  
 H: Yummy! Is there any flour?  
 A: Yes, there is. Here you are.

**C 10 Unit 2, 2.3, Get Grammar!**

M = Max A = Anna H = Hammy

- A: Let's stop for some lunch.  
 M: Yes, I'm really hungry. How many sausages are there?  
 I love sausages!  
 A: Don't worry. There are a lot of sausages.  
 M: No, there aren't. There are only two.  
 A: That's strange. Oh, well, let's have some cheese then ...  
 M: How much cheese is there?  
 A: There's a lot of cheese.  
 M: No, there isn't. Look!  
 A: Hammy?  
 M: OK Hammy, no cake or biscuits for you!

**C 11 Unit 2, 2.4, Exercise 1**

A = Amy T = Tom W = Waitress

- W: What would you like?  
 A: Can I have a Margherita pizza, please?  
 T: And I'd like a Pepperoni pizza.  
 W: Anything else?  
 T: Yes, can I have some chips, please?  
 A: Tom! The pizzas here are big!  
 T: No problem. I'm really hungry!  
 W: Would you like anything to drink?  
 A: Can I have a lemonade, please?  
 T: And I'd like a strawberry milkshake, please.  
 W: Great, thanks.  
 W: Here are your pizzas ...  
 T: Wow, you're right Amy. They're really big!  
 W: ... and your chips. And here's a lemonade for you,  
 and ... a strawberry milkshake for you.  
 A: Told you!

**C 12 Unit 3, 3.2, Exercise 1**

A = Amy T = Tom E = Elena

- A: Hi Tom.  
 T: Hi, Amy. Hi, Elena. ... Er, can you sit down? I'm taking  
 a photo ...  
 E: A photo of who?  
 T: Harry Evans, the famous football player. He's sitting over  
 there. Look – the waitress is asking for his autograph!  
 E: She isn't asking for his autograph! She's taking his order!  
 A: Wow! Let's text Lucas. We're having lunch with Harry  
 Evans! Why don't you ask for his autograph?  
 T: But I haven't got any paper!  
 E: Go on Tom! You've got your football.  
 A: Hey Elena – look at Tom!  
 E: Wait a minute. I'm looking it up. ... Harry Evans ...  
 T: I've got Harry Evans's autograph!  
 A: Great! Let's see!  
 T: Oh no! That's a surprise!

**C 13 Unit 3, 3.2, Exercise 5**

A = Amy T = Tom E = Elena

- T: Oh no! That's a surprise!  
 A: It says 'Good luck Tom, from Mark Taylor.' Who's Mark  
 Taylor?  
 T: I don't know, but it isn't Harry Evans!  
 E: Wait ... google says Mark Taylor is an actor!  
 A: So he isn't Harry Evans, but he is someone famous!

**C 14 Unit 3, 3.2, Get Grammar!**

M = Max A = Anna H = Hammy

- H: Hi Max. It's dinnertime.  
 M: Not now, Hammy. I'm doing my maths homework.  
 H: Max isn't doing his maths homework. He's playing  
 a computer game. Hi Anna. I'm hungry!  
 A: Not now, Hammy. I'm painting a picture. It's for my art  
 classes.  
 H: Anna isn't painting. She's texting a friend.  
 A, M: Hammy?!  
 H: Not now, kids. I'm doing my homework.  
 A: You aren't doing your homework.  
 H: It's a science experiment!

**C 15 Unit 3, 3.3, Get Grammar!**

M = Max A = Anna H = Hammy

- H: I'm bored. Can I watch TV?  
 A, M: No, be quiet. We're doing homework.  
 M: What's that noise? Are you eating, Hammy?  
 H: Yes, I am.  
 A: What's he doing now? Is he running?  
 M: Yes, he is.  
 A: Stop it, Hammy!  
 H: Max? Anna?  
 A, M: What?  
 H: Are you doing your homework?  
 A, M: No, we aren't.  
 H: Good. Now I can watch TV!

**C 16 Unit 3, 3.4, Exercise 1**

A = Amy E = Elena Mr = Mr Riley

- Mr: Hello.  
 E: Hello Mr Riley, it's Elena here.  
 Mr: Oh, hello, Elena. How are you?  
 E: I'm fine, thanks. Can I speak to Amy, please? She isn't  
 answering her mobile.  
 Mr: Yes, just one moment. Amy! It's Elena for you!  
 A: Hi Elena.  
 E: Hi Amy. What are you doing at the moment?  
 A: Nothing. What about you?  
 E: I'm reading a magazine. I'm bored.  
 A: Do you want to watch a movie at my house?  
 E: Great idea! See you in fifteen minutes.  
 A: OK, see you soon.



**17 Unit 4, 4.2, Exercise 1**

A = Amy E = Elena T = Tom L = Lucas P = Presenter

- P: The friends are at Blue Mountain Adventure Park. It's a big activity centre in the middle of a forest. You can cycle, climb or go kayaking.  
 E: Let's go cycling in the forest.  
 T: No way! That's boring.  
 L: Let's go on the climbing wall. Climbing is more exciting than cycling.  
 T: Cool. I want to go on that wall. It's really high.  
 E: Let's start with this wall. It's lower.  
 A: Yes, I agree.  
 P: Climbing is really good fun but Tom isn't happy ...  
 T: Help! I can't move.  
 L: Use your legs, Tom.  
 E: Why don't you climb down, Tom?  
 T: I can't!  
 E: Hold on! I can help. Put your right hand there.  
 T: Thanks Elena. It's easier with your help.  
 A: Well done, Tom! You're safe now!  
 T: Yes, that's better!  
 L: So, what do you want to do next?

**18 Unit 4, 4.2, Exercise 5**

A = Amy T = Tom L = Lucas

- L: So, what do you want to do next?  
 A: What about kayaking on the lake? I'm ready for some more adventure.  
 T: Err, maybe not. What about a walk in the forest?  
 All: Oh Tom!

**19 Unit 4, 4.2, Get Grammar!**

M = Max A = Anna H = Hammy

- A: I want to go on the Dragon!  
 M: Yes, I love the Dragon!  
 H: No, let's go on the Monster. It's better. It's bigger and faster than the Dragon. And it's more exciting. H-E-E-E-L-P!  
 A: That was great!  
 M: Yes, what's next?  
 H: Er, let's go to the café. It's nicer and quieter.  
 A, M: Oh, Hammy!

**20 Unit 4, 4.3, Get Grammar!**

M = Max A = Anna H = Hammy

- A: You're late, Hammy.  
 H: I'm sorry! What are those?  
 M: They're gold medals. I'm the strongest!  
 A: And I'm the fastest!  
 H: But I'm the most intelligent! Would you like to play?  
 A, M: No thanks, we're tired! But Spot loves playing chess.  
 H: Spot?  
 A: It's my granny's dog! He's a chess champion!

**21 Unit 4, 4.4, Exercise 1**

A = Amy T = Tom L = Lucas

- L: What would you like to watch?  
 A: I don't know. What's your favourite film Lucas?  
 L: The new Action Team film! What about you, Tom?  
 T: I think Electro Max is more exciting.  
 A: Well, I don't like action films. I love Happy Hedgehogs.  
 T: But it's a cartoon.  
 A: So what? It's great!  
 T: What do you think of cartoons, Lucas?  
 L: In my opinion, they're a bit silly.  
 T: You're right, ... they are silly!  
 A: So we all want to watch different films. But I've got the remote ...  
 L: Be careful you two. The popcorn!

**22 Unit 5, 5.2, Exercise 1**

A = Amy T = Tom L = Lucas E = Elena P = Presenter

- P: It was Lucas's birthday last Saturday. His friends' plan was to take him to the cinema, and then for a pizza.  
 E: Where's Lucas? The film starts in five minutes.  
 A: Perhaps he's ill. He wasn't very well at school yesterday.  
 T: He was OK this morning.  
 E: He isn't answering his phone.  
 T: Come on, let's go in.  
 P: After the film ...  
 A: That was awesome!  
 T: The actors were amazing!  
 E: It's a shame about Lucas.  
 A: Wait a minute. There he is ...  
 E: Happy birthday, Lucas! We were worried about you!  
 L: Sorry I'm late. There weren't any buses and my phone was out of battery.  
 T: So, is this your new bike?  
 L: Ha ha. No, it's my little sister's bike. My bike's got a flat tyre.  
 A: Never mind, Lucas! Let's go for a pizza now. ... Look, here's the pizzeria.  
 L: Oh no ...

**23 Unit 5, 5.2, Exercise 5**

A = Amy T = Tom L = Lucas E = Elena

- L: Oh no ...  
 A: What is it, Lucas?  
 L: That's Miss Green, our history teacher, isn't it?  
 A: Oh yes, it was her birthday yesterday.  
 L: Well, look, she's having a party. ... There's Mr Burton ...  
 T: ... and there's Mrs Busby.  
 E: We can't go here. What a disaster!  
 E: Don't worry. You can all come to my house.

**24 Unit 5, 5.2, Get Grammar!**

M = Max A = Anna H = Hammy

- A: Hey, what are you doing?  
 M: We are looking at the photos from my school trip. Do you want to see?  
 A: Yes, sure.  
 M: We were at the lake.  
 A: Wow, sounds great!  
 M: It was really hot. The sailing boats were fun. Look!  
 H: The sailing boats weren't fun. And it wasn't hot - it was cold! I was completely wet!  
 A: Poor Hammy!  
 H: Ah...ah...ah... Ah...ah...ah...achooooooooo!

**25 Unit 5, 5.3, Get Grammar!**

M = Max A = Anna H = Hammy

- A: What's up, Max?  
 M: I can't find Hammy! He wasn't in his cage last night.  
 A: Was he in your bedroom?  
 M: No, he wasn't. And he still isn't here. Hammy?! Where were you last night? I was worried! Were you in the garden?  
 H: Er, no, I wasn't. I was with my friends.  
 A: Hmm, were you at the park?  
 H: Er ... no, we weren't.  
 A: Were you ... in the kitchen?  
 H: Er ... yes, we were.  
 A, M: Oh, Hammy!



**C 26 Unit 5, 5.4, Exercise 1**

A = Amy T = Tom To = Tourist

- To: Er ... Excuse me ... I'm looking for the Science Museum.  
 A: The Science Museum? Yes, it's ...  
 T: Hey, I know where it is, it's in Green Street.  
 To: Where's Green Street? Is it far?  
 T: No, it isn't. Go straight on, then turn right ...  
 A: You mean turn left, Tom.  
 T: Oh yes, turn left. Go past the cinema and the museum is on the left. It's opposite the park.  
 A: But, it's on the right, Tom.  
 T: What's on the right?  
 A: The museum, Tom. You don't know your left from your right.

**C 27 Unit 6, 6.2, Exercise 1**

A = Amy

- A: Hi, it's Amy here. Today I'm doing a vlog. So, what's new? Well, my Aunt Jackie is a nurse. She sometimes works in the evening. Her babysitter was ill two days ago, so she asked me to babysit. I love my cousin Harry, but ... First we played football in the garden. That was fun, but then Harry walked through the house in his dirty trainers. What a mess! I cooked spaghetti for Harry's dinner. I think he liked it ... but most of it was on his clothes ... and the floor! Harry's bedtime is usually 7.30, but he wasn't tired. So we watched a film ... well, I watched a film. Harry jumped on the sofa. At 9.00, Harry was finally asleep! I tidied the house and cleaned the kitchen. My aunt arrived home at 9.30, but ... guess what?

**C 28 Unit 6, 6.2, Exercise 5**

A = Amy Au = Aunt Jackie

- A: My aunt arrived home at 9.30, but ... guess what?  
 Au: Was everything OK?  
 A: Yes, everything was fine.  
 Au: Was Harry a good boy?  
 A: Yes, of course. And then she asked me to babysit again next weekend. Aargh, I don't know what to do!

**C 29 Unit 6, 6.2, Get Grammar!**

M = Max A = Anna H = Hammy

- H: This is my Mum and Dad. They played in a band - "The Hamsters". My Mum played the drums. My Dad played the guitar and danced. They wanted to be pop stars! They tried hard, but they weren't very popular!  
 A: What about you Hammy? Do you play a musical instrument?  
 H: Yes, I play the trumpet. I'm really good.  
 A: Thank you Hammy. That was... er... interesting.

**C 30 Unit 6, 6.3, Get Grammar!**

M = Max A = Anna H = Hammy

- M: Yesterday I went to school. Hammy came too! At 9 o'clock we had science. Hammy was thirsty. He drank something!  
 H: Hmm, apple juice ...  
 M: Be careful Hammy, no! Then we had Maths. Hammy was hungry. He ate my Maths book!  
 H: Maths is yummy ...  
 M: Later we had a cookery class. We made chocolate cakes, but Hammy wasn't hungry.  
 H: I don't feel well!  
 M: Oh, Hammy ...

**C 31 Unit 6, 6.4, Exercise 1**

P = Presenter T = Tom L = Lucas

- P: Lucas sometimes forgets things. Today was a typical day!  
 L: Oh, no. I haven't got my pencil case. Can I borrow a pen, Tom?  
 T: Sure, Lucas. No problem.  
 L: Thanks! Oh no. I left my phone at home! Is it OK if I use your mobile?  
 T: Oh Lucas! Not again. No, sorry ...  
 L: Please Tom ...  
 T: Oh, all right ... just be quick!  
 L: Where are my trainers? They aren't in my bag. Er ... Can I borrow your trainers?  
 T: No, sorry, you can't. I only have one pair ... and anyway, they're too big for you!

**C 32 Unit 7, 7.2, Exercise 1**

P = Presenter Mr = Mr Riley Mrs = Mrs Riley A = Amy E = Elena

- P: Last Friday, Amy and her family went away for the weekend. Elena went too. They didn't go camping or stay in a hotel, they stayed in a hostel. The first night Elena didn't sleep well.  
 E: Eek! Is that a spider?  
 A: Where?  
 E: There, on my backpack. ... Oh no! It's inside my sleeping bag!  
 A: Don't panic, Elena. It didn't go inside. It's here, on your torch.  
 P: They didn't have bikes at the hostel, so the next day Amy, Elena, and Mr and Mrs Riley went for a walk.  
 A: It's getting cold, Dad.  
 Mrs: Where's your coat Elena?  
 E: Er ... I didn't bring one.  
 Mr: Don't worry, Elena! Here, have my coat.  
 P: That evening they didn't want to eat in a restaurant. They decided to cook at the hostel.  
 Mr: Do you want one sausage or two, Elena?  
 A: Er, Elena doesn't eat meat. Sorry, Elena, I didn't tell Dad.  
 Mrs: Well, what about a nice cheese sandwich?  
 Mr: Atishoo!  
 Mrs: Oh dear!

**C 33 Unit 7, 7.2, Exercise 5**

Mr = Mr Riley Mrs = Mrs Riley A = Amy E = Elena

- Mrs: Oh dear!  
 Mr: What's the matter?  
 Mrs: We haven't got any cheese.  
 A: But there's a fish and chip shop in town.  
 E: Hmm, I love chips!  
 Mr: OK everyone. Let's get in the car. Atishoo!

**C 34 Unit 7, 7.2, Get Grammar!**

M = Max A = Anna H = Hammy

- A: How was the cinema last night?  
 M: It's a long story. First we waited for the bus. But the bus didn't come. Then it started to rain. But we didn't have umbrellas. We wanted to take a taxi. But I didn't have any money. Finally, we didn't go to the cinema. We came home and had a hot bath.  
 H: Ugh, I didn't like it!



**35 Unit 7, 7.3, Get Grammar!**

M = Max A = Anna H = Hammy

- M: Did you have a good holiday?  
 H: Yes, I did. I went to the jungle.  
 M: Did you stay in a hotel?  
 H: No, I didn't. I stayed in a treehouse.  
 M: Did you take any photos?  
 H: No, I didn't. The monkeys took my camera.  
 M: Did the monkeys take any photos?  
 H: Yes, they did. They took a lot of photos!

**36 Unit 7, 7.4, Exercise 1**

M = Man Mr = Mr Riley A = Amy

- Mr: I'd like two tickets to London, please.  
 M: Here you are.  
 Mr: Thanks. How much is it?  
 M: It's ten pounds twenty please.  
 Mr: Thanks. What time does the next train leave?  
 M: At seven thirty. In three minutes.  
 Mr: And what time does it arrive in London?  
 A: Come on, Dad. We're late!  
 Mr: Did you say it arrives at eight, Amy?  
 A: No, I didn't. I said we're late! The train leaves in ... two minutes!  
 Mr: Oops! Let's go!

**37 Unit 8, 8.2, Exercise 1**

P = Presenter M = Mum E = Elena T = Tom A = Amy

- A: Would you like to come to my birthday party on Sunday?  
 We're going to have a barbecue, and I'm going to make a chocolate cake.  
 E: I'm really sorry, Amy, but I'm in a dance show.  
 T: And Lucas and I have got tickets for a concert.  
 A: Oh, that's a pity.  
 P: That evening ...  
 M: Are your friends going to come on Sunday, Amy?  
 A: No, they aren't, Mum. They're all busy.  
 M: Oh, don't be sad. Granny and Grandad are going to come, and Aunt Jackie too. We can have a lovely family day.  
 P: Saturday afternoon ...  
 M: This cake looks delicious.  
 A: I can't wait! What time is everyone going to arrive tomorrow?  
 M: About five o'clock.  
 P: Just then...  
 M: Can you see who that is, Amy?

**38 Unit 8, 8.2, Exercise 5**

M = Mum E = Elena T = Tom A = Amy L = Lucas

- M: Can you see who that is, Amy?  
 T&L&E: Surprise!!  
 T: Amy, it's us!  
 A: Tom, Elena, Lucas? What are you doing here?  
 E: We're busy tomorrow, but not tonight. Your mum invited us for a surprise birthday party!  
 L: We've got food, music, and a film. It's going to be great!  
 A: Wow! What a surprise! This is going to be the best birthday party ever!

**39 Unit 8, 8.2, Get Grammar!**

M = Max A = Anna H = Hammy

- A: It's the last day of school on Friday. I'm really excited!  
 M: Me too! What are you going to do in the holidays?  
 A: I'm going to go to the beach. I'm going to swim in the sea. I'm not going to do any homework!  
 M: My Dad's going to drive to France. We're going to visit museums. We aren't going to cook - we're going to eat in restaurants!  
 A: What about you Hammy?  
 H: I'm really excited too. I'm going to eat lots of food and I'm going to sleep all day.  
 A: Er ... But that's not a holiday. You do that every day.  
 H: Oh yes, that's true! I'm always on holiday!

**40 Unit 8, 8.3, Get Grammar!**

M = Max A = Anna H = Hammy P = Presenter

- P: Hello and welcome to *People and their Pets*. In the studio we have Max and Anna and ... their hamster, Hammy.  
 A, P: Hello!  
 P: Aah. Is he asleep?  
 M: Yes, he is.  
 H: No, I'm not. But I don't want to be on TV!  
 P: So, what can hamsters do? Can Hammy swim, for example?  
 M: Yes, he can.  
 H: No, I can't. I hate water!  
 P: What does Hammy like to eat? Does he like biscuits?  
 M: No, he doesn't. He only eats fruit and vegetables.  
 H: But I love biscuits! And cupcakes, and ice cream!  
 P: What does Hammy do all day?  
 M: Well, he sleeps a lot.  
 A: He exercises sometimes.  
 P: Did he exercise this morning?  
 M: No, he didn't. He's quite lazy.  
 H: I'm not lazy! This is a terrible TV show.  
 P: Last question, do you love your pet?  
 A, M: Yes, we do.  
 H: That's the right answer! And I love you too, Max and Anna!

**41 Unit 8, 8.4, Exercise 1**

T = Tom L = Lucas

- T: Hi Lucas. Are you busy next Thursday?  
 L: No. Why?  
 T: I've got tickets for a basketball match. It's the Coventry Cats against the Kempton Kings. Would you like to come?  
 L: That sounds great. I'd love to come. What time does it start?  
 T: At half past six.  
 L: Great. Where shall we meet?  
 T: Let's meet outside the Arena at six o'clock.  
 L: Cool. See you then. Come on the Kings!  
 T: The Kings? But don't you support the Cats?  
 L: No, I support the Kings.  
 T: Oh, no!



**WB1 BBC Culture, Unit 1 – Secondary schools in the UK**

Hello, and welcome to *Get Culture!* I'm Greg. Let's find out about schools in the UK! At secondary school lessons usually start at 9 o'clock. Students study lots of different subjects: Science, Maths, Music and P.E. They also learn to cook. Do you learn to cook at school?

Students have their lunch at school. They eat in the school canteen. You can have a school meal or you can bring your lunch from home. Lunchtime is usually one hour. There's always time to play games or talk with friends in the playground. What about you? Do you eat your lunch at school? How long is your lunch break? Secondary schools often have a school uniform. Trousers for boys and trousers or a skirt for girls. Then a shirt, a tie, and a jacket or a jumper. What do you wear to school?

Afternoon lessons usually finish at 3 o'clock. Secondary schools usually have after school clubs. There are sports clubs like basketball and gymnastics. And other clubs like dance club. You can play an instrument in the school orchestra too. That school orchestra looks fun! Which club would you like to try?

And now for a quick question... How long are the school summer holidays in the UK? What do you think? Are they: a) 6 weeks, b) 9 weeks or c) 12 weeks? Do you know the answer? In the UK the school summer holidays are... 6 weeks! They start in July and end in September. That's all from me. Bye!

**WB2 BBC Culture, Unit 3 – International Space Station**

Hello! Welcome back to *Get Culture!*. Today we're finding out about the International Space Station. This is the International Space Station. Astronauts from all around the world work there. Are you ready? Great!

Look, these are pictures of the Earth. They are pictures of our planet from the International Space Station. The International Space Station is 400 kilometres from the Earth. It goes around the Earth an amazing 16 times a day. You can see it in the night sky.

This is a rocket. It's taking astronauts to the International Space Station. The astronauts that work here come from different countries but they all speak English. Do you know what the astronauts do at the International Space Station? Let's find out!

The astronaut's days are very busy. They start work early in the morning. They do experiments in the Science laboratory and outside. This astronaut is going on a spacewalk. He is wearing a special suit. He's going outside to fix the space station. Astronauts also do experiments on their spacewalks, to learn more about space. This astronaut is running. It is important for astronauts to stay fit and healthy. The astronauts exercise for two hours every day.

Eating and drinking in space isn't easy. Astronauts have to drink their coffee like this to stop it from floating away! Space food can be difficult to eat! Astronauts work hard on the International Space Station, but they also have lots of fun. After a busy day of work the astronauts go to bed. They usually sleep for eight hours. This astronaut is sleeping in a special bag that can't float away.

Now, a question. How do you think astronauts in space wash? They don't have a shower like we do on Earth. They use soap but they don't use water. See you next time. Bye!

**WB3 BBC Culture, Unit 5 – Oxford**

Hi! This is *Get Culture!* Can you name any cities in the UK? Today we're finding out about a very famous city in England, called Oxford.

Oxford is here. It's quite near London. It's a very old and beautiful city. Seven million tourists come here every year. There's a lot to see and do in Oxford. This is the Covered Market. People come here to shop for clothes, food and souvenirs. You can buy exciting things from all around the world.

Oxford is famous for its university. The University of Oxford is one of the oldest and one of the best universities in the world. This is a Dining Room at Oxford University. Do you recognize it? It was the Great Hall at Hogwarts in the *Harry Potter* films. And this is the university Library which was also in the *Harry Potter* films! Wow! That's so cool!

Let's find out about some other things you can do in Oxford. Oxford also has a lot of interesting museums. This is the Natural History Museum. You can see dinosaurs and learn all about them and other interesting animals at the museum. There are a lot of other things to do in Oxford too. You can go for a picnic in the park, or take a small boat for a day out on the River Thames.

Now, do you remember? How many tourists visit Oxford every year? The answer is 7 million. Oxford is one of the most popular places to visit in the UK. Bye! See you next time!

**WB4 BBC Culture, Unit 7 – Transport in London**

Hi Hello and welcome back to *Get Culture!* Look! Can you guess our topic today? That's right ... our topic is transport in London. Nearly 9 million people live in London and another 31 million people visit every year. How do you think all of those people travel around the city? Well, there are lots of ways to travel around London but the quickest way to travel is by Tube. The Tube, or the London Underground, is a network of underground trains. The trains travel through tunnels to different underground stations. When the London Underground first opened there were only 7 stations. Today there are 270 stations!

London is famous for its red double-decker buses. You can sit at the top or at the bottom of the bus. You can also ride an open top bus. It's great for seeing the city. Don't forget your umbrella! It often rains in London.

Let's find out about some other ways to travel around London. You can take a taxi or a black cab or go on a river tour by river bus. Some people take a river bus to work. This bike is called a 'Boris bike'. You can find 'Boris bikes' at special bike stations all over London. They're a cheap and easy way to see the city. There are lots of other exciting ways to travel around London. You can go for a ride on a bicycle rickshaw or ride a cable car across the river. Wow! That looks fun!

Now, can you answer this question? Do you remember? What is another name for the London Underground? Is it: a) The Tube, b) The Cab, c) The Metro? And the answer is 'a', The Tube! Bye for now!



## Unit 0

### 0.1

#### Exercise 1

1 Spain 2 Elena, cat 3 Tom, red 4 Amy, friends

#### Exercise 2

1 's 2 Are, am 3 aren't, 're 4 Are, aren't

#### Exercise 3

Countries: France, Germany, Turkey

Nationalities: Chinese, Italian

Months: August, July, September

#### Exercise 4

1 haven't 2 has/'s got 3 haven't got 4 Has, got, hasn't

### 0.2

#### Exercise 1

2 play the guitar 3 run 4 skateboard 5 sing 6 cook

#### Exercise 2

1 d 2 a 3 b 4 c

#### Exercise 3

1 Yes, I can. / No, I can't. 2 Yes, I can. / No, I can't. 3 Yes, he/she can. / No, he/she can't. 4 Yes, they can. / No, they can't.

### 0.3

#### Exercise 1

chair, desk, shelves, shower, wardrobe

#### Exercise 2

2 there 3 isn't 4 aren't 5 Are 6 Is

#### Exercise 3

2 under 3 in 4 next to

### 0.4

#### Exercise 1

1 Rocco 2 Carla 3 Big Al

#### Exercise 2

coat, jumper, trousers, shoes, skirt

#### Exercise 3

2 those, They're 3 that, It's 4 these, They're

### 0.5

#### Exercise 1

1 pretty 2 small, sporty 3 friendly, funny

#### Exercise 2

2 You're a helpful friend. 3 It's a big hat. 4 The book is very old. 5 My sister is a very pretty girl.

#### Exercise 3

2 His 3 their 4 our 5 Dave's 6 dad's

## Unit 1

### 1.1

#### Exercise 1

2 scissors 3 laptop 4 pencil case 5 pencil 6 calculator 7 rubber 8 ruler

#### Exercise 2

	F		E						
A	R	T	N		M				
G	E	O	G	R	A	P	H	Y	
	N		L		T		I		
	C		I		H		S		
	H		S		S		T		
			H				O		
	M	U	S	I	C		R		
S	C	I	E	N	C	E	Y		

2 French 3 Geography 4 Maths 5 Science 6 Music 7 History 8 English

#### Exercise 3

2 trainers 3 Computer Studies 4 paint 5 History 6 Music 7 map 8 pencil case

#### Exercise 4

Age: 11; Favourite subjects: P.E., Computer Studies

#### Exercise 5

Students' own answers.

### 1.2

#### Exercise 1

2 goes 3 like 4 play 5 go 6 plays

#### Exercise 2

2 Amy/She meets her friends before class. 3 Amy/She likes her teachers. 4 Tom/He loves football. 5 Tom/He brings his football to school. 6 Tom/He plays football with his friends.

#### Exercise 3

2 listens 3 play 4 go 5 have 6 watch 7 studies 8 helps

#### Exercise 4

2 Dad never works at home. 3 I am often late to school. 4 She usually does her homework in the evening. 5 They always play football in the park. 6 My friends are sometimes noisy in class. 7 My friend's jokes are usually good.

### 1.3

#### Exercise 1

2 don't like 3 doesn't do 4 don't play 5 doesn't study 6 doesn't play

#### Exercise 2

2 Does; Yes, he/she does. / No, he/she doesn't. 3 Does; Yes, he does. / No, he doesn't. 4 Do; Yes, I/we do. / No, I/we don't. 5 Do; Yes, they do. / No, they don't. 6 Do; Yes, I/we do. / No, I/we don't.

#### Exercise 3

2 Does; No, he doesn't. 3 Do; Yes, they do. 4 Do; No, they don't. 5 Does; Yes, he does. 6 Does; No, she doesn't.

#### Exercise 4

1 pottery 2 play the drums 3 do ballet

#### Exercise 5

2 do 3 Do you like 4 do 5 Does your sister paint 6 doesn't 7 doesn't like 8 does she do

### 1.4

#### Exercise 1

2 surname 3 spell 4 address 5 day 6 start

#### Exercise 2

2 Monday 3 4/four 4 107 5 Karen 6 kbrowne@mymail.com

#### Exercise 3

2 How 3 Where 4 What 5 What

#### Exercise 4

b 1 c 5 d 4 e 2

#### Exercise 5

Students' own answers.

### 1.5

#### Exercise 1

A

#### Exercise 2

2 b 3 b 4 a 5 a

#### Exercise 3

2 Because he likes maps. 3 No, he doesn't. 4 football, karate, basketball 5 play basketball 6 No, he doesn't.

#### Exercise 4

2 h 3 a 4 e 5 f 6 d 7 g 8 b

### 1.6

#### Exercise 1

2 Monday/Thursday 3 Thursday/Monday 4 Wednesday/Friday 5 Friday/Wednesday 6 Sunday 7 Saturday

#### Exercise 2

2 P 3 F 4 F 5 F

#### Exercise 3

2 at 3 On 4 In 5 at 6 In

#### Exercise 4

Students' own answers.

## Word blog

#### Exercise 1

1 Art 2 Geography 3 History 4 Science 5 Music 6 Maths 7 French 8 P.E. 9 English

#### Exercise 2

1 dictionary 2 calculator 3 paints 4 trainers 5 laptops 6 pencil cases 7 pencils 8 scissors

#### Exercise 3

1 bell 2 instrument 3 experiment 4 program

## Fun Spot

1 C 2 D 3 A 4 F 5 B 6 E



## Unit 2

### 2.1

#### Exercise 1

2 C2 3 C1 4 A3 5 B1 6 B3 7 B2 8 C3  
9 A2

#### Exercise 2

2 sandwich 3 tuna 4 biscuit 5 fruit 6 pasta

#### Exercise 3

2 sandwich 3 cheese 4 sausages  
5 chicken 6 juice 7 water 8 pancakes

#### Exercise 4

2 fruit 3 dinner 4 meat 5 sandwiches  
6 a yoghurt

#### Exercise 5

Students' own answers.

### 2.2

#### Exercise 1

butter, egg, jam, lemon, milk, sausage

#### Exercise 2

Countable: egg, lemon, sausage,  
strawberry

Uncountable: butter, chocolate, flour, jam,  
milk, sugar

#### Exercise 3

2 an 3 - 4 - 5 a 6 -

#### Exercise 4

2 some 3 any, some 4 some, any

#### Exercise 5

2 Are there any apples? Yes, there are. 3 Is  
there any butter? No, there isn't. 4 Are there  
any bananas? No, there aren't. 5 Is there  
any tuna? Yes, there is.

#### Exercise 6

2 some 3 are 4 there 5 an 6 aren't 7 is

### 2.3

#### Exercise 1

2 How much chicken is there? There is a lot  
of chicken. 3 How many sausages are  
there? There are six sausages. 4 How much  
rice is there? There is a lot of rice. 5 How  
many sandwiches are there? There are two  
sandwiches.

#### Exercise 2

2 lot 3 many 4 a 5 much 6 are

#### Exercise 3

2 bottle 3 can 4 carton 5 jar 6 packet

#### Exercise 4

2 jar 3 carton 4 bottle 5 packet 6 can

#### Exercise 5

2 are 3 bars 4 much 5 There 6 cartons  
7 many 8 lot

#### Exercise 6

Suggested answers:

There is some chicken.

There are two sandwiches.

There are three tomatoes.

There are two cans of cola.

There is some water.

There is a bottle of water.

There is some chocolate.

There are four bars of chocolate.

There is an apple.

### 2.4

#### Exercise 1

2 d 3 b 4 e 5 a

#### Exercise 2

2 d 3 a 4 c

#### Exercise 3

2 please 3 drink 4 like 5 Can 6 else  
7 salad 8 drink

#### Exercise 4

Students' own answers.

### 2.5

#### Exercise 1

a

#### Exercise 2

2 no 3 yes 4 no 5 no 6 yes

#### Exercise 3

2 fish and chips 3 English breakfast  
4 fish and chips 5 chicken and rice

#### Exercise 4

Students' own answers.

### 2.6

#### Exercise 1

2 bread, ham 3 orange juice 4 milk  
5 sugar 6 cereal

#### Exercise 2

1, 2, 4

#### Exercise 3

2 b 3 b 4 a 5 a

#### Exercise 4

2 so 3 because 4 because 5 so

#### Exercise 5

Students' own answers.

## Word blog

#### Exercise 1

1 lemon 2 bread 3 jam 4 sausages  
5 biscuits 6 milk

#### Exercise 2

1 pasta 2 tomato 3 sandwich  
4 milkshake

#### Exercise 3

1 bread 2 toaster 3 egg 4 butter

## Fun Spot

1 eggs 2 breakfast 3 cereal 4 easy  
5 packet

## Skills Revision 1&2

#### Exercise 1

2 A 3 C 4 C 5 B 6 A 7 A

#### Exercise 2

2 usually 3 tuna 4 dinner 5 don't 6 make  
7 food

#### Exercise 3

2 (His favourite subject is) Science. 3 (It's  
on) Tuesday and Thursday. 4 (His favourite  
sport is) karate. 5 (Karate is his favourite  
sport) because it's cool. 6 (Karate Club is)  
in the gym.

#### Exercise 4

2 C 3 C 4 B 5 A

#### Exercise 5

2 Where do you live? 3 What's your email  
address? 4 Would you like a drink/anything  
to drink? 5 Would you like some chips?

## Unit 3

### 3.1

#### Exercise 1

camera, headphones, keyboard, printer

#### Exercise 2

2 keyboard 3 headphones 4 printer  
5 tablet 6 mouse

#### Exercise 3

2 laptop 3 screen 4 mouse 5 mobile  
phone

#### Exercise 4

2 text a friend 3 chat online 4 talk on the  
phone 5 take a selfie 6 download a song  
7 send an email

#### Exercise 5

2 mobile 3 text 4 surf 5 download 6 chat

#### Exercise 6

Students' own answers.

### 3.2

#### Exercise 1

2 are 3 is 4 are 5 am 6 are

#### Exercise 2

2 I'm not downloading a song. 3 They  
aren't doing their homework. 4 She's  
texting a friend. 5 You aren't sitting in my  
seat. 6 We are taking a selfie.

#### Exercise 3

look - looking: surfing, waiting  
take - taking: dancing, having, writing  
sit - sitting: chatting, running, stopping

#### Exercise 4

2 isn't using 3 are smiling 4 aren't eating  
5 is holding

#### Exercise 5

Suggested answers:

2 He's doing his homework. He isn't  
watching TV. 3 They are playing chess. They  
aren't listening to music. 4 She's texting  
a friend. She isn't eating lunch.

### 3.3

#### Exercise 1

2 Are 3 is 4 Is 5 are 6 Are

#### Exercise 2

2 is 3 isn't 4 are 5 aren't 6 aren't



**Exercise 3**

2 Are you sending an email now? Yes, I am. / No, I'm not. 3 Is your friend texting you now? Yes, he/she is. / No, he/she isn't. 4 Are your friends doing their homework now? Yes, they are. / No, they aren't. 5 What are you wearing now? I'm wearing ... (students' own answers).

**Exercise 4**

2 angry 3 scared 4 bored 5 happy 6 sad

**3.4****Exercise 1**

2 b 3 b 4 a 5 b

**Exercise 2**

2 b 3 e 4 a 5 d 6 g 7 f

**Exercise 3**

2 here 3 speak 4 Hi/Hello 5 Hang 6 for 7 What 8 moment 9 about 10 I'm 11 idea 12 soon/after

**Exercise 4**

Students' own answers.

**3.5****Exercise 1**

Dave is a (young technology) blogger (and a student).

**Exercise 2**

2 no 3 yes 4 yes 5 no 6 yes

**Exercise 3**

1 Dave Fernandez 2 parents from his school 3 computers and tablets 4 give their old computers and tablets to the school

**Exercise 4**

2 in 3 at 4 of 5 about 6 at

**3.6****Exercise 1**

Harry: tablet  
Lily: (mobile) phone

**Exercise 2**

2 downloading 3 online 4 surfing 5 phone

**Exercise 3**

Harry: 3; Lily: 2, 4, 5

**Exercise 4**

2 too 3 too 4 also 5 too

**Exercise 5**

Students' own answers.

**Exercise 6**

Students' own answers.

**Word blog****Exercise 1**

1 laptop 2 mobile phone 3 camera 4 screen 5 keyboard 6 speakers 7 mouse

**Exercise 2**

2 TV 3 photo 4 mobile 5 e-book 6 phone

**Exercise 3**

1 Internet, download 2 take, text 3 chat, send 4 phone

**Fun Spot**

**Down:** technology, console, blog, screen, tablet, song

**Across:** text, mouse, surf, download, laptop, email, video

**Unit 4****4.1****Exercise 1**

2 mountain 3 beach 4 forest 5 lake 6 waterfall

**Exercise 2**

2 forest 3 volcano 4 beach 5 mountain 6 desert

**Exercise 3**

2 a 3 d 4 f 5 c 6 e

**Exercise 4**

2 islands 3 town 4 city 5 mountains 6 sea

**Exercise 5**

Students' own answers.

**4.2****Exercise 1**

2 f 3 a 4 e 5 d 6 b

**Exercise 2**

2 high 3 dangerous 4 difficult 5 exciting

**Exercise 3**

2 more exciting 3 faster 4 longer 5 shorter 6 better 7 worse

**Exercise 4**

2 Science is more interesting than Maths. 3 Your cat is bigger than my dog. 4 The French test is more difficult than the English test. 5 Running is safer than skateboarding.

**Exercise 5**

2 more 3 than 4 worse 5 difficult 6 than

**4.3****Exercise 1**

2 kind 3 fast 4 intelligent 5 funny 6 friendly

**Exercise 2**

2 The hippo is the smallest. 3 The elephant is the funniest. 4 The lion is the most dangerous. 5 The dog is the friendliest. 6 The monkey is the most intelligent.

**Exercise 3**

1 the biggest 2 better than, the worst 3 the funniest, more interesting

**Exercise 4**

2 more 3 than 4 the 5 of 6 all

**Exercise 5**

Students' own answers.

**4.4****Exercise 1**

2 In my opinion, it's a bit silly. 3 What about you, Kim? 4 I think that cartoons are more exciting. 5 What do you think of adventure stories?

**Exercise 2**

2 My 3 of 4 think 5 What 6 opinion 7 right

**Exercise 3**

2 a 3 b 4 b 5 a

**Exercise 4**

	Cartoons or action films?	Favourite film	Why?
Tina	cartoons	<i>Minions</i>	funnier than an action film
Gary	action films	<i>Transformers</i>	more exciting than a cartoon

**Exercise 5**

**Suggested answers:**

**Tina:** What's your favourite film?

**Gary:** My favourite film is *Transformers*. What about you?

**Tina:** My favourite film is *Minions*.

**Gary:** What do you think of cartoons?

**Tina:** I think cartoons are funnier than actions films. What do you think?

**Gary:** In my opinion, action films are more exciting than cartoons.

**4.5****Exercise 1**

A, B and D

**Exercise 2**

2 Gordon Butler 3 Katie Lancer 4 Mr Nunn 5 Mrs Price

**Exercise 3**

2 Friday 24<sup>th</sup> May 3 He thinks they are fun and interesting. 4 Everyone 5 On the after school clubs website. 6 (There are) a lot (of them).

**Exercise 4**

2 c 3 a 4 e 5 d

**4.6****Exercise 1**

2 Bella, Fiona, the cat 3 Fred, Dave, the dog 4 Diana, Mary, the girl

**Exercise 2**

2 funny 3 smaller 4 beautiful 5 fastest 6 best 7 intelligent 8 good

**Exercise 3**

B, A, C

**Exercise 4**

Similar	We both like cycling, football, basketball.	
Different	<b>Lenny:</b> Age: 12 Food: hamburgers Good at: Maths	<b>Zach:</b> Age: 15 Food: pizza Good at: Art



### Exercise 5

Suggested answer:

My best friend by Zach

My best friend is called Lenny. He's a lot of fun. We spend a lot of time together. In some ways we are similar, but in other ways we are different.

We both like cycling. We go cycling in the mountains. We both like playing football but Lenny is slower than I am! We also like playing basketball.

But we are also different. I am 15, but Lenny is 12. Lenny likes hamburgers, but I like pizza. Lenny is better than me at Maths, but he's worse than me at Art. He's a great friend.

### Word blog

#### Exercise 1

1 cities 2 river 3 forest 4 lake

#### Exercise 2

1 boring 2 exciting 3 expensive 4 cheap  
5 beautiful 6 dangerous 7 fast 8 easy  
9 friendly 10 kind

#### Exercise 3

1 sailing 2 fishing 3 climbing 4 kayaking  
5 jumping with a parachute

### Fun Spot

1 high wall 2 strong elephant 3 river  
4 lion, dangerous 5 volcano 6 island, small  
7 big bird

### Skills Revision 3&4

#### Exercise 1

2 good at 3 (new) puppy 4 worried about  
5 microchip 6 see 7 big

#### Exercise 2

2 reading a book 3 river 4 smaller  
5 (She's) taking a selfie. 6 She's wearing  
a (white) T-shirt and shorts. 7 She's wearing  
a dress and a hat.

#### Exercise 3

2 The shark/It is surfing. 3 The girl/She is  
running. 4 Shark City is the most expensive.  
5 No, it isn't. It's easier (than Volcano  
Disaster). 6 Desert Adventure (is the newest  
game).

#### Exercise 4

2 waterfalls 3 highest 4 seventeen/17  
5 dangerous

#### Exercise 5

2 A 3 B 4 A 5 C

## Unit 5

### 5.1

#### Exercise 1

2 cinema 3 supermarket 4 hotel 5 café  
6 hospital

#### Exercise 2

2 bank 3 shop 4 museum 5 stadium  
6 park

#### Exercise 3

2 next to 3 opposite 4 in front of 5 behind

#### Exercise 4

2 between 3 in front of 4 behind  
5 opposite

### Exercise 5

Suggested words for students' own answers.

2 c film 3 h books 4 g money 5 f football  
6 d coffee 7 e picnic 8 b pasta

### 5.2

#### Exercise 1

2 were 3 were 4 wasn't 5 weren't 6 was  
7 were 8 weren't

#### Exercise 2

2 wasn't 3 were 4 was 5 weren't 6 was

#### Exercise 3

2 last night 3 last month 4 last year 5 last  
Saturday

#### Exercise 4

2 The History test was easy. 3 Last Saturday  
Lucas wasn't at the cinema. 4 At 8 p.m. the  
friends were at Amy's house. 5 There were  
some nice hot dogs.

#### Exercise 5

Students' own answers.

### 5.3

#### Exercise 1

2 wasn't 3 wasn't 4 they were 5 she was  
6 weren't

#### Exercise 2

2 Was, No, he wasn't. 3 Were, Yes, we were.  
4 Were, No, they weren't. 5 Was, Yes, you  
were. 6 Was, Yes, she was.

#### Exercise 3

2 Were the muffins in the fridge yesterday?  
Yes, they were. 3 Were the muffins good  
yesterday? Yes, they were. 4 Were the  
muffins next to the eggs yesterday? No,  
they weren't. 5 Were the muffins next to the  
pizza yesterday? Yes, they were.

#### Exercise 4

2 Was there a funny film at the cinema?  
Yes, there was. 3 Was there a cat in the  
park? No, there wasn't.

#### Exercise 5

1 Were you at school yesterday? Yes, I was.  
/ No, I wasn't. 2 Was your friend at the  
shops last Sunday? Yes, (s)he was. / No, (s)  
he wasn't. 3 Were you and your family on  
holiday last week? Yes, we were. / No, we  
weren't. 4 Were your parents at home last  
night? Yes, they were. / No, they weren't.  
5 Was it sunny yesterday? Yes, it was. / No,  
it wasn't.

### 5.4

#### Exercise 1

2 turn 3 past 4 left 5 straight 6 on  
7 opposite

#### Exercise 2

2 looking 3 far 4 on 5 past 6 turn  
7 straight 8 on

#### Exercise 3

2 Go 3 right 4 café 5 right 6 restaurant  
7 straight 8 supermarket 9 bank 10 on  
11 straight on 12 turn left

#### Exercise 4

Students' own answers.

### 5.5

#### Exercise 1

No, it wasn't.

#### Exercise 2

2 small 3 new 4 were 5 shopping centres  
6 ride

#### Exercise 3

2 Yes, it was. 3 Yes, they were. 4 No, there  
weren't. 5 Yes, there are.

#### Exercise 4

2 studio 3 park 4 shopping 5 station  
6 office 7 train 8 swimming

#### Exercise 5

2 1915 3 1950 4 1965 5 2000 6 2015

### 5.6

#### Exercise 1

3, 4, 5

#### Exercise 2

2 Yes 3 No 4 Yes 5 Yes 6 No 7 No

#### Exercise 3

1 quiet 2 small, big 3 interesting, boring  
4 old, modern 5 clean, dirty

#### Exercise 4

small boring old busy modern new  
big new interesting

#### Exercise 5

Suggested answers:

1 There was a café / a toy shop. 2 There  
were three / old houses. 3 There wasn't  
a shoe shop / a bookshop / a cinema.  
4 There weren't many people. 5 There  
is a (modern) café / a shoe shop /  
a bookshop / a cinema. 6 There are many  
people/shops.

#### Exercise 6

Students' own answers.

### Word blog

#### Exercise 1

1 busy 2 old 3 modern 4 interesting  
5 boring 6 quiet 7 big

#### Exercise 2

1 museum 2 cinema 3 shop 4 bank

#### Exercise 3

1 Park 2 swimming pool 3 shopping centre  
4 station

### Fun Spot

Suggested answers:

In Picture B, there is a shoe shop next to the  
bank in Green Street.

In Picture A, the restaurant is next to the  
café. In Picture B, the restaurant is between  
the café and the supermarket.

In Picture A, the theatre is opposite the  
hospital, in Black Street. In Picture B, the  
theatre is next to the park, in Red Street.

In Picture A, there is no post office. In  
Picture B, there is a post office opposite the  
hospital.

The police station in Picture B is next to the  
hospital.



## Unit 6

### 6.1

#### Exercise 1

2 farmer 3 chef 4 police officer 5 shop assistant 6 bus driver

#### Exercise 2

2 office worker 3 builder 4 bus driver 5 pilot 6 footballer

#### Exercise 3

2 nurse 3 teacher 4 artist 5 shop assistant 6 vet

#### Exercise 4

2 grow 3 school 4 restaurant 5 police station 6 people 7 hospital

#### Exercise 5

Students' own answers.

### 6.2

#### Exercise 1

-ed	-ied	-d	double letter + -ed
cooked	cried	phoned	hopped
jumped	studied	cycled	planned
stayed	tried	liked	stopped

#### Exercise 2

2 invited 3 stopped 4 danced 5 helped 6 liked

#### Exercise 3

2 ten minutes ago 3 two months ago 4 three days ago

#### Exercise 4

2 You texted me 5 minutes ago. 3 We visited London a year ago. 4 She tidied her room an hour ago.

#### Exercise 5

Students' own answers.

#### Exercise 6

Students' own answers.

### 6.3

#### Exercise 1

2 had 3 went 4 took 5 drank 6 ate 7 came 8 met

#### Exercise 2

2 made 3 went 4 took 5 drank 6 ate 7 met 8 came

#### Exercise 3

2 went 3 took 4 had 5 met 6 came

#### Exercise 4

2 ate crisps 3 made a lemon cake 4 drank tea 5 took photos of the sea 6 came to your house

#### Exercise 5

Students' own answers.

### 6.4

#### Exercise 1

1 Oh 2 Can, ruler, problem 3 OK, scissors, fine 4 borrow, calculator, Yes 5 rubber, please, sorry

#### Exercise 2

2 a Please can I use your laptop? b Can I use your laptop, please?  
3 a Please can I borrow your mobile? b Can I borrow your mobile, please?

#### Exercise 3

2 No, it isn't. 3 Can I borrow your mobile, please? 4 Sure, no problem. / Yes, you can. 5 Please can I go to the cinema? 6 Sure, no problem. / Yes, you can.

#### Exercise 4

##### Suggested answer:

Paul: Hi Leo. Do you want to go to the swimming pool?

Leo: Sure, but I have to ask my dad first.

Dad, please can I go to the swimming pool?

Dad: No, sorry, you can't. You need to do your homework.

Leo: Oh, all right.

#### Exercise 5

Anna: Hi Milly. Do you want to go shopping?

Milly: Sure, but I have to ask my grandma first. Grandma, please can I go shopping?

Grandma: Yes, you can. / Sure, no problem.

Milly: Thanks.

### 6.5

#### Exercise 1

c

#### Exercise 2

2 Grandpa 3 Both 4 Grandpa 5 Dad 6 Grandpa

#### Exercise 3

2 F 3 P 4 P 5 F 6 F

#### Exercise 4

2 a 3 h 4 c 5 f 6 d 7 e 8 g

#### Exercise 5

1 He washed the dishes. 2 She emptied the bin. 3 They walked the dog.

### 6.6

#### Exercise 1

2 football 3 a restaurant 4 cinema

#### Exercise 2

2 park 3 three / 3 4 two / 2 5 lemonade 6 film 7 7

#### Exercise 3

2 was 3 got 4 had 5 ate 6 drank 7 played 8 were

#### Exercise 4

2 First, we went to the beach and we went swimming. But the sea was cold, so we got out quickly!

4 After that, we had a picnic on the sand. We ate sandwiches and drank coke. Mum came and took us home in her car. We arrived home at 4 o'clock. It was a great day out!

3 Then we played beach volleyball.

Amy and I were Team A and the boys were Team B. It was a lot of fun. Amy and I were the winners!

#### Exercise 5

Students' own answers.

#### Exercise 6

Students' own answers.

### Word blog

#### Exercise 1

1 police officers 2 vet 3 shop assistant 4 builder

#### Exercise 2

1 artist, nurse, doctor 2 bus driver, pilot, office worker 3 farmer, teacher, footballer 4 chef, singer

#### Exercise 3

1 eat 2 drink 3 wash 4 have 5 buy

### Fun Spot

1 A nurse washed/did the dishes. 2 A police officer walked a/the dog. 3 A pilot washed a/the car. 4 A builder did the shopping. 5 A chef tidied a/the bedroom.

### Skills Revision 5&6

#### Exercise 1

2 F (last weekend) 3 P 4 F (he took them) 5 P 6 F (on Saturday) 7 P

#### Exercise 2

2 post office 3 surprised 4 waiter 5 bag 6 ran

#### Exercise 3

A boring café

#### Exercise 4

2 My photos were fantastic! 3 Mum made a yummy pizza for lunch. 4 Dad gave me my pocket money. 5 We went to the cinema in the afternoon. 6 We watched the film and ate ice cream.

#### Exercise 5

2 E 3 D 4 A 5 F

#### Exercise 6

2 d 3 a 4 e 5 c

## Unit 7

### 7.1

#### Exercise 1

2 car 3 plane 4 motorbike 5 taxi 6 bus

#### Exercise 2

2 boat 3 plane 4 car 5 bikes

#### Exercise 3

2 by 3 on 4 bike 5 car

#### Exercise 4

2 took 3 got on 4 got off 5 left

#### Exercise 5

2 on 3 leaves 4 by 5 on 6 bikes

#### Exercise 6

Students' own answers.



## 7.2

### Exercise 1

2 didn't sleep 3 took 4 had 5 didn't eat  
6 didn't drink 7 brought 8 met

### Exercise 2

2 The first night Elena didn't sleep well.  
3 The spider didn't go inside Elena's sleeping bag. 4 Elena didn't bring her coat. 5 That evening they didn't eat in a restaurant.

### Exercise 3

2 didn't drink, drank 3 wore, didn't wear  
4 didn't go, went

### Exercise 4

camera, torch, suitcase, guidebook, sunglasses

### Exercise 5

Students' own answers.

## 7.3

### Exercise 1

2 did 3 play 4 didn't 5 What did 6 Did

### Exercise 2

2 Did the boy sleep in a tent? No, he didn't.  
3 Did your grandparents go shopping yesterday? Yes, they did. 4 Did your granny buy a new camera? No, she didn't.

### Exercise 3

2 Where 3 When 4 How 5 Why

### Exercise 4

2 e 3 d 4 f 5 g 6 b 7 a

### Exercise 6

1 Yes, he did. 2 Did he eat at a restaurant? No, he didn't. 3 Did he make friends? No, he didn't. 4 Did he visit a museum? Yes, he did.

## 7.4

### Exercise 1

2 b 3 a 4 e

### Exercise 2

2 c 3 a 4 e 5 d

### Exercise 3

To: Oxford  
Price: £12.50  
Leave: 1:15  
Arrive: 3:30

### Exercise 4

Students' own answers.

### Exercise 5

Students' own answers.

## 7.5

### Exercise 1

2 people

### Exercise 2

2 F 3 N 4 P 5 P 6 N 7 F 8 P

### Exercise 3

2 Mount Everest 3 Two / 2 4 14 kg  
5 Edmund Hillary 6 Because he didn't want  
Tenzing to take his photo.

## Exercise 4

Nouns	Adjectives	Verbs
explorer	dangerous	tried
expedition	cold	arrived
team	heavy	got
tent	tall	take

## 7.6

### Exercise 1 and 2

1 camera ✓ 2 mobile phone ✓ 3 torch  
4 guidebooks 5 sunglasses ✓ 6 tablet ✓

### Exercise 3

2 a 3 b 4 b 5 a

### Exercise 4

2 We're having a lovely time in 3 There are lots of 4 Yesterday we went to 5 Lots of love, / See you soon!

### Exercise 5

2 A 3 A 4 A 5 C 6 B

### Exercise 6

Students' own answers.

## Word blog

### Exercise 1

1 sightseeing 2 boat 3 visited, Museum  
4 stayed, hotel

### Exercise 2

1 plane 2 train 3 taxi 4 bus 5 tram  
6 underground 7 souvenirs 8 suitcase  
9 photos 10 camera 11 ate 12 restaurants

### Exercise 3

go on holiday, go on a journey, go camping, go to London, go sightseeing, went home

## Fun Spot

2, 3, 4, 6, 8

## Unit 8

## 8.1

### Exercise 1

2 sleepover 3 birthday party 4 dance show

### Exercise 2

2 play 3 dress 4 concert 5 talent 6 picnic

### Exercise 3

2 d 3 f 4 a 5 e 6 c

### Exercise 4

2 on the twenty-sixth of April 3 on the twenty-fourth of April 4 on the twenty-eighth April 5 on the twenty-third of April

### Exercise 5

2 sleepover 3 fancy dress party  
4 barbecue  
Students' own answers.

## 8.2

### Exercise 1

2 We're going to have a party on Saturday.  
3 He isn't going to travel by plane. 4 They aren't going to play football next weekend.

## Exercise 2

2 is going to download 3 am going to make 4 am not going to buy 5 are going to go 6 are going to make 7 isn't going to do 8 aren't going to say

## Exercise 3

2 Are you going to do your homework? Yes, I am. 3 Is Dad going to play basketball? - No, he isn't. 4 Are Grandma and Grandad going to see a film? No, they aren't. 5 Is Tony going to watch a football match? No, he isn't.

## Exercise 4

Students' own answers.

## 8.3

### Exercise 1

2 Is he sporty? 3 Were they late? 4 Has she got a new bike? 5 Is he listening to music?

### Exercise 2

2 Did 3 Do 4 Does 5 Did 6 Do

### Exercise 3

a 2 c 5 d 6 e 4 f 3

### Exercise 4

2 Did, Yes, he did. 3 Are, No they aren't. 4 Does, Yes, it does. 5 Have, No, they haven't.

### Exercise 5

rock pop classical rap reggae

### Exercise 6

2 E 3 D 4 A 5 F 6 C

## 8.4

### Exercise 1

2 f 3 a 4 c 5 g 6 b 7 h 8 e

### Exercise 2

2 Would you 3 That sounds 4 I'd love 5 shall we 6 Let's meet

### Exercise 3

2 D 3 A 4 C

### Exercise 4

B

### Exercise 5

2 Would you like to come? 3 Great. 4 At half past two. 5 Where shall we meet?

## 8.5

### Exercise 1

1 Fun races! 2 Winter run! 3 Costume Run!

### Exercise 2

2 yes 3 no 4 no 5 yes 6 yes

### Exercise 3

2 c 3 c 4 a 5 b 6 b

### Exercise 4

Students' own answers.

## 8.6

### Exercise 1

2 C 3 A 4 B 5 D



**Exercise 2**

2 brother 3 mum 4 uncle 5 dad

**Exercise 3**

2 August 3 p.m. 4 At 5 Please 6 collect  
7 reply

**Exercise 4**

2 Fun Times Sport Centre 3 go swimming  
4 towels 5 pancakes 6 9 p.m.

**Exercise 5**

Students' own answers.

**Word blog****Exercise 1**

1 fancy dress party 2 rock 3 barbecue  
4 rap

**Exercise 2**

1 prizes 2 invitation 3 musician 4 come

**Exercise 3**

1 first 2 third 3 fourth 4 fifteenth 5 second  
6 thirteenth 7 twenty-eighth

**Fun Spot****Suggested answers:**

In A1, a boy is cooking sausages, but in B1 he is eating a sandwich. In A1 he is in a garden, and in B1 he is in a park. In A2, mum and dad are having a picnic, and in B2 grandma and grandad are having a picnic. It's a sunny day in picture A2, and it's a grey day in picture B2.

**Skills Revision 7&8****Exercise 1**

2 Next to the river. 3 She/They didn't have time. 4 The history of transport in London. 5 Michael's (little) brother. 6 Cats, dogs, hamsters and four horses. 7 Help at the farm (for animals).

**Exercise 2**

2 reading (a guidebook) 3 eating a sandwich 4 a hat and a dress  
5 taking a photo 6 two 7 getting off the blue bus

**Exercise 3**

2 Yesterday we went sightseeing.  
3 Mum bought some souvenirs.  
4 I didn't buy anything. 5 Then we had dinner at a restaurant. 6 Tomorrow I'm going to swim in the sea!

**Exercise 4**

2 E 3 A 4 F 5 D

**Exercise 5**

2 C 3 C 4 A 5 B

**Exam Practice 1 (Units 1-4)****Part 1**

1 a glass 2 a swimming pool 3 cheese  
4 scissors 5 a calculator

**Part 2**

1 but 2 cook 3 some 4 like 5 never

**Part 3**

1 skirt 2 selfie 3 (making) (a) pancake(s)/cooking 4 on the table

**5 Suggested answers:**

There are four people in the picture.  
The boy is watching football on TV.  
The boy is wearing a red T-shirt and blue jeans.

The girl on the right is eating biscuits.  
She's sitting in a big armchair.  
There's a notebook on the table.  
There's a picture of a volcano on the wall.

**Part 4**

1 D 2 B 3 F 4 G 5 E

**Part 5**

1 C 2 A 3 C 4 B 5 A 6 A

**Exam Practice 2 (Units 5-8)****Part 1**

1 walked 2 dog 3 rode 4 eat 5 burger  
6 homework 7 Fred's weekend

**Part 2**

1 a village 2 boring 3 third 4 played  
5 smaller than 6 chat online 7 (new) friend

**Part 3**

1 Black 2 twelve/12 3 rabbits  
4 (a chicken) sandwich 5 (a) book (about farm animals)

**Part 4****Suggested answers:**

1 it (a) good (party)? 2 many people were there? 3 you got any photos? 4 is your birthday? 5 are you going to do?

**BBC Culture Unit 1****Exercise 1**

school uniform, after-school clubs, school subjects

**Exercise 2**

1 F 2 F 3 F 4 T 5 F

**Exercise 3**

Students' own answers.

**BBC Culture Unit 3****Exercise 1**

2 exercise 3 have coffee 4 go to sleep  
5 wash

**Exercise 2**

1 16 2 English 3 experiments 4 two  
5 difficult 6 eight

**Exercise 3**

Students' own answers.

**BBC Culture Unit 5****Exercise 1**

museums, tourists, the university

**Exercise 2**

1 You can buy clothes, food and souvenirs.  
2 They were in Harry Potter.  
3 You can see dinosaurs and other animals.  
4 You can go for a picnic in the park or take a small boat for a day out on the river.

**Exercise 3**

Students' own answers.

**BBC Culture Unit 7****Exercise 1**

Seven: 1 Tube, 2 bus, 3 taxi, 4 boat/river bus, 5 bike, 6 rickshaw, 7 cable car

**Exercise 2**

1 9 million 2 7 3 can 4 often 5 a river taxi  
6 bike 7 the river

**Exercise 3**

Students' own answers.



## Extra Practice Unit 1

### 1.2 Grammar

#### Exercise 1

2 comes 3 lives 4 has 5 goes 6 have 7 are

#### Exercise 2

2 Astrid always studies really hard.  
3 Astrid and Sven are never late for school.  
4 He often plays football in our school team.  
5 Sven and Astrid sometimes fly to Norway.  
6 Astrid usually does pottery in her free time.

### 1.3 Grammar

#### Exercise 3

2 Does your brother play; No, he doesn't.  
3 do you do; I do pottery after school.  
4 does your brother do; He does sports every Monday.

#### Exercise 4

2 c 3 b 4 b 5 c 6 a 7 b

### Exam Class Unit 1

#### Exercise 5

1 B 2 A 3 C

## Extra Practice Unit 2

### 2.2 Grammar

#### Exercise 1

2 an 3 any 4 a 5 any 6 some

#### Exercise 2

2 any 3 a 4 some 5 a 6 some

### 2.3 Grammar

#### Exercise 3

2 e 3 d 4 c 5 a 6 b

#### Exercise 4

2 There are three eggs.  
3 Yes, there is (one bottle of milk).  
4 Yes, there are.  
5 There are three pieces of fruit: two bananas and an/one apple.  
6 There is some / a lot of pasta.

### Exam Class Unit 2

#### Exercise 5

1 B 2 A 3 A 4 C

## Extra Practice Unit 3

### 3.2 Grammar

#### Exercise 1

2 am having 3 is chatting 4 are taking  
5 are looking 6 is waiting

#### Exercise 2

2 aren't texting; are riding  
3 isn't chatting online; is downloading

### 3.3 Grammar

#### Exercise 3

2 No, they aren't. 3 No, they aren't.  
4 Yes, he is.

#### Exercise 4

2 b 3 b 4 a 5 c 6 a

### Exam Class Unit 3

#### Exercise 5

1 Can I speak/talk  
2 How do you spell  
3 I'd like  
4 No, there aren't (any).

## Extra Practice Unit 4

### 4.2 Grammar

#### Exercise 1

2 better 3 hotter 4 more dangerous  
5 more exciting

### 4.3 Grammar

#### Exercise 2

2 the best 3 the most intelligent  
4 the tallest 5 the funniest

#### Exercise 3

2 longer / the longest  
3 higher / the highest  
4 more difficult / the most difficult  
5 more interesting / the most interesting

#### Exercise 4

2 younger than  
3 the hottest  
4 more difficult / harder than  
5 the most exciting

### Exam Class Unit 4

#### Exercise 5

1 B 2 C

## Extra Practice Unit 5

### 5.2 Grammar

#### Exercise 1

2 weren't 3 were 4 was  
5 weren't 6 was

#### Exercise 2

2 was 3 were 4 wasn't 5 weren't  
6 was

### 5.3 Grammar

#### Exercise 3

2 Was; No, there wasn't.  
3 Were; No, there weren't.  
4 Were; Yes, there were.  
5 were; There were two buses.  
6 were; There was one shopping centre.

#### Exercise 4

2 was 3 was 4 Were 5 was  
6 were 7 wasn't

### Exam Class Unit 5

#### Exercise 5

1 at her grandma's (house)  
2 market square  
3 live music / a band  
4 many / a lot of / twelve

## Extra Practice Unit 6

### 6.2 Grammar

#### Exercise 1

2 d; looked after  
3 e; painted  
4 b; arrived  
5 a; packed

### 6.3 Grammar

#### Exercise 2

2 got 3 had 4 took 5 did

#### Exercise 3

2 b 3 a 4 c 5 b 6 a

### Exam Class Unit 6

#### Exercise 4

1 5. i 6.; piątej i szóstej  
2 pielęgniarką  
3 kochasz zwierzęta / jesteś wielbicielek  
zwierząt  
4 równocześnie / w tym samym czasie / o tej  
samej godzinie



## Extra Practice Unit 7

### 7.2 Grammar

#### Exercise 1

2 didn't go 3 wasn't 4 didn't stay  
5 didn't rain 6 didn't want

### 7.3 Grammar

#### Exercise 2

2 Did they wear helmets? Yes, they did.  
3 Did the boy fall down? Yes, he did.  
4 Did they go by bus? No, they didn't.  
5 Did they use the correct road? No, they didn't.

#### Exercise 3

2 b; did he go  
3 f; did they come back  
4 d; did you decide  
5 c; did your parents travel  
6 a; did they do

### Exam Class Unit 7

#### Exercise 4

1 E 2 B 3 C 4 A

## Extra Practice Unit 8

### 8.2 Grammar

#### Exercise 1

2 is going to study for the Maths test.  
3 is going to take part in a singing competition.  
4 is going to go (on a class trip) to London.  
5 are going to learn to dance.  
6 is going to have a sleepover at Monica's; a picnic in the park.

#### Exercise 2

2 are going to  
3 are we/you going to  
4 is going to  
5 are going to  
6 am not going to

### 8.3 Grammar

#### Exercise 3

2 f 3 b 4 e 5 a 6 d

#### Exercise 4

2 Yes, he did.  
3 No, I don't.  
4 Yes, I am.  
5 No, she wasn't.  
6 No, I'm not.

### Exam Class Unit 8

#### Exercise 5

1 going to have  
2 didn't remember  
3 am doing  
4 Does Andy live  
5 is the tallest



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**Resource 1:****Unit 1 Lesson 1, Vocabulary**

- Students work individually and then compare answers in pairs.
- Students play a game. They take it in turns to read the clues and guess the subject or item.

**Answers:**

1 trainers 2 French 3 ruler 4 scissors 5 laptop 6 Art  
7 Geography 8 dictionary 9 paints 10 calculator  
11 Science 12 English 13 pencil case 14 Music 15 rubber

**Resource 2:****Unit 1 Lesson 2, Grammar****Answers:****Exercise 1**

2 He gets up at 7 o'clock.  
3 Anna has Maths on Tuesday morning.  
4 They walk home from school.  
5 She does her homework in the evening.  
6 We watch TV at the weekend.

**Exercise 2**

2 a 3 b 4 b 5 a 6 a

**Exercise 3**

2 e 3 d 4 a 5 c

**Exercise 4**

Students' own answers.

**Resource 3:****Unit 1 Lesson 3, Grammar****Answers:****Exercise 1**

2 doesn't 3 He 4 They 5 play

**Exercise 2**

2 Do they do pottery?  
3 Do your brothers play tennis?  
4 Does she like her new hobby?  
5 Does John play an instrument?  
6 Does your mum have hobbies?

**Exercise 3**

2 No, she doesn't.  
3 Yes, she does.  
4 Yes, I do.  
5 No, he doesn't.  
6 No, we don't.

**Exercise 4**

Students' own answers.

**Resource 4:****Unit 1 Lesson 4, Speaking****Answers:****Exercise 1**

1 What's your name?  
2 How do you spell that?  
3 Where do you live?  
4 What's your email address?  
5 What's your phone number?

**Resource 5:****Unit 2 Lesson 1, Vocabulary**

- Students complete the words individually.
- Then ask students to work in pairs. They cut out two sets of cards, shuffle and put them face down on the desk. Then

they take it in turns to uncover two cards at a time and say what they can see, e.g. coat. If the cards match a student can keep them. If the cards don't match, a student puts them back face down. The student with the most cards at the end of the game is the winner.

**Answers:**

(from left to right) apple, biscuits, bread, cheese, chips, fish, ham, meat, pancakes, potatoes, salad, sandwiches, sausages, tomatoes, water, yoghurt

**Resource 6:****Unit 2 Lesson 2, Grammar****Answers:****Exercise 1**

2 lemon C 3 milk U 4 flour U 5 egg C 6 strawberry C

**Exercise 2**

2 an 3 - 4 a 5 a

**Exercise 3**

2 There isn't any milk in this cake.  
3 There aren't any lemons in the kitchen.  
4 There are some tomatoes in this salad.  
5 Are there any chips on your plate?  
6 Is there any sugar in my tea?

**Exercise 4**

any, there

**Resource 7:****Unit 2 Lesson 3, Grammar****Answers:****Exercise 1**

2 a 3 b 4 a 5 a 6 b

**Exercise 2**

2 How much food is there?  
3 How many chicken legs are there?  
4 How many apples are there?  
5 How much fruit is there?  
6 How much cola is there?

**Exercise 3**

2 There is a lot of food.  
3 There are three chicken legs.  
4 There are two apples.  
5 There is a lot of fruit.  
6 There is a lot of cola. / There are nine cans of cola.

**Exercise 4**

Students' own answers.

**Resource 8:****Unit 2 Lesson 4, Speaking****Answers:**

A: What would you like?  
B: I'd like a ham and cheese pizza, please.  
A: Anything else?  
B: Can I have a sausage salad, please?  
A: Would you like anything to drink?  
B: I'd like a bottle of water, please.  
A: Here is your ham and cheese pizza, your sausage salad and your bottle of water.  
B: Thank you!

**Resource 9:****Unit 3 Lesson 1, Vocabulary**

- Students look at the picture and complete the technology words individually. They compare answers in pairs. Ask them which words from Lesson 3.1 are not in the picture.















Order the letters and write school subjects or items. Use the clues to help.

- |    |                     |       |                                    |
|----|---------------------|-------|------------------------------------|
| 1  | i n e r t a r s     | _____ | You wear us for P.E.               |
| 2  | c h e r F n         | _____ | Say 'Bonjour!'                     |
| 3  | l u r e r           | _____ | Draw lines with me.                |
| 4  | s i s c r o s s     | _____ | You use me to cut paper.           |
| 5  | p o t a p l         | _____ | I'm good for Computer Studies.     |
| 6  | r A t               | _____ | Let's draw pictures.               |
| 7  | o G a r g e h y p   | _____ | Let's look at maps.                |
| 8  | t i c o n a d i y r | _____ | I've got lots of words.            |
| 9  | t i n a p s         | _____ | We are in different colours.       |
| 10 | l a c u c o t r a l | _____ | I can help you in Maths.           |
| 11 | c i S e c e n       | _____ | I love experiments.                |
| 12 | g l i s E n h       | _____ | I'm this subject!                  |
| 13 | s a c e l e n i p c | _____ | I've got lots of pens and pencils. |
| 14 | s i M c u           | _____ | Let's sing!                        |
| 15 | b u r r e b         | _____ | I'm good for pencil mistakes.      |



Order the letters and write school subjects or items. Use the clues to help.

- |    |                     |       |                                    |
|----|---------------------|-------|------------------------------------|
| 1  | i n e r t a r s     | _____ | You wear us for P.E.               |
| 2  | c h e r F n         | _____ | Say 'Bonjour!'                     |
| 3  | l u r e r           | _____ | Draw lines with me.                |
| 4  | s i s c r o s s     | _____ | You use me to cut paper.           |
| 5  | p o t a p l         | _____ | I'm good for Computer Studies.     |
| 6  | r A t               | _____ | Let's draw pictures.               |
| 7  | o G a r g e h y p   | _____ | Let's look at maps.                |
| 8  | t i c o n a d i y r | _____ | I've got lots of words.            |
| 9  | t i n a p s         | _____ | We are in different colours.       |
| 10 | l a c u c o t r a l | _____ | I can help you in Maths.           |
| 11 | c i S e c e n       | _____ | I love experiments.                |
| 12 | g l i s E n h       | _____ | I'm this subject!                  |
| 13 | s a c e l e n i p c | _____ | I've got lots of pens and pencils. |
| 14 | s i M c u           | _____ | Let's sing!                        |
| 15 | b u r r e b         | _____ | I'm good for pencil mistakes.      |



**1** Correct the underlined words. Then write the correct sentences.

- |  |                                    |
|--|------------------------------------|
| 1 I <u>loses</u> things all the time.        | <u>I lose things all the time.</u> |
| 2 He <u>get</u> up at 7 o'clock.             | _____                              |
| 3 Anna <u>have</u> Maths on Tuesday morning. | _____                              |
| 4 They <u>walks</u> home from school.        | _____                              |
| 5 She <u>do</u> her homework in the evening. | _____                              |
| 6 We <u>watches</u> TV at the weekend.       | _____                              |

**2** Circle the correct answer.

- |   |  |
|---|--|
| 1 Mark _____ karate on Fridays.<br>a do <b>(b) does</b>       | 4 The cat _____ fish for lunch.<br>a eat      b eats       |
| 2 Bill and Katy _____ tennis together.<br>a play      b plays | 5 Our friends _____ Adele songs.<br>a love      b loves    |
| 3 My mum _____ in the shower.<br>a sing      b sings          | 6 The children _____ to school by car.<br>a go      b goes |

**3** Match 1-5 to a-e. Draw a line.

- |                    |                          |
|--------------------|--------------------------|
| 1 He often _____   | a sometimes makes cakes. |
| 2 I'm _____        | b rides his bike.        |
| 3 We usually _____ | c eat your peas!         |
| 4 She _____        | d do our homework.       |
| 5 You never _____  | e always happy.          |

**4** Tick (✓) the things that you do and write sentences. Then tell your partner.

	always	usually	often	sometimes	never
watch TV					
play chess					
do ballet					
play football					
do my homework					

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

I often watch TV.



**1 Circle the correct answer.**

- 1 I don't / doesn't have a hobby.
- 2 She don't / doesn't play chess.
- 3 We / He doesn't like basketball.
- 4 They / She don't do ballet.
- 5 Dad doesn't play / plays the guitar.

**2 Read the sentences and make questions.**

- 1 You paint pictures.  
Do you paint pictures?
- 2 They do pottery.  
\_\_\_\_\_
- 3 Your brothers play tennis.  
\_\_\_\_\_
- 4 She likes her new hobby.  
\_\_\_\_\_
- 5 John plays an instrument.  
\_\_\_\_\_
- 6 Your mum has hobbies.  
\_\_\_\_\_

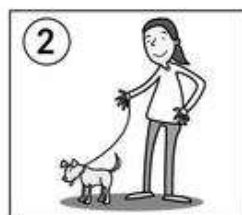
**3 Look at the pictures and read the questions. Write short answers.**



Do they do judo?  
Yes, they do.



Do you like Computer Studies?  
\_\_\_\_\_



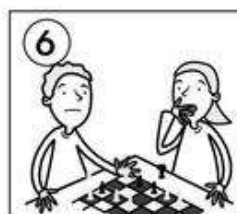
Does Betty have a big dog?  
\_\_\_\_\_



Does Mark have an email address?  
\_\_\_\_\_



Does she play the guitar?  
\_\_\_\_\_



Do you two like chess?  
\_\_\_\_\_

**4 In pairs, ask and answer about the table.**

hobby	Jane	Tim	Susan	Boris
piano	✓	X	X	✓
karate	X	✓	X	✓
drums	X	✓	✓	X
football	✓	X	X	✓

Does Jane play the piano?

Yes, she does.

What do Tim and Boris do?

They do karate.



Put the words in the correct order to make questions. Complete your personal information on Card 1. Then interview three partners and complete their cards. Is it easy to give and to understand information?

- 1 your What's name ? \_\_\_\_\_
- 2 you do spell How that ? \_\_\_\_\_
- 3 you Where do live ? \_\_\_\_\_
- 4 address What's email your ? \_\_\_\_\_
- 5 your What's number phone ? \_\_\_\_\_

Card 1




Name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 email address: \_\_\_\_\_  
 phone number: \_\_\_\_\_

Card 2




Name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 email address: \_\_\_\_\_  
 phone number: \_\_\_\_\_

Card 3





Name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 email address: \_\_\_\_\_  
 phone number: \_\_\_\_\_

Card 4




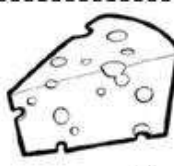


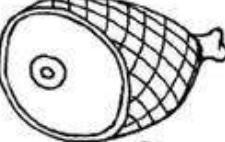
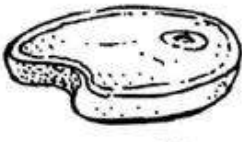





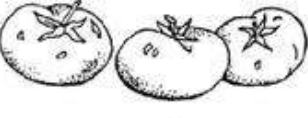





Name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 email address: \_\_\_\_\_  
 phone number: \_\_\_\_\_







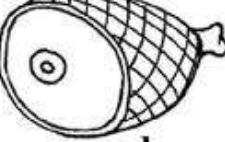
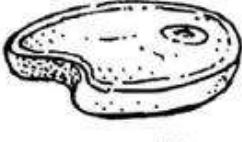





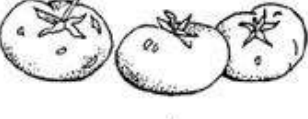






Complete the words. Then play the memory game in pairs.

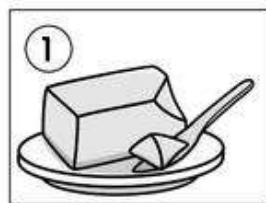
 a _ _ e	 b _ _ s	 b _ _ d	 c _ _ e
 c _ _ s	 f _ _ h	 h _ _ m	 m _ _ t
 p _ _ s	 p _ _ s	 s _ _ d	 s _ _ s
 s _ _ s	 t _ _ s	 w _ _ r	 y _ _ t

Complete the words. Then play the memory game in pairs.

 a _ _ e	 b _ _ s	 b _ _ d	 c _ _ e
 c _ _ s	 f _ _ h	 h _ _ m	 m _ _ t
 p _ _ s	 p _ _ s	 s _ _ d	 s _ _ s
 s _ _ s	 t _ _ s	 w _ _ r	 y _ _ t



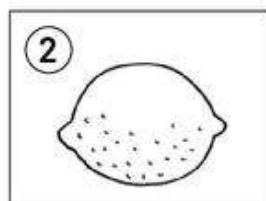
1 Label the pictures and write C (countable) or U (uncountable).



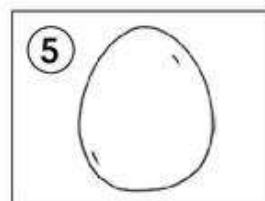
butter U \_\_\_\_\_



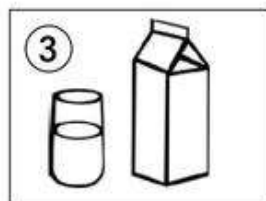
f\_\_\_\_\_r \_\_\_\_\_



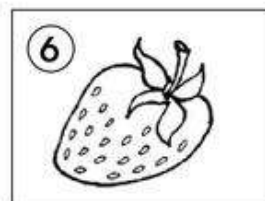
l\_\_\_\_\_n \_\_\_\_\_



e\_\_\_\_\_g \_\_\_\_\_



m\_\_\_\_\_k \_\_\_\_\_



s\_\_\_\_\_y \_\_\_\_\_

2 Circle the correct answer.

- 1 I usually have ☐ / a cereal for breakfast.
- 2 Can I have a / an egg, please?
- 3 I like chicken with a / - rice.
- 4 Let's make a / an chocolate cake.
- 5 He often has - / a sandwich for lunch.

3 Put the words in the correct order to make sentences or questions.

- 1 are There some fridge the in eggs .  
There are some eggs in the fridge.
- 2 milk cake in any isn't There this .  
\_\_\_\_\_
- 3 any aren't lemons There the in kitchen .  
\_\_\_\_\_
- 4 There tomatoes are this in salad some .  
\_\_\_\_\_
- 5 there any Are chips your on plate ?  
\_\_\_\_\_
- 6 any Is there sugar my in tea ?  
\_\_\_\_\_

4 Complete the shopping list with your own ideas. Then complete the dialogue. Ask and answer questions about your lists in pairs.

Shopping list

3 eggs	chocolate
__ tomatoes	sugar
__	__

Are there \_\_\_\_\_ eggs?

Yes, \_\_\_\_\_ are. There are 3 eggs.



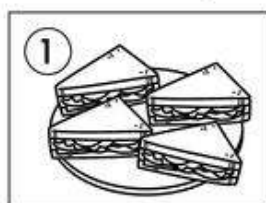
**1 Circle the correct answer.**

- |  |   |
|--|---|
| 1 ____ juice is there?<br>a How many <b>b How much</b>         | 4 ____ bars of chocolate are there?<br>a How many    b How much |
| 2 ____ cartons of juice are there?<br>a How many    b How much | 5 ____ bottles of water are there?<br>a How many    b How much  |
| 3 ____ chocolate is there?<br>a How many    b How much         | 6 ____ water is there?<br>a How many    b How much              |

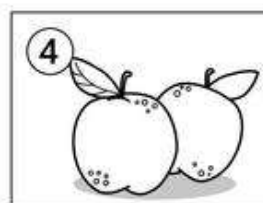
**2 Make questions.**

- |   |                   |
|---|-------------------|
| 1 sandwiches<br><u>How many sandwiches are there?</u> | 4 apples<br>_____ |
| 2 food<br>_____                                       | 5 fruit<br>_____  |
| 3 chicken legs<br>_____                               | 6 cola<br>_____   |

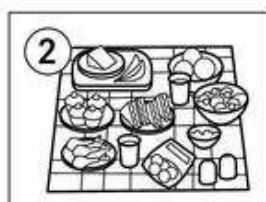
**3 Look at the pictures. Answer the questions in Exercise 2.**



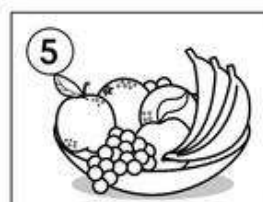
There are four sandwiches.



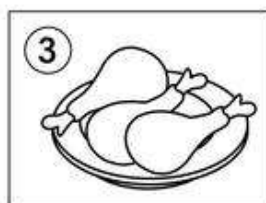
\_\_\_\_\_



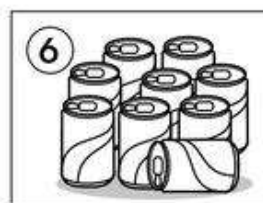
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**4 Plan a picnic. Write numbers. Then ask and answer in pairs.**

\_\_\_\_\_ sausages

\_\_\_\_\_ cartons of juice

\_\_\_\_\_ bottles of water

\_\_\_\_\_ apples

\_\_\_\_\_ sandwiches

\_\_\_\_\_ packets of biscuits

How many sausages are there?

There are *six* sausages.



## Student A

- Cut out your half of the dialogue.
- Order the dialogue with a partner. Then act it out, changing roles.
- Act out the dialogues again but change the highlighted words. Make them funny!

**Dialogue:** You are a waiter/waitress at a restaurant.

Anything else?

Here is your ham and cheese pizza, your sausage salad and your bottle of water.

What would you like?

Would you like anything to drink?

## Student B

- Cut your half of each dialogue.
- Order the dialogue with a partner. Then act it out, changing roles.
- Act out the dialogue again but change the highlighted words. Make them funny!

**Dialogue:** You are ordering food at a pizzeria.

Thank you!

I'd like a ham and cheese pizza, please.

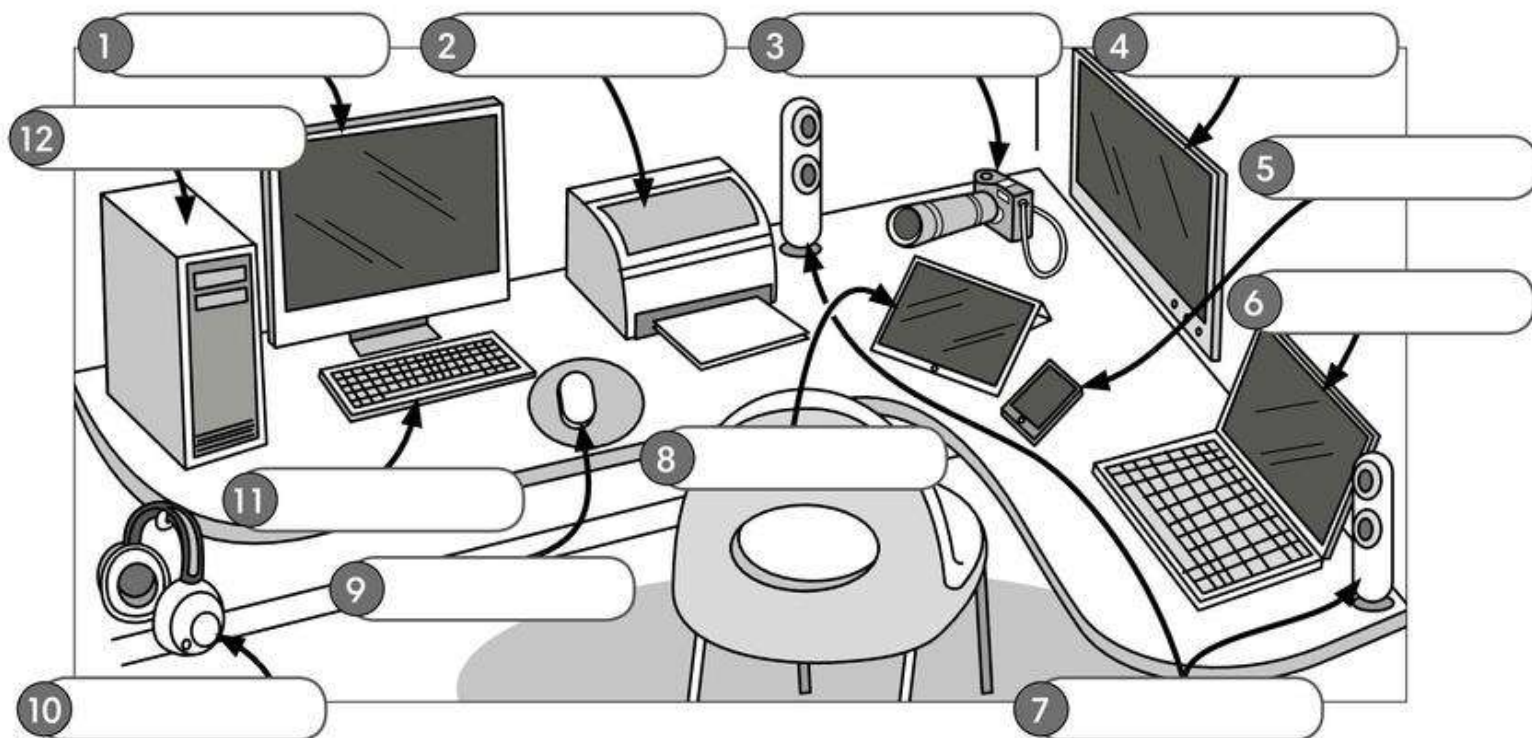
I'd like a bottle of water, please.

Can I have a sausage salad, please?



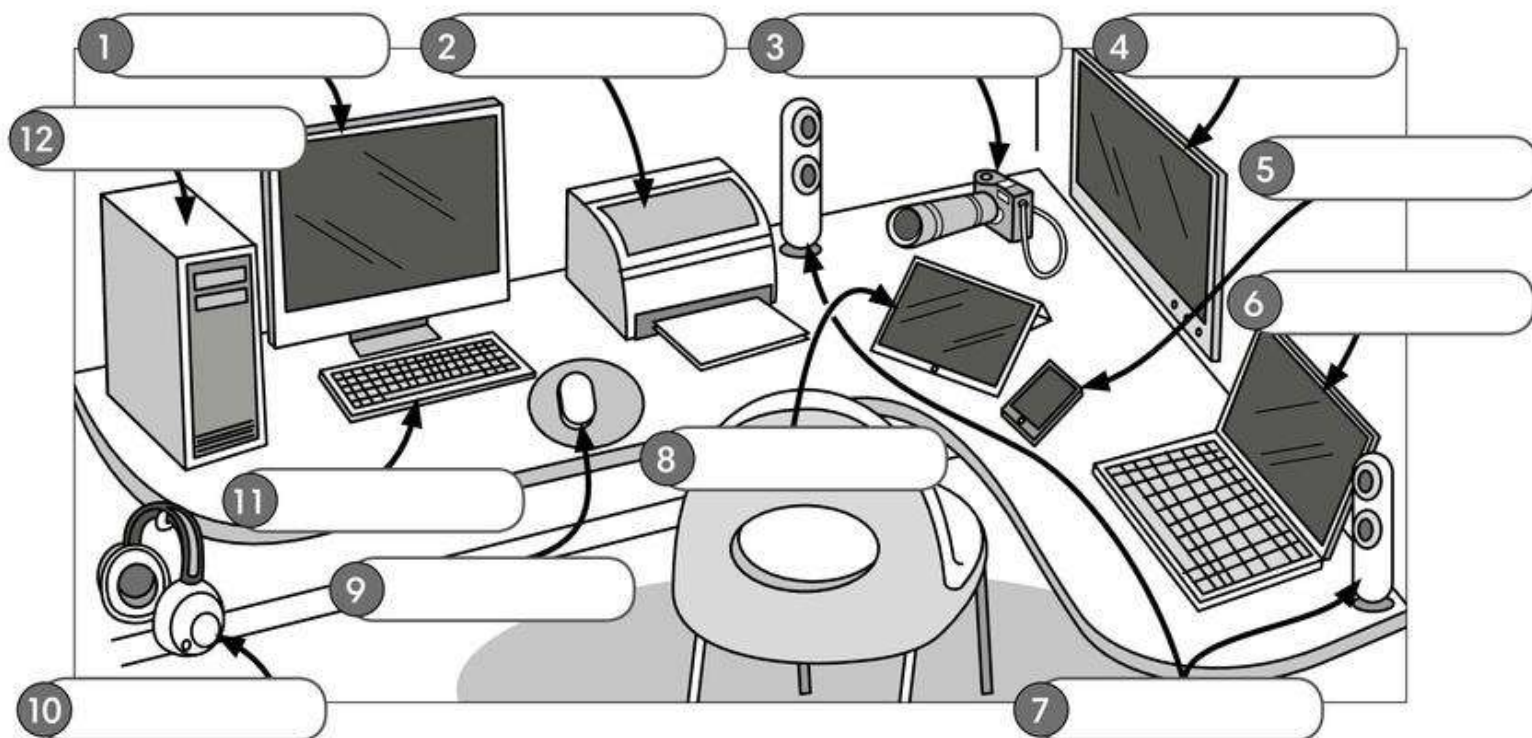
Look at the picture and name the things you can see. Then use the phrases from the box to say what you can do with each item.

chat online download a song send an email surf the Internet  
take a selfie/photo talk on the phone text a friend



Look at the picture and name the things you can see. Then use the phrases from the box to say what you can do with each item.

chat online download a song send an email surf the Internet  
take a selfie/photo talk on the phone text a friend





**1 Circle the correct answer.**

- 1 They *am* / *are* doing their homework.
- 2 He *are* / *is* listening to music.
- 3 You *are* / *is* texting a friend.
- 4 We *am* / *are* eating chocolate.
- 5 I *are* / *am* reading a book.
- 6 She *is* / *are* drinking lemonade.

**2 Write affirmative sentences. Use short forms of the verbs.**

- 1 He isn't wearing trainers.

He's wearing trainers.

- 2 We aren't talking in class.

\_\_\_\_\_

- 3 They aren't watching TV.

\_\_\_\_\_

- 4 I am not eating pizza.

\_\_\_\_\_

- 5 She isn't taking a selfie.

\_\_\_\_\_

- 6 You aren't chatting online.

\_\_\_\_\_

**3 Correct the underlined mistakes. Write sentences.**

- 1 Jane are eating pasta.

Jane is eating pasta.

- 2 I'm surf the Internet.

\_\_\_\_\_

- 3 John aren't downloading a song.

\_\_\_\_\_

- 4 You's sending an email.

\_\_\_\_\_

- 5 Mum's talk on the phone.

\_\_\_\_\_

- 6 They're danceing.

\_\_\_\_\_

**4 Mime actions for your partner to guess! Then swap.**

ask for an autograph

chat online

You're taking a selfie.

read a book

text a friend

No. I'm not taking a selfie.

do your homework

surf the internet

You're sending a text.

download a song

take a selfie

Yes!

listen to music

take a photo



**1 Read the sentences and make questions.**

1 She's taking a photo.

Is she taking a photo?

2 Mum's answering her phone.

\_\_\_\_\_

3 I'm dreaming.

\_\_\_\_\_

4 He's looking for his tablet.

\_\_\_\_\_

5 You're drinking cola.

\_\_\_\_\_

6 They're playing computer games.

\_\_\_\_\_

**2 Look at the pictures. Answer the questions in Exercise 1.**



Yes, she is.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**3 Complete the text with the Present Continuous (affirmative and negative) forms of the verbs in the box.**

come listen play sleep watch wear



This is Dan, my brother, and that's me. In this photo we <sup>1</sup> are playing computer games. We <sup>2</sup> \_\_\_\_\_ TV. Mum <sup>3</sup> \_\_\_\_\_ into the room. She's got lemonade. She <sup>4</sup> \_\_\_\_\_ to music in this photo. She <sup>5</sup> \_\_\_\_\_ her new headphones. My dog is bored. He usually sleeps on my floor, but he <sup>6</sup> \_\_\_\_\_ in this photo.

**4 Work in pairs. Make your friend answer Yes, I am. You can't use the same question twice. How many questions can you ask? Play again and make your friend answer No, I'm not.**

Are you sitting down?

Yes, I am.



1 Use the words in the box to complete the dialogue.

about doing for great here in moment speak

Mrs Smith: Hello.

Jack: Hello, it's Jack <sup>1</sup>here. Can I <sup>2</sup>\_\_\_\_\_ to Debbie, please?

Mrs Smith: Yes, just one <sup>3</sup>\_\_\_\_\_. Debbie! It's Jack <sup>4</sup>\_\_\_\_\_ you!

Debbie: Hi Jack.

Jack: Hi Debbie. What are you <sup>5</sup>\_\_\_\_\_ at the moment?

Debbie: Nothing. What <sup>6</sup>\_\_\_\_\_ you?

Jack: I'm bored. Do you want to go to the cinema?

Debbie: <sup>7</sup>\_\_\_\_\_ idea!

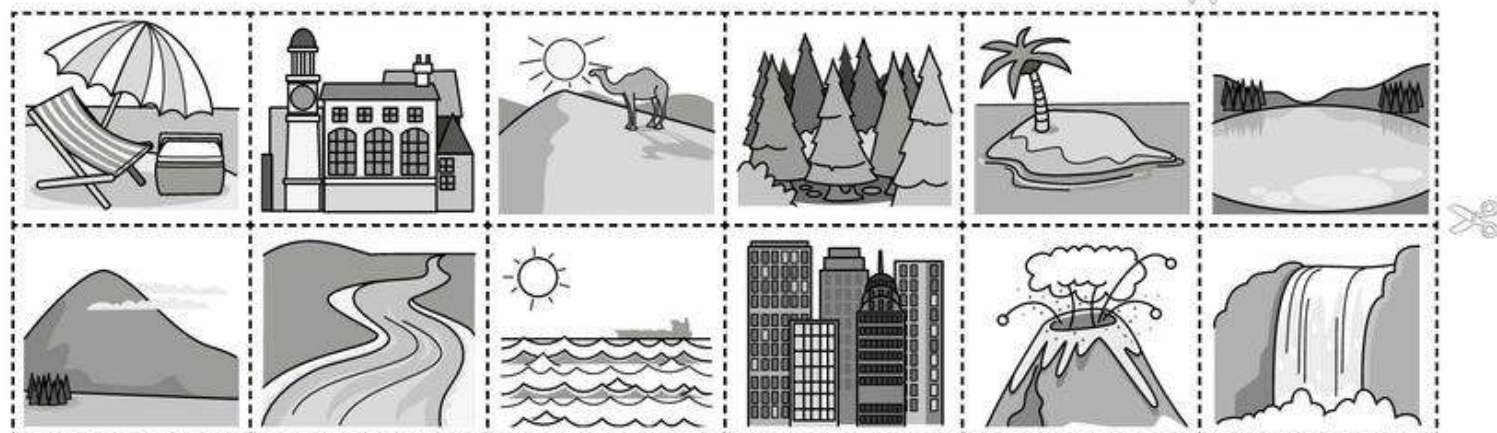
Jack: OK, Let's meet at your house. See you <sup>8</sup>\_\_\_\_\_ ten minutes.

2 Divide the words into three categories: *things to do*, *places* and *when*.

<b>walk the dog</b>	<b>play video games</b>	<b>make pancakes</b>	<b>go shopping</b>
<b>watch a film</b>	<b>play chess</b>	<b>visit a friend</b>	<b>have a burger</b>
<b>at my house</b>	<b>at the park</b>	<b>at the bus stop</b>	<b>in town</b>
<b>fifteen</b>	<b>soon</b>	<b>later</b>	<b>twenty</b>

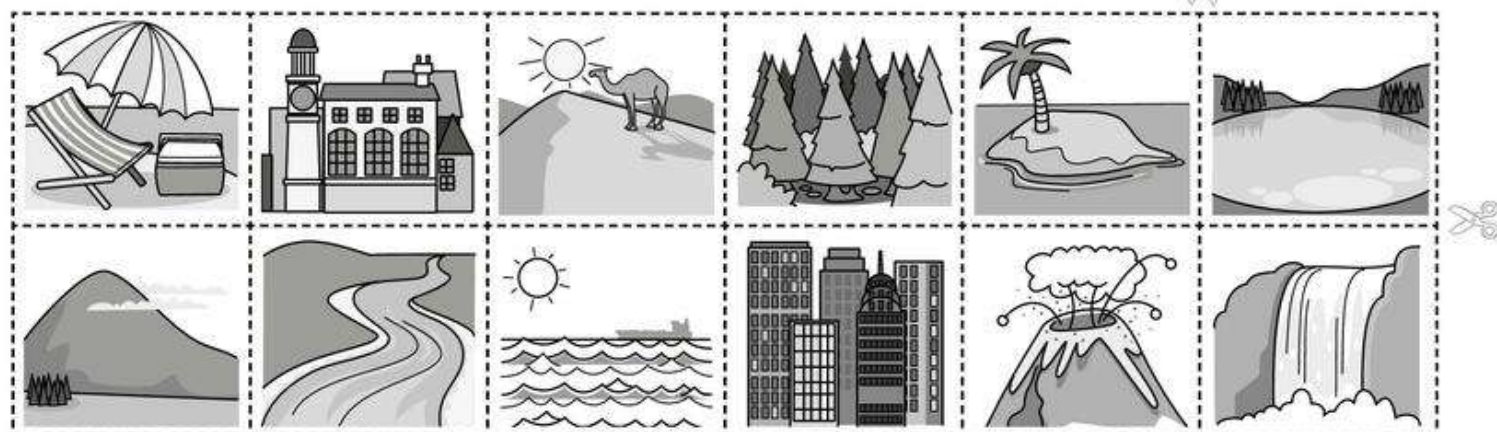


Match the pictures to the words. Then play Snap!



volcano	city	town	sea	beach	river
lake	desert	forest	waterfall	island	mountain

Match the pictures to the words. Then play Snap!



volcano	city	town	sea	beach	river
lake	desert	forest	waterfall	island	mountain



**1 Complete the table.**

Adjective	Comparative adjective
1 high	<i>higher</i>
2 safe	
3 hot	
4 easy	
5 dangerous	
6 good	
7 bad	

**2 Correct the underlined mistakes. Write sentences.**

- Pizza is nice than pancakes. *Pizza is nicer than pancakes.*
- Italian is easy than English. \_\_\_\_\_
- My bike is big than your bike. \_\_\_\_\_
- This car is than expensive than that car. \_\_\_\_\_
- Saturday is good than Monday. \_\_\_\_\_
- Jim is a worse dancer to Fred. \_\_\_\_\_

**3 What do you think? Put the words in the correct order to make sentences.**

- hotter a desert than a garden  
*A desert is hotter than a garden.*
- dangerous lions than cats are more  
\_\_\_\_\_
- smaller a town a city than is  
\_\_\_\_\_
- higher is a mountain the sea than  
\_\_\_\_\_
- an elephant than smaller a mouse is  
\_\_\_\_\_

**4 Complete the gaps with comparative adjectives to write sentences that are true for you. Make two sentences false! Then in pairs, ask your partner to guess.**

- I think English is \_\_\_\_\_ than Maths.
- My best friend is \_\_\_\_\_ than me.
- P.E. is \_\_\_\_\_ than Art.
- I think islands are \_\_\_\_\_ than cities.
- I think Lucas is \_\_\_\_\_ than Tom.
- Computer games are \_\_\_\_\_ TV shows.

You think English is easier than Maths.

Yes!



**1 Complete the table.**

Adjective	Superlative adjective
1 high	<i>the highest</i>
2 safe	
3 hot	
4 easy	
5 dangerous	
6 good	
7 bad	

**2 Put the words in the correct order to make sentences.**

- the tallest I'm boy in class my  
*I'm the tallest boy in my class.*
- the most game exciting computer this is  
\_\_\_\_\_
- grandma in my family is person the oldest  
\_\_\_\_\_
- Maths subject is the best all of  
\_\_\_\_\_
- is the worst day Monday the week of  
\_\_\_\_\_
- the coldest January of the year is month  
\_\_\_\_\_

**3 What do you think? Match 1-5 to a-e. Draw a line.**

- |                          |   |                                 |
|--------------------------|---|---------------------------------|
| 1 The sea is the         | a | worst subject at school for me! |
| 2 French is the          | b | most dangerous place to swim!   |
| 3 The park is the        | c | best place for holidays!        |
| 4 A big waterfall is the | d | smallest pet I have!            |
| 5 My mouse is the        | e | nicest place to have a picnic!  |

**4 Make sentences with these superlatives. Than compare with a partner.  
Are your sentences the same?**

the funniest City Creature

the nicest geographical feature

the most dangerous animal

the best book

the worst film

Big Al is the funniest City Creature! What do you think?

I think Rocco is funnier.



Put the words in the correct order to make questions. Write true answers. Then ask three partners and note their answers. Who is most like you? Tell the class!

What's your name?

My name is Anna.

## Questionnaire!

	You	Partner 1	Partner 2	Partner 3
1 name your What's ?				
2 favourite What's film your ?				
3 you think What do cartoons of ?				
4 or cats Do like dogs you ?				
5 favourite What games are your ?				
6 think you What do football about ?				
7 favourite is your What sport ?				
8 music pop What you do think about ?				
9 P.E. Do or Art like you ?				



Match the word halves to make the names of places in town.

cin 1		a rk	g nk
restau 2	ca 8	b market	h rant
pa 3	ho 9	c op	i rary
mu 4	hos 10	d ema	j pital
ba 5	sh 11	e dium	k tre
thea 6	sta 12	f tel	l fé
super 7	lib 13		m seum



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thea 6	sta 12	f tel	l fé
super 7	lib 13		m seum



**1 Correct the underlined mistakes. Write sentences.**

 1 I were at the library yesterday.

*I was at the library yesterday.*

 2 We was worried about you.

 3 It were an awesome film.

 4 There was lots of people at the museum.

 5 Mum, Dad and Grandpa was at my party.

 6 There were a problem with my bike.

**2 Complete the sentences with *wasn't* or *weren't*.**

 1 Dad wasn't at work yesterday.

4 My brothers \_\_\_\_\_ at the cinema.

2 I \_\_\_\_\_ at the park.

5 You \_\_\_\_\_ late!

3 There \_\_\_\_\_ any people on the bus.

6 There \_\_\_\_\_ a table for us at the café.

**3 Circle the correct answer.**

1 His friends \_\_\_\_\_ there before him.

 a was    **(b) were**    c wasn't

4 You two \_\_\_\_\_ late home!

a were    b wasn't    c was

2 I \_\_\_\_\_ worried about you!

a was    b weren't    c were

5 That sandwich \_\_\_\_\_ good. Yuck!

a were    b wasn't    c weren't

3 It \_\_\_\_\_ my birthday yesterday!






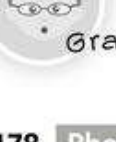
a were    b weren't    c wasn't

6 There \_\_\_\_\_ lots of cola at the party.

a were    b weren't    c was

**4 Look at the information about a family. Play a guessing game.**

Yesterday ...

	home	library	supermarket	park	bank	cinema
 Mum	✓	✗	✓	✗	✓	✗
 Dad	✗	✓	✗	✓	✗	✓
 Bob	✓	✓	✗	✗	✗	✓
 Anna	✗	✗	✗	✓	✗	✓
 Granny	✓	✗	✓	✓	✗	✗
 Grandpa	✗	✓	✓	✗	✗	✗

He wasn't at home. He was at the library and then he was at the supermarket.

It's Grandpa!



**1 Read the sentences and make questions.**

- |   |  |
|---|--|
| 1 They were at the restaurant.<br><u>Were they at the restaurant?</u> | 4 There were some muffins on the plate.<br>_____   |
| 2 The milk was in the fridge.<br>_____                                | 5 Mum was at the supermarket.<br>_____             |
| 3 You and dad were at the stadium.<br>_____                           | 6 There was a bottle of water in her bag.<br>_____ |

**2 Write short answers to the questions in Exercise 1.**

- |                              |           |
|------------------------------|-----------|
| 1 X <u>No, they weren't.</u> | 4 X _____ |
| 2 ✓ _____                    | 5 ✓ _____ |
| 3 X _____                    | 6 ✓ _____ |

**3 Big Al asks a lot of questions! Carla always answers! Complete the questions and answers.**



Big Al

- |                                      |                       |
|--------------------------------------|-----------------------|
| 1 <u>Were</u> you at home yesterday? | No, I <u>wasn't</u> . |
| 2 _____ you at the park?             | Yes, I _____.         |
| 3 _____ your friends there too?      | Yes, _____ were.      |
| 4 _____ it sunny?                    | Yes, _____ was.       |
| 5 Were _____ any dogs at the park?   | Yes, there _____.     |
| 6 _____ there a ball for the dogs?   | No, _____ wasn't.     |



Carla

**4 Spot the difference! Student A looks at Picture 1. Student B looks at Picture 2. Work in pairs and compare your pictures. There are 6 differences.**



Was there a dog under the table last week?

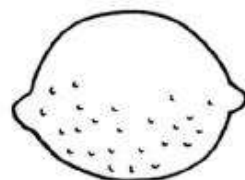
Yes, there was. Were there any eggs in the fridge yesterday?



Put the sentences in the correct order to make dialogues and act them out in pairs. Then replace the underlined words with your own ideas or use the pictures. Act out the dialogues again.

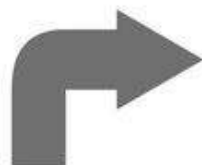
Dialogue 1

- ☐ B: It's in Banana Street.
- ☐ A: Excuse me. Where's the library?
- ☐ A: Thanks!



Dialogue 2

- ☐ B: There's a supermarket in North Street.
- ☐ A: Where's North Street? Is it far?
- ☐ A: Excuse me. I'm looking for a supermarket.
- ☐ B: No, it isn't. Turn left and then go straight on.



Dialogue 3

- ☐ A: How can I get to the park?
- ☐ A: Thanks!
- ☐ B: Go past the hotel. It's on the right.





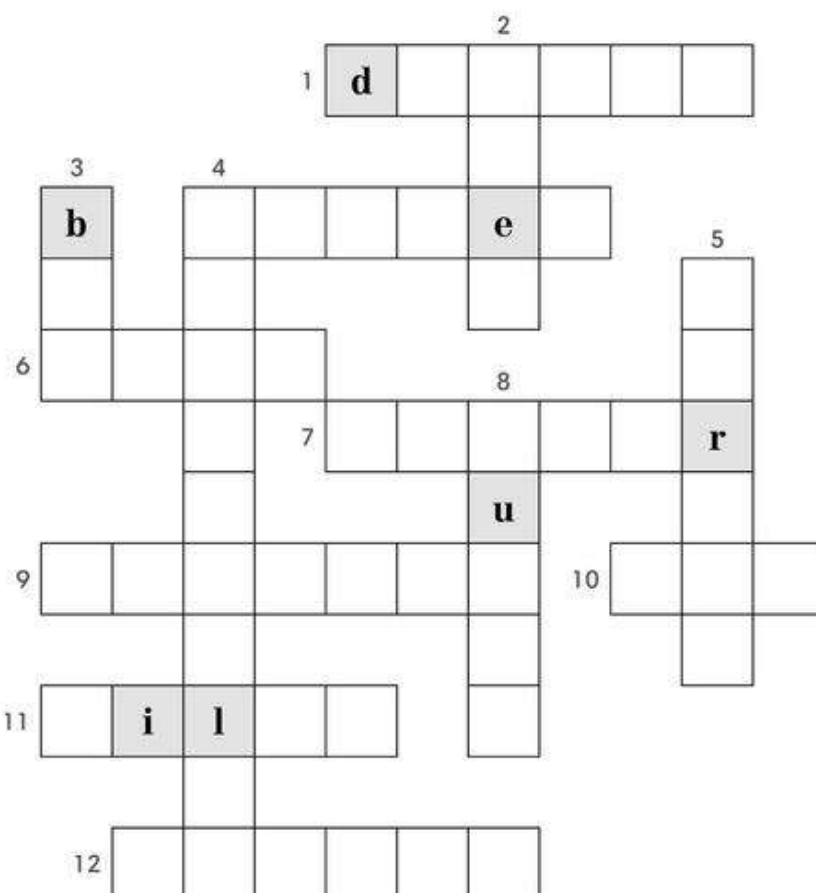
Read the clues and complete the crossword. Then put the grey letters in the correct order. What's the mystery job?

Across

- 1 I look after ill people.
- 4 I've got a farm.
- 6 I'm a \_\_\_\_\_ assistant.
- 7 I sing songs.
- 9 I teach Maths.
- 10 I look after ill animals.
- 11 I fly planes.
- 12 I paint.

Down

- 2 I cook.
- 3 I'm a \_\_\_\_\_ driver.
- 4 I play football.
- 5 I'm an office \_\_\_\_\_.
- 8 I work in a hospital.



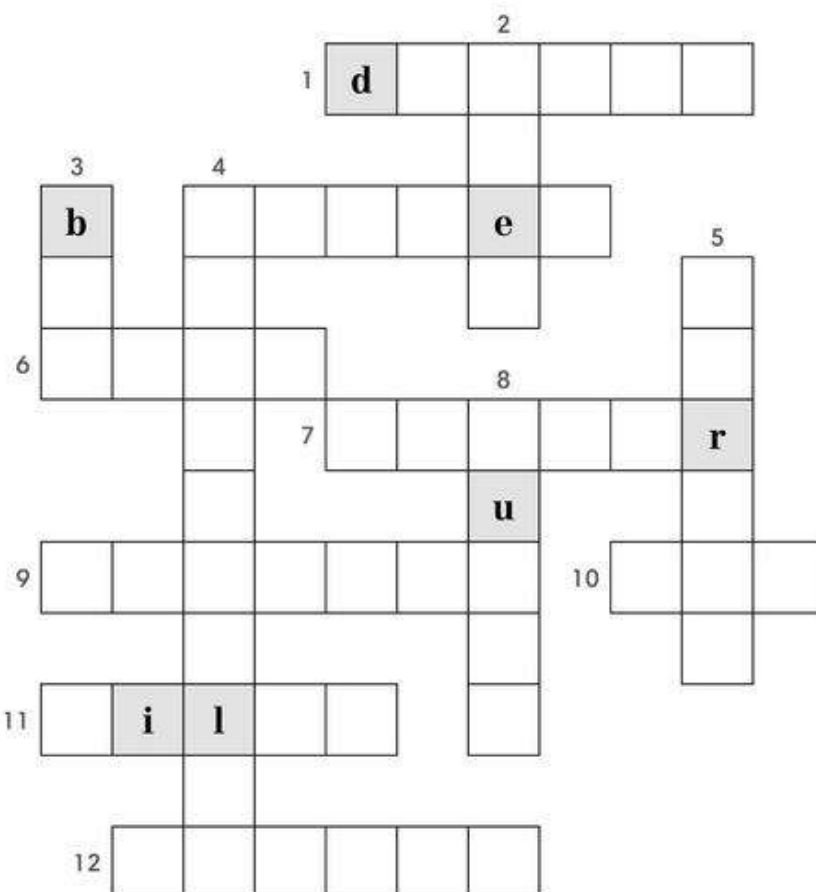
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Down

- 2 I cook.
- 3 I'm a \_\_\_\_\_ driver.
- 4 I play football.
- 5 I'm an office \_\_\_\_\_.
- 8 I work in a hospital.





# 1 Complete the sentences.

- 1 I often look after my brother. But yesterday I looked after my cousin.
- 2 Mum usually cooks chicken. But yesterday she \_\_\_\_\_ fish.
- 3 On Saturday we tidy the living room. But yesterday we \_\_\_\_\_ the kitchen.
- 4 He often plays football. But yesterday he \_\_\_\_\_ basketball.
- 5 I usually arrive at 8 o'clock. But yesterday I \_\_\_\_\_ at 9 o'clock.
- 6 They sometimes stop at the library. But yesterday they \_\_\_\_\_ at the café.

## 2 Look at the pictures. Complete the sentences with the Past Simple form of the verbs in the box.

cook jump look after play text watch



Yesterday we played chess.



On Sunday I \_\_\_\_\_ pizza.



On Monday he \_\_\_\_\_ TV.



Yesterday she \_\_\_\_\_ her friend.



On Saturday we \_\_\_\_\_ the baby.



Yesterday they \_\_\_\_\_ on the sofa!

## 3 Put the words in the correct order to make sentences.

- 1 five the lesson started minutes ago  
The lesson started five minutes ago.
- 2 a week played this game computer we ago  
\_\_\_\_\_
- 3 visited my cousins I a month ago  
\_\_\_\_\_
- 4 stopped they at two ago hours a café  
\_\_\_\_\_
- 5 travelled Spain to a year ago I  
\_\_\_\_\_

## 4 Write three true and two false sentences. Then in pairs, ask your partner to guess which sentences are true.

- 1 I played \_\_\_\_\_.
- 2 My friend texted me \_\_\_\_\_.
- 3 I travelled to \_\_\_\_\_.
- 4 I looked after \_\_\_\_\_.
- 5 I watched \_\_\_\_\_.

I played tennis yesterday.



# 1 Complete the table.

Verb	Past Simple
1 meet	<i>met</i>
2 take	
3 come	
4 drink	
5 eat	
6 go	

# 2 Complete the sentences with the correct words.

*have had*

- 1 I usually have a sandwich for a snack but yesterday I had an apple.

*meet met*

- 2 I \_\_\_\_\_ John an hour ago at the library. We always \_\_\_\_\_ at the library.

*takes took*

- 3 Dad \_\_\_\_\_ great photos and he \_\_\_\_\_ some very good ones on holiday a year ago.

*go went*

- 4 They sometimes \_\_\_\_\_ to the cinema but on Saturday they \_\_\_\_\_ to the theatre.

*eats ate*

- 5 On Monday she \_\_\_\_\_ fish. She usually \_\_\_\_\_ chicken.

*feel felt*

- 6 I usually \_\_\_\_\_ happy, but a week ago I \_\_\_\_\_ sad because I was ill.

# 3 Circle the correct answer.

- 1 He \_\_\_\_\_ a party a week ago.

☒ a had    b have    c has

- 2 She \_\_\_\_\_ a cake for Jack's birthday last week.

a makes    b make    c made

- 3 We \_\_\_\_\_ hungry a few minutes ago.

a feel    b felt    c feeling

- 4 Dad \_\_\_\_\_ mum at the station on Monday.

a met    b meet    c meeting

- 5 Alice \_\_\_\_\_ lemonade yesterday at the café.

a drinks    b drank    c drink

# 4 Complete the table. Then compare your sentences in pairs. What's the same and what's different?

Yesterday ...

I ate ...	I drank ...	I met ...	I went ...	I felt ...

I ate pizza yesterday.



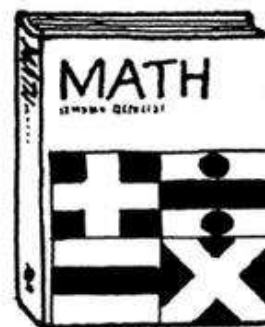
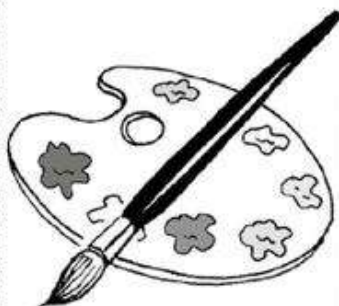
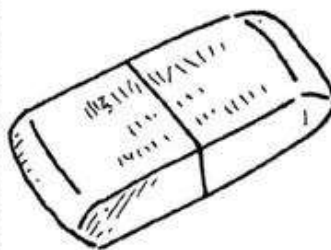
Complete the questions and answers. Then cut out the items. Work in pairs and ask for permission to use your friend's things. Does your friend say yes or no?

Can I <sup>1</sup>borrow a pen, please?

Is it OK if I <sup>2</sup>\_\_\_\_\_ your calculator?

Yes, you <sup>3</sup>\_\_\_\_\_. / No, sorry, you <sup>4</sup>\_\_\_\_\_. / Sure, <sup>5</sup>\_\_\_\_\_ problem.

No, <sup>6</sup>\_\_\_\_\_, it isn't OK. / Oh, all <sup>7</sup>\_\_\_\_\_. / <sup>8</sup>\_\_\_\_\_, that's fine.

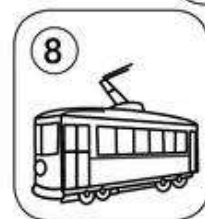
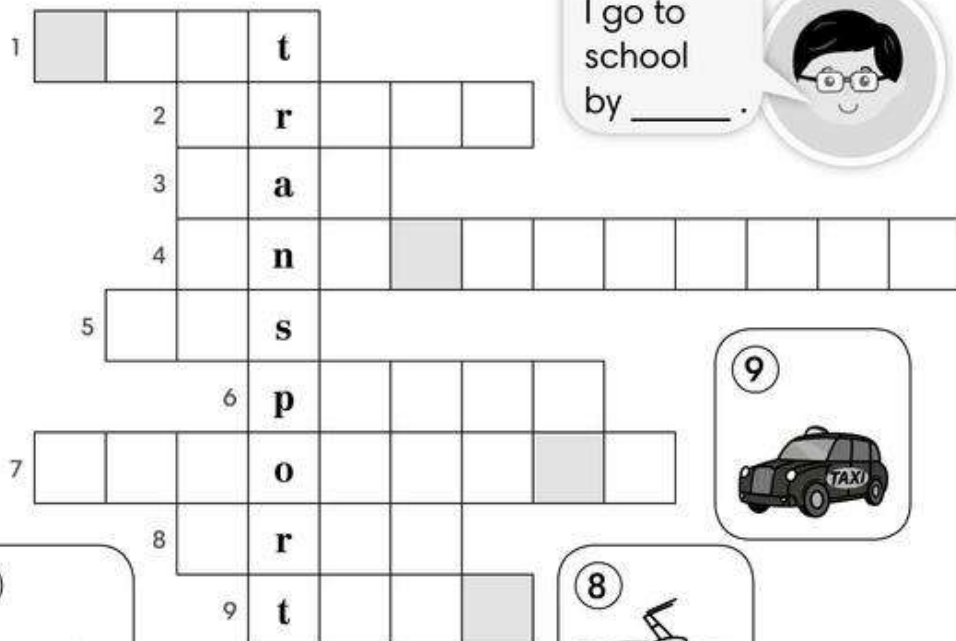




Look at the pictures and complete the puzzle. Then put the letters in the grey boxes in the correct order. How does Ned get to school?



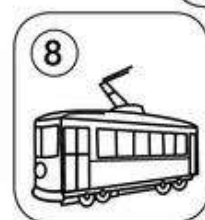
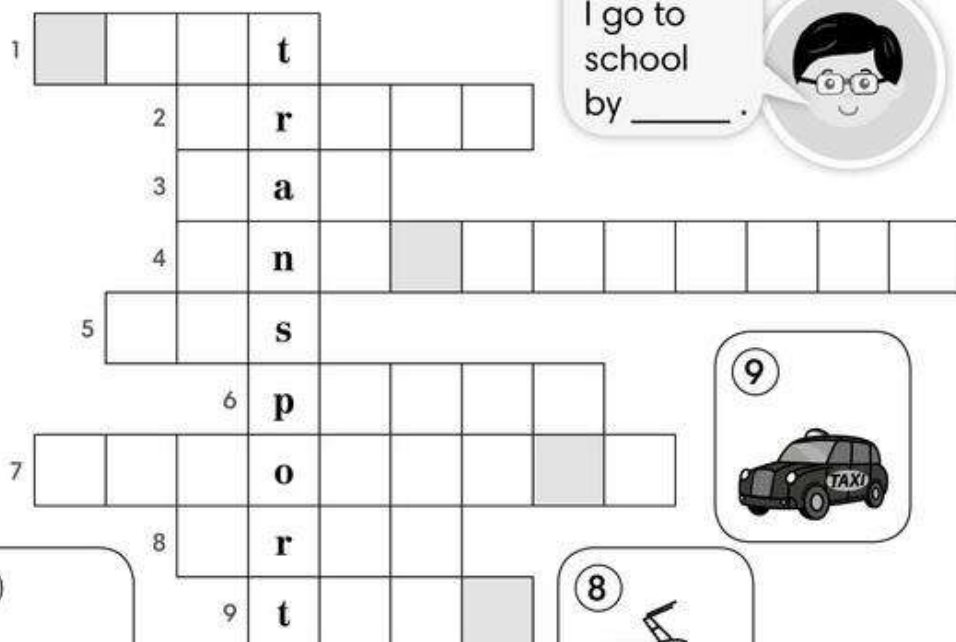
I'm Ned.  
I go to  
school  
by \_\_\_\_\_.



Look at the pictures and complete the puzzle. Then put the letters in the grey boxes in the correct order. How does Ned get to school?



I'm Ned.  
I go to  
school  
by \_\_\_\_\_.







**1 Match 1-5 to a-e. Draw a line.**

- |                      |                        |
|----------------------|------------------------|
| 1 She didn't         | a didn't wear his hat. |
| 2 We didn't go       | b sleep well.          |
| 3 Dad                | c a walk.              |
| 4 You did            | d to the park.         |
| 5 They didn't go for | e not eat any pizza.   |

**2 Write Sam's sentences.**

 <b>Happy Hannah</b>	1	I stayed in a nice room at the hotel.	<i>I didn't stay in a nice room at the hotel.</i>	 <b>Sad Sam</b>
	2	I ate sausages.	_____	
	3	I went for a walk on the beach.	_____	
	4	I slept well.	_____	
	5	I took lots of photos.	_____	
	6	I listened to music.	_____	

**3 Correct the underlined mistakes. Write sentences.**

- |                                     |                              |
|-------------------------------------|------------------------------|
| 1 He didn't <u>went</u> camping.    | <u>He didn't go camping.</u> |
| 2 I didn't <u>watched</u> TV.       | _____                        |
| 3 We didn't <u>had</u> any lunch.   | _____                        |
| 4 She didn't <u>drank</u> any milk. | _____                        |
| 5 Dad didn't <u>danced</u> .        | _____                        |
| 6 He didn't <u>saw</u> a bear.      | _____                        |

**4 Work in pairs. Write a list of things you didn't do yesterday. You have one minute! How many things are on your list?**

Yesterday we didn't ...

Yesterday we didn't eat pizza.

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**1 Read the sentences and make questions.**

1 They stayed at a campsite.

*Did they stay at a campsite?*

2 He read a good book.

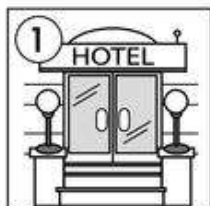
3 Mary liked the beach.

4 You and George ate hot dogs.

5 You made some friends.

6 They went to a city.

**2 Look at the pictures. Answer the questions in Exercise 1.**



*No, they didn't.*



**3 Match 1-6 to a-f. Draw a line.**

1 What was the name of the hotel?

2 Where was it?

3 When did you arrive?

4 Why were you there?

5 How long did you stay?

6 Who did you travel with?

a It was next to the beach.

b Bella Vista Hotel.

c Two weeks.

d My friends.

e For a summer holiday.

f In July.

**4 Complete the table to make a story. Then in pairs, ask and answer about your story.**

An amazing holiday!

I went to	I stayed	I ate	I bought

Where did you go?

I went to Hawaii.



1 Read the dialogue. Two questions are in the wrong place. Find and circle them. Then roleplay the scenarios in pairs.

Ben: I'd like a ticket to Liverpool, please.  
 Man: Here you are.  
 Ben: What time does the train leave?  
 Man: It's fifteen pounds sixty, please.  
 Ben: How much is it?  
 Man: At five o'clock.  
 Ben: What time does it arrive?  
 Man: At nine thirty.  
 Ben: Thanks.



## Student A

### Roleplay 1 At the bus station

- You're going to the town centre
- You want three tickets

Student A starts.

## Student B

### Roleplay 1 At the bus station

- You work at a the town station
- One ticket is £2.00
- The bus leaves at 3.30
- The bus arrives at 4.00

## Student A

### Roleplay 2 On the underground

- You work at a the bus station
- One ticket is £3.50
- The train leaves at 9.15
- The train arrives at 10.00

## Student B

### Roleplay 2 On the underground

- You're going to Oxford Street.
- You want two tickets
- Student B starts.

## Student A

### Roleplay 3 At the tram stop

- You're going to the beach
- You want six tickets
- Student A starts.

## Student B

### Roleplay 3 At the tram stop

- You work at a the tram stop
- One ticket is £1.00
- The tram leaves at 10.30
- The tram arrives at 10.45



Complete the events. Then choose a date for two events on one day and tell your partner.

On the first of June, I've got a \_\_\_\_ and a \_\_\_\_.

① foot____ mat____	② p____y	③ bar____ue	④ birth____ par____	⑤ con____t
⑥ da____e sh____	⑦ pi____c	⑧ sl____p____er	⑨ tal____ comp_t____ _on	⑩ fan____d____ss par____
1st June	22nd March	3rd September	15th November	27th January

Complete the events. Then choose a date for two events on one day and tell your partner.

On the first of June, I've got a \_\_\_\_ and a \_\_\_\_.

① foot____ mat____	② p____y	③ bar____ue	④ birth____ par____	⑤ con____t
⑥ da____e sh____	⑦ pi____c	⑧ sl____p____er	⑨ tal____ comp_t____ _on	⑩ fan____d____ss par____
1st June	22nd March	3rd September	15th November	27th January



**1 Circle the correct answer.**

- 1 I \_\_\_\_\_ make some biscuits.  
 a going to      b am going      **c am going to**
- 2 She \_\_\_\_\_ to download this song.  
 a is going to      b are going      c isn't going
- 3 They're \_\_\_\_\_ have lunch at a restaurant.  
 a going to      b are going to      c aren't going
- 4 The children \_\_\_\_\_ visit their grandparents.  
 a are going to      b are going      c going to
- 5 We \_\_\_\_\_ him a present.  
 a are going to      b are going to buy      c going to buy
- 6 Penny \_\_\_\_\_ going to go to the concert.  
 a isn't      b aren't      c is going

**2 Complete the questions with one word in each gap.**

- 1 Are you going to do your homework today?
- 2 Is your friend \_\_\_\_\_ to text you after school?
- 3 Are you going \_\_\_\_\_ have a birthday party this year?
- 4 \_\_\_\_\_ your friends going to come to your house on Sunday?
- 5 \_\_\_\_\_ your English teacher going to give you a test next lesson?

**3 Think about you. Answer the questions in Exercise 2 with true short answers (affirmative and negative).**

Are you going to do your homework today?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

No, I'm not.

**4 Play a class game. You are going to have a party. Say what you are going to do for the party. But remember – you must repeat all the plans!**

We're going to blow up balloons.

We're going to blow up balloons and make a pizza.

We're going to blow up balloons, make a pizza and buy some cola.



**1 Match 1-5 to a-e. Draw a line.**

- |                                 |               |
|---------------------------------|---------------|
| 1 Can you cook?                 | a Yes, I did. |
| 2 Are you going to get the bus? | b Yes, I do.  |
| 3 Do you like Maths?            | c Yes, I was. |
| 4 Were you at home yesterday?   | d Yes, I can. |
| 5 Did you watch TV on Monday?   | e Yes, I am.  |

**2 Read the sentences and make questions.**

- He is happy.  
Is he happy?
- She's eating her breakfast.  
\_\_\_\_\_
- Grandpa was a great footballer.  
\_\_\_\_\_
- They've got a new fridge.  
\_\_\_\_\_
- She likes pop music.  
\_\_\_\_\_
- Jim went to the supermarket.  
\_\_\_\_\_

**3 Put the words in the correct order to make questions.**

- is who favourite singer your ?  
Who is your favourite singer?
- do like you sports what ?  
\_\_\_\_\_
- many friends how got have best you ?  
\_\_\_\_\_
- did when start you school ?  
\_\_\_\_\_
- your come favourite from food where does ?  
\_\_\_\_\_

**4 In pairs, ask and answer the questions in Exercise 3. Complete the table.**

Name	Q1	Q2	Q3	Q4	Q5
Me: _____					
My friend: _____					



1 Complete the dialogue with the words in the box.

meet stadium Thursday tickets time

A: Are you busy next <sup>1</sup> Thursday? I've got <sup>2</sup> \_\_\_\_\_ for a football match. Would you like to come?

B: That sounds great. I'd love to come. What <sup>3</sup> \_\_\_\_\_ does it start?

A: At 3 o'clock.

B: Where shall we <sup>4</sup> \_\_\_\_\_?

A: Let's meet outside the <sup>5</sup> \_\_\_\_\_.

2 Look at your plans for the week. Choose an event and invite a friend.

I've got two tickets for the concert on Tuesday.  
Would you like to come?

Student A

My week

Monday	
Tuesday	two tickets concert 7pm school
Wednesday	
Thursday	
Friday	two tickets film 5.30pm cinema
Saturday	
Sunday	

Student B

My week

Monday	two tickets baseball game 4.30pm stadium
Tuesday	
Wednesday	
Thursday	two tickets karate match 6.30pm arena
Friday	
Saturday	
Sunday	two tickets film 4 pm museum



## UNIT 1 Get Culture!

### Our ideal school uniform

#### Step 1

Work in groups of four. Look at the questions and think about your ideal school uniform.

- 1 What do the girls and the boys wear?
- 2 What are the colours?
- 3 What shoes do they wear?
- 4 Are the uniforms cool and comfortable?

#### Step 2

Make slides for the presentation.

Student A: write about the boys' uniform.

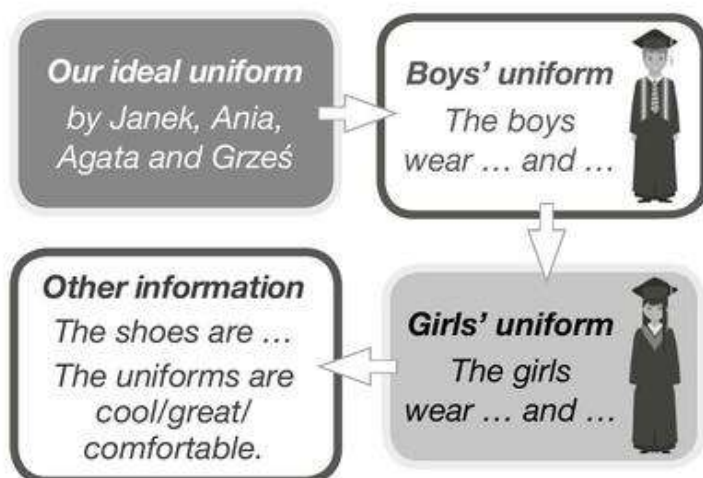
Student B: write about the girls' uniform.

Student C: create pictures of the boys' uniform.

Student D: create pictures of the girls' uniform.

#### Step 3

Put the text and pictures together to make a presentation. Use the ideas below to help.



#### TIPS:

- Make 4–5 slides.
- Keep the text short.
- Add pictures and videos/music.
- Add a title to the presentation and each slide.
- Use animations to make text and photos appear and disappear.

#### Step 4

Share the presentation with the class. Take turns so that all students in the group talk about one slide. You can start like this:

*This is a project about ...*

## UNIT 3 Get Culture!

### A day in the life of an astronaut

#### Step 1

Work in groups of four. Discuss these questions.

- 1 What do astronauts do at the International Space Station?
- 2 Where do they do these activities?
- 3 How do they feel?

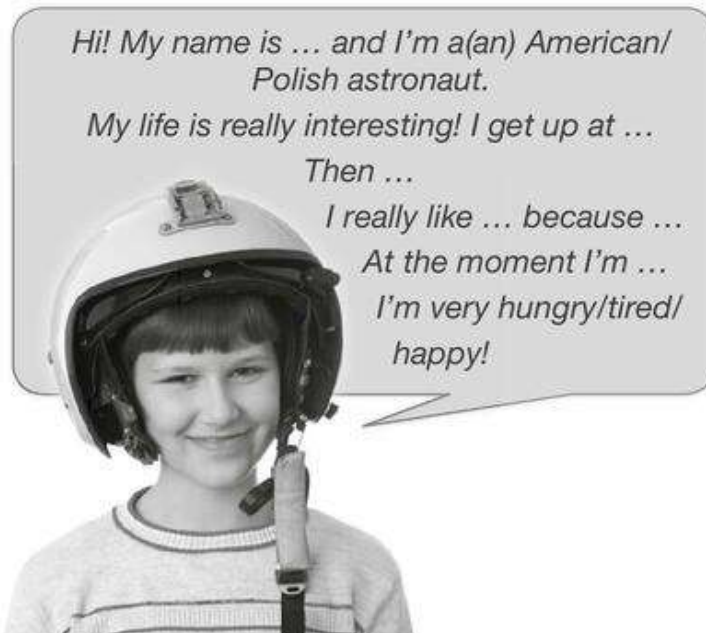
#### Step 2

Plan your video. Decide:

- where each scene is;
- who is in the scene;
- what they are doing;
- how they feel.

#### Step 3

Write your script and learn it. Then film the astronauts. Use these ideas to help.



#### TIPS:

- Choose someone to film each scene.
- Use props and costumes.
- You can film a scene again if you make a mistake.
- Your video should be 2–3 minutes long.

#### Step 4

Share your videos with the class. Vote for your favourite video.



## UNIT 5 Get Culture!

### A journey around ...

#### Step 1

Work in groups of four. Think of interesting places in your town, city or neighbourhood. Use these ideas to help.

museums / shops / parks / restaurants / historical buildings / free time places

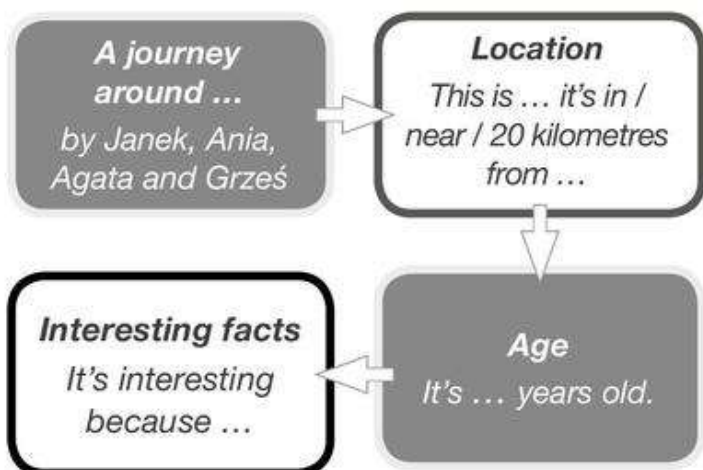
#### Step 2

Choose a place for your presentation. Write down your ideas or find interesting information about this place on the Internet. Use these questions to help.

- 1 Where is it?
- 2 What do you know about it?
- 3 What can you do there?
- 4 Why is it interesting?

#### Step 3

Make slides for the presentation. Add photos and/or videos. Use these ideas to help.



#### TIPS:

- You can find the photos or videos on the Internet. Remember to give information where they come from.
- Add a title to the presentation and the slides.
- Use animations to make text and photos appear and disappear.

#### Step 4

Share the presentation with the class. Take turns so that all students in the group talk about one slide. You can start like this:

*This is a project about ...*



## UNIT 7 Get Culture!

### How do you get to school?

#### Step 1

Work in groups of four. What do you know about your classmates' school journey? Think about:

- what time they leave home;
- what transport they use;
- how long it takes;
- who they go with;
- if they enjoy it.

#### Step 2

Plan your video. Decide:

- who is in each scene;
- where each scene is.

#### Step 3

Write your script and learn it. Then film the interviews. Use these ideas to help.

*Hi, we're ... From Monday to Friday we all come to the same school but we use different transport to get there. So how do we get to school? Let's talk to ... first. How do you get to school?*

*I usually take a ... but sometimes I take a ... or walk.*

*What time do you leave home?*

*I leave home at ...*

*How long does the journey take?*

*The journey takes me ...*

*Do you go with your friends?*

*Yes, I do. / No, I don't.  
I usually travel alone / with ...*

*Do you like your journey to school?  
Why/Why not?*

*Yes, I do. / No, I don't.  
It's fun/long/tiring.*

#### Step 4

Share your videos with the class. Vote for your favourite video.



## Unit 1 They meet before class

The characters: Narrator, Amy, Elena, Lucas, Tom, Class

## Part 1

## Scene 1

**Narrator:** On weekdays Amy, Elena, Tom and Lucas usually meet before class.

**Amy:** Hi everyone!

**Tom, Elena, Lucas:** Hi Amy!

**Amy:** Hey Tom, what have you got there?

**Tom:** Breakfast. Here, have one.

**Amy:** No thanks! I always have breakfast at home.

## Scene 2

**Narrator:** Tom loves food and he loves sport. He often brings his football to school.

**Tom:** Hey Elena! The Chelsea – Liverpool match is on TV tonight.

**Elena:** Thanks Tom, but I never watch football. It's really boring.

## Scene 3

**Narrator:** Elena often does her homework at school. She usually listens to music at the same time ...

**Elena:** What's the answer to Question 2?

**Lucas:** Question 2 – that's easy!

## Scene 4

**Narrator:** Lucas is very clever and he's really good at Maths. But he sometimes loses things.

**Lucas:** Where's my calculator? It's usually here!

**Tom:** Hurry up, Lucas. We're late for Maths!

**Amy:** Wow, what a mess!

## Part 2

**Tom:** Phew! We aren't late!

**Teacher:** Hello everyone. Today, I've got a short test for you. Have you all got your calculators?

**Class:** Yes, Miss.

**Lucas:** Er ... sorry Miss. I haven't got my calculator. It's at home.

**Teacher:** Never mind Lucas. I'm sure you can do the test without it.

**Lucas:** Oh no!

**Teacher:** Only joking. Here's my calculator. You can use it.

## Unit 2 Are there any strawberries?

The characters: Narrator, Amy, Elena, Lucas, Tom

## Part 1

## Scene 1

**Lucas:** It's Elena's birthday today. Let's make a chocolate cake for her!

**Tom:** Good idea!

**Amy:** Here's a recipe. Is there any flour in the cupboard, Lucas?

**Lucas:** Yes, there is.

**Amy:** We need some butter and some sugar too.

**Lucas:** No problem.

**Amy:** Are there any eggs?

**Lucas:** Yes, there are and there's some milk in the fridge ... but there isn't any chocolate.

## Scene 2

**Amy:** Oh, no chocolate. Are there any strawberries?

**Lucas:** No, there aren't any strawberries, but I've got some sausages!

**Tom:** A sausage cake, cool!

**Lucas:** And two lemons. What about a lemon cake?

**Amy:** Hmm, a lemon cake. First turn on the oven ...

## Scene 3

**Narrator:** 30 minutes later ...

**Tom:** That's not a cake, it's a pancake!

**Amy:** But we can decorate it. Let's use these biscuits!

**Lucas:** Wait, Amy!

**Tom:** That's Elena!

**Lucas:** What a disaster!

## Part 2

**Amy, Tom:** Happy Birthday Elena!

**Elena:** Thanks! Is this for me?

**Amy:** Yes, it's for you.

**Lucas:** Er, no it isn't.

**Amy:** What?!

**Lucas:** The biscuits on the cake, Amy ... They're not real biscuits. They're dog biscuits.

**Tom:** No way!

## Unit 3 I'm taking a photo

The characters: Amy, Elena, Tom

## Part 1

## Scene 1

**Elena, Amy:** Hi Tom.

**Tom:** Hi Amy, Hi Elena ... Er, can you sit down? I'm taking a photo ...

**Elena:** A photo of who?

**Tom:** Harry Evans, the famous football player. He's sitting over there. Look – the waitress is asking for his autograph!

**Elena:** She isn't asking for his autograph! She's taking his order!

**Amy:** Wow! Let's text Lucas. WE'RE HAVING LUNCH WITH HARRY EVANS! Why don't you ask for his autograph?

**Tom:** But I haven't got any paper!

**Elena:** Go on Tom! You've got your football.

## Scene 2

**Amy:** Hey Elena – look at Tom!

**Elena:** Wait a minute. I'm looking it up. ... Harry Evans ...

## Scene 3

**Tom:** I've got Harry Evans's autograph!

**Amy:** Great! Let's see!

**Tom:** Oh no! That's a surprise!

## Part 2

**Amy:** It says 'Good luck Tom, from Mark Taylor.' Who's Mark Taylor?

**Tom:** I don't know, but it isn't Harry Evans!

**Elena:** Wait... Google says Mark Taylor is an actor!

**Amy:** So he isn't Harry Evans, but he is someone famous!



## Unit 4 It's more exciting

The characters: Narrator, Amy, Elena, Lucas, Tom

## Part 1

## Scene 1

**Narrator:** The friends are at Blue Mountain Adventure Park. It's a big activity centre in the middle of a forest. You can cycle, climb or go kayaking.

**Elena:** Let's go cycling in the forest.

**Tom:** No way! That's boring.

**Lucas:** Let's go on the climbing wall. Climbing is more exciting than cycling.

**Tom:** Cool. I want to go on that wall. It's really high.

**Elena:** Let's start with this wall. It's lower.

**Amy:** Yes, I agree.

## Scene 2

**Narrator:** Climbing is really good fun but Tom isn't happy ...

**Tom:** Help! I can't move.

**Lucas:** Use your legs, Tom.

**Elena:** Why don't you climb down, Tom?

**Tom:** I can't!

## Scene 3

**Elena:** Hold on! I can help. Put your right hand there.

**Tom:** Thanks Elena. It's easier with your help.

## Scene 4

**Amy:** Well done, Tom! You're safe now!

**Tom:** Yes, that's better.

**Lucas:** So, what do you want to do next?

## Part 2

**Amy:** What about kayaking on the lake? I'm ready for some more adventure.

**Tom:** Er, maybe not. What about a walk in the forest?

**Amy, Elena, Lucas:** Oh, Tom!

## Unit 5 We were worried about you

The characters: Narrator, Amy, Elena, Lucas, Tom

## Part 1

## Scene 1

**Narrator:** It was Lucas's birthday last Saturday. His friends' plan was to take him to the cinema and then for a pizza.

**Elena:** Where's Lucas? The film starts in five minutes.

**Amy:** Perhaps he's ill. He wasn't very well at school yesterday.

**Tom:** He was OK this morning.

**Elena:** He isn't answering his phone.

**Tom:** Come on, let's go in.

## Scene 2

**Narrator:** After the film ...

**Amy:** That was awesome!

**Tom:** The actors were amazing!

**Elena:** It's a shame about Lucas.

**Amy:** Wait a minute. There he is ...

## Scene 3

**Elena:** Happy birthday, Lucas! We were worried about you!

**Lucas:** Sorry I'm late. There weren't any buses and my phone was out of battery.

**Tom:** So, is this your new bike?

**Lucas:** Ha ha. No, it's my little sister's bike. My bike's got a flat tyre.

**Amy:** Never mind, Lucas. Let's go for a pizza now.

## Scene 4

**Amy:** Look, here's the pizzeria.

**Lucas:** Oh no ...

## Part 2

**Amy:** What is it, Lucas?

**Lucas:** That's Miss Green, our history teacher, isn't it?

**Amy:** Oh yes, it was her birthday yesterday.

**Lucas:** Well, look, she's having a party. There's Mr Burton ...

**Tom:** ... and there's Mrs Busby.

**Lucas:** We can't go here. What a disaster!

**Elena:** Don't worry. We can all come to my house.

## Unit 6 She asked me to babysit

The characters: Anna, Aunt Jackie

## Part 1

## Scene 1

**Amy:** Hi, it's Amy here. Today I'm doing a vlog. So, what's new? Well, my Aunt Jackie is a nurse. She sometimes works in the evening. Her babysitter was ill two days ago, so she asked me to babysit. I love my cousin Harry, but ...

## Scene 2

**Amy:** First we played football in the garden. That was fun, but then Harry walked through the house in his dirty trainers. What a mess!

## Scene 3

**Amy:** I cooked spaghetti for Harry's dinner. I think he liked it ... but most of it was on his clothes ... and the floor!

## Scene 4

**Amy:** Harry's bedtime is usually 7.30, but he wasn't tired. So we watched a film ... well, I watched a film. Harry jumped on the sofa.

## Scene 5

**Amy:** At 9 o'clock, Harry was finally asleep! I tidied the house and cleaned the kitchen. My aunt arrived home at 9.30, but ... guess what?

## Part 2

**Aunt Jackie:** Was everything OK, Amy?

**Amy:** Yes, everything was fine.

**Aunt Jackie:** Was Harry a good boy?

**Amy:** Yes, of course. ... And then she asked me to babysit again next weekend. Aaagh, I don't know what to do!



## Unit 7 Elena didn't sleep well

The characters: Narrator, Amy, Elena, Mr Riley, Mrs Riley

## Part 1

## Scene 1

**Narrator:** Last Friday, Amy and her family went away for the weekend. Elena went too. They didn't go camping or stay in a hotel, they stayed in a hostel.

## Scene 2

**Narrator:** The first night Elena didn't sleep well.

**Elena:** Eek! Is that a spider?

**Amy:** Where?

**Elena:** There, on my backpack ... Oh no! It's inside my sleeping bag!

**Amy:** Don't panic, Elena. It didn't go inside. It's here, on your torch!

## Scene 3

**Narrator:** They didn't have bikes at the hostel, so the next day Amy, Elena, and Mr and Mrs Riley went for a walk.

**Amy:** It's getting cold, Dad.

**Mrs Riley:** Where's your coat Elena?

**Elena:** Er ... I didn't bring one.

**Mr Riley:** Don't worry, Elena! Here, have my coat.

## Scene 4

**Narrator:** That evening they didn't want to eat in a restaurant. They decided to cook at the hostel.

**Mr Riley:** Do you want one sausage or two, Elena?

**Amy:** Er, Elena doesn't eat meat. ... Sorry, Elena, I didn't tell Dad.

**Mrs Riley:** Well, what about a nice cheese sandwich?

**Mr Riley:** Atishoo!

**Mrs Riley:** Oh dear!

## Part 2

**Mr Riley:** What's the matter?

**Mrs Riley:** We haven't got any cheese.

**Amy:** But there's a fish and chip shop in town.

**Elena:** Hmm, I love chips!

**Mr Riley:** OK everyone. Let's get in the car. Atishoo!

## Unit 8 We're going to have a barbecue

The characters: Narrator, Amy, Elena, Lucas, Tom, Mrs Riley

## Part 1

## Scene 1

**Narrator:** It's Monday at school ...

**Amy:** Would you like to come to my birthday party on Sunday? We're going to have a barbecue, and I'm going to make a chocolate cake.

**Elena:** I'm really sorry, Amy, but I'm in a dance show.

**Tom:** And Lucas and I have got tickets for a concert.

**Amy:** Oh, that's a pity.

## Scene 2

**Narrator:** That evening ...

**Mrs Riley:** Are your friends going to come on Sunday, Amy?

**Amy:** No, they aren't, Mum. They're all busy.

**Mrs Riley:** Oh, don't be sad. Granny and Grandad are going to come, and Aunt Jackie too. We can have a lovely family day.

## Scene 3

**Narrator:** Saturday afternoon ...

**Mrs Riley:** This cake looks delicious.

**Amy:** I can't wait! What time is everyone going to arrive tomorrow?

**Mrs Riley:** About five o'clock.

## Scene 4

**Narrator:** Just then ...

**Mrs Riley:** Can you see who that is, Amy?

## Part 2

**Tom, Lucas, Elena:** Surprise!!

**Tom:** Amy, it's us!

**Amy:** Tom, Elena, Lucas? What are you doing here?

**Elena:** We're busy tomorrow, but not tonight. Your mum invited us for a surprise birthday party!

**Lucas:** We've got food, music, and a film. It's going to be great!

**Amy:** Wow! What a surprise! This is the best birthday party ever!











# English Class... ... o jakiej marzysz!

Dzięki English Class lekcje języka angielskiego stają się **przepustką do świata komunikacji**. Aktualne teksty, różnorodne zadania, filmy prezentujące naturalny język, bogata oprawa multimedialna i ciekawy kontekst kulturowy nie tylko zainteresują uczniów klas 4-8, ale przede wszystkim pomogą im **skutecznie porozumiewać** się w języku obcym i rozwijać **poprawność językową**.

## ENGLISH CLASS POWSTAŁ Z MYŚLĄ O 8-KLASOWEJ SZKOLE PODSTAWOWEJ

- w 100% realizuje wymogi nowej podstawy programowej, w tym wszystkie zakresy tematyczne
- umożliwia sukces na egzaminie ósmoklasisty

## ENGLISH CLASS STAWIA NA AUTENTYCZNE MATERIAŁY ŹRÓDŁOWE

- ilustruje praktyczne zastosowanie nowych struktur poprzez krótkie filmy sytuacyjne
- umożliwia uczniom osłuchanie się z naturalnym językiem dzięki filmom BBC

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- uczy współpracy i rozwija kompetencje społeczne
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Ścieżka 2	English Class A1 GSE: 10-29	English Class A1+ GSE: 28-35	English Class A2 GSE: 34-41	English Class B1 GSE: 40-50	English Class B1+ GSE: 45-55

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