

Together

dla **6** klasy

Książka nauczyciela



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dla **6** klasy

Książka nauczyciela

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Opis kursu

Podręczniki *Together* dla szkoły podstawowej

Together to pięciopoziomowy kurs do nauki języka angielskiego, przeznaczony dla uczniów klas 4–8 szkoły podstawowej kontynuujących naukę języka angielskiego na 2. etapie edukacyjnym.

Wsparcie rozwoju dziecka

Nadrzędnym celem autorów tej serii podręczników jest dostosowywanie poszczególnych poziomów kursu zarówno do stopnia opanowania języka przez uczniów i uczennice, jak i do etapów ich rozwoju. Proponowane w serii zadania oraz ich układ w podręczniku znajdują uzasadnienie w psychologii rozwojowej dzieci w tej grupie wiekowej: każdy poziom serii *Together* został napisany w oparciu o wiedzę ekspertów – psychologów, których fachowa ewaluacja pomogła autorom serii odpowiednio dobrać ćwiczenia do każdego poziomu podręcznika dla danej klasy.

W podręczniku *Together dla 6 klasy* również zwracamy uwagę na cechy rozwojowe. Z tego powodu proponujemy nieco zmodyfikowaną prezentację struktur gramatycznych oraz większą liczbę zadań wymagających logicznego myślenia i samodzielności.

Rozwijanie samodzielności w uczeniu się

Kurs *Together* wspiera rozwój autonomii uczniów i uczennic, wprowadza różnorodne strategie samodzielnej nauki. Dzięki tym metodom dzieci staną się odpowiedzialnymi, świadomymi osobami, gotowymi do planowania i analizowania własnego procesu uczenia się. W zintegrowanej z treścią lekcji sekcji *Skills zone* dzieci dowiedzą się, jak stosować strategie ułatwiające rozumienie ze słuchu oraz rozumienie tekstów pisanych.

Elastyczność

Seria *Together* umożliwia indywidualizowanie toku nauczania poprzez dostosowanie form pracy do różnych potrzeb i możliwości uczniów i uczennic. Wybrane zadania  można wykonać na różnych poziomach trudności oraz na różne sposoby, w zależności od potrzeb klasy lub poszczególnych dzieci. Dokładne wskazówki do tych zadań znajdują się w notatkach do lekcji w Księżce nauczyciela.

Ponadto kurs *Together* oferuje zadania dostosowane do zróżnicowanego tempa pracy dzieci: w sekcji *Fast finishers* ćwiczenia dla osób pracujących szybciej, ćwiczenia interaktywne w darmowej aplikacji AR –

dostępnej na smartfony i tablety – oraz dodatkowe ćwiczenia do kopiowania, dostępne dla nauczyciela w *Macmillan Education Everywhere*. Dodatkowo w Zeszycie ćwiczeń znajdują się zadania *Catch-up* wspomagające uczniów, którzy potrzebują ponownie przećwiczyć materiał, oraz *Extra challenge* stanowiące dodatkowe wyzwanie językowe.

W Księżce nauczyciela zawarte są też wskazówki, jak dostosować wybrane zadania do pracy z uczniami o specjalnych potrzebach edukacyjnych.

Materiał kursu może być również poszerzany, np. poprzez wykorzystanie lekcji *Vocabulary extension*, zamieszczonych na końcu podręcznika, w których dzieci poznają nowe słowa nawiązujące do obszaru tematycznego z danego rozdziału, oraz wykorzystanie licznych materiałów dodatkowych – zależnie od możliwości i potrzeb dzieci.

Systematyczne powtarzanie i utrwalanie materiału językowego

Istotną cechą kursu *Together* jest systematyczne powtarzanie i utrwalanie poznanego materiału. Lekcje zawierają zadania do powtórzenia słownictwa i struktur z lekcji poprzednich – takie zadania oznaczone są ikoną . Rozdziały główne kończą się lekcją powtórzeniową *Language revision*, dzięki której uczniowie i uczennice mogą sprawdzić, w jakim stopniu opanowali materiał z danego rozdziału. W podręczniku do klasy 6 po każdym rozdziale znajduje się sekcja *Get ready*, która zawiera zadania w formacie zbliżonym do zadań z Egzaminu Ósmoklasisty.

Sekcje *My words* i *My grammar* to dodatkowy element służący powtarzaniu materiału i przygotowywaniu się do testów i sprawdzianów.

W Zeszycie ćwiczeń znajdują się powtórki w środku rozdziału – *Half-unit revision*.

W najwyższym poziomie serii (*Together dla 8 klasy*) znajdują się także zadania powtarzające materiał językowy ze wszystkich poprzednich poziomów serii.

Zrównoważony sylabus leksykalno-gramatyczny

Sylabus został zaprojektowany dla całej serii zgodnie z zasadą spiralności, tak aby każde dziecko mogło powtarzać poznany wcześniej materiał, a następnie poszerzać go o nowe elementy. Takie podejście gwarantuje spokojne i równomierne tempo wprowadzania nowych zagadnień gramatycznych, optymalizując tym samym wzrost kompetencji językowych uczniów w toku całego pięcioletniego cyklu edukacyjnego.

Charakterystyka grupy wiekowej

Dwunasty rok życia człowieka to okres intensywnego dojrzewania, rozwoju emocjonalnego, intelektualnego i społecznego. To czas rosnącej potrzeby niezależności i szukania autorytetów przy jednoczesnym kwestionowaniu wartości rodzinnych, a rosnącym znaczeniu grupy rówieśniczej. Jest to czas wielkich emocji, kształtowania relacji społecznych, zadawania pytań: *Kim jestem? Jaki/jaka jestem?* czas szukania miejsca w świecie i życiu, próba zdefiniowania własnej tożsamości oraz życiowych wartości.

Dynamika zmian psychofizycznych i emocjonalnych u dwunastolatka zależy w głównej mierze od ilości i tempa wytwarzania hormonów przez organizm dziecka. Zmiany te wpływają nie tylko na jego wygląd zewnętrzny (rozwój cech płciowych), ale również na zachowania i postawy. Dlatego dość często dwunastolatek wykazuje emocjonalne rozchwianie, zmiany nastrojów, płaczliwość lub irytację, a nawet agresję.

W środowisku szkolnym osoby uczące dostrzegają u uczniów i uczennic klas szóstych niestabilną motywację czy wręcz niechęć do nauki i prac domowych, zmiany w nastawieniu do wymagań szkolnych, niesystematyczność, kłopoty z pamięcią. Metody pracy nauczyciela lub nauczycielki, które dotychczas doskonale się sprawdzały, stają się mało użyteczne. Dzieci zamyślają się, zapominają, mają problemy z planowaniem pracy i organizacją czasu. Dlatego warto zadbać o ciekawe aktywizujące formy pracy i uatrakcyjnienie treści nauczania.

Obecne nastolatki to pokolenie Alfa urodzone w erze cyfryzacji, od najwcześniejszych chwil życia otoczone technologią, która jest dla niego standardem. To pokolenie posiadające niemal intuicyjną świadomość cyfrową. Od najmłodszych lat obcuje z interaktywnymi gramami, aplikacjami, sztuczną inteligencją, dzięki którym kształtuje swoje umiejętności i zdolności do szybkiego przyswajania nowych informacji. Internet, świat wirtualny, cyfrowe technologie są dla dzieci tego pokolenia podstawową formą interakcji z otoczeniem i rówieśnikami, formą komunikacji, narzędziem kształtującym sposób myślenia, rozwiązywania problemów i zdobywania wiedzy.

Dlatego edukacja pokolenia Alfa wymaga elastycznego podejścia, które łączy tradycyjne metody nauczania z nowoczesnymi narzędziami cyfrowymi. Podejście to wymaga takich sposobów poszukiwania informacji, które będą promować

umiejętność ich selekcjonowania oraz umiejętność krytycznego myślenia. Cyfrowe dzieci chętnie podejmą się wyzwań i zadań intrygujących, rozbudzających ich ciekawość, wymagających wyszukiwania informacji w Internecie, tworzenia vlogów, testowania wiedzy w quizach (np. *Kahoot!*), odczytywania zapisów audio i video w kodach QR. Choć te techniki nie są już niczym nowym w edukacji, to idą z duchem czasu i rozwoju, wychodząc naprzeciw oczekiwaniom dwunastolatka.

Grywalizacja i multimedia a motywacja

Świat dwunastolatka to świat gier video i multimediów. Uczeń lub uczennica klasy szóstej chętniej zainteresuje się zajęciami z elementami grywalizacji niż najciekawszą lekcją podręcznikową. Dzieje się tak dlatego, że grywalizacja działa na tej samej zasadzie co gry komputerowe – daje natychmiastową gratyfikację. Nastolatki uwielbiają rywalizację, punkty, nagrody, nalepki motywujące, tabele rankingowe. Dzięki grywalizacji nauka staje się zabawna, interaktywna, angażująca i motywująca. Współzawodnictwo prowadzi do lepszych wyników nauczania, kształtuje umiejętność rozwiązywania problemów, wpływa na trwałość zapamiętywania informacji. Zalety grywalizacji można wykorzystać w celu rozbudzenia i wzmacniania wewnętrznej motywacji nastolatka do nauki.

We wcześniejszych latach dominowała u dziecka motywacja zewnętrzna oparta na pochwałach, nagrodach, dążeniu dorosłych do zapewnienia dzieciom możliwości nauki języka obcego. W przypadku nastolatków warto popracować nad motywacją wewnętrzną płynącą od samego dziecka. Warto rozbudzić w nim naturalną ciekawość świata, chęć poznawania różnych kultur, pragnienie nawiązywania międzynarodowych znajomości.

Wiele nastolatków ma znajomych w sieci, z którymi utrzymuje najczęściej kontakt on-linowy – dzielą te same zainteresowania sportowe, muzyczne, uczestniczą w tych samych grach. Dzięki możliwości władania językiem angielskim mogą się komunikować, grać w gry zarówno edukacyjne, jak i te popularne z opcją anglojęzycznego interfejsu. Podcasty i filmy, piosenki w języku angielskim – to również świetny sposób na ośłuchanie się z akcentem i nowym słownictwem. Młodzi ludzie szybko uświadamiają sobie, że współczesny świat wymaga swobodnej komunikacji w języku angielskim, a władanie drugim językiem jest zaletą samą w sobie.

W nauce języka angielskiego multimedia i grywalizacja pozwolą na tworzenie dynamicznych lekcji, a stosowanie video, audio, grafiki i animacji sprawi, że przekazywane treści łatwiej trafią do dzieci o różnych typach pamięci: wzrokowców, słuchowców czy kinestetyków.

Rozwój procesów poznawczych

Uwaga

Jak wspomniano wcześniej, w klasie szóstej, w okresie intensywnego dojrzewania, jak również z powodu przebudzowania wynikającego z ciągłego kontaktu z technologią cyfrową, dwunastolatki doświadczają nie tylko silnych wahań nastroju, ale też problemów ze skupieniem uwagi. Warto wtedy kierować jej procesami, ponieważ mimo pewnych ograniczeń w możliwościach dzieci dotyczących czasu koncentrowania się nad danym zadaniem, podzielności uwagi, jej zakresu i przetrutności, przestaje dominować uwaga mimowolna, a zaczyna dominować uwaga dowolna. Wskazania typu: *zwróć szczególną uwagę na...; zauważ, co się zmienia...; uważnie wysłuchaj...* pozwalają uczniom i uczennicom na lepsze przyswajanie wiedzy i pokazują, co w danym zadaniu jest istotne. Ważna tu jest również ekspresja, intonacja, gestykulacja osoby uczącej, która będzie chciała przykuć uwagę uczniów i uczennic, szczególnie jeśli chodzi o nowe czy trudniejsze partie materiału.

Pamięć

Istotne zmiany zachodzą stopniowo w procesach pamięci – coraz mniejszy jest udział pamięci mechanicznej, a zwiększa się zdolność zapamiętywania logicznego. Uczniowie i uczennice coraz lepiej przyswajają całe wyrażenia, sformułowania czy kontekst w połączeniu z melodyką języka. Łączenie wypowiedzi osoby uczącej z jednoczesnym korzystaniem na lekcji z podręcznika zwiększa gotowość pamięci, jej zakres, ułatwia przyswojenie i zapamiętanie materiału zarówno wzrokowcom, jak i słuchowcom. Kolorowe ilustracje, notatki graficzne, wykresy, tabele nie tylko przyciągają uwagę, lecz również wpływają na zapamiętanie treści i mają pozytywny wpływ na gotowość pamięci. Partie materiału do opanowania mogą być obszerniejsze i trudniejsze.

Spostrzeganie

Spostrzeganie wzrokowe doskonali się na tyle, że uczniowie i uczennice klasy szóstej z łatwością czytają teksty pisane mniejszym niż poprzednio drukiem, szybko orientują się w schematach, rysunkach z dość dużą liczbą szczegółów.

Wzrastająca szybkość spostrzegania wzrokowego oraz jakość spostrzegania analityczno-syntetycznego powodują, że wzrasta też tempo czytania. Ma to duży wpływ na zapamiętywanie wzrokowe oraz orientację w rodzaju i w układzie materiału. Łatwiej znaleźć odpowiednie słówko, zwrot, łatwiej jest sformułować odpowiedź, dzięki czemu lekcje przebiegają wartko i są dla dzieci ciekawsze.

Mówiąc o spostrzeganiu słuchowym, warto wspomnieć, że mózgowy ośrodek słuchowy mowy dojrzewa u dzieci w wieku 10–11 lat. W związku z tym dzieci w klasie szóstej nie powinny mieć już trudności z różnicowaniem dźwięków mowy, melodyką języka i z rozumieniem słyszanych oraz wypowiedzianych i czytanych treści (nie dotyczy to dzieci z dysleksją słuchową, które powinny uczęszczać na odpowiednią terapię po badaniach przetwarzania słuchowego). Grupowe i indywidualne ćwiczenia językowe, odpowiednie ćwiczenia w akcentowaniu, oglądanie fragmentów filmów z wypowiedziami ich bohaterów oraz śpiewanie tekstów piosenek przyspieszają i ułatwiają posługiwanie się językiem.

Myślenie

Intensywny rozwój myślenia przechodzi przez różne stadia, a pełną dojrzałość intelektualną człowiek może osiągnąć w wieku około 22 lat. Oprócz uwarunkowań genetycznych i prawidłowości rozwojowych ogromną rolę pełni nauka, wykształcenie oraz wychowanie. W procesie wychowania kształtują się postawy, systemy wartości – normy społeczne, normy moralne – kształtuje się osobowość człowieka, który zaczyna intensywny rozwój w wieku 12–14 lat.

Kompetencje językowe

Dobrze dobrane ćwiczenia dostosowane do rozwoju psychofizycznego dziecka pozwalają kompetencje językowe prawidłowo rozwijać i pracować nad nimi.

Czytanie i słownictwo

W klasie szóstej czytanie wchodzi w nową fazę rozwoju. Dziecko potrafi analizować przeczytany tekst i przewidywać. Rozumie zależności czasowe, faktograficzne, fabularne i dlatego jest w stanie np. odtworzyć kolejność wydarzeń, wyszukać szczegóły, czytać ze zrozumieniem, rozwijać domysł językowy, nawet jeśli nie wszystkie wyrazy z przeczytanego tekstu są dla niego zrozumiałe. Uczniowie i uczennice mogą już skutecznie przetwarzać pojęcia o stosunkowo dużym stopniu złożoności. Potrafią zauważyć w tekście błędy gramatyczne, faktograficzne czy logiczne. Uczą się też je poprawiać. Dwunastolatek z łatwością przyswaja całe wyrażenia, frazy, łatwe idiomy. Radzi sobie z wyrażeniami abstrakcyjnymi, które mogą już wybiegać poza obszar bliski dziecku życiowo.

Gramatyka

Uczniowie i uczennice klasy szóstej mają dość dużą świadomość gramatyczną zarówno języka ojczystego, jak i obcego. Dlatego możemy coraz częściej wymagać zastosowania poznanych zagadnień gramatycznych do tworzenia własnych zdań, dłuższych wypowiedzi, częściowego tłumaczenia czy nawet pierwszych prób parafrazowania.

W szkole na lekcjach języka ojczystego uczniowie i uczennice opanowują coraz to nowe formy językowe, operują terminami gramatycznymi, rozwijają świadomość językową. Nie powinniśmy jednak na lekcji języka obcego nadużywać tych terminów, szczególnie jeśli są przez osobę uczącą używane w języku obcym. Nie możemy oczekiwać od dzieci, aby wiedziały więcej w języku nauczonym, niż wiedzą w języku ojczystym. Stawiając wymagania co do drugiego języka, musimy pamiętać, jaki poziom kompetencji językowej osiągnęło dziecko w pierwszym języku. Zaczynając od ćwiczeń mocno sterowanych (wszystkie elementy nowej konstrukcji powinny być podane), poprzez ćwiczenia lekko sterowane dojdziemy do zadań swobodnych, w których dziecko będzie mogło zastosować poznane zagadnienia gramatyczne w kontekście sytuacyjnym.

Można nadal oferować uczniom i uczennicom szeroki wachlarz ćwiczeń i zabaw językowych i tym samym podtrzymać wrażenie, że angielska gramatyka może być dobrą zabawą i nie będzie sprawiać dzieciom trudności.

Znajomość słownictwa i struktur gramatycznych pozwoli nastolatkom analizować, przewidywać i rozumieć zależności między informacjami, np. ustalanie chronologii zdarzeń, określanie głównej myśli i kontekstu komunikacyjnego oraz ustalanie związku przyczynowo-skutkowego zdarzeń.

Pisanie

Pisanie w języku obcym jako sprawność językowa rozwija się i dojrzewa wraz z dzieckiem, a znajomość podbudowy teoretycznej pomaga rozważnie dobierać ćwiczenia w pisaniu.

Musimy brać pod uwagę, że fazy w rozwijaniu sprawności pisania przebiegają od reprodukcji poprzez rekonstrukcję aż do produkcji, zaś uczniowie i uczennice klasy szóstej ze swymi umiejętnościami znajdują się na pograniczu reprodukcji i produkcji. Mają już rozwiniętą umiejętność samodzielnego wypowiadania się na piśmie. Wypowiedzi zmieniają się od konkretnych i obrazowych do bardziej złożonych. Dziecko ma już zdolność przechodzenia od szczegółu do ogółu.

Poniżej podana podbudowa teoretyczna może pomóc w przygotowaniu rozważnie dobranych ćwiczeń w pisaniu dostosowanych do konkretnej grupy wiekowej.

- **R e p r o d u k c j a** – to formułowanie pisemnej wypowiedzi, w której dziecko nie zmienia ani treści, ani formy. Przykładem może być wszelkiego rodzaju **przepisywanie, pisanie z pamięci lub ze słuchu, przepisywanie opisów pod obrazkami, uzupełnianie krzyżówek lub brakujących liter w wyrazach.**
- **R e k o n s t r u k c j a** – to formułowanie pisemnej wypowiedzi **w oparciu o wzór lub model.** Uczniowie i uczennice mogą otrzymać wzór wypowiedzi pisemnej, który zmieniają, uzupełniając go nowymi wyrażeniami. **Zmianie ulega tu tylko treść, a nie forma pisemnej wypowiedzi.** Przykładem jest kończenie wypowiedzi na podstawie podanych początków zdań, a nawet pisanie streszczenia. Przy wprowadzaniu streszczenia należy być bardzo ostrożnym i nie próbować wprowadzać go zbyt wcześnie, ponieważ interferencja języka ojczystego może mocno zaszkodzić. Uczniowie i uczennice mogą nieświadomie używać dosłownego tłumaczenia z języka ojczystego i mogą zakodować błędne konstrukcje zdaniowe.
- **P r o d u k c j a** – to formułowanie własnej swobodnej wypowiedzi, w której uczniowie i uczennice wykorzystują posiadaną wiedzę gramatyczną, ortograficzną i leksykalną. **Mogą napisać opis człowieka lub przedmiotu, opowiadanie, e-mail, list, wpis na blogu.**

Dobrze kształtowane kompetencje językowe będą wzrastać i doskonalić się RAZEM z rozwojem i dojrzewaniem dwunastolatka, a oparte w planowaniu pracy nad nimi o mocny fundament, jakim jest wiedza o psychofizycznym rozwoju nastolatka, pozwolą osiągnąć sukces w nauce języka angielskiego zakończony biegłością językową i świetnym wynikiem na Egzaminie Ósmoklasisty.

Przewodnik po rozdziale

Lesson 1 Vocabulary and listening

Każda lekcja *Vocabulary and listening* zaczyna się od **krótkiego przypomnienia słów**, które uczniowie poznali w poprzednich latach lub w poprzednich rozdziałach podręcznika.

Nowe słownictwo prezentowane jest za pomocą zdjęć lub ilustracji osadzonych w atrakcyjnym i autentycznym kontekście.

Kluczowe słowa i wyrażenia z lekcji można szybko odnaleźć dzięki temu, że są one zebrane w charakterystycznych ramkach. Nagłówek każdej ramki wskazuje na temat leksykalny z podstawy programowej.

Słownictwo jest wprowadzane i utrwalane w znanym uczniowi i atrakcyjnym dla tej grupy wiekowej **kontekście**. Uczniowie słuchają podcastów, vlogów czy krótkich relacji podobnych do tych, z którymi na co dzień spotykają się w mediach społecznościowych. Dzięki temu lekcje są interesujące i motywujące uczniów do nauki.

Uczniowie ćwiczą nowe słownictwo oraz **regularnie powtarzają** to, czego nauczyli się w poprzednich lekcjach, rozdziałach czy poziomach kursu. Ćwiczenia tego typu oznaczono ikoną .

W każdej lekcji uczniowie zapoznają się z zasadami **poprawnej wymowy** za pomocą rymowanek lub zabawnych wierszyków. Aspekt wymowy lub wybrana głoska zawsze są związane z wprowadzanym w lekcji słownictwem.

Unikatowa sekcja **Skills zone** umożliwia naukę strategii pomagających w rozumieniu tekstów pisanych oraz rozumieniu ze słuchu.

Wciągające **zadania do samodzielnego rozwiązania** dla tych uczniów, którzy wcześniej kończą pracę na lekcji. Dodatkowo, po zeskanowaniu obrazka lub zdjęcia umieszczonego obok każdego takiego ćwiczenia w **darmowej aplikacji AR na smartfony (Together)**, uczniowie mogą wykonać interaktywne ćwiczenie na ekranie swojego telefonu.

Zadania na rozumienie ze słuchu w formie zbliżonej do zadań z Egzaminu Ósmoklasisty oznaczone ikoną **biretu** .

Lesson 2 Grammar 1

Lekcja **Grammar 1** wprowadza gramatykę w kontekście **komiksu** o przygodach rodzeństwa Sophii i Lucasa oraz ich przyjaciół Freyi i Hugo.

Różnorodne, stopniowane pod względem trudności ćwiczenia pomagające uczniom krok po kroku zapamiętać i użyć w praktyce nowe struktury gramatyczne.

Integralną częścią każdej lekcji **Grammar 1** i **2** jest **animacja z serii Charge your grammar!**, która w formie historyjki pomaga uczniom utrwalić zasady użycia danej struktury. Historyjce towarzyszy czytelne wyjaśnienie gramatyki i quiz.

Przejrzyste **ramki gramatyczne** zawierają klarowne informacje o formie i użyciu danej struktury. Więcej informacji i podsumowanie gramatyki z rozdziału uczniowie znajdą w sekcji **My grammar** na końcu rozdziału.

Przygody bohaterów komiksu stanowią **kontekst dla nowych struktur gramatycznych**, a dialogi w bardzo dużym stopniu wykorzystują słownictwo wprowadzane na poprzedniej lekcji. Zanim uczniowie przejdą do nauki gramatyki, zawsze wykonują ćwiczenie na rozumienie tekstu pisanego.

Przydatne **zwroty z języka potocznego** do ponownego odsłuchania i przećwiczenia są zebrane w ramce **Real English**.

Każda lekcja gramatyczna kończy się ćwiczeniem z odgrywaniem ról, opartym na pracy w parach lub grupach. Dzięki temu uczniowie mają okazję wykorzystać poznane struktury gramatyczne w praktyce.

Lesson 3 Vocabulary 2

Lesson 4 Grammar 2

Rozgrzewka i **powtórka słownictwa** z poprzedniej klasy lub rozdziału.

Aktrakcyjne przedstawienie nowych słówek **w kontekstach znanych uczniom** z codziennego życia.

Podobnie do lekcji *Grammar 1*, w drugiej lekcji gramatycznej uczniowie mogą obejrzeć **animowaną historyjkę *Charge your grammar!***, utrwalającą zastosowanie nowych struktur gramatycznych.

Klarowna prezentacja nowych struktur gramatycznych wzbogacona obrazkami ilustrującymi kontekst, w którym dana struktura gramatyczna jest stosowana.

Kluczowe słownictwo zebrane w przyciągającej uwagę ramce. Uczniowie mogą sprawdzić polskie tłumaczenia słówek w sekcji ***My words*** na końcu rozdziału.

Podręcznik kładzie nacisk na stosowanie wprowadzanych struktur gramatycznych w **praktyce**.

Lesson 5 Reading and culture

Lekcje **Reading and culture**

rozpoczynają się krótkim filmem z serii **Discover The World**, który wprowadza do tematu czytanki, a także wzbudza ciekawość uczniów i motywuje ich do dalszej nauki.

Ćwiczenia **Find out** pomagają rozwijać umiejętność wyszukiwania, selekcjonowania i syntezy informacji.

Teksty poruszają tematy związane z życiem oraz zainteresowaniami uczniów i kładą nacisk na aspekt kulturowy każdego tematu. Uczniowie dowiadują się o życiu ich rówieśników na całym świecie.

Ikona **biretu**  oznacza, że zadanie oswaja uczniów z formatem zadań z Egzaminu Ósmoklasisty.

Uczniowie stopniowo uczą się wyrażać opinie na tematy związane z tekstem czytanki.

W ramce *Glossary* uczniowie znajdą tłumaczenie nowych słówek, które są zaznaczone w tekście.

W ramach **Guess what?!** zawarte są ciekawostki dotyczące kultury, historii, geografii i przyrody na całym świecie.

Lesson 6 Speaking

Lesson 7 Writing

Kluczowe zwroty są w dialogu pogrubione, co ułatwia odnalezienie ich podczas lekcji. W sekcji **My words** uczniowie znajdą tłumaczenie tych zwrotów na język polski.

Kluczowe **funkcje językowe** wprowadzane są poprzez **filmy komunikacyjne**, pokazujące użycie wprowadzanych zwrotów w naturalnym kontekście. Dialogi przedstawione w filmie nagrane są również na Class Audio.

Uczniowie najpierw wykonują ćwiczenia pomagające im zapamiętać nowe zwroty, a następnie przechodzą do pracy w parach lub grupach.

Klarowny **tekst modelowy** zaznajamia uczniów z wymaganą formą docelowej wypowiedzi pisemnej i stanowi prezentację kluczowych zwrotów. Typy tekstów i ich tematyka zostały tak dobrane, aby umożliwić uczniom użycie w praktyce zarówno słownictwa, jak i struktur gramatycznych, które poznali w rozdziale.

Długość dialogów prezentujących kluczowe funkcje językowe jest dostosowana do **możliwości poznawczych uczniów**. Dzięki temu przedstawiony dialog łatwiej jest wykorzystać jako wzór do ćwiczeń oraz samodzielnej rozmowy w języku angielskim.

Uczniowie wykonują serię ćwiczeń, które krok po kroku przygotowują ich do napisania własnego tekstu w ostatnim zadaniu. Ćwiczenia obejmują: dobieranie właściwego słownictwa, pisanie poprawnych zdań oraz uzupełnianie tekstów brakującymi fragmentami.

Poradnik **Writing project** krok po kroku przygotowuje uczniów do napisania własnego tekstu. Uczniowie przygotowują się do pracy **etapami**: zbierają pomysły, przydatne zwroty i wyrażenia, robią notatki, zastanawiają się, o czym chcą napisać, odpowiadając na pytania pomocnicze. Ikona  w każdym zadaniu na pisanie oznacza, że nauczyciel może uprościć lub utrudnić zadania wedle potrzeb, korzystając ze wskazówek podanych w notatkach do tej lekcji.

Lesson 8 Language revision

Get ready

Powtórka słownictwa, gramatyki i funkcji językowych wprowadzonych w rozdziale.



Sekcja **Get ready** zawiera dodatkowe zadania rozwijające umiejętności językowe w formacie zbliżonym do zadań na **Egzaminie Ósmoklasisty**.



Po wykonaniu wszystkich zadań uczniowie mogą **odstuchać prawidłowe odpowiedzi**, sprawdzić je i podliczyć punkty.



My words My grammar

Kluczowe słowa i zwroty z lekcji:

Vocabulary and listening, Vocabulary 2, Grammar 1, Speaking oraz **Reading and culture** są zebrane i przetłumaczone w czytelnych ramkach. Uczniowie mogą odsłuchać słowa i ich tłumaczenia.



Sekcja **My grammar** w czytelny i atrakcyjny wizualnie sposób podsumowuje informacje o użyciu i formie wprowadzanych w rozdziale struktur.



Kluczowe zwroty są **przetłumaczone** na język polski, tak aby wzmocnić zrozumienie tematu przez uczniów oraz uświadomić im różnice między językiem polskim i angielskim.

Revision Units

Powtórka gramatyki i słownictwa **z czterech rozdziałów** wspiera uczniów w systematycznej nauce i pomaga utrwalić materiał.



Powtórka najważniejszych zwrotów i funkcji językowych z lekcji *Speaking* i sekcji *Real English* w lekcjach *Grammar 1*.



Powtórkowe zadania na znajomość funkcji językowych, rozumienie ze słuchu, rozumienie tekstów pisanych oraz tworzenie wypowiedzi pisemnej w formie przybliżonej do typów zadań z **Egzaminu Ósmoklasisty**.

Lekcje dodatkowe na końcu podręcznika

Do każdego rozdziału podręcznika przygotowana została dodatkowa lekcja na słownictwo, **rozszerzająca** główny temat leksykalny danego rozdziału. Słownictwo wprowadzone jest w podobny sposób jak w głównych lekcjach leksykalnych w rozdziale. Lekcje są przeznaczone dla klas, które pracują szybciej lub mają dodatkowe zajęcia z języka angielskiego.

Materiały cyfrowe

Obecni uczniowie to pokolenie dzieci, które od najmłodszych lat biegle posługują się urządzeniami takimi jak smartfon czy tablet. Technologia służy im nie tylko do zabawy, lecz także (coraz częściej) do zdobywania wiedzy.

Pracę z cyfrowym pokoleniem uczniów ułatwi zestaw komponentów cyfrowych przygotowanych do kursu *Together*.

- **Zadania interaktywne w rozszerzonej rzeczywistości AR** wciągną uczniów w świetną zabawę, podczas której uczniowie będą szukać ukrytych zadań, ćwiczyć słownictwo i zagadnienia gramatyczne z lekcji. Zadania wykorzystują technologię AR i są dostępne bezpłatnie dla uczniów w aplikacji, którą można pobrać na smartfon lub tablet.
- **Macmillan Education Everywhere** w wersji dla ucznia to aplikacja zawierająca dostęp do cyfrowych wersji Książki ucznia i Zeszytu ćwiczeń, a także do zestawów interaktywnych zadań *On-the-Go Practice*, które służą utrwalaniu materiału leksykalno-gramatycznego z podręcznika. *On-the-Go Practice* zawiera 64 dodatkowe interaktywne zadania leksykalno-gramatyczne.
Macmillan Education Everywhere w wersji dla nauczyciela to wielofunkcyjne rozwiązanie na komputer, tablet i smartfon wspomagające pracę nauczyciela, pozwalające m.in. na wyświetlanie na tablicy interaktywnej materiałów z Książki ucznia i Zeszytu ćwiczeń.
- **Filmy video**, czyli nauka w wygodnej i atrakcyjnej dla dzieci formie.
- **Quizlet** i **Kahoot!** to praktyczne aplikacje, dzięki którym uczniowie powtórzą słownictwo z podręcznika oraz rozwiążą quizy sprawdzające wiedzę.

Filmy

Charge your Grammar! – animacje gramatyczne



Charge your Grammar! to 16 animowanych filmów składających się z krótkiej historyjki z życia paczki

nastolatków, którzy muszą sprostać wyzwaniom rzucanym im w każdej części podręcznika przez Pana Gramsona, prezentacji struktur gramatycznych wprowadzanych w każdej lekcji *Grammar* oraz quizu sprawdzającego wiedzę uczniów. Filmy te stanowią bardzo atrakcyjne uzupełnienie prezentacji gramatycznej zamieszczonej w podręczniku. Mogą też być wykorzystane w ramach powtórzenia na lekcji lub samodzielnie przez uczniów w domu. W Zeszycie ćwiczeń zawarte są ćwiczenia gramatyczne bazujące na tych filmach, a w notatkach do lekcji w Książce nauczyciela – pomysły na wykorzystanie filmu na lekcji oraz dodatkowe ćwiczenia.



Communicative videos

Do każdej lekcji *Speaking* dostępne są filmy przedstawiające modelowy dialog wykorzystany w lekcji. Te 8 krótkich filmów daje naturalny kontekst wprowadzanym funkcjom językowym i zachęca do nauki dzięki swojej autentyczności i przydatności w życiu codziennym. W notatkach do lekcji zawarto wskazówki, jak wykorzystać film podczas lekcji.



Discover The World

8 filmów z serii **Discover The World** stanowi atrakcyjne wprowadzenie do każdej lekcji *Reading*. Zanim uczniowie zaczną czytać o życiu ich rówieśników z innych krajów, mają szansę obejrzeć film na podobny temat, co wzbudzi ich ciekawość i zmotywuje do czytania. W filmach położony jest duży nacisk na powtórkę słownictwa wprowadzonego w danym rozdziale oraz na wprowadzenie kilku nowych słów, które przydadzą się uczniom podczas lekcji. Karty pracy do filmów dostępne są w **Teacher's Resource File**, a w notatkach do lekcji *Reading* zawarte są dodatkowe pomysły na ćwiczenia oraz wskazówki, w jaki sposób wykorzystać film na lekcji.

Welcome unit page 4	Vocabulary: likes, dislikes, daily routine, food, hobbies, sports, school, class rules	
	Vocabulary	Grammar
Unit 1 School life page 8	- school life - friendship Pronunciation: /a:/	- present continuous for temporary actions and future arrangements - present simple: state verbs
Unit 2 Our tech world page 22	- technology nouns - technology verbs Pronunciation: /f/ and /tʃ/	- will/won't for future predictions: affirmative and negative, future time expressions - will: questions, short answers, Wh- questions
Unit 3 Life stories page 36	- life events - life stages - celebrations, special days Pronunciation: /ɜ:/	- past simple of regular and irregular verbs: affirmative and negative sentences, past time expressions - past simple: questions, short answers, Wh- questions
Unit 4 Skills and interests page 50	- skills and interests - sports - types of films - film words Pronunciation: /eɪ/ and /ʌ/	- past continuous: affirmative, negative, questions, short answers, Wh- questions, time expressions - past continuous: when/while
Revision Units 1–4 pages 64–65		
Unit 5 Get well soon! page 66	- symptoms and illnesses - injuries and other health problems - treatments Pronunciation: /k/ and silent k	- have to: affirmative, negative, questions, short answers, Wh- questions - should/shouldn't: affirmative, negative, questions, short answers, Wh- questions
Unit 6 Sport for all! page 80	- sports equipment - sports places - sports competitions Pronunciation: tongue twisters	- present perfect: affirmative and negative - present perfect: questions, short answers, Wh- questions
Unit 7 Let's go shopping page 94	- types of shops - shopping - paying Pronunciation: joining words	- present perfect with ever and never - must and can't for deductions
Unit 8 Holiday time! page 108	- types of holiday - places to stay on holiday - adjectives to describe holiday - landmarks Pronunciation: word stress	- adjectives: comparatives, superlatives and (not) as ... as - revision of tenses: talking about past, present and future
Revision Units 5–8 pages 122–123		
Vocabulary extension pages 124–127		

Grammar: *love, like, hate*; present simple; *there is / there are*; *a/an, some, any, a lot of, much/many*; present continuous; *can/can't; must/mustn't*; the future with *be going to*

Reading and culture	Speaking	Writing
• Uniforms around the world	• agreeing and disagreeing	• blog post about the new school year
• Technology in cities	• expressing hopes for the future	• text for a project about life in the future
• How do you celebrate when you leave school?	• saying thank you after a visit	• email about a special life event
• Travel blogs	• talking about skills and interests	• blog post about a hobby
• Transport for medicines	• asking for, giving and responding to advice	• informal message
• Amazing sports stadiums	• talking about preferences, making suggestions and negotiating	• post about lost sports equipment
• Zero-waste cities	• buying and swapping clothes	• invitation
• Adventures around the world	• asking for tourist information	• email about places to visit in my town

Lesson 1

Objectives and materials

Vocabulary: daily routines

Grammar: *love, like, don't like, hate* + verbs with -ing; present simple

Speaking: to talk about daily routines, to express likes and dislikes

Warm-up

Have a discussion about the students' goals in learning English. Ask them what they want to achieve or improve during this school year. If necessary, give the students some ideas, e.g. *I'd like to work on my reading skills. I want to know more vocabulary or I want to pay attention to grammar in my writing.*

1 Students do exercise 1.

Extra idea

Ask the students to write more than two words in each group. Then, ask individual students to say some of the words aloud, and have the rest of the class identify the category the word belongs to.

2 (01:25) Extra idea

Ask the students to describe the people in the pictures before the listen to the recording. Students do exercise 2.

Grammar 1

Draw the students' attention to the grammar box. Read the sentences aloud. Then, ask a few volunteers: *What do you like doing after school? What do you hate doing at the weekend?*

3 Students do exercise 3.

Lesson 1

I can talk about likes and dislikes. I can describe daily routines.

1 In your notebook, write two words for each group. *Students' own answers*



2 Listen to four friends. Match the speakers with the characters A–D.

LET'S MEET!

A	B	C	D
Speaker 1	Speaker 2	Speaker 3	Speaker 4
D	A	C	B

Grammar 1

Love 😊, *like* 😊, *don't like* 😞, *hate* 😡
I **love** robots. I **like** singing.

3 In your notebook, complete the sentences using the correct forms of the verbs from the Grammar 1 table and the verbs in brackets.

- Freya likes (😊) animals.
- Lucas loves (😊) robots and basketball. He hates going (go) shopping.
- Hugo likes reading (read) comics and skateboarding (skateboard).
- Sophia loves playing (play) volleyball. She doesn't like (😞) maths.

4 In pairs, ask and answer about your likes and dislikes. Use the words in the box and your own ideas. Find three things you and your partner both like or dislike. *Students' own answers*

animals cleaning comics maths
spinach sport winter

Do you like animals?

Yes, I do.
I love animals.

What's your favourite animal?

4 four

4 Students do exercise 4.

5 Students do exercise 5.

Grammar 2

Draw the students' attention to the grammar box. Read the sentences and elicit the rules. Then, ask the students to make three sentences in the present simple: one affirmative and one negative about their daily routine, and one question to ask the teacher about his/her daily routine.

5 In your notebook, write the everyday activities in the order you do them. Add two more activities. *Possible answers*

7 do homework 1 get up 6 go home
8 go to bed 3 go to school 2 have breakfast
4 have lessons 5 have lunch

Grammar 2

Present simple

I/You/We/They **get up** early.

He/She/It **gets up** early.

I/You/We/They **don't get up** early.

He/She/It **doesn't get up** early.

Do you **get up** early? Yes, I **do**. / No, I **don't**.

Does he **get up** early?

Yes, he **does**. / No, he **doesn't**.

What time do you **get up**?

6 In your notebook, complete Sophia's blog with the correct forms of the verbs in brackets. Find the time expressions and the frequency expressions.

Sophia's blog

Ugh, I hate Mondays! On Mondays, I get up at seven. My brother usually ¹gets up (get up) at quarter to eight, so we ²don't have (not have) breakfast together. I always tidy my room before school – Lucas ³doesn't tidy (not tidy) his room! School ⁴starts (start) at half past eight and ⁵finishes (finish) at quarter past three. I play volleyball twice a week, but I ⁶don't play (not play) on Mondays 😞. What's your Monday like?

Time expressions: at seven, quarter to eight, half past eight, quarter past three, on Mondays
Frequency expressions: usually, always, twice a week

4 In pairs, ask and answer about your likes and dislikes. Use the words in the box and your own ideas. Find three things you and your partner both like or dislike. *Students' own answers*

6 Students do exercise 6.

Wrap-up

Play a vocabulary game. Arrange the students in a circle. Say a word from this lesson. The task for each consecutive student is to say a word beginning with the letter with which the previous student's word ends (e.g. *animal* – *lemoN* – *nighT* – *twenty*, etc.).

I can talk about food and quantity. I can ask and answer questions about prices.

- 1 What food can you see in the photo of a school lunch? Is it a healthy or unhealthy lunch?

The lunch in the photo looks healthy: there are strawberries, an apple, some salad, some pudding and sandwiches.



- 2 In your notebook, write the words under the correct heading. Add more words in each group.

biscuit broccoli carrot chickpea grape
hummus rice salad strawberry tofu

Countable nouns

biscuit, ...
carrot, chickpea,
grape, strawberry

Uncountable nouns

broccoli, hummus,
rice, salad, tofu

Grammar 3

There is / There are

There's a biscuit / some bread.

There isn't a biscuit / any bread.

There are some biscuits.

There aren't any biscuits.

Is there a biscuit / any bread?

Are there any biscuits?

Yes, there is. / No, there isn't.

Yes, there are. / No, there aren't.

- 3 In your notebook, complete the sentences with the correct form of *there is / there are*.

- There aren't (X) any strawberries in my smoothie.
- There's (✓) some pineapple on this pizza.
- Is there a can of tuna in the cupboard?
No, there isn't (X).
- Are there any grapes? Yes, there are (✓).
- There isn't (X) any cheese in my sandwich.

Grammar 4

A/an, some, any, a lot of, much/many

There is a banana.

There isn't an apple.

There are some / a lot of biscuits.

There aren't any/much biscuits.

There's some / a lot of rice.

There isn't any/much rice.

Is there any rice?

Are there any biscuits?

How much rice is there?

How many biscuits are there?

- 4 Read the Grammar 4 table. Then, in your notebook, choose the correct option.

Lara: What have you got for my packed lunch tomorrow, Dad?

Dad: There's ¹some/ any hummus and salad, but there isn't ²many/ much bread.

Lara: No problem. Are there ³a/ any apples?

Dad: Yes, there are ⁴an/ a lot of apples.

Lara: Great, ⁵a/ an apple, salad and hummus for me, please.

- 5 Listen to a conversation at a tuck shop. Match the prices in the box with the food. There are two extra prices.

75p 99p £1.00 £2.50 £3.25 £4.00

MENU

Cheese and tomato sandwich	¹ £2.50
Chicken sandwich	² £3.25
Chicken salad	³ £4.00
Water	⁴ 75p

- 6 Make a list of six types of food in your tuck shop. Write the prices. Then role-play a conversation. Students' own answers

Hi! How much is ...?

It's 85p.

five 5

Warm-up

Discuss the following questions with the students: What is your favourite food? Which fruit do you like the most? On a scale of 1–5, how much do you like vegetables?

- Students do exercise 1.
- Students do exercise 2.

Grammar 3

Draw the students' attention to the box. Check understanding of its contents by stating a few true and false sentences about the classroom using *there is / there are* and asking the students to identify the false ones. Then, have the students make one sentence with *there is/isn't* and one with *there are/aren't* about the contents of their school bags.

- 3 Students do exercise 3.

Grammar 4

Read the sentences in the box aloud and review the rules. Then, ask the students to use some of the structures to make sentences about their lunchbox today (e.g. *There is an apple. There aren't any sandwiches.*)

- 4 Students do exercise 4.

5 (00:46) Extra idea

Before the students listen to the recording, model the pronunciation of the numerals for the class. Students do exercise 5.

- 6 Students do exercise 6.

Wrap-up

Ask the students to create their perfect lunchbox. What does the lunchbox look like? What is inside? Ask the students to talk about their lunchboxes using the target grammar.

Lesson 2

Objectives and materials

Vocabulary: food, prices

Grammar: *there is / there are; a/an, some, any, a lot of, much/many*

Listening: to find specific information

Speaking: to talk about food and quantity

Lesson 3

Objectives and materials

Vocabulary: hobbies and sport

Grammar: present continuous; *can* for ability

Listening: to define the main idea

Speaking: to talk about abilities

Warm-up

Ask the students how they spend their free time after school and on weekends. Do they have the same free time activities on weekdays and weekends?

1 Students do exercise 1.

Extra idea

Ask the students how often they do the free time activities listed in the box.

2  (01:05) Students do exercise 2.

Grammar 5

Draw the students' attention to the sentences in the box. Review the rules for using the present continuous tense and ask the students to say three sentences about what is happening at the moment.

3 Students do exercise 3.

Answers

- 1 Mum is making a stir-fry.
- 2 Dad is watching a series on TV.
- 3 Maya's sister isn't doing her homework.
- 4 She and her friends are playing an online game.
- 5 Maya is chatting on the phone.

Lesson 3

I can talk about hobbies and sports. I can talk about things happening now, and my abilities.

1 In your notebook, match photos 1–8 with the phrases in the box. Add four more free time activities.

8 chat on my phone 4 cook
7 play an online game 2 play basketball
5 ride a scooter 1 sing
6 spend time with friends 3 watch a series



2  Listen to the phone conversation. In your notebook, write which activity from exercise 1 each person in the family is doing now.

- a Mum cook
- b Dad watch a series
- c Maya's sister play an online game,
spend time with friends
- d Maya chat on my phone

Grammar 5

Present continuous

I'm cooking. / I'm not cooking.
They're cooking. / They aren't cooking.
He's cooking. / He isn't cooking.
Are you cooking?
Yes, we are. / No, we aren't.
Is she cooking?
Yes, she is. / No, she isn't.

3 Read the Grammar 5 table. In your notebook, write sentences about what the people from exercise 2 are doing now.

- 1 Mum / make / a stir-fry
- 2 Dad / watch / a series on TV
- 3 Maya's sister / not do / her homework
- 4 She and her friends / play an online game
- 5 Maya / chat / on the phone

6 six

Grammar 6

Can

I/You/We/They can play basketball.

He/She/It can't play basketball.

Can you/he/she/it/we/they play basketball?

Yes, I/he/she/it/we/they can.

No, I/he/she/it/we/they can't.

4 Read the Grammar 6 table. In your notebook, complete the text with *can/can't* and the verbs in the box.

create play play run walk use

Hi, I'm Rowan. I use a wheelchair because I ¹can't walk, but there are lots of things I can do. I'm in a junior wheelchair basketball team, and I ²can play really well. Like other players on my team, I ³can't run, but I can move really fast! I'm terrible at singing and I ⁴can't play a musical instrument, but I'm good at drawing, and I ⁵can create art on my laptop. I ⁶can use my computer to chat online with friends, too!



5  In pairs, ask and answer questions. How many things can your partner do?
Students' own answers

CAN YOU ...

- say the alphabet backwards?
- sing a song in English?
- remember all your classmates' names?
- climb a tree?
- play chess?
- write your name with your left hand?

Can you say the alphabet backwards?

Yes, I can. It's z, y, x ...

Grammar 6

Ask the students to study the grammar box. Then, ask them to say which of the activities in the box in exercise 1 they can or can't do.

4 Students do exercise 4.

5 Students do exercise 5.

Extra idea

Ask the students to add 2–3 extra questions to the list, e.g. *Can you say ... in Spanish? Can you draw? Can you stand on one leg for a minute?*

Wrap-up

Play a spelling game. Divide the class into two groups. One student from each group comes to the front of the classroom. Ask the student: *Can you spell ...?* If the student spells the word correctly, they score a point. During the game, each group is allowed two lifelines, which means they can ask the rest of their group for help.

Lesson 4

I can talk about class rules. I can describe my plans for the new school year.

- 1 In your notebook, write down as many names of school subjects and school places as you can in three minutes.

Students' own answers

School subjects: *history*, _____

School places: *playground*, _____

Grammar 7

Must, mustn't

I/You/He/She/It/We/They **must** listen to the teacher.

I/You/He/She/It/We/They **mustn't** eat in class.

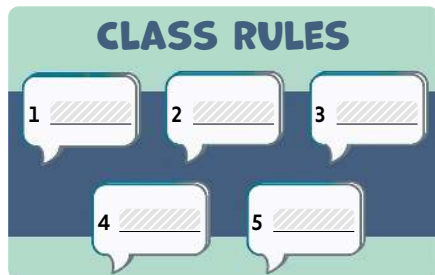
- 2 Read the Grammar 7 table. In your notebook, complete the class contract with **must** or **mustn't**.

CLASS CONTRACT

- 1 We must try to speak English.
- 2 We must listen to our classmates.
- 3 We mustn't arrive late.
- 4 We mustn't eat or drink in class.
- 5 We must help each other.
- 6 We must put up our hand to speak to the class.

- 3  Work in groups. Choose important class rules. Make a class contract poster.

Students' own answers



- 4  Listen to Ravi. In your notebook, tick his plans for the school year.

- 1 study hard at school
- 2 learn a new language
- 3 do sports
- 4 do household chores



Grammar 8

The future with **be going to**

I'm **going to** join a club.

He/She/It's **going to** join a club.

We/You/They're **going to** join a club.

I'm **not going to** join a club.

He/She/It **isn't going to** join a club.

We/You/They **aren't going to** join a club.

Are you going to join a club?

Yes, I **am**. / No, I'm **not**.

Is he/she/it **going to** join a club?

Yes, he/she/it **is**. / No, he/she/it **isn't**.

Are we/you/they **going to** join a club?

Yes, we/they **are**. / No, we/they **aren't**.

- 5 Read the Grammar 8 table. In your notebook, write about Freya's plans. Use the words in the box and **be going to**.

be healthy do chores
do homework every day eat fatty food
spend time online study hard



She's going to study hard.

- 6  Write five sentences about your plans for the year. Think about school, clubs, healthy lifestyle, home. Then ask your partner about their plans.

Students' own answers

I'm not going to chat in class.

What are you going to do this year?

I'm going to study hard.

seven 7

- 2 Students do exercise 2.

- 3 Students do exercise 3.

Extra idea

Brainstorm some unusual rules that could be added to the class rules, e.g.
You must wear pink clothes on Fridays. When you don't do your homework, you must sing a song for the class. You mustn't say a word to your teacher during the break.

- 4  (00:40) Students do exercise 4.

Extra idea

Ask the students to order the plans 1–4 from the most to the least important for them.

Grammar 8

Allow the students to study the sentences in the box. After they finish, ask them which part of the phrase **be going to** changes depending on the subject of the sentence (**the verb be**). Then, elicit the students' own examples of sentences with different subjects.

- 5 Students do exercise 5.

Answers

*She's going to do homework every day.
She's going to be healthy.
She isn't going to eat fatty food.
She isn't going to spend time online.
She's going to do chores.*

- 6 Students do exercise 6.

Wrap-up

Tell the students to write two sentences about their future plans – one true and one false. Then, ask volunteers to read the sentences aloud for the rest of the class to guess which one is true and which one is false. Before you begin, model the activity to the class by saying two sentences about yourself.

Lesson 4

Objectives and materials

Vocabulary: class rules

Grammar: *must, mustn't; be going to*

Listening: to find specific information

Speaking: to talk about plans for the future

Warm-up

Discuss the following questions with the class: *Do you like going to school? Why / Why not?*

- 1 Students do exercise 1.

Grammar 7

Allow the students to study the sentences in the box and ask them to translate them into their first language. Then, ask the students to name one more thing they must and mustn't do at the school library.

School life

1

Lesson 1

I can talk about school life. I can understand an interview about a school.

Unit 1 Extra resources

Workbook: pages 8–17

Videos:

- Grammar animations (Lesson 2 and 4)
- Culture video: *High tech High School* (Lesson 5)
- Speaking video: *That's a great point!* (Lesson 6)

Tests:

- Short tests (Vocabulary and listening, Vocabulary 2, Grammar 1, Grammar 2, Speaking)
- Unit test (Support, Standard, Challenge, Test for dyslexic students)

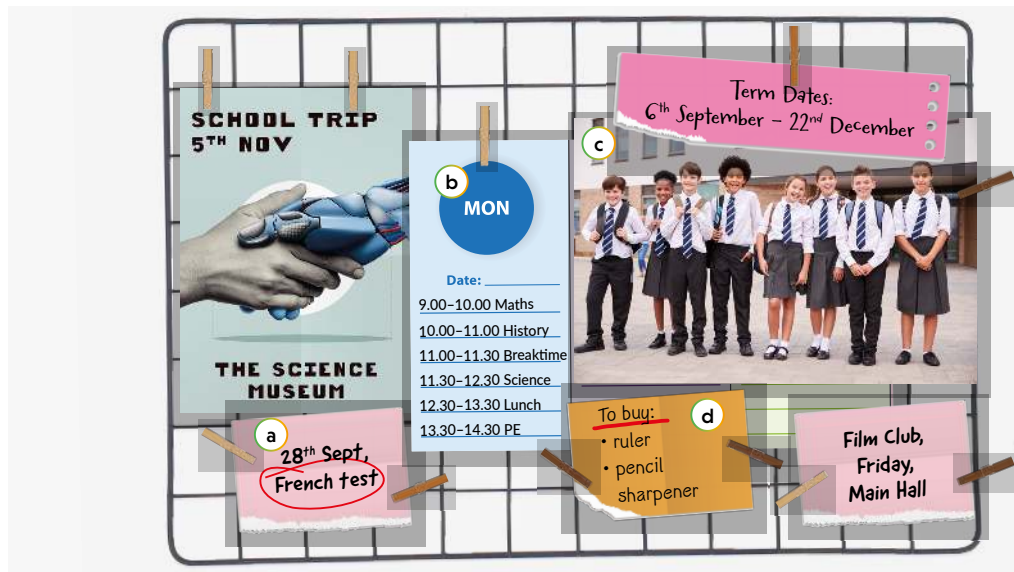
Teacher's Resource File:

Grammar and vocabulary practice

On-the-Go Practice: Unit 1

Kahoot!: Unit 1

Quizlet: Unit 1



Lesson 1

Objectives and materials

Vocabulary: school life

Listening: to find specific information

Speaking: to compare school life in different countries

Culture note

The words *public* and *private school* mean something different in the UK and in the USA. In the UK, the schools that are free of charge are called state schools, and the most prestigious private schools that parents pay for are called public schools. In the USA, public schools are the government-funded ones, while private schools require payment from parents.

1 Let's start!

Look at the noticeboard. Find four school subjects, two types of stationery, and a school place. Then add three more words to each category.

4

Work in pairs. Student A: say a phrase from exercise 3. Student B: write a sentence with the phrase and *always*, *sometimes*, *never*, or other time expressions. *Students' own answers*

Wear a uniform.

I always wear a uniform to school.
Miss school.

2

Listen and match items a–d on the board with dialogues 1–4.

1 a 2 c 3 d 4 b

3

In your notebook, match definitions 1–10 below with the phrases in the box. Then listen, check and repeat.

School life 1

do a presentation • fail a test • get a good/low mark • miss school • pass a test • revise for a test • take a test • take notes • wear a uniform • write an essay

1 study before a test

revise for a test

6 not go to school

miss school

2 write a short text for school

write an essay

7 speak to the class about something

do a presentation

3 wear special clothes

wear a uniform

8 do a test

take a test

4 write what the teacher says

take notes

9 get 40% or less in a test

fail a test

5 get 60% or more in a test

pass a test

10 get a positive/negative result

get a good/low mark

8 eight

Warm-up

Write the lesson topic on the board. Ask the students to write three words they associate with school life. Then ask volunteers to read out their words and explain how they are connected to school life.

1 Students do exercise 1.

Answers

School subjects: maths, history, science, PE

Stationery: ruler, pencil sharpener

A school place: main hall



(01:01) Students do exercise 2.



(01:18) Students do exercise 3.

Extra idea

To help the students remember the target vocabulary better, allow them to study the phrases for two minutes. Then tell the students to close their books and read out the definitions in random order. The students respond with the correct phrases.

4 Students do exercise 4.

GUESS WHAT?!

Teachers in different countries give marks in different ways. In Argentina, they use the numbers 1–10. In the USA, A–F letter marks are popular.

How do teachers give marks in your country?

- 5  1.7 In your notebook, complete sentences 1–5 with the words in the box. Then listen, check and repeat. Which sentences are true for your country?

School life 2

breaktime • private school • school year • state school • term/terms

- Most students go to a state school. These schools are free.
- Some students pay to go to a private school.
- The school year starts in September and ends in July.
- There are three terms in each year.
- Our school starts at nine o'clock, and breaktime is at eleven o'clock.

6 Pronunciation /a:/

-  1.8 Listen to the rhyme. How many times do you hear the /a:/ sound? Then listen again and repeat. **eight**

Our class is large, but it isn't hard
To pass a test and get a good mark.
It's a happy day, so let's start.
Let's start, let's start.

Skills zone



Zanim posłuchasz nagrania z ćwiczenia 7, zapoznaj się uważnie z całym ćwiczeniem.

- Przeczytaj polecenie do ćwiczenia. Jaki to rodzaj tekstu? Ile osób usłyszysz? **It's a radio interview. Two (or more) people are speaking.**
- Napisz trzy słowa, które spodziewasz się usłyszeć w nagraniu.

- 7  1.9 Listen to a radio interview about an unusual school. Which of these things are there at the school?

classrooms homework lessons
presentations teachers tests

- 8  1.9  **Posłuchaj nagrania ponownie. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania. Wybierz właściwą odpowiedź: a, b lub c. Zapisz odpowiedzi w zeszycie.**

- Students choose .
a the school subjects b school times
c things they want to study
- The school day is from .
a 8 am to 3 pm b 9 am to 3 pm
c 9 am to 4 pm
- Groups of students are .
a different ages b the same age
c very big

- 9  **Compare your school to the school in the Netherlands in exercise 8. What are the differences? Which school do you prefer?**
Students' own answers

We have classrooms.

Yes, and we study different subjects.

 Fast finishers

In your notebook, complete the notes with your ideas about school life.

Students' own answers

SCHOOL LIFE

- Most difficult subject: ...
- Favourite place: ...
- Best time of the day: ...
- Worst thing: ...
- Best thing to do at breaktime: ...
- Favourite school day: ...



nine 9

- 7  1.9 (01:44) Students do exercise 7.

- 8  1.9 (01:44) Students do exercise 8.

Extra idea

To challenge the students, ask them to choose the answers before listening to the text for the second time.

- 9 Students do exercise 9.

 Fast finishers

Any students who finish the exercises early, can do the task in the book.

EXTRA ACTIVITY



Wrap-up

Play a memory game. Ask a student to finish the sentence
At school, we ... with one of the phrases in exercise 3. The next student repeats the sentence and adds one more phrase to the list. Continue the activity for as long as possible. You may turn the task into a challenge – if the students manage to include all the target phrases, you will give them five minutes of free time during the next lesson.

- 5  1.7 (00:37) Students do exercise 5.

- 6  1.8 (00:15) Students do exercise 6.

Extra idea

Whisper the words with the target sound (*class, large, hard, pass, mark, start*). Student guess the names based on lip-reading.

Skills zone

Introduce the purpose of the *Skills zone* sections to the students. Tell them the section will appear throughout the book to help them understand texts and complete different comprehension exercises. Then ask the students to do tasks 1 and 2. After they finish exercise 7, ask them if the *Skills zone* tasks were helpful.

Lesson 2

Objectives and materials

Grammar: present continuous for temporary situations and future arrangements

Listening and reading: to find specific information

Warm-up

Ask the students to look at the story and write down 4–5 verbs that might describe the activities in the pictures, e.g. *feed the dogs, sing, walk, read, talk, play volleyball, study, put on / wear / carry a helmet, forget about something.*

1 Students do exercise 1.

2  (01:47) Students do exercise 2.

3  (01:47) Students do exercise 3.

Answers

Saturday

Lucas: free

Freya: helping at the pet shelter

Hugo: Korean lesson

Sunday

Lucas and Sophia: grandad's birthday party

Sophia: volleyball

Hugo: revising for a geography test

Freya: free

Extra idea

To help weaker students with the activity, change it into a matching task by writing all of the answers scattered on the board. You could add one or two distractors.

4  (00:24) Students do exercise 4.

1

Lesson 2

I can use the present continuous to talk about temporary actions and future arrangements.

WHEN ARE YOU FREE?



LUCAS: So, when can we meet to make a video for Film Club? I'm free on Saturday.
FREYA: Hmm, Saturday morning doesn't work for me. I'm helping at the pet shelter this month!
SOPHIA: And I've got choir practice. We're preparing an end-of-term concert. I'm singing a solo.
HUGO: That's so cool, good for you!



SOPHIA: I'm playing volleyball in the morning, but I'm not doing anything in the afternoon.
HUGO: I'm revising for a geography test before lunch, but I'm free later.
LUCAS: So we're all free on Sunday afternoon then?



HUGO: I'm meeting Ji on Saturday afternoon. He's teaching me Korean.
LUCAS: Wow, you're learning Korean! It must be really hard!
HUGO: I enjoy it! And you see, I love reading Korean comics.
FREYA: What about meeting on Sunday?



LUCAS: Oops! It's our grandad's birthday on Sunday. We're having a party for him at three o'clock.
HUGO: I give up!

1 Look at the story. In your notebook, match the endings of the sentences a–d with their beginnings 1–4.

- | | |
|-----------------------|------------------------|
| d 1 Sophia is | a red hair. |
| c 2 Lucas wears | b a red school bag. |
| b 3 Freya is carrying | c glasses. |
| a 4 Hugo has got | d Lucas's twin sister. |

2  Read the story and listen to it. Answer the questions.

- Why do the friends want to meet?
To make a video for the film club.
- Do they choose a day and time?
No, they don't.

3  Read the story and listen to it again. In your notebook, complete the table with each person's activities.

	Lucas	Freya	Sophia	Hugo
Saturday			choir practice	
Sunday				

Real English

4  Listen to the phrases and repeat. Practise them in pairs. *Students' own answers*

Saturday morning doesn't work for me.
That's so cool! *I give up!*
Oops!

10 ten

Grammar

Remind the students of the forms of the present continuous. Then draw their attention to the list of present and future expressions, explaining the three uses of present continuous: for actions happening now, temporary situations happening around now, but not necessarily right now, and future arrangements.

Grammar 1 video

Write the following sentences from the video on the board.
 Play the animation video and ask the students to find out if the sentences refer to the present (P) or the future (F).
 1 *I'm making a video with my friend.* (F)
 2 *I'm not going shopping with my dad.* (F)
 3 *You're controlling it really well.* (P)
 4 *It's getting close to the trees.* (P)

9  1.12 (00:44) Students do exercise 9.

Grammar 1

Present continuous

Affirmative

I **'m playing** volleyball.

You/We/They **'re playing** volleyball.

He/She/It **'s playing** volleyball.

Negative

I **'m not playing** volleyball.

You/We/They **aren't playing** volleyball.

He/She/It **isn't playing** volleyball.

Questions and short answers

Are you **playing** volleyball?

Yes, I **'m** **am**. / No, I **'m** **not**.

Is he **playing** volleyball?

Yes, he **is**. / No, he **isn't**.

Time expressions for temporary situations

at the moment, now, these days, this week

Time expressions for future arrangements

tomorrow morning, next Monday, next week

5 In your notebook, complete the Grammar 1 table with the correct forms of the present continuous.

6 Match sentences 1–3 with their meaning a–c.

- The friends are leaving school now. c
- Freya is helping at the pet shelter this month. a
- Hugo is having a Korean lesson on Saturday afternoon. b

- sytuacja lub czynność tymczasowa
- czynność zaplanowana
- czynność, która dzieje się w momencie mówienia o niej

7 In your notebook, complete the sentences with the present continuous forms of the verbs in brackets.

- The friends **are going** (go) to a Film Club this term.
- Sophia **is preparing** (prepare) for a concert at the moment.
- Hugo **isn't learning** (not learn) Spanish this month.
- Freya **is doing** (do) a lot of sport these days.
- I **'m getting** (get) good marks this year.

8 In your notebook, write questions in the present continuous.

- What / you / read / at the moment?
- you / go / to a school club / this year?
- What / you / watch / on TV / these days?
- you / do / any voluntary work?
- What games / you / play?

9  1.12 Listen to the dialogue.

In your notebook, make notes on the boy's answers to the questions in exercise 8. Then write five sentences with his answers.

He's reading a book about trains.

10  Look at Lucas's phone. Talk about his arrangements for next week.

Monday - help dad in the garden
Tuesday - revise for a maths test
Wednesday - do a science project
Thursday - write an English essay

On Monday, he's helping his dad in the garden.

Fast finishers

Complete the sentence in the meme.
Students' own answers



eleven 11

Fast finishers

Any students who finish the exercises early, can do the task in the book.

EXTRA ACTIVITY



Wrap-up

Students work in pairs. Student A closes their book. Student B says true or false sentences about the pictures in the story on page 10. Student A guesses if the sentences are true or false.

Answers

- No, he isn't. He's trying to study more.
- He's watching a series (about a group of friends in space).
- No, he isn't, but he's helping his parents more at home.
- He isn't playing video games these days. He's doing a lot of sports.

10 Students do exercise 10.

Answers

On Tuesday, he's revising for a maths test.
On Wednesday, he's doing a science project.
On Thursday, he's writing an English essay.

Extra idea

Ask the students about their arrangements for this week. After you get the information from several students, ask the rest of the class *Who is ...?*

5 Students do exercise 5.

6 Students do exercise 6.

Extra idea

Read out the following sentences and ask the students to match them with the usage a, b or c.

We are studying geometry in maths now (a).

We are learning English. (c)

I'm visiting my friend after school. (b)

7 Students do exercise 7.

8 Students do exercise 8.

Answers

- What are you reading at the moment?
- Are you going to a school club this year?
- What are you watching on TV these days?
- Are you doing any voluntary work?
- What games are you playing?

Extra idea

Students work in pairs to ask and answer the questions. Then ask a few volunteers to report to the class what their partner said.

Lesson 3

1

Lesson 3

I can talk about friendship.

Objectives and materials

Vocabulary: friendship

Speaking: to make suggestions

Optional materials: a slip of paper or a post-it note for each student

Warm-up

Ask the students about their best friends. Ask the following questions: *Who's your best friend? How old is he/she? Where does he/she live? How many hours a week do you spend together? Where/When did you meet him/her?*

1 Students do exercise 1.

Extra idea

Revise the personality adjectives – say them aloud, ask the students to repeat them and make sure they know the meaning. Say the adjectives in the students' first language and ask the students to say the correct words in English.

2  (00:53) Students do exercise 2.

3  (00:45) Students do exercise 3.

Extra idea

Ask the students which phrases in the box describe negative situations (*feel lonely, have an argument*).

4 Students do exercise 4.

5 Students do exercise 5.

6  (00:31) Students do exercise 6.

7 Students do exercise 7.

Suggested answers

- 1 Why don't you get to know people?
- 2 Why don't you say sorry?

Forever Friends

▶ Next episode: watch what happens!



Abie and Jade are friends. They get on well, but one day, they have an argument. Abie is sad, and her mum makes a chocolate cake to cheer her up.

Jade decides to make friends with other people in her school. She gets to know Luke. They have a lot in common – they both like hip hop music and computer games.

Abie sees them together and feels lonely. Should she say sorry? What should she do?

1 Let's start!

  Look at the words in the box. In pairs, describe a good friend.

Students' own answers

clever confident funny helpful
kind polite talkative

I think a good friend is helpful and kind.

2 1.13 Read the story and listen to it. Do you think Jade is a good friend?

Students' own answers

I don't think she's a good friend because Abie is sad.

3 1.14 Read the story again. Find the phrases in the box in the text. Which two phrases are not used in the story? Then listen and repeat.

Friendship

cheer someone up • feel lonely •
get on (well) • get to know •
have (a lot) in common •
have an argument • keep a secret •
make friends • say sorry • tell the truth

12 twelve

4 Replace the underlined phrases with the phrases from the box in exercise 3.

- 1 Abie and Jade disagree in an angry way.
have an argument
- 2 Abie's mum tries to make her happier.
cheer her up
- 3 Jade finds out more about Luke.
gets to know
- 4 Luke and Jade like the same things.
have a lot in common
- 5 Abie feels sad because she's alone.
feels lonely

5 In your notebook, complete the sentences with the verbs in the box.

get keep make say tell

- 1 I go to the school Book Club because I want to make friends.
- 2 Can you keep a secret? Matt wasn't ill yesterday.
- 3 You forgot Ellen's birthday. You should say sorry.
- 4 This story is true! I always tell the truth.
- 5 I often do things with my cousin. We get on well.

6 Listen to the dialogues. Which phrases in the box do you hear?

How about ...? Let's ... What about ...?
Why don't you ...? You should/shouldn't ...

7 Work in pairs. Read the situations. Make suggestions to each student.

- 1 'It's the first week of term. I'm feeling lonely.'
- 2 'I had an argument with my friend. Now she doesn't speak to me.'
- 3 'I've got two friends, but they don't get on.'
- 4 'My friend is feeling sad. What can I do to cheer him up?'

Fast finishers

In your notebook, draw a hand. What makes you a good friend? Write ideas in the fingers.
Students' own answers



- 3 Why don't you all do something together?
- 4 Why don't you tell him a funny story?

Extra idea

The students write about a problem they have on separate slips of paper or post-it notes. The students can invent the problem. Then collect them and put them in a container. The students draw a slip, read aloud about the situation and give a piece of advice. If necessary, revise some of the useful phrases, e.g. *You should/shouldn't ... How/What about ...*

Fast finishers

Any students who finish the exercises early, can do the task in the book.

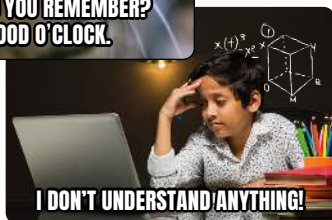
EXTRA ACTIVITY



Wrap-up

Suggest three unusual fun activities you can do with your friend, e.g. have a home spa, make an escape room for others, swap clothes, organise a film marathon.

I can use the present simple with state verbs to talk about possession, feelings and opinions.



Grammar 2

State verbs

Some verbs are state verbs. We don't use them in the present continuous.

Possession: **have got**; Have you **got** a pen?

Feelings: **love, like, hate, want**; I **like** these memes.

Opinions: **know, think, forget, remember, understand, agree**; I **know** the answer.

- 1 Read the Grammar 2 table. Then find the state verbs in the memes.

- 2 In your notebook, complete the sentences with the correct forms of the state verbs in the box. Use the present simple.

have got know not like
not remember think understand

- I think that's a great idea!
- A: Do you know that boy over there?
B: Yes, I do, but I don't remember his name.
- Marcus doesn't like horror films. Let's watch a comedy.
- A: Does Martha understand our biology homework?
B: Yes, she does. She can explain it to you.
- Jan 's got a lot of friends.

- 3 In your notebook, complete the text with the correct forms of the verbs in brackets. Use the present continuous or present simple.

My best friend is Daniel.

He ¹ 's got (have got) one brother. He's clever and funny, and we ² get (get) on well.

We both ³ love (love) sports and skateboarding!

In fact, Daniel ⁴ wants (want) to be a PE teacher in the future.

At the moment, he ⁵ 's living (live) in Spain with his cousins. He ⁶ 's learning (learn) Spanish, but he ⁷ doesn't understand (not understand) much!

He ⁸ 's coming (come) home in December. I can't wait to see him!



- 4 In your notebook, write two true sentences and one false sentence using state verbs and the ideas in the box. In pairs, read your sentences and guess which sentences are false. Students' own answers

English grammar rules homework
PE school lunches tests

I understand English grammar rules.

I think that's true.

- 5 Work in groups. Match the emojis with the state verbs. In your notebook, draw emojis for two other state verbs.



Grammar 2 video

Write the following sentences on the board. Play the animation video and ask the students to complete the sentences with the correct names.

- Will likes art classes.
- Jay understands maths rules easily.
- Olivia thinks PE classes are great.

- Students do exercise 1.
- Students do exercise 2.

3 Extra idea

Break down the activity into two steps. First, ask the students which of the verbs in brackets are state verbs (love, want, understand).

Tell the students to put these verbs into the correct forms of present simple. Then ask the students to complete the rest of the gaps. If necessary, review the rules for using the present continuous. Students do exercise 3.

- 4 Students do exercise 4.

Extra idea

Model the activity by saying two sentences about yourself. This will help you build rapport with the students.

Lesson 4

Objectives and materials

Grammar: present simple with state verbs

Speaking: to talk about possessions, feelings and opinions

Warm-up

Ask the students to finish the sentences so that they are true about their best friend:

She/He likes ...

She/He has got ...

She/He often forgets ...

Grammar

Read aloud the contents of the table and translate into the students' first language if necessary. Elicit examples of sentences with state verbs.

Wrap-up

The students make their own memes with state verbs, similar to those in exercise 1.

Let the students go around the class to find a photo, a picture or an image they could use in their meme and ask them to add text to it.

Lesson 5

1

Lesson 5

I can understand texts about school uniforms in different countries.

Objectives and materials

Reading: to find specific information

Speaking: to talk about school life in different countries

Optional materials:

Teacher's Resource File – Video worksheet Unit 1; video still from exercise 1 to be displayed on the board; post-it notes; big sheets of paper (poster-type) – one for three students

Culture note

Uniforms are obligatory in over 90% of primary and secondary schools in the UK. These days, they are a symbol of equality, but it was different in the past – in the 16th century, uniforms were introduced in charity schools to distinguish the 'poor' children attending on scholarships from those who could afford private education.

Warm-up

Have a class discussion about the advantages and disadvantages of school uniforms.

1 Students do exercise 1.

Suggested answers

They're at school / in the classroom. They're building a machine / designing or making something with wood / doing a wooden puzzle.

- 1 Look at the photo. Where are they? What do you think they are doing?



- 2 Look at the texts and answer the questions.

- What three countries are there? Which country is in: South America, Africa, Asia? **Bhutan (Asia), Argentina (South America), Ghana (Africa)**
- Describe the clothes that the students are wearing in the photos. **Students' own answers**

Skills zone



- Zanim zaczniesz czytać tekst z ćwiczenia 3, przeczytaj tytuł i przyjrzyj się zdjęciom. Jak myślisz, o czym jest tekst? **It's about uniforms in different countries.**
- Zapisz w zeszycie krótko, co wiesz na ten temat.
- Czego chciałbyś/chciałabyś dowiedzieć się z tekstów? Zanonuj w zeszycie jedno pytanie.

- 3 Read the texts and listen to them. Which texts describe the colour of the uniform? Did you find the answer to your question? **A and C**

- 4 Przeczytaj teksty A–C ponownie. Do każdego zdania 1–4 dopasuj właściwy tekst: A, B lub C. Zapisz odpowiedzi w zeszycie. Jeden tekst pasuje do dwóch zdań.

- | | | | |
|---|----------|---|----------|
| 1 Students at state and private schools wear different clothes. | <u>B</u> | 3 There is a uniform for when students do PE. | <u>B</u> |
| 2 At primary school, students usually wear the same colours. | <u>C</u> | 4 The clothes are an important part of the country's culture. | <u>A</u> |

14 fourteen

- 5 Answer the questions. Then read the texts again and check your answers.

- How do students carry books and stationery in Bhutan?
- What does the white smock in Argentina show?
- Why is it important for students to buy a uniform in Ghana?
- How is the uniform in this African country different these days?

- 6 Find out

Work in pairs. Find out about school uniforms in another country. Then tell the class about it. **Students' own answers**

In Indonesia, students wear a white shirt with a skirt, shorts or trousers. At primary school, the uniform is red and at secondary school, it's blue.

When students leave school, they paint each other's clothes to celebrate.

- 7 Read the comments. Which are for and which are against a school uniform? Can you think of other ideas? **For: 2, 4, Against: 1, 3**

- A school uniform is often expensive.
- It gives you a feeling of community.
- Some uniforms are uncomfortable.
- It's easy to get dressed in the morning.

Possible answers

For: Students think about the lessons and not their clothes. All students are equal; Against: Students aren't free to wear the clothes that they like. Parents must buy normal clothes and a school uniform.

Culture video

The students watch the video and answer the following questions.

- Where is High Tech High? **(in California)**
- Are there any exams in the school? **(no)**
- Which project does Brian lead? **(the machine project)**
- What happens after the exhibition? **(The students discuss what they've learnt from the projects.)**

2 Students do exercise 2.

Skills zone

Draw the students' attention to the box. Explain that prediction is one of the strategies that makes text comprehension easier. Ask the students to do tasks 1–2. In task 3, ask to write the questions on post-it notes which you collect. After the first reading, choose a few post-it notes, read aloud the question and ask volunteers to answer.

UNIFORMS AROUND THE WORLD

1

Uniforms are an important part of school life in many countries. They tell us about the history and culture of each country.

A These students from **Bhutan** are wearing the country's **national costume**. It's also their school uniform. Boys wear trousers with a **robe**, and girls wear a long skirt and a jacket. There's a space in their clothes to carry things, like books, stationery or a water bottle. Each school chooses a different colour for the uniform, but it's usually dark blue or green.

B At state schools in **Argentina**, students wear a white **smock** over their clothes. It's like a lab coat and is the same for boys and girls. The smock shows that all students in the country are **equal**. Private schools have their own uniform. This includes gym clothes for when students do sports activities. They wear these clothes one day a week.

C In **Ghana**, the school uniform at primary school is usually brown and yellow. At secondary school, the colours **vary**. The uniform can be expensive, so charities often help families to buy them. Without the uniform, some children don't go to school. These days, more and more students are wearing uniforms with African **prints**, so they feel proud of their African culture.

B

A

C

Glossary

equal – równy

national costume – strój narodowy

print – nadruk, wzór

robe – szata

smock – fartuch, kitel

vary – różnić się

8  Imagine you can design a school uniform. What clothes and colours would you choose for summer and what for winter? Make a list in your notebook. **Students' own answers**

I think a hoodie is a good idea for winter.

Yes, with comfortable trousers.

GUESS WHAT?!

Students first started wearing uniforms in the UK. One of the first schools to have a uniform was Christ's Hospital School, in the 16th century. The uniform – a long blue coat, yellow socks and a white collar – is still the same today!



fifteen 15

3  (01:48) Students do exercise 3.

SEN tip

Some students need extra help while reading to focus on the words. Tell the students to run a pencil along the line, use their index finger or a ruler to help them concentrate on the words and help them move along the text faster.

4 Students do exercise 4.

Extra idea

Tell the students that in tasks like this one, the information in the text is given with different words. For each sentence in the task, ask the students to find the sentence in the text which conveys the same information.

5 Students do exercise 5.

Answers

- 1 In a space in their clothes / inside their clothes.
- 2 It shows that all students in the country are equal.
- 3 Because without a uniform, students don't go to school.
- 4 Students are wearing uniforms with African prints.

6 Students do exercise 6.



SUPPORT: Help the students write key words or phrases for the online research, e.g. *school uniforms around the world*. Then help them go through the articles they find by encouraging them to focus on some specific information like clothes items, colours, fabrics, sets of clothes for different seasons, etc.



CHALLENGE: The students prepare a presentation. They write short descriptions of the uniforms and add photos. Remind them to include references to all sources they used.

7 Students do exercise 7.

Extra idea

Ask the students to choose two comments – one they agree with and one they disagree with and write a response to each.

8 Extra idea

Allow the students to draw the uniform on big sheets of paper and later describe the uniform to the class. Students do exercise 8.

Wrap-up

Students come up with three arguments FOR wearing uniforms – one from the perspective of parents, one from the teacher's point of view and one from the students' point of view.

Lesson 6

Objectives and materials

Speaking: to agree and disagree

Reading and listening: to find specific information

Warm-up

Ask the students if it's OK to ban smartphones at school. Gather arguments for and against such a ban.

- 1  (00:58) Students do exercise 1.

Speaking video

You can use the video *That's a great point!* instead of the audio recording from exercise 1. Turn the subtitles on if needed. After watching the video, ask them the following questions:
1 *What new policy are they testing at school?* (no phones)
2 *How long are they testing it for?* (one week)

- 2  (00:58) Students do exercise 2.
- 3 Students do exercise 3.

Extra idea

To practise the expressions, read out the following sentences and ask the students to agree or disagree:

- 1 *It's good that teenagers study at the weekend.*
- 2 *There should be more PE lessons at school.*
- 3 *Online lessons are better than face-to-face.*
- 4 *There should be no exams.*
- 5 *It helps to study with a friend.*

- 4 Students do exercise 4.
- 5 Students do exercise 5.

1

Lesson 6

I can use expressions to agree and disagree.

- 1  Look at the photo. Guess what the students are talking about. Then listen and check. They're talking about a rule that phones are not allowed at school.



- 2  Read the dialogue and complete it in your notebook. Then listen again and check.

Rosie: Is there a new rule that we can't use phones at school?

Theo: Yes, it's starting next week. Teachers say they're distracting.

Rosie: I **disagree!** We often use our phones to find information online.

Oscar: That's ¹ true. Some apps are useful, too. There's a great one to learn French.

Rosie: **Exactly!** I use it to revise for tests.

Theo: They say that students get better marks without phones.

Rosie: I'm not ² sure about that.

Theo: And some students use them to cheat in tests.

Oscar: That's a ³ good point, Theo!

Theo: Anyway, they're trying it for a week. I think it's OK to use phones during the lunch break.

Rosie: I think ⁴ so, too.

Theo: But in lessons ... you see, this is the problem!

- 3  In your notebook, complete the table with the sentences in bold in the dialogue.

Agreeing	Disagreeing
I agree. You're right!, ... That's true. Exactly! That's a good point! I think so, too.	I don't think so., ... I disagree . I'm not sure about that.

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

1 A: I think phones are useful in class.

B: **don't I so think** .
I don't think so.

2 A: Tests help us to remember things.

B: **a point That's good** .
That's a good point.

3 A: I think fast food is healthy.

B: **not I'm about sure that** .
I'm not sure about that.

- 5  Uzupełnij dialogi. Wstaw w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst.

1 A: I think it's important to learn a foreign language.

B: I **think so**, too!

2 A: School should start at eleven o'clock. We're tired at nine o'clock.

B: Sorry but I **disagree**. Eleven o'clock is very late.

- 6  Work in pairs. Choose one of the topics. Think of two reasons to agree and two reasons to disagree. Then talk about your ideas. *Students' own answers*

Art and music are important subjects.

It's good for students to do homework at the weekend.

I think art is very important.

I disagree. I think ...

16 sixteen

Extra idea

Ask the students to write a similar gapped mini-dialogue in their notebook. When they finish, tell them to swap notebooks with another student and fill the gap in the dialogue.

- 6 Students do exercise 6.

 **SUPPORT:** Choose one of the topics and brainstorm the reasons to agree and disagree with the class. Write down their ideas on the board. Then ask the students

to discuss using the arguments you've come up with together.

 **CHALLENGE:** Ask the students to come up with reasons to agree and disagree for both of the topics in this exercise.

Wrap-up

Imagine your country wants to ban the use of social media for teens. Work in groups of three to make a poster that will convince the students that it's a good idea.

I can write a blog post about the new school year.

- 1 Look at the photos in exercise 2. Guess what Felix is doing this year.

Students' own answers

- 2 Read Felix's blog post. Check your answers to exercise 1.

He's visiting a zoo. He's going to a drama club. He's having guitar lessons. He's learning about volcanoes and black sand beaches.

Bye bye Summer, Hello School

Posted by Felix on 10th September at 18.50



Hello, everyone!

a The summer holidays are over, and I'm excited about the new school year! Our class teacher this year is Mr Clarke. He's cool! My favourite subject is geography. At the moment, we're learning about volcanoes and black sand beaches.

b I'm also doing new hobbies this year! I'm going to a Drama Club after school. It's a great way to make friends 😊. We're preparing a Sherlock Holmes play for the end of term. I'm having guitar lessons too, because I want to play in a band!

c Next month, we're going on our first school trip. We're doing a project about wildlife in science, so we're visiting a zoo to learn about endangered animals. I can't wait to see the meerkats. They're my favourite animals! What about you? How's your new school year?

- 3 Read the blog again and match paragraphs a–c with topics 1–3.

- 1 free time activities b 3 a school trip c
2 a school subject a

- 4 In your notebook, write the phrases in the box in the correct category.

Hello, everyone! Hi, guys! Hi there!
Let me know. That's all for now!
Welcome back! What about you?
Write and tell me.

To start the blog: Hello, everyone! Hi, guys! Hi there! Welcome back!

To end the blog: Let me know. That's all for now! What about you? Write and tell me.

- 5 In your notebook, complete the sentences with the correct forms of the words in the box. Use the present continuous where possible.

be feel go learn play visit

- The school holidays are over, and I 'm feeling a bit sad.
- My favourite subject is technology.
- At the moment, we 're learning how to code.
- This year, I 'm playing in a basketball team.
- I 'm going to a Book Club, too.
- On 5th November, we 're visiting the Natural History Museum.

- 6 Writing project

In your notebook, write a blog post about this school year. Students' own answers



Think

- What's new this year?
- What's your favourite subject?
- What are you learning at the moment?
- What free time activities are you doing this year?
- What school trips or events are there this term?



Write

Write your blog post.

Write three paragraphs.

The summer holidays are over, and I ...

My favourite subject is ...

This year, I'm ...



Look again!

Check your blog post.

- Did you use the present continuous to describe this school year?
- Did you use a phrase to start and end your blog?
- Did you write three paragraphs?

- 3 Students do exercise 3.

Extra idea

Students find more information on each topic. Ask them the following questions:

What is Felix's favourite subject? (geography)

Which two free time activities does he mention?

(drama club, playing the guitar)

Where is he going on a school trip? (the zoo)

- 4 Students do exercise 4.

Extra idea

Ask the students if they know any other phrases to start or end a blog (e.g. *How are you, guys? How are you doing? Hello September! That's all for today. What do you think? Post a comment.*)

- 5 Students do exercise 5.

- 6 Students do exercise 6.



SUPPORT: Tell

the students to write two sentences in each paragraph. Then add one sentence to start the blog and one to end it.



CHALLENGE: Students add an extra paragraph to the blog on the topic of their choice.

You may suggest one of the following: new friends / homework / new teachers.

Lesson 7

Objectives and materials

Writing: to write a blog post about a school

Reading: to define the main idea

Warm-up

Write a secret message on the board: *BYE, BYE SUMMER – HELLO SCHOOL.* For every letter write an underscore or a square. Also, draw six lines symbolising six credits in the game. Then tell the students to guess the letters. For every wrong letter, the students lose one credit.

- Students do exercise 1.
- Students do exercise 2.

Wrap-up

Ask the students to exchange their blog posts for proofreading.

Lesson 8



Lesson 8

Revision of lessons 1–7.

Odpowiedzi do zadań zapisz w zeszytach!

Objectives and materials

Vocabulary and grammar: to revise lessons 1–7

Warm-up

On the board, write the following list of verbs and their complements and ask the students to match them to make phrases from Unit 1: 1 wear, 2 miss, 3 revise, 4 take, 5 get, 6 have, 7 feel, 8 make; a friends, b an argument, c on with someone, d lonely, e for a test, f school, g a uniform, h notes. (1 g, 2 f, 3 e, 4 h, 5 c, 6 b, 7 d, 8 a)

1 Students do exercise 1.

Answers

- 1 miss school
- 2 write an essay
- 3 school year
- 4 get a good mark
- 5 fail a test

2 Students do exercise 2.

3 Students do exercise 3.

Extra idea

Ask the students to say which usage of present continuous each sentence represents. (temporary actions: 2, 4; future arrangements: 1, 3, 5)

4 Students do exercise 4.

5 Students do exercise 5.

Vocabulary

1 Use the phrases in the box to complete the sentences. There is one extra phrase.

fail a test get a good mark miss school
pass a test school year write an essay

- 1 My parents must write a note when I miss school.
- 2 Your homework is to write an essay about friendship.
- 3 There are three terms in the school year.
- 4 Learn these words to pass a test in the test.
- 5 Students who fail a test can take it again.

/5 points

2 Match the endings of the sentences a–e with their beginnings 1–5.

- 1 Playing team sports is a great way to make b
 - 2 Beth failed the maths test. Let's cheer a
 - 3 Don't tell Frank. He can't keep d
 - 4 Alex and I have e
 - 5 I invited Kai to my party because I want to get c
- a her up with a kind message.
b friends and have fun.
c to know him.
d a secret and always tells everyone.
e a lot in common. We like the same things.

/5 points

Grammar

3 Complete the sentences with the present continuous forms of the verbs in brackets.

- 1 Julia usually listens to music on her way to school. Next week, she 's going (go) to a concert.
- 2 My friends usually relax after school, but these days they 're revising (revise) for a test.
- 3 Max usually studies a lot. Next week, he 's doing (do) a presentation.
- 4 My family and I usually spend time at home, but these days we 're spending (spend) time outdoors.
- 5 I usually do sport after school. Next week, I 'm running (run) a mini marathon.

/5 points

4 Complete the dialogues with the present simple or present continuous forms of the verbs in brackets.

- 1 A: Do you like (you / like) my new jacket?
B: Yes, the colours are great!
- 2 A: Why are you wearing (you / wear) sports clothes today?
B: Because it's Sports Day today, Mum.
- 3 A: Where's Lucy?
B: I think she 's watching (watch) TV in her room.
- 4 A: Does Peter know (Peter / know) what time the film starts?
B: Yes, I sent him a message.
- 5 A: What is Alice reading (Alice / read)?
B: It's a book about endangered animals.

/5 points

Speaking

5 Choose the correct option.

- 1 A: I think English is easy.
B: I think so, too / also.
- 2 A: PE is the best school subject.
B: I'm not sure about it / that.
- 3 A: Homework helps us to remember things.
B: That's a good point / idea!
- 4 A: I hate having tests.
B: That's truth / true!
- 5 A: I think our uniform is cool.
B: I agree / disagree. I like wearing normal clothes.

/5 points

Check your score!

1.18 Listen, check and count your points.

- 20–25 points – Well done!
14–19 points – Good score!
0–13 points – Keep calm and revise more.

For vocabulary revision, go to **My words**, p. 20.
For extra grammar explanations, go to **My grammar**, p. 21.

18 eighteen

Check your score!



(02:24) Give the students enough time to check their answers and to count their points. Then ask them to say their score in English and make sure that they know what to do.

Wrap-up

Play *Hot seats*. Divide students into two teams. A student from one team sits on a chair with their back to the board. Write one school subject and one place at school on the board. The team's task is to communicate the meaning of the words to their friend. Students can use gestures, give definitions in English or call out the words associated with the subject/place. They are not allowed to use their first language. The team gets a point when both words are guessed correctly.

Listening

- 1  1.19 Usłyszysz dwukrotnie wywiad z nastolatkiem. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania. Wybierz właściwą odpowiedź: a, b lub c.

- When you see a student alone,
 - don't speak to them.
 - ask them questions.
 - find out who they are.
- When you are alone,
 - chat with someone on your phone.
 - listen to music.
 - look around and smile.
- Clubs are a good idea because you can
 - learn new things.
 - meet people with the same interests.
 - go to new places.

Language functions

- 2  1.20 Usłyszysz dwukrotnie cztery wypowiedzi. Do każdej z nich dobrać właściwą reakcję a–e. Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- Sorry, I can't. I'm revising for a test.
- I'm meeting friends to make a music video.
- I agree, but they're expensive.
- No, I haven't got time.
- I agree. I really like it.

1

2

3

4

b

e

d

c

Reading

- 3 Przeczytaj teksty A–C na temat szkoły oraz zdania 1–4. Do każdego zdania dopasuj właściwy tekst. Jeden tekst pasuje do dwóch zdań.

DIFFERENT TYPES OF SCHOOL

- A** I don't go to school. I study online! I have classes with a teacher, but I can decide when I do my homework. Yes, I need to manage my time, but I can change my schedule when I'm ill and miss school. I never feel lonely because I do a lot of sports. The groups are small, so I think I get better marks, too.
- B** I go to a boarding school. That means I study and live at the school. I've got a lot of friends here. In my class, there are people from Spain, Japan and the USA. We do our homework together and help each other. We have meals together, too! On school days, we're busy, but there's time for sports and clubs in the evening.
- C** My school is different from a normal state school. We don't have different lessons. We only study one subject in the morning. This means we have more time to understand it. In the afternoon, we learn foreign languages, play musical instruments, and do art or drama. We spend a lot of time in nature, too. Tests aren't important in my school, but we love learning!

- The school has students from different countries. **B**
- Students do a lot of arts activities here. **C**
- A student can change their timetable at this school. **A**
- Students here spend a lot of time together. **B**

Writing

- 4 Uczysz się w szkole za granicą. Podziel się swoimi wrażeniami na blogu. **Students' own answers**

- Wyjaśnij, czym różni się ta szkoła od Twojej rodzimej szkoły.
- Napisz, czy łatwo tu poznać nowych kolegów i koleżanki i jak to robisz.
- Poinformuj o wycieczce klasowej zaplanowanej w tym semestrze.

- 2  1.20 (00:56) Students do exercise 2.

Extra idea

Go over the sentences and ask the students to suggest the questions/statements that may come before in a dialogue.

3 Extra idea

Ask the students to predict what words or topics might appear in the text, based on the title (e.g. primary/secondary school; private/public; schools in different countries). Then tell the students to read and check their predictions. Students do exercise 3.

4 Extra idea

The students work in pairs and make a list of 3–4 useful vocabulary items for each bullet point of the writing task which can be used in the blog post. Students do exercise 4.

Wrap-up

Ask the students to rate the tasks on page 19 from the easiest to the most difficult.

Objectives and materials

Listening, Language functions, Reading, Writing: to practise exam skills

Warm-up

Ask the students: Which do you like more: reading or listening? Speaking or writing? Why?

- 1  1.19 (01:20) Extra idea

Play the recording before the students read the questions. Tell them to listen to the whole interview and then ask the students which topic(s) the teenager is talking about. (how to meet new people and make friends) Students do exercise 1.

My words



Extra idea 1

The students work in pairs. Student A closes their book while Student B reads out the words and phrases. Student A guesses which category the target item comes from, e.g. Student A: *feel lonely*, Student B: *friendship*.

Extra idea 2

Students make a *Memory* game with the phrases on the page. They choose ten phrases which they divide and write on two matching cards, e.g.: *private – school*, *pass – a test*, *cheer someone – up*. Then they exchange the cards with another pair and play the memory game.

School life 1



School life 2



Friendship



Real English



Agreeing and disagreeing



Reading and culture



School life 1



do a presentation	przygotować prezentację
fail a test	nie zaliczyć testu/klasówki
get a good/low mark	dostać dobrą/słabą ocenę
miss school	opuszczać zajęcia w szkole
pass a test	zaliczyć test/klasówkę
revise for a test	powtarzać materiał przed testem/klasówką
take a test	pisać test/klasówkę
take notes	notować
wear a uniform	nosić mundur
write an essay	pisać wypracowanie

School life 2



breaktime	przerwa
private school	szkoła prywatna
school year	rok szkolny
state school	szkoła publiczna
term/terms	semestr/semestry

Friendship



cheer someone up	pocieszyć kogoś
feel lonely	czuć się samotnym/samotną
get on (well)	(dobrze) się dogadywać
get to know	poznać
have (a lot) in common	mieć (dużo) wspólnego
have an argument	pokłócić się
keep a secret	dochowywać tajemnicę
make friends	zaprzyjaźnić się
say sorry	przeprosić
tell the truth	mówić prawdę

Real English



Saturday morning doesn't work for me.	Sobota rano mi nie pasuje.
That's so cool!	Świetnie!
Oops!	Ojej!
I give up!	Poddaję się!

Agreeing and disagreeing



I disagree!	Nie zgadzam się!
That's true.	To prawda.
Exactly!	No właśnie!
I'm not sure about that.	Nie jestem tego pewny/pewna.
That's a good point!	Słuszna uwaga!
I think so, too.	Też tak sądzę.

Reading and culture



equal	równy
national costume	strój narodowy
print	nadruk, wzór
robe	szata
smock	fartuch, kitel
vary	różnić się

PRESENT CONTINUOUS

Czasu *present continuous* używaj:

- kiedy mówisz o tym, co się dzieje obecnie, w danej chwili lub o czynności tymczasowej,
Określenia czasu: **at the moment, now, these days, this week.**
- kiedy mówisz o planach na przyszłość.
Określenia czasu: **tomorrow, next Monday, next week.**

I'm **revising** for the English exam **this week**.
He/She/It's **writing** an essay **at the moment**.
You/We/They're **taking** a test **next Monday**.

I'm **not going** to school **now**.
He/She/It **isn't doing** her homework **this week**.
You/We/They **aren't doing** a presentation **next week**.



Am I sleeping now? Yes, I **am**. / No, I'm **not**.
Is he taking notes now? Yes, he **is**. / No, he **isn't**.
Are you/we/they taking a test next week? Yes, you/we/they **are**. / No, you/we/they **aren't**.



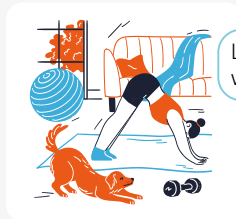
Pamiętaj o poprawnej pisowni czasowników z końcówką **ing**, np.:
wear – wear**ing**, take – tak**ing**, get – get**ting**

STATE VERBS

Niektóre czasowniki to czasowniki statyczne (nie opisują czynności, a stan rzeczy) – nie używaj ich w czasie *present continuous*.

Czasowniki te wyrażają:

- posiadanie,
have got
 - She **has got** a new car.
- uczucia i emocje,
love, like, hate, want
 - We **love** school trips.
 - He **doesn't want** this test.
- opinie i przemyślenia.
know, think, forget, remember, understand, agree
 - I **know** the correct answer.
 - She **doesn't understand** the rules.
 - What **do you think** about this meme?



Lucky likes doing exercises with Ella.

For the teacher

→ **Teacher's Resource File**

The set of materials for each unit includes the following worksheets (with teaching notes and answer keys):

- Vocabulary
- Graded Grammar 1, Graded Grammar 2
- Extra Vocabulary
- Culture Video
- SEN (Special Educational Needs) – *Reading and Culture, Writing, My words and My grammar* pages of the Student's Book which were adapted for neurodivergent students' needs.
- Additionally, there are two Revisions Games which include fun pair work or groupwork activities and board games helping revise language covered in four units.

Extra practice

For students

→ **On-the-Go Practice** – 64 extra interactive exercises in total, available through *Macmillan Education Everywhere* student app.

For each unit, there are 8 exercises:

- 2 grammar exercises,
- 2 vocabulary exercises,
- 1 exercise practising communicative content,
- 3 exercises revising the unit's content.

The exercises are also available on three levels of difficulty: **Practice, Challenge 1** and **Challenge 2**.

→ **Quizlet** and **Kahoot!** – extra vocabulary exercises and quizzes.

Unit 2 Extra resources

Workbook: pages 18–27

Videos:

- Grammar animations (Lesson 2 and 4)
- Culture video: *Bionic Hand* (Lesson 5)
- Speaking video: *I hope to be an inventor* (Lesson 6)

Tests:

- Short tests (Vocabulary and listening, Vocabulary 2, Grammar 1, Grammar 2, Speaking)
- Unit test (Support, Standard, Challenge, Test for dyslexic students)

Teacher's Resource File:

Grammar and vocabulary practice

On-the-Go Practice: Unit 2

Kahoot!: Unit 2

Quizlet: Unit 2

Lesson 1

Objectives and materials

Vocabulary: technology nouns and verbs

Listening: to find specific information

Speaking: to talk about technology and inventions

Optional materials:

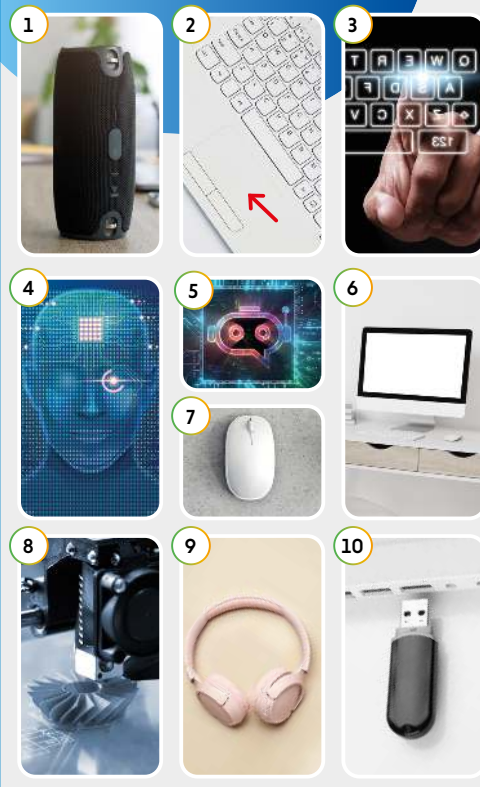
photos of various devices and machines (e.g. washing machine, computer, mobile phone, car, microwave oven)

Our tech world

Lesson 1

I can use vocabulary to talk about technology. I can understand opinions about the best inventions.

THE BEST 10 INVENTIONS OF THE MODERN WORLD



1 Let's start!

In your notebook, complete the technology words with the missing letters. How many more objects can you name?

- 1 s m a _ r t w a _ t _ c h 3 g a _ m e s c o n s o _ l e
2 t _ a _ b _ l _ e _ t

2 1.27 Look at photos 1–10. Listen and find three objects the speakers talk about.

a portable speaker, a memory stick, a 3D printer

3 1.28 In your notebook, match photos 1–10 with the words in the box. Then listen, check and repeat.

Technology nouns

- 4 AI (Artificial Intelligence) • 5 chatbot •
10 memory stick • 7 mouse •
1 portable speaker • 6 screen •
8 3D printer • 2 touchpad •
3 virtual keyboard •
9 wireless headphones

4 Read the sentences and guess the names of the inventions.

- 1 'I can listen to music on the bus with these.' **wireless headphones**
2 'We've got one at school. We use it to make models and art objects.' **3D printer**
3 'It helps me to control my computer.' **mouse**

5 In your notebook, write three sentences about inventions. Read your sentences for your partner to guess.

Students' own answers

I use this when I look for information on my laptop.

A touchpad.

6 Pronunciation /f/ and /tʃ/

1.29 Look at the words in green and listen to the sentences. Do you hear /f/ or /tʃ/ sound?

- 1 **Touch** the screen of a **smartwatch**.
2 **Teach** me to **chat** with a **chatbot**.
3 **Artificial** Intelligence is the **future**.

22 twenty-two

Warm-up

Display the photos of machines and devices. Write and draw the following on the board:

It is very useful. ↔ *I can live without it.*

Ask the students to work in pairs and place the inventions on the scale.

1 Students do exercise 1.

2 1.27 (01:13) Extra idea

Tell the students to close their books and recall the names of the objects the speakers talk about. (a portable speaker, a memory stick, a 3D printer) Students do exercise 2.

3 1.28 (01:17) Students do exercise 3.

Extra idea

In order to help the student remember the target vocabulary, ask them

the following questions: *What devices are in your room? What do you use every day? What would you like to buy soon? Which things need an Internet connection to work?*

4 Students do exercise 4.

5 Students do exercise 5.

6 1.29 (00:21) Students do exercise 6.

- 7  1.30 Look at the verbs in the box. Match the endings of the sentences a–e with their beginnings 1–5. Then listen, check and repeat.

Technology verbs 1

connect • print • save • send • type

- 1 You can **connect** to b
 - 2 It's a good idea to **save** c
 - 3 With a 3D printer, you can d
 - 4 It's easy to **type** a text on e
 - 5 You can use your phone to a
- a send messages.
b the Internet in a lot of places.
c your essay on a memory stick.
d print an object.
e a virtual keyboard.

- 8  Do the questionnaire in pairs. Students' own answers

Are you HIGH-TECH?

- 1 Do you connect to the Internet before breakfast?
- 2 How many emails do you send every week?
- 3 Can you type with two hands?
- 4 Do you save your homework on a memory stick?
- 5 How often do you print things?



- 9  1.31 Listen to three speakers and find the invention they talk about.



Skills zone



Często w ćwiczeniu na słuchanie oprócz polecenia podane są zdania.

- 1 Przed wysłuchaniem nagrania z ćwiczenia 10. przeczytaj zdania a–d.
- 2 W każdym zdaniu spróbuj znaleźć najważniejsze wyrazy. Pomogą Ci one zrozumieć sens zdania.
 - a This speaker thinks it's **better** than a **real person**.

- 10  1.31  **Posłuchaj nagrania ponownie.** Na podstawie informacji zawartych w nagraniu dopasuj zdania a–d do osób 1–3. Jedno zdanie nie pasuje do żadnej osoby.

- a This speaker thinks it's better than a real person.
- b This speaker uses one when they travel.
- c This speaker doesn't like asking questions.
- d This speaker finds it helpful for shopping.

Speaker 1

Speaker 2

Speaker 3

d

b

a

GUESS WHAT?!

The idea of AI (Artificial Intelligence) comes from the 1950s. At that time, people used it to do maths and to play chess.



- 11  In pairs, talk about inventions in exercise 3. Choose the best one. Students' own answers

I think it's the 3D printer. It can print real things!

I disagree. I think it's ...

Fast finishers

Solve the puzzle. Make your own puzzle like the example.



Skills zone

The purpose of this activity is to make the students read the sentences before they listen to the recording. Explain that getting familiar with the task before they listen will help them be more alert for certain types of information. Then the students do tasks 1 and 2.

- 10  1.31 (01:25) **Extra idea**

To make the task easier for the students, tell them which sentence is the extra one. Students do exercise 10.

- 11 Students do exercise 11.

Fast finishers

Any students who finish the exercises early, can do the task in the book.

EXTRA ACTIVITY



Wrap-up

Students work in pairs to invent a device or a machine that could help them in their everyday life. They draw the machine, discuss how it works and what it can do.

- 7  1.30 (01:04) Students do exercise 7.
8 Students do exercise 8.

Extra idea

Ask the students to report their friend's answers to the questionnaire to the class. Encourage them to use the following sentence beginnings: *My friend ... We both ...*

- 9  1.31 (01:25) **Extra idea**

Ask the students to name the inventions they can see in the pictures before they listen to the recording. Students do exercise 9.

Lesson 2

2

Lesson 2

I can use will and won't to talk about future predictions.

Objectives and materials

Grammar: will for predictions – affirmative and negative sentences

Listening and reading: to find specific information, to define the main idea

Warm-up

Discuss the following questions with the class:
Do you like films and books about the future? Why / Why not? What are your favourite titles?

1 Students do exercise 1.

2  (01:41) Students do exercise 2.

SEN tip

Some students may find reading and listening simultaneously rather difficult. Allow them to listen to the story while looking at the pictures, without necessarily following the text.

3  (01:41) Students do exercise 3.

Extra idea

Ask the students if they agree with the future predictions in the table. Have a class vote for the most probable prediction.

4  (00:34) Students do exercise 4.

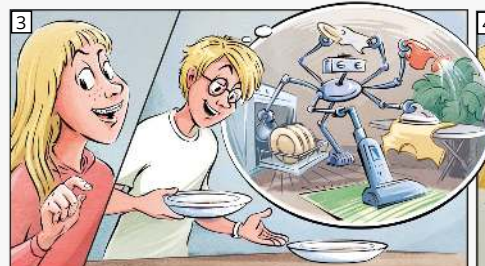
LIFE IN THE FUTURE



SOPHIA: Where is our bus? I'm tired of waiting.
LUCAS: Just imagine! In the future, we'll go home on a flying skateboard. We won't travel by bus.
SOPHIA: Pity we can't have one now!



SOPHIA: I'm so hungry I could eat a horse! Let's make some sandwiches. Oh, we haven't got any cheese ... or tomatoes.
LUCAS: That won't be a problem in the future. We'll use a 3D printer to print our favourite food.
SOPHIA: Pity we can't do it now!



SOPHIA: It's your turn to clear the table. I'll do the washing-up.
LUCAS: You know, we won't do all these chores in the future. Scientists will invent a robot to do all the housework.
SOPHIA: I hope they will hurry up with it!



LUCAS: Kids in the future won't do homework either. They'll upload information to their brain.
SOPHIA: Maybe you're right, but it isn't the future now. So, what page is the maths exercise?

1 Look at the story. Where are Lucas and Sophia in each picture?

1 at the bus stop, 2 at home, in the kitchen, 3 at home, 4 at home

2  (1.32) Read the story and listen to it. Choose the correct answer.

Lucas is imagining life .

a in the past b now c in the future

3  (1.32) Read the story and listen to it again. In your notebook, complete the table.

Now	go home by bus	prepare food	do chores	do homework
In the future	travel by ¹ flying skateboard	use ² a 3D printer (to print food)	have ³ robots (to do all the housework)	upload ⁴ information (to your brain)

24 twenty-four

Real English

4  (1.33) Listen to the phrases and repeat. Practise them in pairs. Students' own answers

I'm tired of waiting.

Just imagine!

Pity we can't have one now!

I'm so hungry I could eat a horse!

Pity we can't do it now!

Maybe you're right.

Grammar

Read aloud the sentences in the grammar box and ask the students if the verb form is different for different persons (no). Then read aloud the time expressions and ask the students to make one sentence with each of them. Encourage the students to make affirmative and negative sentences and use different persons.

Grammar 1 video

Play the animation video and ask the students the following questions.
Which invention
1 will change colours? (smart clothes)
2 will take you to a different place? (a school bag)
3 will help you understand animals? (pet translator)

Grammar 1

The future with will

Affirmative

I **will clear** the table.
He/She/It **will clear** the table.
We/You/They **will clear** the table.
There **will be** flying skateboards.

Negative

I **won't clear** the table.
He/She/It **won't clear** the table.
We/You/They **won't clear** the table.
There **won't be** buses.

will → 'll
will not → **won't**

Future time expressions

tomorrow, next week, next month, next year, in 2035, in 2050, in the future

- 5  1.34 In your notebook, complete the sentences with 'll or won't and the verbs in the box. Then listen, check and repeat.

invent not cook not study travel

- We 'll travel by flying skateboard in the future.
- You won't cook food. You'll use a 3D printer.
- They 'll invent robots to do all our chores.
- I won't study. I'll upload information to my brain.

- 6 In your notebook, complete the sentences with will or won't and the verbs in brackets. Use short forms where possible.

**In the year
2050**

- | | | |
|--|--|--|
| 1 We 'll <u>have</u> (have) holidays in space. | 3 There <u>will be</u> (be) flying cars. | 5 Scientists <u>will find</u> (find) life on Mars. |
| 2 Children <u>won't go</u> (not go) to school. | 4 People <u>won't write</u> (not write) with pens. | 6 There <u>won't be</u> (not be) any books. |

- 7  1.35 Listen to the speaker and find which three sentences in exercise 6 he talks about. Which predictions does he agree with and which does he disagree with?
3 (agree), 5 (disagree) and 6 (agree)

- 8  In pairs, talk about the sentences in exercise 6. Agree or disagree with the predictions. *Students' own answers*

I think number 1 is false.
We won't have holidays in space.

Why? I think it's true.

- 9  What will life be like in 2050? Look at the topics in the box and write three ideas in your notebook. Tell your partner. *Students' own answers*

food free time school technology transport

I think we'll eat insects in 2050.

I think so, too!

Fast finishers

Solve the puzzle.

The year will be the same upside down.

It happened in 1961 and it will happen again in 6009. What is it?



9 Extra idea

If necessary, provide the students with some prompts, e.g.:
Food: meat, vitamins;
Free time: sleep, video games,
School: laptops, teachers;
Technology: human robots, AI in offices;
Transport: automatic cars, electric buses.
Students do exercise 9.

Fast finishers

Any students who finish the exercises early, can do the task in the book.

EXTRA ACTIVITY



Wrap-up

In pairs, students play a guessing game about the Students' Book. Student A closes their book. Student B says sentences about what they will learn about in the next units, e.g. *In Unit 5, we won't learn about animals.* *In Unit 7 we will learn about the weather.* Student A guesses if the sentences are correct. Then they swap roles.

twenty-five 25

- 5  1.34 (00:33) Students do exercise 5.

Extra idea

Use the prompts in the table in exercise 3 to have students create more sentences in the future simple tense. Ask them to make sentence following this pattern, e.g. *In the future, people won't go home by bus, they will travel by flying skateboards.*

- 6 Students do exercise 6.

- 7  1.35 (00:54) Students do exercise 7.

- 8 Students do exercise 8.

Lesson 3

2

Lesson 3

I can describe how to use technology.

Objectives and materials

Vocabulary: technology verbs 2

Speaking: to explain how electronic devices work

Warm-up

Discuss the following questions with the class:
Which devices will you use in 50 years' time? Which of them won't you use?

- 1 Students do exercise 1.
- 2  (00:47) Students do exercise 2.
- 3  (00:42) Students do exercise 3.

Extra idea

Ask the students to put the activities in the box on the scale of 1–10 (1 = activities I do very often, 10 = activities I hardly ever do).

- 4 Students do exercise 4.
- 5 Students do exercise 5.

Extra idea

Read the text aloud for the students to check their answers. Then, tell the students you will read the text again, but this time you will deliberately make a few mistakes. Ask the students to shout 'stop' when they spot an error. Students correct the mistakes.

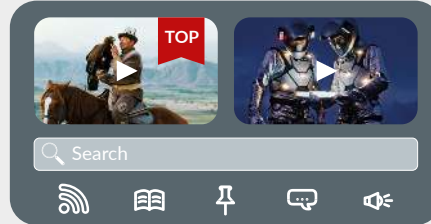
- 6 Students do exercise 6.

Wrap-up

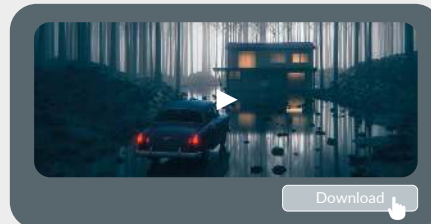
Students choose three activities in exercise 3 and draw their own symbols representing them. Then they swap the symbols in pairs for the other student to guess the activity.

HOW TO DOWNLOAD A FILM TO WATCH OFFLINE

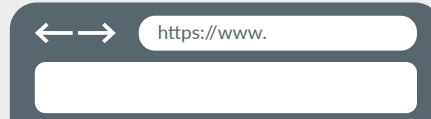
a Search for a film.



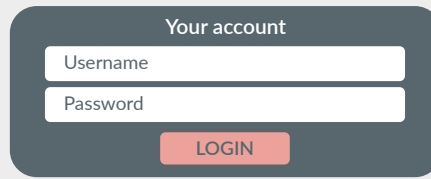
b Click to download the film.



c Go to the website.



d Log in to your account.



1 Let's start!

 Complete the phrases in your notebook. How often do you do these things?

- 1 write _____ a blog post
- 2 stream _____ a film online
- 3 send _____ an email

2

 Read the instructions a–d. Put them in the correct order. Then listen and check.
1 c, 2 d, 3 a, 4 b

26 twenty-six

3

 Complete the phrases with the words in the box. Then listen and repeat.

Technology verbs 2

click • download • enter (a password) • log in • log out • post • search (for) • share • tap • upload

1



1 log in to a computer or account

2



2 enter a password

3



3 search for a website

4



4 click or tap

5



5 download

4

In your notebook, complete the phrases in the questionnaire with the missing letters. What can you do and what can't you do?



I can ...

1 download an app on my phone. ☐

2 search for information in English. ☐

3 upload a video to the Internet. ☐

4 share a photo on social media. ☐

5 post a comment on a blog. ☐

5

In your notebook, complete the instructions. Choose the correct option.

How to upload photos

It's very easy to ¹enter / upload photos to social media. First, open the Photos app on your phone. Then ²search / log for the photo that you want to ³click / share.
⁴Tap / Type this icon  and you'll see different social media sites. Choose one and ⁵post / save your photo.

6

 Choose one of the activities in exercise 4. Describe to your partner how to do this.
Students' own answers

I can use will to ask and answer questions about the future.

Ask Chatbot XRT / Parker

- Will scientists bring back dinosaurs in the future?
- No, they won't. Dinosaurs disappeared 66 million years ago!
- Will we live on the Moon?
- Yes, we will.
- Will I be rich and famous?
- I'm sorry, I can't answer that.
- What will I have for dinner this evening?
- I'm sorry, I can't answer that.

Grammar 2

The future with will

Questions

Will I/you/he/she/it/we/they **live** on the Moon?

Short answers

Yes, I/you/he/she/it/we/they **will**.

No, I/you/he/she/it/we/they **won't**.

Wh- questions

Where **will** we **live**?

What **will** life **be** like?

- 1 Read the boy's questions to the chatbot and the Grammar 2 table. Put the words in the correct order to make more questions.

- people will go shopping ?
- have we robot teachers will ?
- the weather will change ?
- will travel we to the past ?
- I superpowers will have ?

- 2 In your notebook, complete the answers from the chatbot with **will** or **won't**. Then match the answers with the questions in exercise 1.

- Yes, we will, but there will be real teachers, too.
- No, they won't. They'll buy most things online.
- Yes, you will. You'll speak very good English!
- No, we won't, but we'll travel to the future.
- Yes, it will. It'll be hotter than now.

twenty-seven 27

- 3 In your notebook, complete the dialogue. Then listen and check.

A: ¹Will school be (school / be) different in the future?

B: Yes, it ²will. Students will learn different subjects.

A: ³Will teachers use (teachers / use) Virtual Reality?

B: Yes, they ⁴will. Students will walk with dinosaurs and swim with fish.

A: ⁵Will students take (students / take) notes in their notebooks?

B: No, they ⁶won't. They'll type them on their laptops.

- 4 In your notebook, write questions about life in 2050. Use the words in the boxes. Then ask and answer the questions in pairs.

How How many languages
How old What hobbies
What job Where

be do have live speak travel

How old will you be in 2050?

I'll be ... years old.

Fast finishers

Think of three questions these parents would like to ask about their baby's future. **Students' own answers**



- What jobs ...? (will be popular in the future)
- How ...? (will you do that)
- Will people ...? (be interested in flying into space)

- 1 Students do exercise 1.

Answers

- Will people go shopping?
- Will we have robot teachers?
- Will the weather change?
- Will we travel to the past?
- Will I have superpowers?

2 Extra idea

Before the students do the matching task, encourage them to answer the questions using their own ideas. Students do exercise 2.

- 3 1.38 (00:27) Students do exercise 3.

4 Extra idea

If necessary, before the students start working in pairs, elicit the questions students need to use and write them on the board. Students do exercise 4.

Answers

How old will you be? Where will you live? What job will you do? What hobbies will you have? How will you travel? How many languages will you speak?

Fast finishers

Any students who finish the exercises early, can do the task in the book.

EXTRA ACTIVITY



Wrap-up

Tell the students to imagine they are about to meet a person who can predict the future. Tell them to make a list of 3–4 questions they would like to ask, e.g. Will people live in the Moon?

Lesson 4

Objectives and materials

Grammar: will: yes/no questions, Wh- questions and short answers

Speaking: to ask and answer questions about the future

Warm-up

Discuss the following questions with the class: Do you think we will live in on the Moon?

Grammar

Draw the students' attention to the grammar table. Explain the difference between yes/no and specific questions. Point out that the order of the words is the same in both types of questions.

Grammar 2 video

Play the animation video and note down three questions beginning with the following words:

Lesson 5

2

Lesson 5

I can understand texts about technology in cities.

Objectives and materials

Reading: to find specific information

Speaking: to talk about future cities

Optional materials:

Teacher's Resource File
– Video worksheet Unit 2,
big sheets of paper
(poster-type) – one for
three students

Warm-up

Have a class discussion about the town or city that the students live in or are familiar with. Ask the following questions:
Is it a modern place?
Is there any technology in the streets? If yes, what kind of technology?

Culture note

Amsterdam – the capital city of the Netherlands, famous for being located along multiple canals; the population: around 1.18 million

Singapore – officially the Republic of Singapore, an island country and city-state in maritime Southeast Asia; population: 5.85 million

Marburg – German university town north of Frankfurt; population: 77 000

- 1 Look at the photo. What do you think the invention is? **Suggested answer**
The invention is a robotic hand.



- 2 How does technology make our lives better? Think of one idea for each place.
Students' own answers
a at home b at school c in cities

Skills zone



Zanim zaczniesz czytać tekst z ćwiczenia 3, odpowiedz na poniższe pytania.

- Jak brzmi tytuł tekstu? **Technology in cities**
- Jakie pytanie pojawia się we wstępie?
How can technology make their lives better?
- Z ilu części się składa?
There are three paragraphs.

- 3 Read the text and listen to it. In which paragraph do you read about technology and the following?

- | | |
|------------------------|------------------|
| 1 carrying products | <u> B </u> |
| 2 people who can't see | <u> C </u> |
| 3 neighbours | <u> A </u> |

- 4 Przeczytaj tekst ponownie i wybierz właściwe odpowiedzi. Zapisz odpowiedzi w zeszyty.

- | | |
|--|--|
| 1 What do people use the app for in Amsterdam?
a find cycle lanes
b to ask for help
c to find places | 3 What can people do with the app in Singapore?
a transport things
b plan a journey
c do shopping |
| 2 Where are there solar panels?
a on houses
b on streets
c where people ride bikes | 4 In Marburg, how do people know when the bus will come?
a they hear the information
b they connect to the Internet
c they've got an app |

28 twenty-eight

- 1 Students do exercise 1.

- 2 Students do exercise 2.

Culture video

Write the following on the board: *headset, glove, LED lights, 3D printer, electrical tubing, fishing line, Lego bricks*. Ask the students to watch the video and find out which of these things Easton did NOT use to make his invention. (**LED lights**)

Extra idea

To challenge the students, ask them how technology makes their lives worse.

TECHNOLOGY IN CITIES

In the year 2050, about 70% of people in the world will live in cities. How can technology make their lives better?

A Amsterdam, the Netherlands

In Amsterdam, people use an app to connect to their neighbours. They can send a message when they need help to do **repairs** at home, to find a pet, or to organise local events. Technology makes the city greener, too. There's a **cycle lane** near Amsterdam with **solar panels** to create clean energy. There will be more cycle lanes like this in the future.



B Singapore

Singapore is a small country with six million people. Technology helps to make public transport there easy to use. There's an app that tells people when buses and trains are busy, and the best way to travel. This means there are **fewer** cars on the roads.

The country also uses robots to transport things. In the future, robots will take people's shopping to their homes.



C Marburg, Germany

Marburg has a lot of **blind** people. Students from all over Germany go there to study. Technology helps to make their lives easier.

The **traffic lights** make a noise when it's safe to cross the road. This noise is louder when there are more cars. The bus stops 'speak' and give information about buses. Of course, people can connect to the Internet everywhere, too.



Glossary

blind – niewidomy
cycle lane – ścieżka rowerowa
fewer – mniej
repair – naprawa
solar panel – panel słoneczny
traffic lights – światła drogowe

2

6 Students do exercise 6.

SUPPORT: Ask the students the following questions to help them find ideas for their research: *Do people use solar panels or other types of green energy in your town/country? Is there an app for public transport? Can you buy tickets for public transport online? Can you make an appointment at the doctor's office online? Can you charge your phone in public spaces? Can you hire an electric scooter?*

CHALLENGE: Ask the students to record a podcast about the technology in their town where they include information on what works well and what doesn't.

7 Students do exercise 7.

Extra idea

Students could draw a poster with an image or a map of the city of the future. Encourage them to label landmarks and places where modern technology will play a big role.

Wrap-up

Ask the students which of the cities in the article they would like to visit and why.

twenty-nine 29

Skills zone

The purpose of the box is to draw the students' attention to the title of the text, sub-heading(s) and paragraphs, and their importance in the comprehension process. After the students answer questions 1–3, ask them: *What do you think the text is about?*

3



(01:55) Students do exercise 3.

4 Extra idea

To make the task easier for the students, limit their choice in each item to two options (1 – a or b; 2 – b or c; 3 – a or b; 4 – a or c). Students do exercise 4.

5 Students do exercise 5.

Lesson 6

2

Lesson 6

I can express hopes for my future.

Objectives and materials

Speaking: to talk about hopes for the future

Listening: for specific information

Optional materials:
a piece of paper for each student

Warm-up

Ask the students about their dreams for the future. Ask them what they would like to do when they grow up and/or what job they would like to do.

- 1  (01:01) Students do exercise 1.

Speaking video

You can use the video *I hope to be an inventor* instead of the audio recording from exercise 1. Turn the subtitles on if needed. Once the students watch the video, ask them the following questions:
1 What does Rosie hope to do in the future? (play the guitar at concerts)
2 What does Ella hope to become? (an inventor)

- 2  (01:01) Students do exercise 2.

Extra idea

Ask a few pairs to read the dialogue aloud.

- 3 Students do exercise 3.
4 Students do exercise 4.
5 Students do exercise 5.

Extra idea

Ask the students to add 2–3 questions to the list and answer them too, e.g. *Do you think you will be rich?*
Do you think most people will live 100 years?

- 1  Look at the photo. Guess what's in the jar. Then listen and check.
There are some pieces of paper in the jar.
They're hopes and dreams for future.



- 2  Read the dialogue and complete it with the words in the box. Then listen again and check.

hope hope like think

Ella: What are you doing, Rosie?
Rosie: I'm downloading a picture to put on my jar. These are my hopes and dreams for the future.
Ella: Wow! That's cool! What does this say? *Musician?*
Rosie: Yes, I'd ¹ like to play the guitar in a band one day.
Ella: Really? **Do you think you'll play in concerts?**
Rosie: I ² hope so! I don't think I'll be rich and famous, but you never know. What about you, Ella? What are your hopes for the future?
Ella: Well, my favourite subject is science, so I ³ think I'll study it at university.
Rosie: Will you be a science teacher?
Ella: I don't think so. I ⁴ hope to be an inventor or to work in AI.
Rosie: Maybe you'll invent a robot that will clean my room one day.
Ella: Who knows?

30 thirty

- 6 Students do exercise 6.

 **SUPPORT:** Ask the students to write down their ideas first and give them some model sentences, e.g. *I think I will study computing. I hope to create robots that will help students learn maths.*

 **CHALLENGE:** Ask the students to prepare a poster with their plans and hopes. Ask them to add photos of activities, jobs or people they admire and add information about what they think they need to do to achieve their goals.

- 3 Match the phrases in bold in the dialogue with topics 1–3. Write the answers in your notebook.

- 1 asking about hopes Do you think you'll ...?
2 giving a short answer I hope so!
3 talking about hopes I'd like to ..., I hope to ..., I think I'll ..., I don't think I'll ...

Remember

I (don't) think I'll + win
I hope to / I'd like to + be happy

- 4 In your notebook, choose the correct option.

- A:** Do you think you ¹ learn / 'll learn other languages?
B: I hope ² so / not. I'd like ³ visit / to visit other countries.
A: Me too, but I don't ⁴ like / think I'll live in another country.
B: Really? I hope ⁵ study / to study in the USA.
A: I think I ⁶ study / 'll study here.

- 5  Ask and answer the questions in pairs. Use *I hope so* or *I hope not*.
Students' own answers

- Do you think ...
1 people will work three days a week in the future?
2 you'll be famous?
3 people will stop using social media?
4 you'll live in another country?
5 you'll have a robot at home in the future?

Do you think people will work three days a week in the future?

I hope so!

- 6  In pairs, talk about your hopes for the future. Think about:
Students' own answers

- 1 a subject you will study,
2 a job you will have,
3 things you will have (a car, a house, a robot),
4 things you will do (travel, visit, live in another country).

Extra idea

Ask the students to write their answers on separate slips of paper. Collect the answers and read them aloud, one by one, for the rest of the class to guess whose answers they are.

Wrap-up

Tell the students to imagine that only one of their dreams will come true. Ask them which one they would choose and why.

I can write a text about life in the future for a class project.

- 1**  Read the instructions for a class project. Discuss the question in pairs. Use the ideas in the box.

Students' own answers



Imagine you can travel into the future 100 years from now. What will you see?

cities clothes food homes
jobs school shopping
technology transport

- 2** Read the student's project. Match pictures 1–3 with paragraphs a–c. Are any of the ideas the same as your ideas in exercise 1? a 2, b 3, c 1

LIFE IN THE FUTURE!

a Most people will live in cities 100 years from now, so houses will be smaller. They'll be cheaper to buy, because people will print them with a 3D printer. There will be an app to control everything in the house.

b Roads in cities won't be busy, because some people won't drive cars. They'll travel in small planes. They'll use Artificial Intelligence to fly these planes, so journeys will be fast and safe.

c Robots will do lots of jobs, so people will have more free time. There will be robots in restaurants, shops and schools. People won't go to the office every day, because they'll work online.



- 3** Find examples of **because** and **so** in the text. In your notebook, match the endings of the sentences a–d with their beginnings 1–4. There is an example of 'so' and 'because' in each paragraph.

- | | |
|---------------------------------------|----------|
| 1 The air will be polluted so | <u>c</u> |
| 2 People won't go shopping because | <u>d</u> |
| 3 We'll be healthier so | <u>b</u> |
| 4 Students won't write essays because | <u>a</u> |
- a an app will write texts.
b everyone will live to 150 years old.
c people will live under the sea.
d robots will bring things to homes.

- 4**  Complete the sentences with your own ideas.

- 1 People will go to the beach every day because .
2 Our clothes will change colour so .
3 We'll meet aliens because .
4 People will wear smart glasses so .

- 5** Writing project

 In your notebook, write three paragraphs about life 100 years from now.

Students' own answers

Choose

- Choose three topics from exercise 1.
- Find or generate a picture for each paragraph.

Think

- What technology will people use?
- How will it change cities and homes?
- What will life be like?

Write

Write three paragraphs. Write about a different topic in each paragraph.

*In the future, people will ...
There won't be any ... because ...
People will ... so ...*

Look again!

- Check your text.
- Did you use *will* and *won't*?
 - Did you use *because* and *so*?

thirty-one 31

- 3** Students do exercise 3.

Extra idea

Write the following prompts on the board and ask the students to finish them in two different ways – with *so* and *because*:
I don't feel good ...,
My mum is tired ...,
I have a lot of time today ...

- 4** Students do exercise 4.

Possible answers

- 1 the weather will be hotter / they'll have more free time
- 2 we won't go shopping / we won't buy a lot of clothes
- 3 they'll visit the Earth / we'll travel to other planets
- 4 they won't need smartphones

- 5** Students do exercise 5.

 **SUPPORT:** Allow the students to write the text in pairs. Ask them to brainstorm their answers to questions in the *Think* section of the *Writing project* and decide which part of the text each of them will write.

 **CHALLENGE:** Ask the students to write one more paragraph about how they think technology will change school and studying in the next 100 years.

Wrap-up

As a follow-up, have a reading session in which the students read the texts written by their classmates. You could have a class vote for the funniest or the most original idea.

Lesson 7

Objectives and materials

Writing: to write a text about the future

Reading: to define main idea

Optional materials: photos of cities of the future (e.g. futuristic public transport, modern-looking glass buildings, robot teachers)

Warm-up

Display the photos of the cities of the future. Have a class discussion about the advantages and disadvantages of living in such places.

- 1 Students do exercise 1.
- 2 Students do exercise 2.

Lesson 8

Objectives and materials

Vocabulary and grammar: to revise lessons 1–7

Warm-up

Tell the students to look through the pages of Unit 2 and finish the sentences in two different ways:

In this unit, I learnt how to say ...
In Unit 2, I learnt to describe ...

1 Students do exercise 1.

Extra idea

Ask the students to write the definitions of the words. Then tell the students to work in pairs and read the definitions in random order for their partners to say the words.

- Students do exercise 2.
- Students do exercise 3.
- Students do exercise 4.

Answers

- Will we drive cars in the future? – won't
- Will I go to the Moon? – will
- Will there be dinosaurs? – won't
- Will students write in notebooks? – won't
- Will it be cold tomorrow? – will

Extra idea

After checking the answers, read aloud the questions and ask the students for their opinion.

5 Students do exercise 5.

Extra idea

After checking the answers, ask the students to close their books and try to retell the dialogue in pairs.



Lesson 8

Revision of lessons 1–7.

Odpowiedzi do zadań zapisz w zeszytach!

Vocabulary

1 Complete the technology words with the missing letters.

- chatbot
- touchpad
- portable
speaker
- virtual
keyboard
- Artificial
Inteligence

/5 points

2 Read the poster and complete the text with the verbs in the box.

post save search share upload

Do you want to learn how to ...

- upload music videos to YouTube?
- share photos with your friends?
- search for information online?
- post a GIF on social media?
- save a document on your tablet?

Then come to the **Technology Club**.
 Wednesday, 4.30 pm – 5.30 pm

/5 points

Grammar

3 Complete the sentences with **will**, **'ll** or **won't** and the verbs in brackets.

- In the future ...
- robots will do (do) the household chores.
 - people won't use (not use) plastic.
 - there will be (be) cities under the sea.
 - we won't go (not go) to work every day.
 - I 'll speak (speak) ten languages!

/5 points

32 thirty-two

4 Use the prompts to write questions with **will**. Complete the short answers.

- we / drive cars / in the future? Will we drive cars in the future?
 No, we won't.
- I / go to the Moon? Will I go to the Moon?
 Yes, you will.
- there / be / dinosaurs? Will there be dinosaurs?
 No, there won't.
- students / write / in notebooks? Will students write in notebooks?
 No, they won't.
- it / be cold tomorrow? Will it be cold tomorrow?
 Yes, it will.

/5 points

Speaking

5 Complete the dialogue with the words in the box. There is one extra word.

don't hope like not so think



- A: Do you ¹ think you'll live in a big house in the future?
 B: I hope ² so. I'd ³ like to have a beautiful house.
 A: Where will it be?
 B: Near the beach. I ⁴ don't think I'll live in a city.
 A: Will it be expensive?
 B: I don't think so. I ⁵ hope to print it on a 3D printer!

/5 points

Check your score!

1.41 Listen, check and count your points.

- 20–25 points – Well done!
 14–19 points – Good score!
 0–13 points – Keep calm and revise more.

For vocabulary revision, go to **My words**, p. 34.
 For extra grammar explanations, go to **My grammar**, p. 35.

Check your score!



1.41 (02:45) the students enough time to check their answers and to count their points. Then ask them to say their score in English and make sure that they know what to do.

Wrap-up

In pairs, the students make a crossword puzzle with the words they learnt in Unit 2. Then they swap the crosswords with another pair and complete them.

Reading

- 1 Przeczytaj tekst, z którego usunięto trzy zdania. Wstaw w każdą lukę literę, którą oznaczono brakujące zdanie, tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo.

The future of music

Technology is important when we listen to music. ¹ b. We use our wireless headphones when we go to school and carry a portable speaker to the park.

Technology is everywhere, but how will it change music in the future?

A Today, new musicians often post their music on social media. This is a good way for them to find fans, and to become famous. ² d. This will continue in the future, but they will use AI more and more. With Artificial Intelligence, people can create music without musical instruments. We use technology now to make music, and we will make more music with AI in the future.

Josh, Los Angeles

B Many people think that real music is better than AI music. ³ a. People also love going to concerts and seeing their favourite band. That's why real music won't disappear, but it will change. Musicians all over the world connect to the Internet these days. This means they can share their music and work together to create new musical styles.

Aisha, South Africa

- a Musicians can express emotions in music, but technology can't.
- b We stream or download our favourite songs.
- c There will be more virtual reality concerts in the future.
- d There are apps that help them to create music, too.

Use of English

- 2 Przetłumacz na język angielski fragmenty zdań podane w nawiasach, tak aby otrzymać zdania logiczne i poprawne gramatycznie. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

- 1 In the future, my personal robot will send (będzie wysyłał) birthday cards to my friends.
- 2 There will be (Będzie) a 3D printer in each primary school in 2040.
- 3 Will students type (Czy uczniowie będą pisać na komputerze) their final exams in the future?

Listening

- 3  ^{1.42} Usłyszysz dwukrotnie trzy osoby, które opowiadają o swojej przyszłości. Na podstawie informacji zawartych w nagraniu dopasuj zdania a–d do osób 1–3. Jedno zdanie nie pasuje do żadnej osoby.

- a This speaker feels nervous about the future.
- b This speaker hopes to work with technology.
- c This speaker thinks that AI will make the world better.
- d This speaker doesn't think that technology will change their plans.

Speaker 1

Speaker 2

Speaker 3

b

a

d

Writing

- 4 Napisz krótki tekst do szkolnego projektu dotyczącego przyszłości. W swoim tekście:

Students' own answers

- napisz, jak wyobrażasz sobie swoją pracę,
- opisz swoje przyszłe miejsce zamieszkania,
- opowiedz, jak przewidujesz w przyszłości spędzać wolny czas.

3 ^{1.42} (03:18) Extra idea

Tell the students to close their books and listen to the speakers without looking at the sentences. After that, ask the students to recall what the speakers said. If necessary, the students can use their first language. Students do exercise 3.

- 4 Students do exercise 4.

Extra idea

Suggest the first sentence(s) to help the students start writing, e.g. *Here is what I think about my future. In my job, I will ...*

Wrap-up

Ask the students to close their books and try to guess the topic of the next unit.

Objectives and materials

Reading, Use of English, Listening, Writing: to practise exam skills

Warm-up

Discuss the following questions with the class: *Is a person who creates music on a computer still a musician? Or does a musician need to play an instrument?*

1 Extra idea

Ask the students to translate sentences a–d before they begin to read the text. Students do exercise 1.

- 2 Students do exercise 2.

Extra idea

Draw the students' attention to sentence 2, as students often find it difficult to use *there will* correctly and mistake it with *it will*. Ask them to make one sentence with *there will* and *it will*.

My words



Extra idea 1

Ask the students to make a wordsearch task for their classmates. Tell the students to make a 10x10 grid and hide 7–8 words in it. Then ask them to complete all of the other squares with random letters. The students exchange their wordsearch grids in pairs and look for the hidden words.

Extra idea 2

Ask the students to draw a picture of their desk with their laptop or computer and other hardware. They need to include as many items from the 'Technology nouns' box as possible. Then, they swap the drawing and label items in their partner's picture.

Extra idea 3

In pairs, the students make a dialogue in which they include as many words and phrases listed on page 34 as they can. As the students present the dialogues to the class, give them one point for each item they used correctly. Reward the pair(s) with the biggest score, e.g. give them five more minutes in the next test.

Technology nouns

AI (Artificial Intelligence)	sztuczna inteligencja
chatbot	chatbot
memory stick	przenośna pamięć
mouse	mysz (do komputera)
portable speaker	przenośny głośnik
screen	ekran
3D printer	drukarka 3D
touchpad	panel dotykowy
virtual keyboard	klawiatura wirtualna
wireless headphones	słuchawki bezprzewodowe

Technology verbs 1

connect	podłączać
print	drukować
save	zapisywać
send	wysyłać
type	pisać na klawiaturze

Technology verbs 2

click	klikać
download	pobierać
enter (a password)	wprowadzać (hasło)
log in	logować się
log out	wylogować się
post	zamieszczać
search (for)	szukać (czegoś)
share	udostępniać
tap	dotknąć
upload	ładować

Real English

I'm tired of waiting.	Mam już dość tego czekania.
Just imagine!	Tylko sobie wyobraź!
Pity we can't have one now!	Szkoda, że teraz tego nie mamy.
I'm so hungry I could eat a horse!	Jestem tak głodny/głodna, że zjadłbym/zjadłabym konia z kopytami!
Pity we can't do it now!	Szkoda, że teraz nie możemy tego zrobić!
Maybe you're right.	Może masz rację!

Expressing hopes for the future

I'd like to (play the guitar in a band one day).	Chciałbym/Chciałabym kiedyś (grać na gitarze w zespole).
Do you think you'll (play in concerts)?	Myślisz, że będziesz (grać na koncertach)?
I hope so!	Mam nadzieję, że tak!
I hope not.	Mam nadzieję, że nie.
I don't think I'll (be rich).	Nie sądzę, że (będę bogaty/bogata).
I think I'll (study it at university).	Myślę, że to właśnie (będę studiować na uniwersytecie).
I hope to be (an inventor).	Mam nadzieję, że zostanę (wynalazcą/wynalazczynią).

Reading and culture

blind	niewidomy
cycle lane	ścieżka rowerowa
fewer	mniej
repair	naprawa
solar panel	panel słoneczny
traffic lights	światła drogowe

34 thirty-four

Technology nouns

1.43 (00:51)

Technology verbs 1

1.44 (00:26)

Technology verbs 2

1.45 (00:45)

Real English

1.46 (00:42)

Expressing hopes for the future

1.47 (00:53)

Reading and culture

1.48 (00:30)

FUTURE SIMPLE

Will z bezokolicznikiem używaj:

- kiedy mówisz o swoich przypuszczeniach, o tym, co może wydarzyć się w przyszłości lub jak będzie wyglądać przyszłość,
- kiedy mówisz o swoich nadziejach na przyszłość lub obawach z nią związanych.

Określenia czasu: **tomorrow, next week, next month, in 2050, in the future, soon, one day.**

I **will invent** a flying skateboard **one day**.

You **will use** a 3D printer at school **next year**.

He/She/It **will have** a robot to do his/her/its chores **in the future**.

We/You/They **will study** abroad **one day**.

There **will be** more cycle lanes in our town **in 2035**.



I **will** = I'll He **will** = He'll They **will** = They'll

Użyj **won't**, kiedy przewidujesz, że coś się nie wydarzy w przyszłości.

I **won't write** emails **in the future**.

You **won't travel** to Mars **soon**.

He/She/It **won't study** at university **next year**.

We/You/They **won't need** a computer mouse soon.

There **won't be** any printed books **in 2050**.



I **will not** = I **won't**

He **will not** = He **won't**

They **will not** = They **won't**

Jeśli chcesz zapytać o to, co może wydarzyć się w przyszłości, postaw **will** na początku pytania.

W krótkich odpowiedziach użyj **will** lub **won't**.

Jeśli chcesz zadać pytanie o szczegóły, dodaj słówko pytające na początku pytania, np. **Where, When** lub **What**.

Will I **use** AI at work?

Yes, I **will**. / No, I **won't**.

Will you **learn** a new subject next term?

Yes, I **will**. / No, I **won't**.

Will he/she/it **live** abroad in 2035?

Yes, he/she/it **will**. / No, he/she/it **won't**.

Will we/you/they **stop** using Artificial Intelligence one day?

Yes, we/you/they **will**.

No, we/you/they **won't**.

When will people **stop** eating meat?

Where will you **live** next year?

What will your brother **study**?

For the teacher

→ **Teacher's Resource File**

The set of materials for each unit includes the following worksheets (with teaching notes and answer keys):

- Vocabulary
- Graded Grammar 1, Graded Grammar 2
- Extra Vocabulary
- Culture Video
- SEN (Special Educational Needs) – *Reading and Culture, Writing, My words and My grammar* pages of the Student's Book which were adapted for neurodivergent students' needs.
- Additionally, there are two Revision Games which include fun pair work or groupwork activities and board games helping revise language covered in four units.

Extra practice

For students

→ **On-the-Go Practice** – 64 extra interactive exercises in total, available through *Macmillan Education Everywhere* student app.

For each unit, there are 8 exercises:

- 2 grammar exercises,
- 2 vocabulary exercises,
- 1 exercise practising communicative content,
- 3 exercises revising the unit's content.

The exercises are also available on three levels of difficulty: **Practice, Challenge 1** and **Challenge 2**.

→ **Quizlet** and **Kahoot!** – extra vocabulary exercises and quizzes.

Unit 3 Extra resources

Workbook: pages 28–37

Videos:

- Grammar animations (Lesson 2 and 4)
- Culture video: *Diwali in New York* (Lesson 5)
- Speaking video: *Thanks for a great party!* (Lesson 6)

Tests:

- Short tests (Vocabulary and listening, Vocabulary 2, Grammar 1, Grammar 2, Speaking)
- Unit test (Support, Standard, Challenge, Test for dyslexic students)

Teacher's Resource File:

Grammar and vocabulary practice

On-the-Go Practice: Unit 3

Kahoot!: Unit 3

Quizlet: Unit 3

Lesson 1

Objectives and materials

Vocabulary: life events, life stages

Listening: to put information in the correct order, to find specific information

Speaking: to talk about celebrating life events

Optional materials:

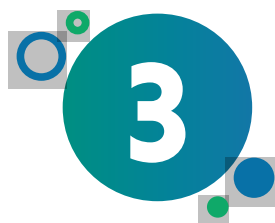
photos of people of various ages, going through life events, e.g. a baby with parents, a school child, a person graduating from university, people getting married

Warm-up

Show the students the photos of people at various life stages. Ask them to describe the photos and predict the topic of the lesson.

1 Students do exercise 1.

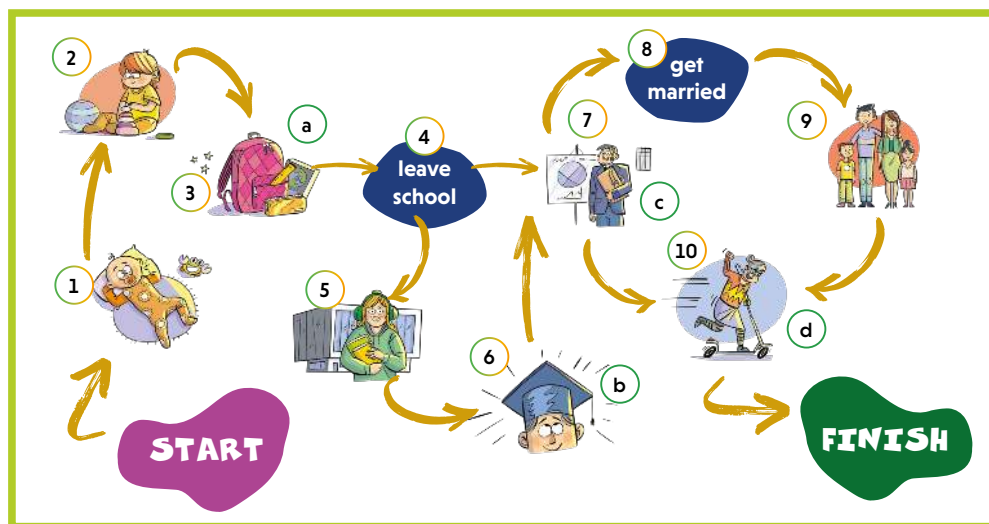
2 Students do exercise 2.



Life stories

Lesson 1

I can talk about life events. I can understand a presentation about how people celebrate life events.



1 Let's start!

How old are you when you go to primary school, secondary school and start work? *Students' own answers*

2 Look at the board game. In which picture a–d can you see these things?

- 1 the last day of university **b**
- 2 a new job **c**
- 3 the first day of school **a**
- 4 the last day of work **d**

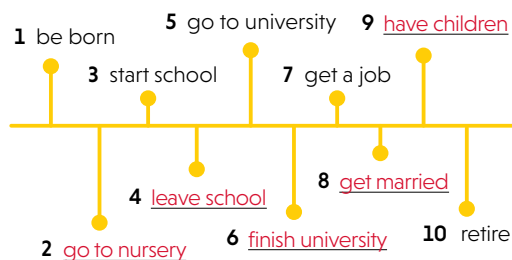
3 Find the phrases in the box for the life events in the board game. Then listen, check and repeat.

Life events

- 1 be born • 6 finish university •
- 7 get a job • 8 get married •
- 2 go to nursery • 5 go to university •
- 9 have children • 4 leave school •
- 10 retire • 3 start school

4 Close your books. In turns, say the life events in order. Repeat the phrases and add one more each time.

First, you're born, then you start nursery.



5 Pronunciation /3:/

Listen to the words. Which doesn't have the /3:/ sound? Then listen again and repeat.

- | | | |
|------------------|---------------|-------------|
| a work | <u>school</u> | term |
| b learn | girl | <u>born</u> |
| c <u>married</u> | nursery | university |

36 thirty-six

3 (01:16) Students do exercise 3.

4 Students do exercise 4.

5 (00:24) Students do exercise 5.

Extra idea

To help the students remember the target vocabulary better, allow them to study the phrases for two minutes and then ask them to close their books. Read aloud the objects of the phrases in the box and ask the students to respond with the missing verbs (e.g. *T: school – Ss: start, T: married – Ss: get*).

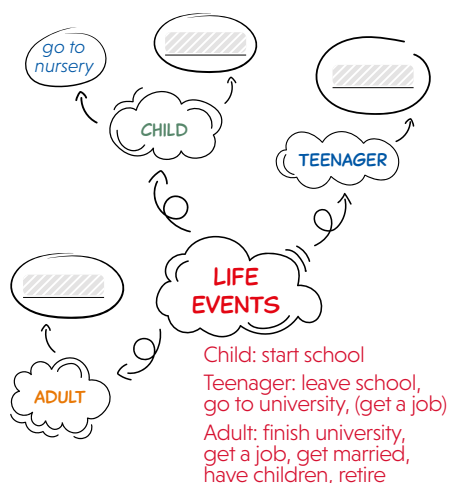
- 6  1.51 In your notebook, match pictures 1–5 with the words in the box. Then listen and repeat.

Life stages

5 adult • 1 baby • 2 child (children) •
3 pre-teen • 4 teenager



- 7 In your notebook, make a mind map to show life stages and events.



- 8  1.52 Listen to a school presentation about celebrations of life events. Put the photos in the order that the speaker talks about them.



Skills zone



- 1 Zanim posłuchasz nagrania z ćwiczenia 9, przeczytaj uważnie wszystkie pytania.
- 2 Pomyśl, jak można na nie odpowiedzieć.
- 3 Posłuchaj nagrania i sprawdź, czy odgadłeś/odgadłaś odpowiedzi.

- 9  1.52  **Posłuchaj ponownie prezentacji dotyczącej ważnych wydarzeń w życiu. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–4. Zapisz odpowiedzi w zeszytce.**

- 1 Where do people have a party after a baby is born? **in China**
- 2 In Japan, what is a popular colour for girls' school bags? **red (for boys, it's black)**
- 3 What do parents in Germany put in a paper cone for the first day of school? **chocolates, sweets and crayons**
- 4 In the past, what was a popular present when a person retired in the UK? **a watch**

- 10  **How do people celebrate these things in your country? Students' own answers**

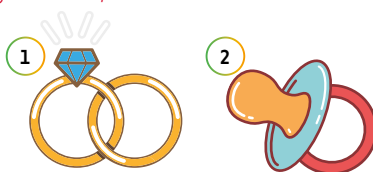
a new baby the first day of school
the last day of work

I think people have a party
when a baby is born.

Yes, and people give presents.

Fast finishers

Look at pictures 1–2. What are the life events? In your notebook, draw two more pictures for other life events.
1 get married, 2 be born



- 9  1.52 (01:17) Students do exercise 9.

- 10 Students do exercise 10.

Extra idea

To provide the students with the ideas and vocabulary they may need, write the following words on the board: *cake, party, family, balloons, presents, home, restaurant, invite.*

Fast finishers

Any students who finish the exercises early, can do the task in the book.

EXTRA ACTIVITY



Wrap-up

Play *Charades*. Divide the class into two competing groups. A student from one of the groups comes to the front of the classroom. Whisper one of the target words in the lesson to him/her. The student's task is to mime the word to his/her group. The group gets a point when they guess the mystery word or phrase.

- 6  1.51 (00:25) Students do exercise 6.

Extra idea

Write the following prompt on the board: *You are a baby at the age of ...* and ask the students to finish it (e.g. *two*). Then ask the students to say a similar sentence with each word in the box.

- 7 Students do exercise 7.

- 8  1.52 (01:17) Students do exercise 8.

Skills zone

Draw the students' attention to the tips in the box. Tell them that it is always helpful to read the questions before listening to the recording. Then they know what type of information they need to listen for. Then ask the students to guess the answers to the questions in exercise 9.

Objectives
and materials

Grammar: past simple:
affirmative and negative
sentences

Listening and reading:
to find specific
information

Warm-up

Revise the names of life events from the previous lesson. Ask the students to name four events – two from their past and two from their future.

1 Students do exercise 1.

Extra idea

Allow the students to study the pictures for a minute. Then tell them to close their books and ask them questions about some details, e.g. *What colour is Freya's dress? (grey)* *Who is Hugo at the party? (Neil Armstrong).*

2  (02:00) Students do exercise 2.

Answers

- 1 T
2 F, Hugo doesn't know who Freya is.
3 F, Lucas is wearing a Superman T-shirt (costume) under his clothes.

3  (02:00) Students do exercise 3.

4  (00:20) Students do exercise 4.

Extra idea

Students work in pairs. They choose two phrases and write mini-dialogues with them, e.g. *Great party! Thanks! / What's the time? I have no idea!* They can then act out their mini-dialogues.

THE FANCY DRESS PARTY



SOPHIA: Great party! Let's guess who everyone is.
HUGO: Well, I was born in the USA. I was a pilot, an engineer and an astronaut. I was the first man to walk on the Moon.
SOPHIA: That's easy! I know who you are! You are Neil Armstrong!



SOPHIA: Look at Freya!
HUGO: Who is she? I have no idea! Give me a clue!
SOPHIA: Let's see. She was Polish. She travelled to Paris and studied maths and physics at university. She got married to a French scientist and they discovered radioactivity.
HUGO: Now I know! Marie Skłodowska-Curie! She won two Nobel Prizes!



FREYA: That's strange! Lucas isn't wearing fancy dress.
HUGO: Perhaps he didn't know about it.
SOPHIA: Lucas, why aren't you dressed up as someone famous?
LUCAS: I am! I was born on another planet and I came to Earth as a baby. I worked as a journalist.



LUCAS: I'm ...!
HUGO, FREYA, SOPHIA: Ahhh!

1  Look at the story. Find these famous people in pictures 1–4.

- 1 Neil Armstrong **Hugo**
2 Marie Curie-Skłodowska **Freya**

2  Read the story and listen to it. Decide if the sentences are True (T) or False (F). Correct the false statements. Write the answers in your notebook.

- 1 The friends are at a fancy dress party. ☒
2 Hugo knows who Freya is. ☒
3 Lucas isn't wearing fancy dress. ☒

3  Read the story and listen to it again. In your notebook, match people 1–2 with facts a–c.

- 1 Marie Curie-Skłodowska c
2 Neil Armstrong a, b
a went to space
b was American
c won a Nobel Prize

Real English

4  Listen to the phrases and repeat. Practise them in pairs. *Students' own answers*

Great party! *Give me a clue.*
That's easy! *That's strange!*
I have no idea!

Grammar

Draw the students' attention to the grammar box. Read the sentences aloud and explain the rules. Then take a moment to revise past forms – say a few infinitives of both regular and irregular verbs and ask the students to say their past forms, e.g. *dance – danced, change – changed, start – started, wake – woke, get – got, give – gave, buy – bought*. After that, ask the students to look at the life events they talked about in the Warm-up activity and say when they happened, e.g. *I was born in ...*

Grammar 1

Past simple: regular and irregular verbs

Affirmative

I **worked** as a journalist.

I ¹ **won** a prize.

She **was** a scientist.

They ² **were** famous.

Negative

I ³ **didn't** work as a journalist.

I **didn't** win a prize.

She ⁴ **wasn't** a scientist.

They **weren't** famous.

Spelling rules

live → lived

stop → stopped

carry → carried

Past time expressions

yesterday, last week, last year,
in 1799, in 1879

two days ago, a week ago,
four years ago

- 5 Find the past simple verbs in the story on page 38. Then in your notebook, complete the Grammar 1 table with the correct forms of the past simple.

Picture 1: was born, was (a pilot), was (the first man)
Picture 2: was (Polish), travelled, studied, got married, discovered, won
Picture 3: didn't know, was born, came, worked

- 6 In your notebook, write the past simple forms of the verbs. Underline the irregular verbs.

- be born
→ was/were born
- start school started school
- leave school left school
- go to university went to university
- finish university finished university
- get a job got a job
- have children had children
- retire retired

7

1.55

- In your notebook, complete the life story of Neil Armstrong with the past simple forms of the verbs in the box. Then listen and check.

be born get have leave start study

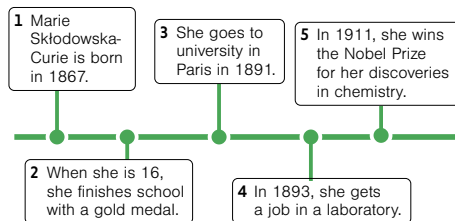
Neil Armstrong ¹ **was born** in the USA in 1930. He ² **studied** flight engineering at two universities. He ³ **left** university in 1955. Armstrong got married in 1956 and ⁴ **had** three children. He ⁵ **got** a job as a test pilot. A few years later, he ⁶ **started** to work for NASA. In July 1969, Neil Armstrong and two other astronauts travelled to the Moon in the Apollo 11 spaceship. After landing, he left the spaceship and walked on the Moon.



8

1.55

- Look at the information about Marie Skłodowska-Curie. In pairs, talk about her life story. Use the past simple.



9

1.55

- In your notebook, write the past tense forms of the verbs in the box. Then talk about the last time that you did these things. Use the time expressions in the Grammar 1 table.

did homework, ate pizza, went on holiday,
met friends, played a video game, saw a film,
used social media

do homework eat pizza go on holiday
meet friends play a video game see a film
use social media

I did homework yesterday.

Me too. I ate pizza two weeks ago.

thirty-nine 39

Answers

Marie Skłodowska-Curie was born in 1867. When she was 16, she finished school with a gold medal. She went to university in Paris in 1891. In 1893, she got a job in a laboratory. In 1911, she won the Nobel Prize for her discoveries in chemistry.

- 9 Students do exercise 9.

Wrap-up

Play *Alphabet Game*.

Students take turns to say sentences in past simple in which the first letter of the verb follows the letters in the alphabet, e.g. *I admired Ronaldo. I broke my arm. I caught a ball.* Continue until the students get to the end of the alphabet. Students can omit some of the letters, such as x or z.

Grammar 1 video

Write the following gapped sentences on the board. Play the animation video and ask the students to complete the sentences with past simple forms of the correct verbs.

- Fabian got a job as an engineer.
- Stella became a professional sports person.
- Jake started his own channel.
- Lukas had three children.
- Mia learnt to dance.

- 5 Students do exercise 5.

- 6 Students do exercise 6.

- 7 1.55 (00:45) Students do exercise 7.

Lesson 3

3

Lesson 3

I can talk about celebrations.

Objectives and materials

Vocabulary: special days and celebrations

Listening: to define the main idea

Warm-up

Write the following sentence on the board and ask the students to finish it:

The last time I went to a party was ...

1 Students do exercise 1.

Extra idea

Ask the students to add 3–4 words to the list (e.g. *invitations, balloons, decorations, cake, games, paper cups*).

2  (00:31) Students do exercise 2.

3  (01:05) Students do exercise 3.

Extra idea

Stop the recording after each speaker and elicit words and phrases that helped the students decide which celebration the speakers talk about (1 *music, dancing, start of the new year, 2 flowers and present for mum, family meal, 3 white dress, first dance*).

4  (00:45) Students do exercise 4.

SEN tip

Some students may experience difficulties with multi-step tasks. To break down the activity into small manageable parts, first read aloud the phrases in the box and elicit their meanings and after that, give the students time to complete the party plan.



1 Let's start!

 **What do you need for a party?** Put the letters in the correct order in your notebook.

- 1 c i n d a n g dancing
- 2 s m u i c music
- 3 c k s a s n snacks
- 4 z y f i z s i d r n k fizzy drinks

2  (1.56) Look at photos 1–4. Match them with the special days in the box. Then listen, check and repeat.

Special days

- 1 birthday • Father's Day / 3 Mother's Day •
- 2 New Year's Eve • 4 wedding

3  (1.57) Listen to three people. What special days do they talk about?

1 New Year's Eve, 2 Mother's Day, 3 wedding

40 forty

5 Students do exercise 5.

6 Students do exercise 6.

Extra idea

Divide the class into four groups – each responsible for a different celebration. Ask the groups to prepare some information about how these parties are celebrated in their country.

4  (1.58) In your notebook, complete the party plan with the words or phrases in the box. Then listen and repeat.

Celebrations

- blow out candles • dress up •
- give cards/presents • have a barbecue •
- have a cake • have a family meal •
- have a (fancy dress) party • invite guests

Party plan!

Type of party

¹ have a barbecue, have a family meal, have a fancy dress party

Party ideas

² invite guests, ³ dress up, give cards/presents, have a cake, ⁴ blow out candles

5 In your notebook, complete the sentences with the correct verbs from exercise 4.

- 1 On New Year's Eve, we have a barbecue on the beach.
- 2 We always invite guests and have a party.
- 3 On Mother's Day, we usually give a card and flowers to our mum.
- 4 It's common to have a cake and blow out candles on birthdays.
- 5 People dress up for a fancy dress party.

6  Are the sentences in exercise 5 true for your country? How do people celebrate the special days in exercise 2?

Students' own answers

Fast finishers

Solve the puzzle.

My first letter is sixteenth in the alphabet. My fifth letter is a question word. All of me is a celebration. What am I?

p a r t y
p (the 16th letter in the alphabet), art, y (why)

Fast finishers

Any students who finish the exercises early, can do the task in the book.

EXTRA ACTIVITY

Wrap-up

Students work in groups of three to plan a party. They choose an occasion and make a party plan, like the one in exercise 4.

I can use the past simple to ask and answer questions about past events.

SIX QUESTIONS TO ASK YOUR GRANDPARENTS



- 1 When were you born?
- 2 Where did you live as a child?
- 3 Did you have a favourite toy?
- 4 What games did you play?
- 5 Was maths your favourite school subject?
- 6 What did you want to be when you were a teenager?

Grammar 2

Past simple: regular and irregular verbs

Questions and short answers

Did you **have** a favourite toy?

Did you **play** games?

Yes, I **did**. / No, I **didn't**.

Was maths your favourite subject?

Yes, it **was**. / No, it **wasn't**.

Wh- questions

When ³ **were** you born?

What games ⁴ **did** you **play**?

- 1 Read the questionnaire. Then in your notebook, complete the Grammar 2 table with the correct forms of the past simple.

- 2 Choose the correct option.

- 1 Where **you were** / **were you** born?
- 2 When did you **start** / **started** school?
- 3 **Do** / **Did** you go to university after finishing school?
- 4 What **did** / **was** your first job?
- 5 When did **you get** / **you got** married?

- 3 Listen to a student interviewing his grandfather. Which questions in exercise 2 does he ask? (1, 2, 3 and 5) Listen again and write the answers in your notebook.

1 (He was born) in a small town near London.

2 (He started school) when he was six.

3 No, he didn't. He got a job in a bank.

5 (He got married) when he was 29.

- 4 In your notebook, write questions in the past simple.

1 you born / in a big city?

2 you / go / to nursery?

3 What / your favourite toy?

4 What sports / you / play?

5 you / like / maths at school?

- 5 In your notebook, match answers a–e with questions 1–5 in exercise 4. Complete the answers.

a It was a small red car. 3

b No, I wasn't. My parents lived in a small town. 1

c Yes, I did. I was good at it! 5

d I didn't play many sports, but I liked football. 4

e No, I didn't. I stayed with my grandmother. 2

- 6 Find out about your partner's life. Then write their life story to now.

Students' own answers

When/Where born Games

First teacher Favourite toy

Start school

When were you born?

I was born in ...

Fast finishers

Solve the puzzle.

March is the name of a town in England.

A boy was born in March, but his birthday is in September. How is that possible?



forty-one 41

Grammar 2 video

Tell the students they will watch an animation video and ask them to remember as many details about the children's birthdays as they can.

Then play the animation video and ask

the following questions:

1 Did Will's friends dress up for his party? (No, they didn't.)

2 What did Jay get for his ninth birthday? (a T-shirt)

3 What did Ada get for her seventh birthday?

(a pillow)

4 Where did Olivia have a birthday party?

(at a dance club)

- 2 Students do exercise 2.

- 3 (00:48) Students do exercise 3.

- 4 Students do exercise 4.

Answers

- 1 Were you born in a big city?
- 2 Did you go to nursery?
- 3 What was your favourite toy?
- 4 What sports did you play?
- 5 Did you like maths at school?

- 5 Students do exercise 5.

- 6 Students do exercise 6.

Fast finishers

Any students who finish the exercises early, can do the task in the book.

EXTRA ACTIVITY



Lesson 4

Objectives and materials

Grammar: past simple yes/no questions, Wh- questions and short answers

Speaking: to talk about past events

Warm-up

Ask the students about three things they did yesterday.

- 1 Students do exercise 1.

Grammar

Read aloud the contents of the table and ask the students the following questions: *What word do we use before the noun to ask a question in past simple? (Did) What form does the verb take in questions? (infinitive) What words do we use at the end of short answers? (did or didn't).*

Wrap-up

Tell the students to imagine they can interview one of their idols. Ask them to make a list of five questions they would like to ask that person about their childhood.

Lesson 5

3

Lesson 5

I can understand texts about end-of-school celebrations.

Objectives and materials

Reading: to find specific information

Speaking: to talk about celebrations

Optional materials:
Teacher's Resource File –
Video worksheet Unit 3

Warm-up

Discuss the following question with the class:
What occasions do you usually celebrate at school?

- 1 Students do exercise 1.

Extra idea

Students work in pairs and make a short dialogue between the people in the photo.

Culture video

The students watch the video and answer the following questions:
What is Diwali? (Hindu festival of light)
How do people celebrate it? (with dancing, food, colourful clothes)

- 2 Students do exercise 2.

- 1 Look at the photo. What do you think the people are celebrating? How can you describe their clothes?
Suggested answers: They're celebrating a traditional festival or ceremony. They're wearing colourful dresses, garlands and crowns.



- 2 Read the speech bubbles. What do you think they are about?
Students' own answers

Hooray!

Congratulations!

Good luck in the future!

Well done!

We did it!

Finally finished!

Skills zone



Zanim przeczytasz tekst z ćwiczenia 3, przyjrzyj mu się uważnie.

- 1 Jaki to rodzaj tekstu? Skąd o tym wiesz?
a instrukcja b wiadomości
c forum internetowe
- 2 O co pyta autor?
- 3 Jakie informacje mogą znaleźć się w odpowiedziach?

- 3 Read the text and listen to it. Answer the questions.

- 1 Which three countries do you read about? **1 Sweden, 2 Japan, 3 the USA**
- 2 Which speaker talks about
a a special song? **Izumi**
b the last day of middle school? **Bea**
c pictures of students? **Jan**

42 forty-two

- 4 Read the text and listen to it again. In your notebook, write S (Sweden), J (Japan), or US (the USA).

- 1 Students wear their school uniform. **J**
- 2 There's music and dancing. **S**
- 3 The celebration is in May or June. **US**
- 4 Students wear a special hat. **S**

- 5 Przeczytaj tekst jeszcze raz. Uzupełnij luki w zdaniach 1–4 zgodnie z treścią tekstu. Zapisz odpowiedzi w zeszycie.

- 1 In Sweden, students drive around town in a track.
- 2 In Japan, boys give the girls a button from their uniform.
- 3 In the USA, students celebrate when they are thirteen.
- 4 Some parents in the USA give their children money when they finish middle school.

- 6 Talk about how students celebrate when they leave school in your country. What is the same and what is different from the countries in the text? Use the ideas in the box. *Students' own answers*

a ceremony a diploma clothes
presents songs

There's usually a ceremony when we leave school, but we don't wear a sea captain's hat.

- 7 Read the invitation. Student A: your cousin invited you to celebrate his last day of school last week. Student B: ask about the event. *Students' own answers*

Last day of school!

Luke invites you to celebrate with him.
Lincoln School, 9 am.



My cousin invited me to celebrate his last day of school with him.

Really? What did you do?

- 3 (01:52) Students do exercise 3.

Extra idea

Ask the students where they found the answer to question 1 (*the first sentence of each text*). Then, ask them to find sentences that provide answers to question 2 (a *Izumi's text: Each year, students choose a song for their celebration.* b *Bea's text: We also have a big ceremony in the USA when we leave middle school.* c *Jan's text: The families carry big photos of them as a baby!*).

Skills zone

Draw the students' attention to the box and tell them it's important to read the title, headline, subheadings and introductory sentences in the article, as they are useful for both understanding the text and answering the comprehension questions. Ask the students to answer questions 1–3.

Answers

- 1 c – We can see a question, different posts in the answers, avatars, etc.
- 2 How do you celebrate when you leave school?
- 3 People will describe celebrations in their country (and what they did).

How do you celebrate when you leave school?



A year ago, I visited a friend in the USA, and went to her last day of school. How do you celebrate this day in your country?

Caleb

Like

Comment

Share



Jan
6 hours ago

In Sweden, students wear a sea captain's hat on their last day of secondary school. There's a ceremony, when they get their **diploma**. Then they meet their families outside. The families carry big photos of them as a baby! Parents usually give their children a present. We gave my brother a watch. After that, the students drive around town in a **truck**, playing music and dancing!



Izumi
3 hours ago

We celebrate this day in March in Japan. When I left school, we wore our uniforms. There was a ceremony, which was one hour long, and it was very strict! We sang our song. Each year, students choose a song for their celebration. In some schools, students sing and **march**, too. Then boys give a **button** from their uniform to the girl they like. I got three buttons!



Bea
23 minutes ago

We also have a big ceremony in the USA when we leave **middle school**. That's when we're 13 and start high school. It's funny, because we often stay in the same building! The school year ends in May or June. When I left middle school, we got a diploma. Then I had a party, but some students go on holiday, or receive money as a present.



Glossary

button – guzik

diploma – dyplom

march – maszerować

middle school – gimnazjum

truck – ciężarówka

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6 Students do exercise 6.

SUPPORT: Give the students more prompts to compare school leaving celebrations in their country with those in text, e.g. *wear formal clothes, give teachers flowers and presents, receive prizes for good marks or sports achievements.*

CHALLENGE: The students use ideas from the speaking activity to write a short blog post about school leaving celebrations.

7 Students do exercise 7.

Extra idea

Ask a few pairs to role-play their dialogues for the class. Then, have a class vote for the most interesting conversation.

Wrap-up

Ask the students how they imagine their last day in the primary school. What would they like to do?

4 1.60 (01:52) Students do exercise 4.

Extra idea

The students add two more sentences to the list. They take turns to read the sentences to the class for others to say which country the sentences refer to.

5 Students do exercise 5.

Extra idea

In pairs, the students discuss the following questions:

1 Which of the celebrations is the most interesting? Why?

2 Would you like to try any of the ideas to celebrate your last day of school? Which ones?

Lesson 6

3

Lesson 6

I can say thank you when I visit someone.

Objectives and materials

Speaking: to say thank you

Listening: to find specific information

Warm-up

Discuss the following questions with the class:
Do you like going to parties? Why / Why not?
Do you like organising parties? Why / Why not?

- 1  (01:08) Students do exercise 1.

Speaking video

You can use the video *Thanks for a great party!* instead of the audio recording from exercise 1. Turn the subtitles on if needed. Tell the students to watch the video and say the names of the host (Max) and the names of the guests (Amy and Leo).

- 2  (01:08) Students do exercise 2.
3 Students do exercise 3.

Extra idea

Ask the students to close their books. Translate the expressions a–h in the students' first language and elicit the English equivalents.

- 4 Students do exercise 4.

Extra idea

The students choose one distractor in each item and describe a situation in which someone could say it.

- 1  Look at the photo. Is Oscar arriving or leaving the party? Listen and check. *He's leaving the party.*



- 2  Read the dialogue and complete it in your notebook. Then listen again and check.

Ella: Hey, Theo. It's time for me to go.
¹Thanks for a great party!

Theo: You're welcome. Glad you enjoyed it, Ella.

Ella: I had a really good time.

Theo: And thanks for the ²present. I can't wait to read it. I love that comic book series.

Ella: Me too!

Theo: Come on. Let's get your things.

Oscar: Theo, I'm leaving now, too. I really enjoyed the ³party. The music was great! Thanks for everything, Theo!

Theo: That's all right. Thanks for ⁴coming. Oscar. Have you got everything?

Oscar: I think my jacket's in the bedroom. It's a black jacket, with a hood.

Theo: I'll get it for you.

Theo: Here you are.

Oscar: Thanks. Wait a minute. This feels a bit small, and there's something in the pocket. You know what, this isn't my jacket!

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- 5 Students do exercise 5.

 **SUPPORT:** Brainstorm the phrases students could use for each item of the task and write them on the board, so that the students can use them during pair work.

 **CHALLENGE:** Ask the pairs to role-play their conversations for the class.

- 3 Read the sentences. Who says them? In your notebook, write 1 (the guest) or 2 (the person who has the party).

- | | |
|--|---|
| a Thanks for the present. | 2 |
| b I really enjoyed the party. | 1 |
| c Glad you enjoyed it. | 2 |
| d Thanks for a great party. | 1 |
| e Have you got everything? | 2 |
| f I had a really good time. | 1 |
| g That's all right. Thanks for coming. | 2 |
| h Thanks for everything! | 1 |

Remember

Thanks = more informal
Thank you = more formal
Thanks for the present.
Thanks for coming.

- 4  Dla opisanych sytuacji 1–2 wybierz właściwą reakcję: a, b lub c.

- 1 Wychodzisz z zabawy urodzinowej. Co powiesz gospodarzowi?
a I had a fantastic time.
b It's a fantastic present.
c Have a great time!
- 2 Kolega wychodzi od Ciebie po wieczorze filmowym. Co mu powiesz?
a Nice to meet you.
b Thanks for inviting me.
c Thanks for coming.

- 5  Work in pairs. Role-play a conversation. Students' own answers

Student A

- Your friend invited you to a party. It's time to go.
- Tell your friend that you're leaving.
 - Say thank you. Explain what you liked about the party (the food, the music).
 - Ask for your coat (it's in the hall).

Student B

- Your friend came to your party.
- Thank him/her for coming.
 - Thank him/her for the present (a cool T-shirt).
 - Get his/her coat for him/her.

Wrap-up

In pairs, the students make a dialogue between a host and a rude guest leaving the party. Then they act it out for the class.

I can write an email about a special life event.

- 1 Look at the cards. What are the special days?
a birthday, b Mother's Day, c graduation / when
some finishes university, d wedding



- 2 Read the email. What special day does Mia describe? Where and when was it?
a wedding, last Saturday, in the garden

To: Evan

Hi, Evan!

How are things with you? I'm writing to tell you about a special day. It was last Saturday, and it was the day of my sister's wedding.

My sister got married in our garden. First, she put on her white dress. Then the guests arrived, and they gave her cards and presents. There was a ceremony, and everyone was very happy (my mum cried 😭!) After that, we had a delicious meal. Finally, we had a party in the evening. There were beautiful lights and a live band. Everyone had fun!

It was amazing! What about you? Can you tell me about a special day that you celebrated?

Bye!

Mia

- 3 Read the email again. Find sentences or phrases that match topics 1–3.

- 1 starting the email Hi, Evan!
- 2 the reason for writing I'm writing to tell you about (a special day).
- 3 finishing the email Bye!

- 4 Find four words in the email that show the order of things.

First, Then, After that, Finally

- 5 In your notebook, put these sentences in the correct order.

- | | | | |
|----------------------------------|----------|--|----------|
| a Then we had snacks and drinks. | <u>3</u> | d They gave me cards and presents. | <u>2</u> |
| b First, the guests arrived. | <u>1</u> | e After the snacks, I blew out the candles on my cake. | <u>4</u> |
| c Finally, we played games. | <u>5</u> | | |

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6 Writing project

Choose a special day. In your notebook, write an email to a friend about the day. Students' own answers

a birthday a wedding Mother's Day
the last day of school



Find

- Find one or two photos to show events from your special day.



Think

- When did you celebrate?
- What did you do on this day?
- How can you describe the day?



Write

Write your email. Write three paragraphs.

- 1 Explain why you are writing. Name the event.
- 2 Write about the things you did.
- 3 Describe the day, e.g. *It was amazing! It was fantastic!*
Hi, Kieran,
How are things with you? I'm writing to tell you about ...
First, we ...



Look again!

Check your email.

- Did you use expressions to start and end, and give a reason for writing?
- Did you use the past simple and words to show the order of things, e.g. *First, ...?*

- 1 Students do exercise 1.

Extra idea

Ask the students on what other occasions they give people cards. (Possible answers: Father's Day, retirement, baby shower, Christmas, Easter, New Year, wedding anniversary, Teacher's Day)

- 2 Students do exercise 2.

- 3 Students do exercise 3.

- 4 Students do exercise 4.

- 5 Students do exercise 5.

Extra idea

To practise the adverbs for ordering events, ask the students what they did yesterday after school. Tell them to name at least three activities and talk about them using the correct adverbs, e.g. *First, I had dinner. After dinner, I did my homework. Then I went to football practice.*

- 6 Students do exercise 6.



SUPPORT: Discuss with the class items included in the *Think* section of the *Writing project*. Give the students some time to come up with their ideas and take notes for each question. Then ask several students to tell the class about the celebration.



CHALLENGE: Give the students a word limit of 100–120 words.

Lesson 7

Objectives and materials

Writing: to write an email about a life event

Reading: to define the main idea

Warm-up

Write the following verbs on the board: *was, got, invited, went, had, came, were, organised*. Ask the students to recall their last birthday and say how they celebrated it using the verbs on the board.

Wrap-up

Students draw their own card for an occasion of their choice. In groups, the students swap their cards and identify the occasion. Which event would they like to attend and why?

Lesson 8

3

Lesson 8

Revision of lessons 1–7.

Odpowiedzi do zadań zapisz w zeszytach!

Objectives and materials

Vocabulary and grammar: to revise lessons 1–7

Warm-up

Write the following ages on the board and ask the students to name the life stages. Then say the names of various life events and ask the students to match them with the life stages.

1 (baby), 2–8 (child), 9–12 (pre-teen), 13–17 (teenager), 18+ (adult)

- Students do exercise 1.
- Students do exercise 2.

Extra idea

The students write one more sentence about each special day a–d in item 4.

- Students do exercise 3.

Answers

- Marie Skłodowska-Curie lived in France.
- J.R.R. Tolkien spoke foreign languages.
- Thomas Edison didn't go to university.
- Amelia Earhart didn't have children.
- Neil Armstrong walked on the Moon.
- Einstein wrote books about physics.

Extra idea

The students write 2–3 false sentences about people from the past. Then they swap the sentences with their partner, whose task is to change the sentences to make them true, e.g. *Neil Armstrong didn't land on the Moon* → *Neil Armstrong landed on the Moon*. If necessary, allow the students to look for some information online.

Vocabulary

- Complete the text. Use one word.

In the UK, children go to ¹ nursery when they are 2 or 3 years old. They can start school when they are 4, and ² leave school when they're 16. Most students go to ³ university when they're 18, and finish when they're 21. Then they ⁴ get a job. The most popular age to get married and have children is about 30. People ⁵ retire when they're about 67 years old.



/5 points

- Complete the words. Then match sentences 1–4 with special days a–d.

- You blow out candles on your cake on your c.
- In Australia, people have a barbecue or a party on d.
- Children give a card and present to their mum on b.
- People dress up in smart clothes and invite guests for a.
a a wedding c birthday
b Mother's Day d New Year's Eve

/4 points

Grammar

- Change the affirmative sentences to negative, and negative sentences to affirmative, to make them true.

- Marie Skłodowska-Curie didn't live in France.
- J.R.R. Tolkien didn't speak foreign languages.
- Thomas Edison went to university.
- Amelia Earhart had children.
- Neil Armstrong didn't walk on the Moon.
- Einstein didn't write books about physics.

/6 points

- Complete the questions. Use the past simple.

- A: Where were you born?
B: I was born in Madrid.
- A: Did you have a favourite toy?
B: No, I didn't. I had a lot of different toys.
- A: Who was your first teacher?
B: My first teacher was Mrs Torres.
- A: Did you like school?
B: Yes, I did. I liked it a lot.
- A: When did you leave school?
B: I left school in 2020.

/5 points

Speaking

- Complete the words with the missing letters.

- A: Thanks for a great party.
B: That's all right. Glad you enjoyed it.
- A: Thanks for the present.
B: You're welcome.
- A: Did you enjoy the party?
B: We had a really great time.
- A: We're leaving now.
B: Thank you for coming.
- A: Have you got everything?
B: I think so, but our jackets are in the hall.

/5 points

Check your score!

1.62 Listen, check and count your points.

20–25 points – Well done!

14–19 points – Good score!

0–13 points – Keep calm and revise more.

For vocabulary revision, go to **My words**, p. 48.
For extra grammar explanations, go to **My grammar**, p. 49.

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- Students do exercise 4.

- Students do exercise 5.

Check your score!

1.62 (02:36) Give the students enough time to check their answers and to count their points. Then ask them to say their score in English and make sure that they know what to do.

Wrap-up

The students make a crossword puzzle for their classmates using vocabulary they learnt in Unit 3 or irregular past simple verb forms. They include at least one five-letter mystery word.

Listening

- 1  1.63 Usłyszysz dwukrotnie tekst o świętowaniu urodzin w Australii, na Jamajce i w Brazylii. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–4.

- What type of meal is popular in Australia? **a barbecue**
- What do guests in Australia receive when they go home? **a present**
- How do people celebrate a party in Jamaica? **with music and games**
- What are *brigadeiros*, the sweets in Brazil? **(small) chocolate balls**

Language functions

- 2 Dla każdej z opisanych sytuacji 1–3 wybierz właściwą reakcję: a, b lub c.
- Koleżanka mówi, że dostała dobrą ocenę z klasówki z historii.
 - I think so too. **(b) Good for you!**
 - You're right.
 - Babcia dziękuje Ci za pomoc w porządkach.
 - That's a good point.
 - Glad you enjoyed it.
 - (c) You're welcome.**
 - Nauczyciel pyta Cię, czy planujesz w przyszłości studiować.
 - (a) I hope so.** **b I disagree.**
 - I find that hard to believe.

Reading

- 3 Przeczytaj tekst i uzupełnij zdania 1–4.
- Louis Braille invented Braille because he was blind.
 - He tried to learn to read and write.
 - Malala Yousafzai helped girls to go to school.
 - Frankenstein* was Mary Shelley's first story/book.

TEENAGERS IN HISTORY

Many teenagers did important things in history. Here are three of them.

Louis Braille invented a writing system for blind people in 1824, when he was 15 years old. Braille became blind at the age of 3, and he wanted to find a way to read and write. He published the first Braille book in 1837.

In 2014, Malala Yousafzai received the Nobel Peace Prize. She campaigned for girls to go to school. Malala was 17 when she won the prize, but she first spoke about her ideas in public at the age of 11.

Mary Shelley was an English writer, born in 1797. She wrote her most famous book, *Frankenstein*, when she was 19 years old. She wrote other books, but people always remember her first story.

Use of English

- 4 Przeczytaj tekst. Na podstawie informacji zawartych w tekście uzupełnij luki. Wybierz właściwe odpowiedzi: a, b lub c.

William Shakespeare ¹ _____ born in 1564 in Stratford-upon-Avon, in England. He left school when he was 14 or 15, and he got married in 1582. He had three ² _____, two girls and a boy. Sometime before 1590, he went to London. There, he worked as an actor, and he ³ _____ to write plays. He wrote more than 38 plays in his life. They were very popular 400 years ⁴ _____, and they're still popular today.



- | | | |
|------------------|-----------------|---------------------|
| 1 a is | (b) was | c were |
| 2 a child | b sons | (c) children |
| 3 a start | b starts | (c) started |
| 4 (a) ago | b before | c back |

Writing

- 5 Niedawno zaczął się Nowy Rok. W e-mailu do kolegi z Anglii: **Students' own answers**

- poinformuj go, z kim i gdzie spędziłeś/spędziłaś sylwestra,
- opisz, co robiliście,
- zapytaj go, jak powitał Nowy Rok.

- 1  1.63 (02:37) Students do exercise 1.

Extra idea

Allow the students to check their answers with the audioscript before you check them as a class.

2 Extra idea

The students close their books. Read aloud the descriptions of situations and ask the students what they can say about the situation without looking at the options in the books. Elicit several ideas for each situation. Students do exercise 2.

- 3 Students do exercise 3.

- 4 Students do exercise 4.

Extra idea

If possible, ask the students to cover the options and try to come up with the missing words on their own.

- 5 Students do exercise 5.

Wrap-up

Challenge the students to speak English for 60 seconds. Tell them they can choose a topic related to Unit 3. Allow them to think about what they are going to say and take notes if they want. Then ask volunteers to speak in front of the class for one minute.

Objectives and materials

Listening, Language functions, Reading, Use of English, Writing: to practise exam skills

Optional materials: printouts of the audioscript for exercise 1

Warm-up

Ask the students to think of a celebration that is popular only in your home country. If necessary, elicit some celebrations and then ask the students to choose one celebration to discuss in their groups. The students say what people do on that occasion.

My words



Extra idea 1

Give each student 2–3 words or phrases from the *My words* page (or more, depending on the number of the students in class). Ask them to write a test item (gapped sentence) with each word or phrase. Collect the test items and use them in a *Quizlet* test for the students.

Extra idea 2

The students make *Memory* cards with various collocations as matching pairs, e.g. *blow out – candles*, *fancy – dress party*, *leave – school*. They need at least eight pairs of cards. Then they play *Memory* game – they put the cards upside down and take turns to uncover two of them. If they match, they keep the pair and go again to find another matching pair. If the pair don't match, the next student goes.

Life events



Life stages



Special days



Celebrations



Real English



Leaving a party



Reading and culture



Life events



be born	urodzić się
finish university	skończyć uniwersytet/studia
get a job	dostać pracę
get married	wziąć ślub
go to nursery	iść do przedszkola
go to university	iść na uniwersytet/studia
have children	mieć dzieci
leave school	skończyć szkołę
retire	przejsć na emeryturę
start school	zacząć szkołę

Life stages



adult	dorosły
baby	niemowlę, dziecko
child (children)	dziecko (dzieci)
pre-teen	dziecko w wieku 9–12 lat
teenager	nastolatek/nastolatka

Special days



birthday	urodziny
Father's Day	Dzień Ojca
Mother's Day	Dzień Matki
New Year's Eve	sylwester
wedding	ślub

Celebrations



blow out candles	zdmuchnąć świeczki
dress up	przebierać się, stroić
give cards/presents	wręczać kartki/prezenty
have a barbecue	urządzać przyjęcie z grillem
have a cake	jeść ciasto/tort
have a family meal	jeść rodzinny posiłek
have a (fancy dress) party	urządzać imprezę (bał przebierańców)
invite guests	zapraszać gości

Real English



Great party!	Wspaniałe przyjęcie!
That's easy!	To łatwe!
I have no idea!	Nie mam pojęcia!
Give me a clue.	Podpowiedz mi. / Naprowadź mnie.
That's strange!	To dziwne!

Leaving a party



Thanks for a great party!	Dziękuję za wspaniałe przyjęcie / świetną imprezę!
You're welcome.	Proszę.
Glad you enjoyed it.	Cieszę się, że Ci się podobało.
I had a really good time.	Świetnie się bawiłem/bawiłam.
Thanks for the present.	Dziękuję za prezent.
I really enjoyed the party.	Bardzo mi się podobało.
Thanks for everything!	Dziękuję za wszystko!
That's all right.	Nie ma za co.
Thanks for coming.	Dziękuję, że przyszedłeś/przyszłaś.
Have you got everything?	Masz wszystko?

Reading and culture



button	guzik
diploma	dyplom
march	maszerować
middle school	gimnazjum
truck	ciężarówka

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PAST SIMPLE: REGULAR AND IRREGULAR VERBS

Używaj czasu *past simple*, kiedy chcesz powiedzieć o tym, co się wydarzyło.

Określenia czasu: **yesterday**, **last week**, **last month**, **last year**, **three days ago**, **a month ago**, **in 1950**.

W zdaniach twierdzących użyj formy czasu przeszłego czasownika:

- do czasowników regularnych dodajemy **ed** (czasem **d** lub **ied**),
- do czasowników nieregularnych **nie** dodajemy **ed**. Form przeszłych tych czasowników trzeba nauczyć się na pamięć. Znajdziesz je na końcu podręcznika.

I **was** born in 2013.

He/She/It **had** a family meal **last Sunday**.

You/We/They **started** school **six years ago**.

started

retired

stopped

studied

be – **was/were**
become – **became**
go – **went**
have – **had**

Użyj **didn't** i bezokolicznika, aby powiedzieć, że coś się nie wydarzyło w przeszłości.

I **didn't get** any flowers on Mother's Day **last week**.

He/She/It **didn't work** **last summer**.

You/We/They **didn't do** any sports **last weekend**.

I **did not** = I **didn't**
He **did not** = He **didn't**
They **did not** = They **didn't**

Jeśli chcesz użyć czasownika **be** w zdaniu przeczącym, użyj **wasn't/weren't**.

- It **wasn't** cold **yesterday**.
- We **weren't** at home **last weekend**.

Aby zapytać o to, co wydarzyło się w przeszłości, postaw **did** na początku pytania. W krótkich odpowiedziach użyj **did** lub **didn't**.

They won a singing competition **last week**.



Did I/you/we/they **have** a good time **yesterday evening**?

Yes, I/you/we/they **did**. / No, I/you/we/they **didn't**.

Did he/she/it **invite** you to the party?

Yes, he/she/it **did**. / No, he/she/it **didn't**.

Jeśli chcesz użyć czasownika **be**, zacznij pytanie od **was/were**.

Odpowiadając na pytanie z czasownikiem **be**, użyj **wasn't/weren't**.

Jeśli chcesz zadać pytanie o szczegóły, dodaj słówko pytające na początku pytania, np. **Where**, **When** lub **What**.

Were you at your cousin's wedding?

Yes, I **was**. / No, I **wasn't**.

When did your sister **finish** university?

Where were you last week?

What did they **have** for lunch?

For the teacher

→ Teacher's Resource File

The set of materials for each unit includes the following worksheets (with teaching notes and answer keys):

- Vocabulary
- Graded Grammar 1, Graded Grammar 2
- Extra Vocabulary
- Culture Video
- SEN (Special Educational Needs) – *Reading and Culture*, *Writing*, *My words* and *My grammar* pages of the Student's Book which were adapted for neurodivergent students' needs.
- Additionally, there are two Revision Games which include fun pair work or groupwork activities and board games helping revise language covered in four units.

Extra practice

For students

→ **On-the-Go Practice** – 64 extra interactive exercises in total, available through *Macmillan Education Everywhere* student app.

For each unit, there are 8 exercises:

- 2 grammar exercises,
- 2 vocabulary exercises,
- 1 exercise practising communicative content,
- 3 exercises revising the unit's content.

The exercises are also available on three levels of difficulty: **Practice**, **Challenge 1** and **Challenge 2**.

→ **Quizlet** and **Kahoot!** – extra vocabulary exercises and quizzes.

Unit 4 Extra resources

Workbook: pages 38–47

Videos:

- Grammar animations (Lesson 2 and 4)
- Culture video: *loan's vlog* (Lesson 5)
- Speaking video: *I'm not really into board games* (Lesson 6)

Tests:

- Short tests (Vocabulary and listening, Vocabulary 2, Grammar 1, Grammar 2, Speaking)
- Unit test (Support, Standard, Challenge, Test for dyslexic students)

Teacher's Resource File:

Grammar and vocabulary practice

On-the-Go Practice: Unit 4

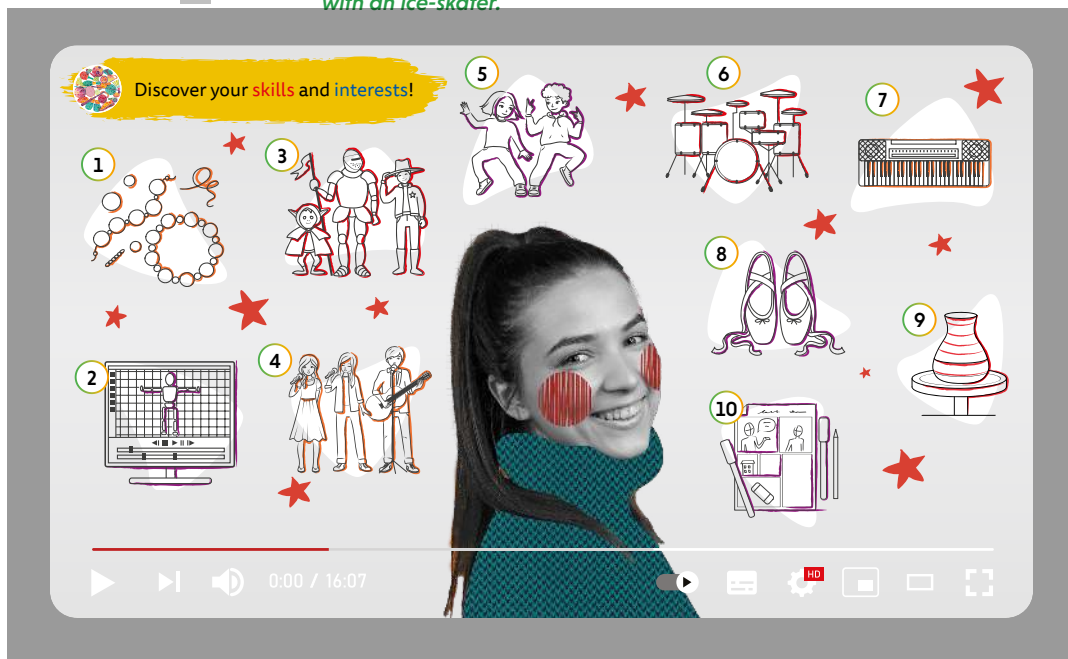
Kahoot!: Unit 4

Quizlet: Unit 4

Skills and interests

Lesson 1

I can talk about skills and interests. I can understand an interview with an ice-skater.



Lesson 1

Objectives and materials

Vocabulary: skills and interests, sports

Listening: to find specific information

Speaking: to talk about hobbies

Warm-up

Put the students into groups of four and ask them to brainstorm ideas for free-time activities. Ask the students what they do after school or at weekends.

1 Students do exercise 1.

2 (01:17) Students do exercise 2.

1 Let's start!

Look at the words in the box. In pairs, tell each other which of these hobbies and sports you like. *Students' own answers*

chess cycling drawing puzzles
roller skating skiing

2 (1.71) In your notebook, match pictures 1–10 with the words in the box. Then listen, check and repeat.

Skills and interests

- 2 animation • 8 ballet dancing •
- 3 collecting action figures •
- 5 hip hop dancing • 1 making jewellery •
- 10 making comics • 6 playing the drums •
- 7 playing keyboards • 9 pottery •
- 4 singing in a band

3 (1.72) Listen to Rosy, Martin and Alex, and answer the questions.

- 1 What are their interests?
- 2 Why do they like them?
- 3 Which would you like to try?

Rosy

Martin

Alex

4 Pronunciation /eɪ/ and /ʌ/

(1.73) Which word in each group has a different vowel sound? Listen, check and repeat. Then practise the sentences.

- 1 play, May, band, ballet
- 2 love, music, drums, fun

I dance ballet in the month of May.

I love the drums. The drums are fun.

50 fifty

3 (01:05) Students do exercise 3.

Answers

- 1 **Rosy:** making jewellery
Martin: collecting action figures
Alex: playing keyboards
- 2 **Rosy:** it helps her to relax
Martin: because he likes reading comics and it's a good way to make friends
Alex: she loves the sounds you can make
- 3 Students' own answers

Extra idea

Discuss the following questions with the class: *What are your interests? Why do you like them?*

4 (00:30) Students do exercise 4.

- 5  1.74 Match pictures 1–5 with the words in the box and with the verbs. Add more sports you know. Then listen, check and repeat.

Sports

1 horse-riding • 5 ice-skating • 2 karate •
3 snowboarding • 4 table tennis

go

do

play

horse-riding,
ice-skating,
snowboarding

karate

table tennis



GUESS WHAT?!

In Finland, hobby horsing is a popular sport. This means horse-riding with a stick, not a real horse. Hobby horsing is safer and cheaper than horse-riding. There are competitions every year, with riders from all over the world.



- 6 Complete the sentences with **go**, **do** or **play**. Then in your notebook, write a sentence about doing a sport in your country.

- A lot of people do karate in Japan.
- France is one of the best places to go horse-riding.
- The weather in Canada makes it a good place to go snowboarding.
- About 300 million people play table tennis in China.
- The USA has lots of places to go ice-skating.

- 7  1.75 Listen to an interview with an ice-skater. Which two things does he talk about?

- (a) why he likes skating c his future plans
(b) what he likes and doesn't like about skating

Skills zone



- Zanim posłuchasz nagrania z ćwiczenia 8, przeczytaj zdania, które masz uzupełnić. Zastanów się, jakich informacji brakuje.
1 number, 2 number of hours, 3 verb / name of activity, 4 adjective
- Słuchając nagrania, zapisuj najważniejsze wyrazy i wyrażenia. Dzięki temu łatwiej zapamiętasz treść nagrania.

- 8  1.75  **Posłuchaj nagrania ponownie.** Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższej notatce. Zapisz odpowiedzi w zeszyte.

- Oscar started ice-skating when he was five years old.
- He practises every day before school for two hours.
- He likes ice-skating because he can travel and meet people.
- One of the things he learns is to live a healthy life.

- 9  **Draw a simple picture of your skills and interests. Then talk about them in pairs. You can use questions 1–4 to help.**

Students' own answers

- When did you start ...?
- Why do you like it?
- How often do you ...?
- What are the good and bad things about it?

I play the guitar. I started when I was eight.

Fast finishers

Solve the puzzle. In your notebook, write a riddle about another hobby. **animation**

You put drawings together so that they look like a film. What hobby is it?



Skills zone

Draw the students' attention to the tips in the box. Then go over the sentences in exercise 8 with the class and decide what kind of information is missing.

- 8  1.75 (01:19) Students do exercise 8.

- 9 Students do exercise 9.

Fast finishers

Any students who finish the exercises early, can do the task in the book.

EXTRA ACTIVITY



Wrap-up

Have a vocabulary race. Ask the students to close their books and write as many words from the lesson as they can in 90 seconds. Award the student(s) with the biggest number of items e.g. with 5 more minutes to write their next test or no homework.

- 5  1.74 (00:39) Students do exercise 5.

SEN tip

If you decide to write down the target items on the list, remember to keep the board neat and wipe it before writing down new items. This will help the students avoid potential distractions while rewriting the words and phrases in their notebooks.

- 6 Students do exercise 6.

Extra idea

The students work in pairs and write gapped sentences about popular sports and interests in their country, leaving space for verbs. Then, they swap sentences with another pair to complete the gaps.

- 7  1.75 (01:19) Students do exercise 7.

Lesson 2

4

Lesson 2

I can use the past continuous to talk about longer actions in the past.

Objectives and materials

Grammar: past continuous

Listening and reading: to find specific information

Optional materials: a photo or a cartoon showing a lot of people doing various activities

Warm-up

Ask the students to make a list of 4–5 names of activities they did the day before. They need to include both everyday and free time activities. Ask the students to share their lists by saying past simple sentences, e.g. *I revised for a test. I played the drums.*

1 Students do exercise 1.

Extra idea

Ask the students to add two more words to the list, e.g. *sunny, hot, freezing.*

2 (1.76) (01:30) Extra idea

Ask the students to close their books and listen to the story without looking at the cartoon. Then display the sentences on the board and ask the students to choose the correct options. Students do exercise 2.

3 Students do exercise 3.

4 (1.77) (00:13) Students do exercise 4.

A STORMY NIGHT

SOPHIA: Did you hear the storm last night?

FREYA: Yes, I did. I was walking home after my karate class at seven o'clock. It was pouring with rain. I got soaked!



FREYA: What were you doing?

SOPHIA: I was at home.

FREYA: Were you doing your homework?

SOPHIA: No, I wasn't. I was making jewellery. I heard the thunder, and I was terrified!



FREYA: Were your parents at home?

SOPHIA: Yes, they were. They were watching a film. They went to my little brother's room. He wasn't sleeping. He was hiding under his bed!



FREYA: What about Lucas? Where was he?

SOPHIA: He was in the garage. Believe it or not, he didn't hear a thing! He was playing the drums.

FREYA: No way!

1 Look at the story. What is the weather like?

cloudy rainy snowy stormy

2 (1.76) Read the story and listen to it. Choose the correct option.

1 Freya and Sophia are talking about last night / weekend.

2 Freya was very cold / wet.

3 Sophia was bored / scared.

4 Lucas heard / didn't hear the storm.

3 Match the people with the activities in the box.

making jewellery playing the drums
walking home

1 Freya
walking home

2 Lucas
playing the drums

3 Sophia
making jewellery

Real English

4 (1.77) Listen to the phrases and repeat. Practise them in pairs. Students' own answers

*It was pouring with rain.
I got soaked!*

*I was terrified!
Believe it or not.*

52 fifty-two

Grammar

Draw the students' attention to the grammar box. Read the sentences aloud and explain the rules. Then tell the students to choose two actions from the Warm-up activity and write the times when they were doing these things. Then tell the students to make sentences in past continuous, e.g. *play video games – 5 pm – I was playing video games at 5 pm.*

Grammar 1 video

Play the animation video and ask the questions:

1 Do the children solve the mystery?
(yes)

2 Where did the sound come from?
(a machine)

Grammar 1

Past continuous

Affirmative

I/He/She/It **was walking** home.You/We/They **were walking** home.

Negative

I/He/She/It **wasn't walking** home.You/We/They **weren't walking** home.

Questions and short answers

Was I/he/she/it **walking** home?Yes, I/he/she/it **was**.No, I/he/she/it **wasn't**.**Were** you/we/they **walking** home?Yes, you/we/they **were**.No, you/we/they **weren't**.

Wh- questions

What were you **doing**?

Time expressions

at three o'clock, yesterday at 2 am,**at seven o'clock last night**

- 5 Read the Grammar 1 table. In your notebook, match the endings of the sentences a–d with their beginnings 1–4.

At seven o'clock last night, ...

- | | |
|----------------------------------|-------------------------|
| 1 Sophia's brother was d | a having dinner. |
| 2 He wasn't c | b watching a film. |
| 3 Sophia's parents were a | c sleeping. |
| 4 They weren't b | d hiding under the bed. |

- 6 What was Freya doing last Saturday? Look at the table and complete the sentences in your notebook. Then write three sentences about her parents. Use the past continuous.

	9.30 am	1.00 pm	3.45 pm
Freya			
Her parents			

- 7 Look at the picture. Describe what was happening in the park at 3 pm last Saturday. **Students' own answers**



- 8 In groups, ask and answer questions about last Saturday at these times. **Students' own answers**

7.30 am 11 am 2.15 pm 6.45 pm 9 pm

What were you doing at half past seven?

I was sleeping.

Fast finishers

- Say true and false sentences about what you were doing on Sunday afternoon at 3 pm. In pairs, guess which sentences are false. **Students' own answers**

I was wearing a green hoodie.

I was playing a video game.



- 8 Students do exercise 8.

Fast finishers

Any students who finish the exercises early, can do the task in the book.

EXTRA ACTIVITY



Wrap-up

Ask the students to recall what was happening in the school corridor (or in the classroom) when they came in this morning. Tell them to describe the scene to the class.

- 5 Students do exercise 5.

Extra idea

The students make a question for each sentence, e.g. *What was Sophia's brother doing? Was he watching a film?*

- 6 Students do exercise 6.

- 7 Students do exercise 7.

Extra idea

Display a photo or a picture showing a few people doing different activities. After the students study the picture for a minute, ask them to close their books. Say sentences, either true or false, about the photo. Tell the students to raise their hands if they think the sentence is true and do nothing if it's false. Students get a point for each correct response and add up the points.

Objectives
and materials**Vocabulary:** types of films**Listening:** to define
the main idea, to find
specific information**Optional materials:**trailer of a teen movie,
famous soundtracks
(e.g. *Star Wars*, *Titanic*,
The Godfather, *James
Bond*, *Spiderman*)

Warm-up

Show the students
the trailer of a film. Ask them
what they can say about
the film based on the trailer.
Would they like to watch it?

- 1 Students do exercise 1.

Extra idea

Tell the students to add
3–4 things to the list (e.g.
invitations, balloons,
decorations, cake, games,
paper cups).

- 2  (01:01) Students
do exercise 2.

- 3  (01:26) Students
do exercise 3.

Extra idea

Play a few famous
soundtracks and ask
the students which film
they come from.
If necessary, write some
options on the board.

- 4  (01:07) Students
do exercise 4.

- 5 Students do exercise 5.

Extra idea

Students take turns to say
the titles of various films
or TV shows. The rest
of the class says which
adjective can describe it,
e.g. *Wall-E* – interesting,
Uncharted – exciting,

★ PLAYER

TOP 8 OF THE WEEK



1 Let's start!

 In your notebook, complete
the questions. Then answer them
in pairs.

FILMS

- How many films do you watch every month?
- Do you stream films online?
- Who's your favourite actor?
- What's your favourite film?
- Which is better, watching films on TV or at the cinema? Why?

- 2  (1.78) In your notebook, match photos
1–8 with the types of films in the box.
Then listen, check and repeat.

Types of films

- 7 action film • 3 animated film •
2 comedy • 6 fantasy film • 4 horror film •
5 musical • 8 romantic film •
1 science-fiction film

- 3  (1.79) Listen to four pieces of music. What
type of film do you think each one is?
1 romantic film, 2 animated film,
3 science-fiction film, 4 musical

- 4  (1.80) Listen to five people talking about
the films that they like. Which types of
films do they like?
1 comedy, 2 horror film, 3 fantasy film,
4 action film, 5 science-fiction film

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Back to the Future – funny, *Stranger
Things* – scary.

- 6  (00:20) Students do exercise 6.

Extra idea

The students write about their own
favourite film. They can use the text
in exercise 6 as a model. If necessary,
they can look for some information
online.

- 5  Talk about the different types of films.
Which do you like? Why? Use the adjectives
in the box or your own ideas.
Students' own answers

boring exciting funny interesting scary

- 6  (1.81) Read the description of a film. Choose
the correct option. Then listen and repeat
the words in the box.

Film words

director • main character • plot •
special effects

One of my favourite films is *Wonka*. It's a fantasy
film and a musical. The ¹*director* / *plot* is Paul
King. The actor Timothée Chalamet plays Willy
Wonka, the ²*plot* / *main character* in the film.

Wonka is a young man, and his dream is to open
a chocolate shop. The ³*plot* / *special effects* is
simple but interesting.

My favourite part of the film is when *Wonka*
meets a giraffe in London Zoo.

The ⁴*main character* / *special effects* are great!

- 7  Describe a film for your partner to guess
the title. *Students' own answers*

It's a fantasy film. I don't know
the director. The main character is ...

- 7 Students do exercise 7.

Wrap-up

The students work in groups of three
and choose three films to watch during
a film night at school. Tell them
to suggest the titles and justify their
choice. After that, you could have a class
vote for the top three options.

I can use the past continuous with when and while to talk about longer actions in the past.

I was sitting at school,
My brother was swimming in the pool,
The dog was playing with a bone,
When my mum came home.

The twins were playing a game,
My brother was doing the same,
My mum was talking on the phone,
When my dad came home.

While my sisters were learning French,
my dad cooked the family lunch.
While my mum was watching a film alone,
I finally came home!

Grammar 2

When and while

My brother was playing a game **when** my dad **came** home.

When my dad **came** home, my brother was playing a game.

My dad came home **when/while** my brother **was playing** a game.

When/While my brother **was playing** a game, my dad came home.

1 1.82 Read and listen to the rap. How many people came home? **three – mum, dad, me**

2 Read the Grammar 2 table. In your notebook, complete the rules 1–2 with **when** and **while**.

- We use **when** before the past simple.
- We use **when** / **while** before the past continuous.

3 Choose the correct option. In some sentences, both options are correct.

- She was doing pottery **when** / **while** her mum came home.
- When** / **While** we were watching a horror film, the lights went out.
- My mum called me **when** / **while** I was doing karate.

4 In your notebook, complete the sentences with the past simple or past continuous forms of the verbs in brackets.

- It was raining when I **came** (come) to school this morning.
- While I **was chatting** (chat) to a friend, the bus arrived.
- We **were waiting** (wait) in the classroom when the teacher came in.
- Jack was doing an exercise when the lesson **finished** (finish).

5 Complete the sentences using your own ideas. **Students' own answers**

- While we were playing table tennis, _____.
- He was snowboarding when _____.
- When the film started, we _____.
- I heard a strange noise while _____.

6 Look at the rap in exercise 1 again. In pairs, write your own rap. You can use the pairs of words in the box to help you. End with: **When I came home.** **Students' own answers**

train/rain bed/head book/cook
sad/dad chair/hair name/game
keyboards/sports

They were waiting for a train ...

Fast finishers

Finish the sentence in as many ways as possible. Think of your family, friends, pets, the weather, etc. **Students' own answers**

When I arrived home yesterday, ...



fifty-five 55

Grammar 2 video

Play the animation video and elicit two things that happened while the characters were looking for hidden surprises last year (e.g. **Jay's torch died, Olivia lost her map, they realised they had no food, Jay walked into a tree and cut his knee**).

- Students do exercise 2.
- Students do exercise 3.
- Students do exercise 4.

5 Extra idea

Ask the students to write the missing halves of sentences in exercise 5 on separate pieces of paper. Then tell them to swap the papers in pairs and try to match the sentence endings with their beginnings in the book. Students do exercise 5.

- Students do exercise 6.

Fast finishers

Any students who finish the exercises early, can do the task in the book.

EXTRA ACTIVITY



Wrap-up

Use the students' ideas in exercise 6 to compose a rap or a poem as a class. Ask a volunteer what the first line could be and write it on the board. Then ask the students to suggest the second line and add it to the poem. Continue until the class decides the poem is finished.

Lesson 4

Objectives and materials

Grammar: past continuous with **when** and **while**

Warm-up

Ask the students to correct this question: *What were your mum doing at seven o'clock this morning?* (**was your mum doing**).

1 1.82 (00:34) Students do exercise 1.

Grammar

Read aloud the contents of the table. Ask the students to look at the sentences and say which tense describes a long action (**present continuous**), and which one a short action (**past simple**).

Lesson 5

4

Lesson 5

I can understand texts about free time activities in different countries.

Objectives and materials

Speaking: to talk about hobbies

Reading: to recognize links between parts of the text

Optional materials:

Teacher's Resource File – Video worksheet Unit 4

Warm-up

Elicit the names of free time activities and write them on the board. Have a class vote for the most popular activity.

1 Students do exercise 1.

Extra idea

Ask the students additional questions about the photo, e.g. *What is he doing?* *How old is he?* *Where is he?* *How does he feel?*

Culture video

Play the video and ask the students which of the following is loan's favourite part of making a film: *writing a script*, *creating a storyboard*, *filming*, *editing*. (*editing*)

2 Students do exercise 2.

Extra idea

Ask the students to add one activity to each category. Tell them to use their own ideas.

3  (01:30) Students do exercise 3.

1  Look at the photo. What do you think the boy's hobby is?

Suggested answer: His hobby is photography.



2  Look at photos A–F in the texts. Which photos show the following activities? Which activities do you know?

- 1 sports **A and F**
- 2 arts or crafts **C and E**
- 3 activities in nature **B, C and D**

3  Read the text and listen to it. In your notebook, complete the sentences.

- 1 Edwin visited **India**.
- 2 Mollie went to **Lithuania**.
- 3 They saw the activities while they **were travelling / visiting these countries**.

4 Read the blog again. In your notebook, write the names of the activities in photos A–F.

A *underwater hockey*
B *butterfly-watching*, **C** *rock art*,
D *mushroom-hunting*, **E** *making pottery*,
F *Ritinis / an ancient hockey game*

5 Find the activity in the text that:

- 1 you can only do in some seasons of the year, **mushroom-hunting**
- 2 is good for nature, **butterfly-watching**
- 3 helps you when you feel stressed, **rock art**
- 4 is about creating things in one colour, **making pottery**
- 5 isn't easy to do, **underwater hockey**
- 6 is a very old game. **Ritinis**

56 fifty-six

4 Students do exercise 4.

SEN tip

Some students need extra reading practice. Encourage them to either re-read the text at home or get familiar with it before this lesson.

5 Students do exercise 5.

Skills zone



- 1 Jeśli w tekście, jak z ćwiczenia 3, są luki i masz w nie wstawić podane zdania, przeczytaj zdanie przed luką i po niej. Zastanów się, czego zdania dotyczą.
- 2 Następnie przeczytaj podane zdania. Spróbuj zgadnąć, do czego się odnoszą.
- 3 Przeczytaj zdania w ćwiczeniu 6. Które zdanie dotyczy zwierzęcia (d), a które jedzenia (a)?

6  Z tekstu usunięto trzy zdania. Wstaw w każdą lukę 1–3 literę, którą oznaczono brakujące zdanie a–d, tak aby otrzymać spójny i logiczny tekst. Jedno zdanie nie pasuje do żadnej luki. Zapisz odpowiedzi w zeszycie.

- a Then they cook them in delicious ways. **3**
- b You see it everywhere! **1**
- c A lot of people play this game.
- d Some of them are endangered. **2**

7  In pairs, talk about the hobbies in the text. Do people do them in your country? Which would you like to do?

Students' own answers

I think lots of people go mushroom-hunting in Poland.

I'd like to try underwater hockey.

GUESS WHAT?!

Trainspotting is a popular hobby in the UK. People try to see every type of train in the country. Today, trainspotters post videos and photos of trains on social media.



8 Find out 

 Work in pairs. Find out how people spend their free time in another country. Then tell the class.

Students' own answers

In New Zealand, fishing is a popular hobby.

Skills zone

Draw the students' attention to the box. Ask them to carefully read the sentences before and after each gap in the text on page 57. If necessary, ask them to translate them into their first language.

6 Students do exercise 6.

7 Students do exercise 7.

Wrap-up

Tell the students to imagine they are organising a fun day at school. On that day, they can do any activities they want instead of having classes. Ask them which activity in this lesson they would like to do together with their classmates.



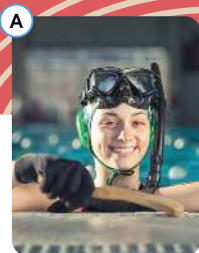
MY TRAVEL BLOG

by Edwin

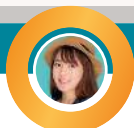
On my travels with my family, I see a lot of interesting hobbies.

While we were visiting India, we saw some amazing rock art. ¹ People make these **sculptures** by putting one rock on top of another. They say it's a great way to relax! Underwater hockey is also becoming popular there. You play this in a swimming pool with a short stick. It's difficult because you can't **breathe** under water!

Another unusual hobby is **butterfly**-watching. You see some beautiful butterflies in this country! ² People help scientists to **protect** these butterflies, too.



Mollie's Adventures



New blog post

Last year, I went to Lithuania, and we saw how people spend their free time there.

We were driving past some playing fields one day when we saw a sports match. It was an **ancient** game called *Rytinis*. It's like hockey, but you hit a piece of wood, not a ball!

We saw mushroom-hunting, too. In autumn, families and friends go to the forests to find mushrooms. ³ It's fun!

Another favourite hobby is making pottery. The pots in Lithuania are black from **smoke**. You can buy them in the markets.

Glossary

ancient – starodawny

breathe – oddychać

butterfly – motyl

protect – chronić

sculpture – rzeźba

smoke – dym

fifty-seven 57

8 Students do exercise 8.

SUPPORT: Suggest prompts for students' research, e.g. *top ten popular hobbies / free time activities for teens in the UK / Spain / Poland / etc., interesting/unusual hobbies/pastimes around the world*. Ask the students to choose one or two countries and note down the name of the activity and find a photo of people doing it.

CHALLENGE: The students make digital presentations about free time activities in other countries. Ask the students to find out why some hobbies or activities are especially popular in certain countries.

Lesson 6

4

Lesson 6

I can talk about my skills and interests.

Objectives and materials

Speaking: to talk about skills and interests

Listening: to find specific information

Optional materials: slips of paper for all students

Warm-up

Ask the students to name their favourite film, song, singer/band or sport.

1.  (01:04) Students do exercise 1.

Speaking video

You can use the video *I'm not really into board games* instead of the audio recording from exercise 1. Turn the subtitles on if needed. Ask the students to look at the photo and guess what type of event the people are attending. Then play the video and elicit the answer. (*hobby fair*)

2.  (01:04) Students do exercise 2.
3. Students do exercise 3.

Extra idea

Say a few sentences about your skills and interests and ask the students to guess if they are true or false, e.g. *I'm a fan of mushroom hunting. I'm really into jogging. I'm terrible at cooking.*

4 Extra idea

The students read the texts to find two things the person likes very much (*horse-riding, reading*). Students do exercise 4.

1.  Look at the photo. Guess what hobby Amelia chooses. Then listen and check. *She chooses (hip hop) dancing.*



2.  Read the dialogue and complete it in your notebook. Then listen again and check.

Amelia: Here we are. Let's see if we can find a new hobby. How about chess, Oscar?

Oscar: Hmm ... I'm not really into board games.

Amelia: You ¹ love reading comics. What about making them, too?

Oscar: I'm not sure. I'm not very good at drawing.

Amelia: Look over there. There's a table for animation.

Oscar: Ah yes! I ² like animated films and I'm interested in learning how to do it. Let's go and talk to them.

Oscar: OK, now let's find a hobby for you, Amelia. How about karate?

Amelia: I like team sports, but I'm not keen on individual sports.

Oscar: Singing in a band?

Amelia: I ³ enjoy listening to music, but I'm terrible at singing!

Oscar: Maybe dancing then. What type of music do you like?

Amelia: I'm a fan of hip hop music and I ⁴ like dancing.

Oscar: Come on then. Let's find out more about hip hop dancing.

Remember

I love / (don't) like / hate  team sports.
 reading comics.

3. Match the phrases in the box with topics 1–2. Write the answers in your notebook.

I'm (not) a fan of ... ¹ I'm (not) interested in ... ¹
 I'm (not) keen on ... ¹ I'm (not) really into ... ¹
 I'm (not) very good at ... ² I'm terrible at ... ²

- 1 This is what I like or don't like: 
- 2 This is what I can or can't do: 

4.  Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, którymi poprawnie uzupełnisz luki 1–4. Trzy wyrazy nie pasują do żadnej luki.

good in interested into
 keen of terrible

I'm not really ¹ into team sports, but I love horse-riding. I go riding every weekend. I also enjoy making things. I like making pottery, and I think I'm ² good at it! I'm a fan ³ of all kinds of music. I don't play a musical instrument, but I'm ⁴ interested in learning the keyboards. I love reading, too. I think this is my favourite hobby.

5.  Help each other to choose a new hobby. Think about your skills and interests. Use the ideas in the box. Students' own answers

dance making comics/jewellery/pottery
 music sports

What type of ... do you like?

I'm into ...

How about ...? / What about ...?

58 fifty-eight

5. Students do exercise 5.

 **SUPPORT:** Help the students complete the model answers with their own ideas and encourage them to write them down before they start talking in pairs.

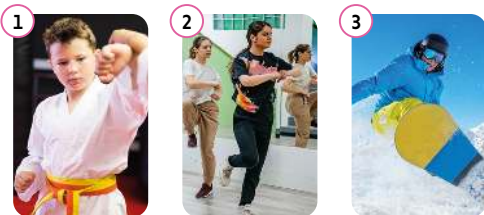
 **CHALLENGE:** Ask the students to convince their classmates to try an unusual hobby or an activity that wouldn't be their first choice, e.g. suggest an artistic activity to someone who is mainly into sport or science.

Wrap-up

Distribute slips of paper and ask the students to write two sentences about themselves – one about their interests and one about their skills. Tell the students to write about something special and unique, something that identifies them. Then, collect the papers, draw the slips and read aloud the sentences for the rest of the class to guess who wrote them.

I can write a blog post about a hobby.

- 1 Look at photos 1–3. Can you do these things where you live? *Students' own answers*



- 2 Read the blog. Which two activities in photos 1–3 in exercise 1 does Tyler do? *1 karate, 3 snowboarding*



Tyler701 (66 comments)

Hi everyone!

About two months ago, I found a new hobby. I do karate and I often play table tennis. Then I tried snowboarding, and I loved it! I was waiting for a bus one day when I saw a poster about a hobbies fair. My friend and I decided to go. While he was looking at some comics, I saw a table about snowboarding. I talked to the volunteer and discovered that there's a place in my town where you can go snowboarding all year.

Three weeks later, it was my birthday. My present was a snowboarding lesson. Now, I go every weekend.

What's your hobby and how did you find out about it? Write and tell me!

- 3 Read the text again and answer the questions.

- When did he find his new hobby? *about two months ago*
- When did he see the poster for a hobbies fair? *while he was waiting for a bus*
- When did he see a table about snowboarding? *when/while his friend was looking at some comics*
- When was his birthday? *three weeks later*
- How often does he go snowboarding now? *every weekend*

- 4 In your notebook, complete the sentences with the words in the box.

ago later one day when while

- I started ballet dancing about six years ago.
- I was staying with my cousin when I saw my first ballet show.
- While/When I was watching the show, I wanted to dance, too.
- I was looking online one day when I saw an advert for a school.
- One month later, I had my first lesson.

- 5 Writing project

Write a blog post about one of your hobbies or interests. (You can invent them!) *Students' own answers*



Find

- Find a photo of the hobby or a real photo of you doing your hobby.



Think

- When did you start doing it?
- How did you find out about it?
- Why did you decide to try it?
- How often do you do it now?
- Why do you like it?



Write

Write your blog post.

- Describe your hobbies. Write about a new hobby.
- Use the questions above to help.

*Hi everyone,
About ... ago, I ...*



Look again!

Check your blog post.

- Did you use the past simple and past continuous?
- Did you use time words from exercise 4 to show the order of events?

- Students do exercise 2.
- Students do exercise 3.
- Students do exercise 4.

Extra idea

Ask volunteers to tell a story about how they started a new hobby. Tell them to use the words in the box.

- Students do exercise 5.



SUPPORT: Provide some prompts and model sentences for the students to complete, e.g. *I was (walking home) when I (saw a poster about a book fair). I decided to (go there with a friend). While we (were looking at some books), I (found a book about drawing comics).*

CHALLENGE: Ask the students to write about new people they met or places they visited because of the new hobby.

Wrap-up

Arrange the students in groups of four or five. Tell them to find three random words in the blog post in exercise 2 and translate them into their first language. Then, ask each group to say the translated words to the class so that other groups can scan the blog quickly and find the English equivalents. Give one point to the group which finds the words the fastest. Play the game until the lesson is over.

Lesson 7

Objectives and materials

Writing: to write a blog post about a hobby

Reading: to find specific information

Warm-up

Tell the students to imagine they are under a spell – they can do only one free activity for the rest of their lives. What would they choose?

- Students do exercise 1.

Extra idea

Ask the students what other activities they can do around the place where they live.

Lesson 8

4

Lesson 8

Revision of lessons 1–7.

Odpowiedzi do zadań zapisz w zeszytach!

Objectives and materials

Vocabulary and grammar: to revise lessons 1–7

Warm-up

Ask the students to plan a perfect weekend. Tell them to include their favourite activities and films.

- Students do exercise 1.
- Students do exercise 2.

Extra idea

The students take turns to come to the board to draw symbols of various film genres for the rest of the class to guess the name.

- Students do exercise 3.
- Students do exercise 4.

Extra idea

Before the students complete the gaps, tell them to look at the pictures and say what each person was doing at 6 pm yesterday.

- (a He was practising yoga.
b She was playing the guitar.
c He was working.
d She was painting.
e They were saying 'goodbye'.
f He was reading.
g She was watering the plants.
h They were having tea.)

- Students do exercise 5.

Answers

- Ellen is interested in animation.
- I'm into playing the drums.
- My friends aren't keen on karate.
- Max is a fan of fantasy films.
- I'm good at making comics.

Vocabulary

- Write the names of the hobbies. Use a word from box A and from box B for each one. collecting action figures, playing keyboards, ballet dancing, making jewellery, horse-riding

- A ballet collecting horse-making playing
B action figures dancing jewellery keyboards riding

/5 points

- Complete the film words with the missing letters.

- the story of a film
p l o t
- a funny film
c o m e d y
- a film with singing and dancing
m u s i c a l
- a film with a love story
r o m a n t i c
- the most important person in a film, the main ...
c h a r a c t e r

/5 points

Grammar

- Complete the sentences with **when** or **when/while**.

- They were waiting for the bus when I saw them.
- When/While he was making a comic, his computer stopped working.
- I was watching a comedy on TV when my mum called me.
- My grandparents arrived when/while I was making jewellery.
- She was horse-riding when it started to rain.

/5 points

60 sixty

Extra idea

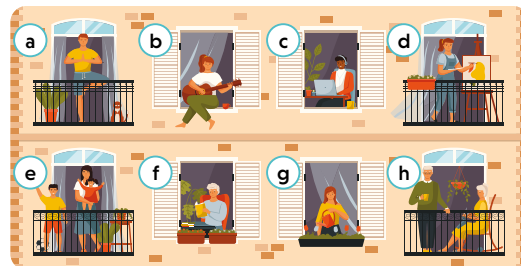
Students choose two sentences and add a reaction to make mini-dialogues.

Check your score!



(02:07) the students enough time to check their answers and to count their points. Then ask them to say their score in English and make sure that they know what to do.

- Complete the dialogue with the correct forms of the words in brackets. Use the past continuous. Can you find the speaker in the picture? Picture d



A: What ¹ were you doing (you / do) at 6 pm yesterday?

B: I ² was painting (paint) a picture.

A: What about your neighbour? ³ Was he using (he / use) his computer for work?

B: No, he ⁴ wasn't (not). He was watching an action film.

A: And the man and woman in the flat below you?

B: They ⁵ were chatting (chat), I think.

/5 points

Speaking

- Use the words to write sentences about the people's skills and interests. Use the correct verb forms and add any extra words where necessary.

- Ellen / interested / animation.
- I / into / play the drums.
- My friends / not / keen / karate.
- Max / a fan / fantasy films.
- I / good / make / comics.

/5 points

Check your score!

1.85 Listen, check and count your points.

20–25 points – Well done!

14–19 points – Good score!

0–13 points – Keep calm and revise more.

For vocabulary revision, go to **My words**, p. 62.
For extra grammar explanations, go to **My grammar**, p. 63.

Wrap-up

The students work in pairs and write a quiz item for their classmates. Half of the pairs write a grammar task and half a vocabulary one. Then tell the students to swap the tasks to evaluate their knowledge from Unit 4.

Listening

- 1  **Posłuchaj wywiadu z tenisistką. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 1–4.**

- 1 Gemma started playing table tennis when she was four years old.
- 2 She plays every day after school, and on Saturday mornings.
- 3 She thinks that the rules of table tennis are easy to learn / simple.
- 4 Table tennis helps her to feel confident because she's good at it.

Reading

- 2 **Z tekstu usunięto trzy zdania. Wstaw w każdą lukę literę, którą oznaczono brakujące zdanie, tak aby otrzymać spójny i logiczny tekst. Jedno zdanie nie pasuje do żadnej luki.**

- a The paintings aren't only art, they're language.
- b People make art with natural things.
- c There was a poster about it on the wall.
- d Finally, they make jewellery.

Arts and crafts workshop

Last weekend, I went to an arts and crafts workshop. I found out about it while I was looking for a book in the library. ¹ c I enjoy making things and I'm interested in learning about other countries, so I decided to go. In the morning, we learned about making jewellery in Ecuador. People use a nut from a tree in the rainforest called a Tagua nut. They hunt for the nuts, then they make them into different shapes and colours. ² d It's very beautiful. We tried to make some jewellery, too! In the afternoon, we studied a type of painting from Australia. The First Nations people paint with "dots", or small circles. This is an ancient way of painting, but it became popular again about 50 years ago. ³ a They tell stories about the culture of the First Nations people.

Use of English

- 3 **Przeczytaj tekst. Na podstawie informacji zawartych w tekście uzupełnij luki 1–3. Wybierz właściwą odpowiedź: a, b lub c.**

My hobby is animation. I started it about three years ago. I ¹ looked for a video clip online one day when I found some animated films. I thought they were really cool, and I wanted to try it. Animation isn't an easy hobby. You need a lot of time to do the drawings – and I'm not very good ² at drawing! Luckily, there are some digital options that make it easier. I'm also in a group and we work together to make films. We ³ share our films on social media.

- 1 a look b looked c was looking
2 a in b at c on
3 a share b download c search for

- 4 **Uzupełnij zdania 1–3. Użyj właściwych form czasowników podanych w nawiasach. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.**

- 1 We were playing (play) a video game when dad came in.
- 2 I'm not very keen on singing (sing).
- 3 My sister would like to (like) learn how to make jewellery.

Writing

- 5 **W Twojej szkole zorganizowano prezentację kółek zainteresowań (school clubs). Podziel się swoimi wrażeniami na blogu.**

Students' own answers

- Poinformuj, jak dowiedziałeś/dowiedziałas się o wydarzeniu.
- Napisz, jakie hobby można rozwijać w Twojej szkole, uczestnicząc w kółkach.
- Wyraż swoją opinię o wybranych hobby zaprezentowanych na festynie.

Hi everybody!

Last Saturday, I went to a hobby fair at my school.

- 1  (01:19) Students do exercise 1.

Extra idea

Ask the students what kind of information is missing in each sentence (1 number/age, 2 time expression / when, 3 adjective, 4 adjective).

2 Extra idea

After reading the text for meaning and before completing the gaps, the students translate the sentences into their first language. Students do exercise 2.

- 3 Students do exercise 3.

- 4 Students do exercise 4.

Extra idea

The students find the page in the book where the grammar structures used in each sentence are covered.

Wrap-up

Each student makes a list of five free time activities taught in this unit which they would like to try. Then, they go around the class trying to find classmates who would like to do the same activities. They ask around *Would you like to ...?* The first person to find five classmates who want to do the same activity wins.

Objectives and materials

Listening, Reading, Use of English, Writing: to practise exam skills

Warm-up

Ask the students to make three sentences about their hobbies and interests. They need to use past simple and past continuous in each sentence, e.g. *I was playing football with my friends yesterday when I fell down.*

Extra idea 1

On separate pieces of paper, the students write two words from the green boxes, one on each piece of paper. Put all the papers into one container. Then put the class into two groups and play *Charades*. A student from each group comes to the front of the classroom, declares if he/she wants to show or draw the mystery item and then chooses a paper from the container. If the student sticks to their original choice – they can earn two points for the team. Alternatively, they can change the method of communicating the meaning, but then they can only get one point.

Extra idea 2

The students work in pairs and quiz each other on the vocabulary on page 62. Student A closes their book while Student B asks him/her about the words. In round 1, Student B says the target forms while Student A says their translation in the students' first language. In round 2, Student B says the word in his/her first language and Student A responds with the correct word in English.

Skills and interests

animation	tworzenie filmów animowanych
ballet dancing	taniec baletowy
collecting action figures	kolekcjonowanie figurek
hip hop dancing	taniec hip-hopowy
making jewellery	tworzenie biżuterii
making comics	rysowanie komiksów
playing the drums	gra na perkusji
playing keyboards	gra na keyboardzie
pottery	ceramika
singing in a band	śpiewanie w zespole

Sports

horse-riding	jazda konna
ice-skating	jazda na łyżwach
karate	karate
snowboarding	jazda na snowboardzie
table tennis	tenis stołowy

Types of films

action film	film akcji
animated film	film animowany
comedy	komedja
fantasy film	film fantasy
horror film	horror
musical	musical
romantic film	romans
science-fiction film	film science fiction

Film words

director	reżyser/reżyserka
main character	główny bohater / główna bohaterka
plot	akcja, wątek
special effects	efekty specjalne

Real English

It was pouring with rain.	Łał deszcz.
I got soaked!	Cały zmokłem! / Cała zmokłam!
I was terrified!	Byłem przerażony! / Byłam przerażona!
Believe it or not.	Możesz mi wierzyć lub nie.

Talking about skills and interests

I'm not really into (board games).	Nie przepadam za grami planszowymi.
You love (reading comics).	Uwielbiam czytać komiksy.
I'm not very good at (drawing).	Nie jestem zbyt dobry/dobra w (rysowaniu).
I like (animated films).	Lubię (filmy animowane).
I'm interested in (learning how to do it).	Chętnie się dowiem, (jak to się robi).
I'm not keen on (individual sports).	Nie przepadam za (sportami indywidualnymi).
I enjoy (listening to music).	Lubię (słuchać muzyki).
I'm terrible at (singing)!	(Śpiewam) okropnie!
I'm a fan of (hip hop music).	Jestem fanem/fanką (muzyki hip-hopowej).
I like (dancing).	Lubię (tańczyć).

Reading and culture

ancient	starodawny
breathe	oddychać
butterfly	motyl
protect	chronić
sculpture	rzeźba
smoke	dym

Skills and interests

1.87 (00:53)

Sports

1.88 (00:27)

Types of films

1.89 (00:39)

Film words

1.90 (00:25)

Real English

1.91 (00:28)

Talking about skills and interests

1.92 (01:06)

Reading and culture

1.93 (00:27)

PAST CONTINUOUS

Użyj czasu *past continuous*, kiedy chcesz powiedzieć o czynności, która trwała w określonym momencie w przeszłości.

W zdaniu w czasie *past continuous* użyj **was** lub **were** oraz czasownika z końcówką **ing**.

Określenia czasu: **at five o'clock**, **yesterday at 8 am**, **at midnight**, **all evening**, **this time yesterday**.

I **was walking** home after my karate class
at seven o'clock last night.
He/She/It **was hiding** under the bed.
We/You/They **were watching** a film
at seven o'clock.

I **wasn't doing** karate at seven o'clock.
He/She/It **wasn't sleeping** at nine
o'clock last night.
We/You/They **weren't reading** comics
all evening.



was + not = wasn't
were + not = weren't

Jeśli chcesz zapytać o to, co działo się w określonym momencie w przeszłości, postaw **was/were** na początku pytania.

Jeśli chcesz zadać pytanie o szczegóły, dodaj słowo pytające na początku pytania, np. **Where**, **How long** lub **How often**. W krótkich odpowiedziach użyj **was/were** lub **wasn't/weren't**.

Was I reading comics all evening ?	Yes, I was . / No, I wasn't .
Was he/she/it sleeping at nine o'clock last night?	Yes, he/she/it was . / No, he/she/it wasn't .
Were we/you/they playing the drums all evening?	Yes, we/you/they were . No, we/you/they weren't .
What were you doing yesterday at seven o'clock?	

PAST SIMPLE AND PAST CONTINUOUS

Aby powiedzieć, że w trakcie trwania jakiejś czynności miało miejsce inne wydarzenie, do opisu krótszej czynności użyj czasu *past simple*, a do dłuższej – czasu *past continuous*. Zdania połącz słowem **while** (podczas) lub **when** (kiedy).

Pamiętaj, że:

- po słowie **while** możesz użyć tylko czasu *past continuous*,
 - It **was raining** **when** the match started.
 - We heard the storm **while** we **were watching** a horror film.
- jeśli zdanie zaczyna się od **when** lub **while**, to po tej części zdania stawiamy przecinek.
 - **When** I **was walking** home, dad called me.

For the teacher

→ **Teacher's Resource File**

The set of materials for each unit includes the following worksheets (with teaching notes and answer keys):

- Vocabulary
- Graded Grammar 1, Graded Grammar 2
- Extra Vocabulary
- Culture Video
- SEN (Special Educational Needs) – *Reading and Culture*, *Writing*, *My words* and *My grammar* pages of the Student's Book which were adapted for neurodivergent students' needs.
- Additionally, there are two Revision Games which include fun pair work or groupwork activities and board games helping revise language covered in four units.

Extra practice

For students

→ **On-the-Go Practice** – 64 extra interactive exercises in total, available through *Macmillan Education Everywhere* student app.

For each unit, there are 8 exercises:

- 2 grammar exercises,
- 2 vocabulary exercises,
- 1 exercise practising communicative content,
- 3 exercises revising the unit's content.

The exercises are also available on three levels of difficulty: **Practice**, **Challenge 1** and **Challenge 2**.

→ **Quizlet** and **Kahoot!** – extra vocabulary exercises and quizzes.

Objectives and materials

Vocabulary, Grammar, Use of English, Language functions: to revise Units 1-4

Listening: to find specific information

Reading: to identify connections between parts of the text

Writing: to describe schools in the future

Warm-up

Ask the students if they can recall the titles of Units 1-4. Elicit the titles and write them on the board. Then, have the students work in pairs to list 3-4 vocabulary items they learned in each unit. Give them three minutes for the task. Finally, write the words on the board.

1 Extra idea

Ensure the students read the text for meaning before they do the task. Instruct them to read the text, ignoring the gaps, and then summarise it in one sentence. Students do exercise 1.

2 Students do exercise 2.

Extra idea

The students write definitions of three words that were listed on the board during the Warm-up activity.

3 Students do exercise 3.

4 Extra idea

Before the students do the exercise, ask them about the grammatical tenses they learned in Units 1-4. Brainstorm the rules for using each tense. Students do exercise 4.

Vocabulary

- 1 Complete the text with the words in the box. There are two extra words.

breaktime notes presentation pre-teens state teenagers term uniform

More than 90% of children in the UK go to a ¹state school. Children start secondary school when they are ²pre-teens, so at 11 or 12 years old. It's typical to wear a ³uniform. The first school ⁴term usually starts in September. In some lessons, like science and history, students often do a project and then a ⁵presentation. For many students, their favourite thing about school is the ⁶breaktime!

- 2 Complete the words with the missing letters.

- You do this with a mouse. c _ l _ i _ c _ k
- You see text or a game on this. _ s _ c _ r _ e _ e _ n
- You do this to use the Internet. c _ o _ n _ n _ e _ c _ t
- You do this with videos. d _ o _ w _ n _ l _ o _ a _ d
- You can do sports more easily when headphones are this. w _ i _ r _ e _ l _ e _ s _ s

- 3 Make expressions using words from box A and box B. Then use them to complete the sentences.

A do get on go have invite watch

B a fantasy film an argument guests karate snowboarding well

- You should say sorry after you have an argument with a friend.
- Remember to invite guests to dad's surprise birthday party.
- Lots of people go snowboarding in winter.
- My cousin and I are friends. We get on well.
- Would you like to watch a fantasy film on TV this evening?
- In Japan, children often do karate at school in PE lessons.

64 sixty-four

5 Students do exercise 5.

6 Extra idea

To challenge the students, ask them to cover the box and try to come up with the missing words without looking at the options. Students do exercise 6.

Grammar

- 4 Choose the correct option.

My favourite school subject is technology. At the moment, we ¹learn / re learning how to build a robot. I ²think / 'm thinking robots will make our lives easier in the future! On Wednesday, my class ³visit / is visiting a science museum. I want to know how students ⁴will study / are studying in the future. I'm sure children ⁵don't go / won't go to school! What ⁶you are / are you doing at school at the moment?

- 5 Complete the sentences. Use the past simple or past continuous.

- We watched (watch) a horror film on TV last night.
- I was walking (walk) home when the storm started.
- What were you doing (you / do) at seven o'clock this morning?
- My friend didn't have (not have) a party on his birthday.
- My parents weren't born (not be born) in this town.

Use of English

- 6  Uzupełnij luki 1-4 w tekście. Wybierz właściwą odpowiedź: a, b lub c.

My hobby is singing in a band. I was listening to music and singing one day ¹___ my mum heard me. She said that I sang well, so I decided to have lessons. It's perfect for me. I'm interested ²___ music, but I can't play an instrument. I joined a band one year later. We often give concerts at parties for family and friends. I also ³___ my songs on social media. I ⁴___ to be a famous singer one day!

- | | | |
|------------|---------|---------|
| 1 a then | b while | c when |
| 2 a in | b at | c on |
| 3 a log in | b post | c enter |
| 4 a hope | b like | c think |

Language functions

- 7  Uzupełnij dialogi. Wstaw w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst.

- 1 X: Thanks for a great party. I had a really good time.
Y: You're welcome. Thanks for coming.
2 X: Do you think there will be flying cars in 2040?
Y: I have no idea! I can't predict the future.

- 8   Usłyszysz dwukrotnie cztery wypowiedzi. Do każdej z nich dobierz właściwą reakcję a–e. Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- a That's all right. Thanks for the present.
b I hope so. I'd like to be a teacher.
c That's a good point! I'll make a cake.
d I'm not sure. I'm not keen on dressing up.
e I think so, too. It's a useful skill.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

e

b

d

a

Listening

- 9   Usłyszysz dwukrotnie trzy osoby, które opowiadają o szkole przyszłości. Na podstawie informacji zawartych w nagraniu dopasuj zdania a–d do osób 1–3. Jedno zdanie nie pasuje do żadnej osoby.

This speaker:

- a thinks there won't be any tests,
b thinks schools will be similar to the ones now,
c thinks there will be different school subjects,
d thinks classrooms won't have teachers.

Speaker 1

Speaker 2

Speaker 3

d

b

c

Reading

- 10  Przeczytaj tekst, z którego usunięto trzy zdania. Wstaw w każdą lukę literę, którą oznaczono brakujące zdanie a–d, tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo.

THE COMPUTER IN THE WALL

More than 20 years ago, while Sugata Mitra was working in a poor area of New Dehli, he decided to do an experiment. Mitra, a scientist and teacher, put a computer in the wall of a building.

¹ b These children didn't have a computer at home, and they didn't know how to use one.

When the children saw the screen, they started to click and explore. Soon, they were using the mouse and searching for things on the Internet.

In the following months, they learned to download games, music and videos. They learned to draw and paint pictures on the computer, to save files and to send emails.

² d They also invented words to describe the parts of the computer and what they were doing.

The children were very good at learning with a computer. ³ a In some schools around the world, students are learning with computers in the same way today.

- a Their teacher said that they got better marks in exams.
b Local children often played near there.
c The computer had a screen and mouse.
d The children sometimes taught each other.

Writing

- 11  Napisz notatkę do pracy projektowej dotyczącej szkół w przyszłości, w której:

Students' own answers

- opisziesz, jak będą uczyli się uczniowie,
- napiszesz, jakich przedmiotów będą się uczyć,
- wyjaśnisz, co się nie zmieni w szkole, a co się zmieni.

10 Extra idea

To handle this type of reading exercise, tell the students it's useful to check how each option works in each gap, as only one sentence fits each gap. Students do exercise 10.

11 Extra idea

Encourage the students to brainstorm ideas in pairs before engaging in the writing task. Tell them to take notes, writing down both their ideas and useful language. Students do exercise 11.

Wrap-up

Tell the students to rate the activities in the revision section on a scale of 1–5 in terms of difficulty: 1 – easy, 5 – very difficult. Then, instruct the students to discuss their ratings in pairs.

sixty-five 65

7 Students do exercise 7.

Extra idea

Ask the students to work in pairs and replace Y's statement in each mini-dialogue with their own ideas.

8  (00:59) Students do exercise 8.

9  (01:13) Students do exercise 9.

Extra idea

In pairs, ask the students to predict what the next term or school year will be like. Have them consider what they will learn, how much studying there will be, and possible school trips.

Unit 5 Extra resources

Workbook: pages 50–59

Videos:

- Grammar animations (Lesson 2 and 4)
- Culture video: *Floating Pharmacy* (Lesson 5)
- Speaking video: *What else should I do?* (Lesson 6)

Tests:

- Short tests (Vocabulary and listening, Vocabulary 2, Grammar 1, Grammar 2, Speaking)
- Unit test (Support, Standard, Challenge, Test for dyslexic students)

Teacher's Resource File:

Grammar and vocabulary practice

On-the-Go Practice: Unit 5

Kahoot!: Unit 5

Quizlet: Unit 5

Lesson 1

Objectives and materials

Vocabulary: symptoms and illnesses

Listening: to find specific information

Speaking: to talk about symptoms and illnesses

Warm-up

Ask the students the following question: *On a scale of 1–10, how healthy do you feel today?* Answer the question for yourself and then ask for volunteers to answer.

1 Students do exercise 1.

2  (00:39) Students do exercise 2.

Culture note

In American English, an indefinite article is normally added before words like *toothache* or *earache*. In British English, using the article before these words isn't popular. For this reason, it hasn't been used in this book.



Get well soon!

Lesson 1

I can talk about and understand conversations about health problems.

Dr Nicole Blackbe

Hello. How can I help you?

I've got **a runny nose** and **a sore throat**. I can't eat anything.

Have you got **a cough**?

Yes, I have. It's difficult to speak!

Have you got **a fever**?

Yes, my temperature is 39°.

Have you got **a stomach ache**?

No, I haven't, but I've got **a headache**.

I don't think you've got **a cold**. I think you've got **the flu**.



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1 Let's start!

 Match the words in the box with the main body parts. Add other words.

back finger knee neck nose toe

- 1 head nose 3 arms finger
2 body back, ... neck 4 legs knee, toe

2  1.96 Read the chat with a doctor and listen to it. In your notebook, put pictures a–j in the correct order. There are two extra pictures.

3  1.97 Find the words in the box that match two extra pictures in exercise 2. Then listen and repeat. earache (a), toothache (g)

Symptoms and illnesses

a cold • a cough • a fever • a headache •
a runny nose • a sore throat •
a stomach ache • earache •
the flu • toothache

4  Put the sentences in the correct order to make a dialogue. Then practise it in pairs using different symptoms and illnesses.

- 4 I've got toothache.
5 That's too bad.
1 Hi! How are you today?
3 What's wrong?
2 I feel terrible.

5 Pronunciation /k/ and silent k

 1.98 Which words have the /k/ sound? Which words have silent k? Listen and check. Then practise saying the sentences.

I've got a cough and a cold.
I've got toothache, and stomach ache.
My back is bad, my knee is too.
I don't know what to do.

3  1.97 (00:33) Students do exercise 3.

Extra idea

Ask one volunteer to come to the front of the class and mime 4–5 symptoms and illnesses from the box. Instruct the rest of the class to work in silence. They should guess the words and write them down in the order they observe. Then, ask the students to compare their answers in pairs.

4 Students do exercise 4.

5  1.98 (00:17) Students do exercise 5.

SEN tip

Use flashcards with words and corresponding pictures to help students make visual connections. Show the pictures, say the words, and have the students repeat them multiple times. For variety, ask them to say the words loudly, quietly, quickly and slowly.

- 6  1.99 Match people a–e in the picture with sentences 1–5. Then listen and repeat the words in the box.



- 1 I've got an allergy. **c**
- 2 I hurt my shoulder. **e**
- 3 I cut my finger. **d**
- 4 I broke my leg. **b**
- 5 I feel dizzy. **a**

Injuries and other health problems

break (an arm / a leg) •
cut (a knee / a finger) •
feel (ill / dizzy) • have got an allergy •
hurt (a shoulder)

- 7 In your notebook, complete the sentences with the name of an injury or a health problem in the box. Which person in exercise 6 says each sentence?

- 1 I've got a runny nose, and my eyes are red. I think **I've got an allergy. c**
- 2 I was making a sandwich when **I cut my finger. d**
- 3 **I hurt my shoulder** while I was playing tennis. I can't hit the ball now. **e**
- 4 I can't stand up. I've got a headache and **I feel dizzy. a**
- 5 I was riding my bike when I fell and **broke my leg. b**

- 6  1.99 (00:37) Students do exercise 6.

Extra idea

Ask the students to work in pairs and list the injuries and health problems in the box from most to least serious, in their opinion.

- 7 Students do exercise 7.

Skills zone



- 1 Zanim posłuchasz nagrania z ćwiczenia 8, przyjrzyj się zdjęciom. Co przedstawiają? Spróbuj nazwać przedmioty po angielsku.
- 2 Zanim wybierzesz obrazkową odpowiedź, wysłuchaj każdego dialogu do końca.

- 8  2.1 Listen to three conversations about the best thing to do when you have got the flu. Match photos a–d with dialogues 1–3. There is one extra photo. Write the answers in your notebook.

1 **d**

2 **b**

3 **a**

a



b



c



d



- 9  2.1 Listen again. How did each speaker learn their idea?

- 10  In pairs, ask and answer the questions.

Students' own answers

- 1 What do you do when you've got the flu?
- 2 Have you got any allergies?
- 3 Which is worse, earache or toothache?

Fast finishers

Look at the emojis and guess the health problems. In your notebook, design emojis for another two illnesses or symptoms.
feeling dizzy, a runny nose/a cold, fever



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Skills zone

Draw the students' attention to the box. As a class, brainstorm vocabulary they might use to describe each photo. To challenge the students, ask them to say at least four words for each picture.

Answers

- 1 a orange juice
b chicken soup
c water
d drink, lemon, honey

- 8  2.1 (01:20) Students do exercise 8.

- 9  2.1 (01:20) Students do exercise 9.

Extra idea

The students work in groups of 3–4. Ask them to think of the best things they can do when they have the following health problems: 1) have toothache, 2) cut a knee, 3) have a fever, 4) have a stomach ache, and 5) break a leg. Each group works on a different health problem.

- 10 Students do exercise 10.

Fast finishers

Any students who finish the exercises early, can do the task in the book.

EXTRA ACTIVITY



Wrap-up

In pairs, the students tell each other about a health problem they had in the past. Ask them to say what the problem was, when it happened, and what they did about it.

Objectives and materials

Grammar: *have to*: affirmative, negative, questions, short answers, *Wh-* questions

Listening and reading: to find specific information

Optional materials: pieces of paper or post-it notes for all students

Warm-up

Ask the students about the problems you could have when you break a leg. The students say what you can or can't do when this happens.

1 Students do exercise 1.

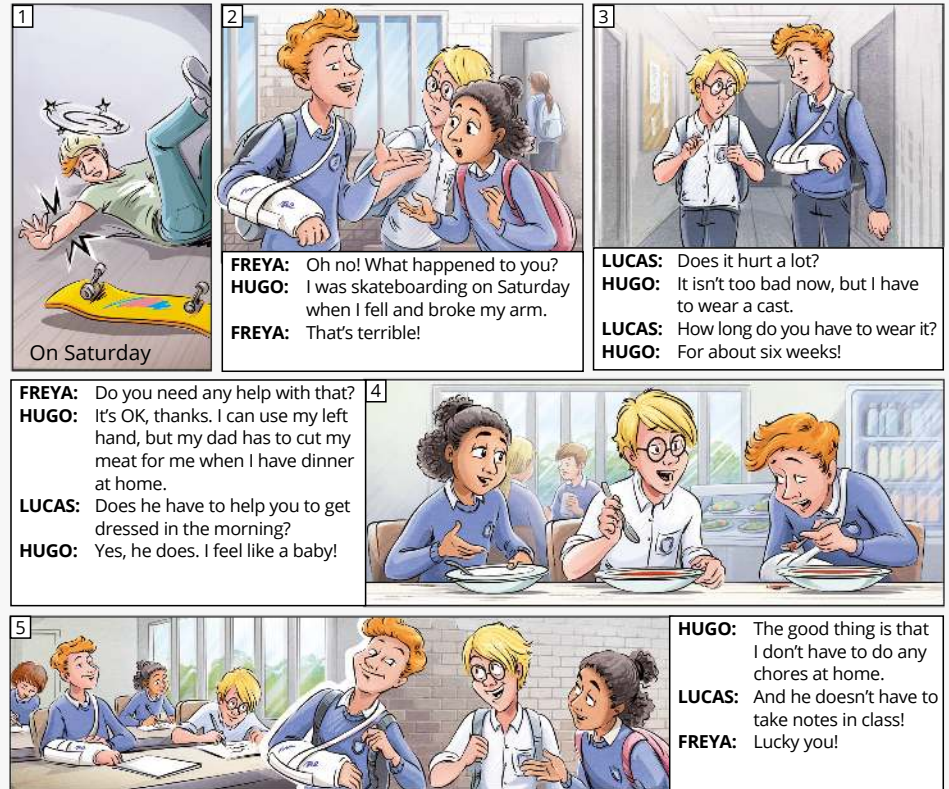
2 (01:44) **Extra idea**

Ask the students to listen to the story with their books closed and check their answers to exercise 1. After you play the recording for the first time, tell the students to open their books to listen and read at the same time. Students do exercise 2.

3 (01:44) **Extra idea**

Write the words and phrases the students will need to complete the sentences in random order on the board. Add an extra word that doesn't match any of the sentences. Then, ask the students to listen and complete the task. Students do exercise 3.

A BROKEN ARM



1 On Saturday

2

FREYA: Oh no! What happened to you?
HUGO: I was skateboarding on Saturday when I fell and broke my arm.
FREYA: That's terrible!

3

LUCAS: Does it hurt a lot?
HUGO: It isn't too bad now, but I have to wear a cast.
LUCAS: How long do you have to wear it?
HUGO: For about six weeks!

4

FREYA: Do you need any help with that?
HUGO: It's OK, thanks. I can use my left hand, but my dad has to cut my meat for me when I have dinner at home.
LUCAS: Does he have to help you to get dressed in the morning?
HUGO: Yes, he does. I feel like a baby!

5

HUGO: The good thing is that I don't have to do any chores at home.
LUCAS: And he doesn't have to take notes in class!
FREYA: Lucky you!

1 Look at the story. Answer the questions.

- 1 What happened to Hugo? **He broke his arm.**
- 2 What problems do you think he has at home and at school? **It's difficult for him to eat, get dressed and write.**

2 Read the story and listen to it. Check your answers to exercise 1. **Students' own answers**3 Read the story and listen to it again. In your notebook, complete the sentences.

- 1 Hugo **was skateboarding** when he fell.
- 2 The doctor told him to wear a cast for **(about) six weeks.**
- 3 At home, he can't cut his **meat**.
- 4 His father helps him to **get dressed** in the morning.
- 5 The good thing is that he can't **do chores** at home.
- 6 At school, he can't **take notes** in class.

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4 (00:25) Students do exercise 4.

Extra idea

In pairs, the students make five mini-dialogues with the *Real English* phrases. Then, a few pairs role-play the mini-dialogues for the class.

Real English

4 Listen to the phrases and repeat. Practise them in pairs.

Students' own answers

That's terrible! *The good thing is that ...*
It isn't too bad. *Lucky you!*
Do you need any help with that?

Grammar

Draw the students' attention to the grammar table. Read the sentences aloud and translate them into the students' first language, if necessary. To ensure they understand the meaning of the structure, ask them to say one thing they have to do today.

Grammar 1

Have to

Affirmative

I/You/We/They **have to** do chores.

He/She/It **has to** do chores.

Negative

I/You/We/They **don't have to** do chores.

He/She/It **doesn't have to** do chores.

Questions

Do I/you/we/they **have to** do chores?

Does he/she/it **have to** do chores?

Short answers

Yes, I/you/we/they **do**. / No, I/you/we/they **don't**.

Yes, he/she/it **does**. / No, he/she/it **doesn't**.

Wh- questions

How long do you **have to** wear it?

- 8 Talk about what you have to do this week. Use the ideas in exercise 7. Students' own answers

I have to set the table,
but I don't have to ...



- 9 In pairs, ask and answer questions about what you or your friends/family have to do this week. Use the ideas in the box. Students' own answers

do a lot of homework
get up early on Saturday
go shopping help your parents
revise for a test write an essay
visit grandma/grandad

Do you have to do a lot
of homework this week?

Yes, I do. I have to ...

Fast finishers

Read the sentences and guess the job. In your notebook, write sentences about another job for the class to guess. teacher

'I have to correct homework.'
'I don't have to work on Saturdays.'
'I have to prepare lessons.'



- 5 2.4 Read the Grammar 1 table. In your notebook, choose the correct option. Then listen and check.

- Hugo **have to** / **has to** wear a cast.
- His parents **have to** / **has to** help him.
- His father **have to** / **has to** cut his meat.
- He **have to** / **has to** help him get dressed.

- 6 Decide if the sentences are True (T) or False (F). Correct the false sentences. Write the answers in your notebook.

- Hugo has to go to school. ☐
- His friends have to help him eat soup. ☐
- He has to do chores at home. ☐
- He has to take notes in class. ☐

- 7 Look at the table. Write sentences about the chores Sophia and Lucas have to do this week. Which are the same? Sophia doesn't have to take the dog for a walk. Lucas doesn't have to set the table. He has to take the dog for a walk. They both have to do the washing-up. They don't have to water the plants.

	Set the table	Do the washing-up	Take the dog for a walk	Water the plants
Sophia	✓	✓	✗	✗
Lucas	✗	✓	✓	✗

Sophia has to set the table.

Extra idea

Ask the students what else, they think, Hugo has to or doesn't have to do now because of the broken leg. (Possible answers: He has to get up earlier, be careful and eat healthy food. He doesn't have to write essays, clean his bedroom or go to PE lessons.)

7 Students do exercise 7.

8 Students do exercise 8.

Extra idea

On post-it notes, the students write about two things they have to do next week and two things they don't have to do. Model the activity by saying what you have to / don't have to do. Then, they go around the class to find two more students who have to do or don't have to do the same things.

9 Students do exercise 9.

Fast finishers

Any students who finish the exercises early, can do the task in the book.

EXTRA ACTIVITY



Wrap-up

Ask the students to imagine they can change one rule in their house – they can choose one thing they have to do now but they don't want to. Ask them to share their ideas with the class.

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Grammar 1 video

Write the following phrases on the board: *introduce themselves, stand together in the video, use different technology for their projects, do the shopping*. Ask the students to read the phrases and check if they understand them. Play the animation video and ask the students which of the activities on the board the characters DON'T have to do. (do the shopping)

- 5 2.4 (00:27) Students do exercise 5.

- 6 Students do exercise 6.

Answers

- T
- F, His friends don't have to help him eat soup.
- F, He doesn't have to do chores at home.
- F, He doesn't have to take notes in class.

Lesson 3

5

Lesson 3

I can talk about treatments.

Objectives and materials

Vocabulary: treatments

Listening: to find specific information

Speaking: to describe symptoms of an illness and recommend a treatment

Optional materials:

photos of illnesses and injuries from pages 66–67 and photos/pictures showing types of treatments (a–j) from page 70; 10 sheets of paper to put on the board; props for a doctor's visit role-play

Warm-up

Display the photos of illnesses and injuries on the board and ask the students to make sentences about them, e.g. *He has a fever.* *She has a sore throat.* *He cut his finger.*

1 Students do exercise 1.

2  (00:53) Students do exercise 2.

3  (01:14) Students do exercise 3.

Extra idea

Display the pictures/photos showing types of treatments (a–j) on the board. Ask the students to close their eyes, then hide one picture by covering it with a sheet of paper. Tell the students to open their eyes and say what is missing. Repeat the procedure for all photos or pictures.

4 Students do exercise 4.



1 Let's start!

 Match health problems 1–3 with the person you visit a–c.

- 1 'I've got toothache.' **b** a nurse
- 2 'I cut my finger.' **a** b dentist
- 3 'I broke my leg.' **c** c doctor

2 Listen to three dialogues. Match each dialogue with one of pictures a–j.

- 1 **j** 2 **f** 3 **g**

3 Match pictures a–j with the words in the box. Then listen, check and repeat.

Treatments

- b call an ambulance • g have an X-ray •
- i have surgery • e put on a bandage •
- j put on a plaster • c see a doctor • a stay in bed •
- h take (some) medicine • f take (some) tablets •
- d take your temperature

4 What do you do in these situations? In your notebook, choose the correct answer.

- 1 'I've got the flu.'
a Put on a bandage. **b** Take some tablets.
- 2 'I cut my knee.'
a Call an ambulance. **b** Put on a plaster.
- 3 'My shoulder hurts.'
a Have an X-ray. b See a dentist.

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5 Extra idea

Give the students a hint by revealing one of the words they need to complete each gap, e.g. 1 you, 2 some, 3 my, 4 to. Students do exercise 5.

6 Students do exercise 6.

Extra idea

Ask the students to act out the dialogue using the props, such as a white coat, a stethoscope, a bandage or some tablets.

5 Uzupełnij dialogi. Wstaw w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst.

1 Doctor: Hello. How can I ¹ **help you**?

Matt: I've got a cough.

Doctor: ² **Take some** cough medicine three times a day. You'll be fine.

2 Doctor: What happened?

Lou: I ³ **hurt my** arm while I was playing tennis.

Doctor: Let me see. Oh dear, it's broken. You have ⁴ **to have** surgery.

6 Take turns to be a patient and a doctor. Patient: explain your symptoms and illness. Doctor: tell your patient what to do. Students' own answers

How can I help you?

I've got a sore throat.

Don't worry. Stay in bed and ...

Wrap-up

Say aloud sentences with good and bad ideas for treatment, e.g. *When you have a sore throat, you have to have surgery.* *When you break your leg, you have to see a dentist.* *When you have the flu, you have to take your temperature.* Tell the students to raise their right hand if the idea is good, and their left hand if it's bad.

I can use **should** and **shouldn't** to give advice.

How are you feeling? Need to talk?
Get advice right now!

Ask **Charlie**



I always feel tired, but I can't sleep at night. Should I go to bed later?



Charlie

I don't think that's a good idea. You should read or listen to relaxing music before you sleep. You shouldn't use a computer. It also helps to drink some warm milk. Good luck!



I can't spend time in the park. I get a runny nose and sore eyes. What should I do?



Charlie

I think you've got an allergy. You should see a doctor and have an allergy test. And you shouldn't spend a lot of time outdoors in windy weather. All the best!

Grammar 2

Should and shouldn't

Affirmative

I/You/We/They **should** see a doctor.

He/She/It **should** see a doctor.

Negative

I/You/We/They **shouldn't** see a doctor.

He/She/It **shouldn't** see a doctor.

Questions

Should I/you/we/they see a doctor?

Should he/she/it see a doctor?

Short answers

Yes, I/you/we/they **should**.

No, I/you/we/they **shouldn't**.

Yes, he/she/it **should**.

No, he/she/it **shouldn't**.

Wh- questions

What should I do?

- 1 Read the forum. Then read advice 1–4.
Is it a good idea to do these things?
What does Charlie say?

- 1 read or listen to relaxing music
- 2 use a computer
- 3 have an allergy test
- 4 stay outdoors in windy weather

- 2 Read the Grammar 2 table. Then complete the sentences with **should** or **shouldn't**.

- 1 Max has got toothache. He shouldn't eat sweets.
- 2 Judi feels dizzy. She should sit down.
- 3 Rose has got the flu. She shouldn't go to school.
- 4 Ali hurt his toe. He should have an X-ray.

- 3 Take turns to read a situation and give advice. Choose the best advice.

Students' own answers

- 1 'I've got a test tomorrow.'
- 2 'I want to have a healthy lifestyle.'
- 3 'I want to practise my English.'
- 4 'I want to make new friends.'

- 4 In your notebook, put the words in the correct order to make questions. Then take turns to answer the questions.



I want to be fitter. What should I do?

- 1 my bike to school I should ride ?
- 2 I should run every day 10 km ?
- 3 with a friend do exercise should I ?
- 4 should I a sports team join ?

Fast finishers

Look at the photo. What is the problem?

Write some advice in your notebook.

Possible answer: You should be more careful with your homework.

You should ...



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give your friends advice? Do your friends give you any advice? If so, do you usually take it?

Grammar

Draw the students' attention to the grammar table. Ask them what verb form we use after **should/shouldn't** (infinitive). Then write this question on the board: *Should I see a doctor?* Underline **see** in the question and ask the students to make similar questions by replacing this verb with the following: *visit, meet, talk to*.

Grammar 2 video

Play the animation video and ask the students to remember at least one thing you should do if you:

- have a broken arm (e.g. have an X-ray, put on a bandage),
- have a fever (e.g. stay at home / in bed, drink a lot of water, take your temperature),
- hurt your ankle (e.g. put some ice on it, see a doctor).

- 1 Students do exercise 1.

Answers

- 1 Yes (You should read or listen to relaxing music.)
- 2 No (You shouldn't use a computer.)
- 3 Yes (You should see a doctor and have an allergy test.)
- 4 No (You shouldn't spend a lot of time outdoors in windy weather.)

- 2 Students do exercise 2.

- 3 Students do exercise 3.

- 4 Students do exercise 4.

Possible answers

- 1 Should I ride my bike to school? Yes, you should.
- 2 Should I run 10 km every day? No, you shouldn't.
- 3 Should I do exercise with a friend? Yes, you should.
- 4 Should I join a sports team? Yes, you should.

Fast finishers

Any students who finish the exercises early, can do the task in the book.

EXTRA ACTIVITY



Wrap-up

The students write two questions for a health expert to answer, e.g. *How long should I walk every day to stay fit?*

Lesson 4

Objectives and materials

Grammar: should: affirmative, negative, questions, short answers, Wh- questions

Speaking: to give advice

Warm-up

Have a class discussion. Ask the students the following questions: *Do you often*

Lesson 5

5

Lesson 5

I can understand texts about types of transport for medical supplies.

Objectives and materials

Reading: to find specific information, to define the main idea of a text

Speaking: to talk about situations when you need to call an ambulance

Optional materials:

Teacher's Resource File – Video worksheet Unit 5, dictionaries (at least one for three students)

Warm-up

Explain the meaning of the word *pharmacy*.

The students work in groups of 3–4. Ask them to make a list of 4–5 items they can buy in a pharmacy. Encourage them to use dictionaries.

Culture note

Pharmacy is American English. In British English, it's *chemist's*. In the USA, pharmacists dispense medication; in the UK, they fulfil prescriptions.

1 Students do exercise 1.

Culture video

Play the video and ask the students:

- 1 Where is Carla? (in Laos)
- 2 What medicines does she buy? (painkillers, cough medicine, Band-Aids)
- 3 How does she travel to the village? (by boat and by kayak)

2 Students do exercise 2.

- 1 Look at the photo. What do you think the woman is buying?
Suggested answer: She's buying some medicine at a chemist's.



- 2 Look at the types of transport that can carry medicines in photos A–D in the text. Answer the questions.

- 1 What type of transport can you see in each picture?
A boat, B bike, C drone, D camel
- 2 Which type of transport do you think is the fastest? Students' own answers

Skills zone



- 1 Kiedy czytasz tekst, jak z ćwiczenia 3, po raz pierwszy, spróbuj zrozumieć jego główną myśl. O czym jest tekst?
a o przewożeniu leków
b o przewożeniu leków i ludzi
c o podróżowaniu do odległych krajów
- 2 W którym akapicie jest mowa o:
a Indiach? 4 c Rwandzie? 1
b Kenii? 3 d Paryżu? 2

- 3 2.7 Read the text and listen to it. Answer the questions in the Skills zone.

- 4 Match the types of transport in photos A–D with the places in the text.

- | | |
|-----|-----|
| 1 C | 3 D |
| 2 B | 4 A |

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Skills zone

Draw the students' attention to the box. Explain that to define the main idea of a text, they do not need to read the whole text carefully; it's enough to skim it, i.e. go through it briefly. Tell the students they can look at the accompanying photos, read the first sentence of each paragraph or look for key words. Set a time limit of 60–90 seconds and ask the students to find the answer to the questions in the box.

- 5 Przeczytaj tekst ponownie. Odpowiedz na pytania 1–4 zgodnie z treścią tekstu.

- 1 Why does Rwanda use drones?
Rwanda uses drones because they are faster than other types of transport.
- 2 How can bikes help in emergency situations in Paris?
Bikes take doctors and medicines to emergency situations.
- 3 What do camels carry in Kenya?
Camels carry medicines, doctors, nurses and vaccines (to remote villages).
- 4 What treatment can people get on a boat in the islands of Sundarbans?
People can have an X-ray and surgery (on a boat in the islands of Sundarbans).

- 6 Find out

Find out about another type of ambulance. In which country do they use it, why and how? Tell your classmates.
Students' own answers

In Venice, in Italy, the ambulances are boats. They're boats because there is a lot of water, and they're faster than cars.

- 7 Read situations 1–5 and decide if you should or shouldn't call an ambulance. What number do you call when you want one?

- 1 You've got a sore throat. no
- 2 You see a car or bike accident. yes
- 3 Someone has a serious injury. yes
- 4 You cut your finger. no
- 5 Someone can't breathe. yes

GUESS WHAT?!



In many countries, the word **AMBULANCE** is from right to left on an ambulance. This makes it easier for the driver of the car in front to read it in their mirror.

- 3 2.7 (02:06) Students do exercise 3.

4 Students do exercise 4.

5 Extra idea

On the board, write some of the words that the students need to complete the gaps, e.g. *emergency situations, faster, medicines, surgery, vaccines, surgery, transport*. Students do exercise 5.

TRANSPORT FOR MEDICINES

For most of us, it's easy to see a doctor and to get medicines.
In some countries in the world, this is more difficult. How do they solve the problem?

1 Technology saves lives

Rwanda in Africa uses drones to carry **medical supplies** to remote places. Drones are faster than other types of transport. A car has to travel for many hours to **deliver** medicines, but a drone can arrive in thirty minutes. These drones help to save lives.

A



B



C



D



2 Riding around Paris

There are a lot of cars in Paris, and it's difficult for ambulances to get around. Their solution is to use electric bikes. These bikes take doctors and medicines to **emergency** situations. They have lights and a **siren**, too, so people know that they're coming.

3 On an animal's back

In Kenya, camels are the best way to travel to some places. Camels carry medicines, doctors, and nurses to remote villages. They also take **vaccines** for children. The doctors and nurses give treatment, and they teach people how to look after their health.

4 Clinics on water

In the islands of Sundarbans in India, people have to go by boat to see a doctor. Some people can't travel, so boats visit the islands instead. They carry doctors and medical supplies. **Patients** can have an X-ray on these boats, and surgery, too!

Glossary

deliver – dostarczać

emergency – nagły wypadek

medical supplies – lekarstwa

patient – pacjent/pacjentka

siren – syrena

vaccine – szczepionka

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6 Students do exercise 6.

SUPPORT: Suggest phrases which the students could search online, e.g. *arctic ambulance*, *air ambulance*, *paediatric ambulance*, *limo luxury ambulance*.

CHALLENGE: The students find information about two types of ambulances and compare them.

7 Students do exercise 7.

Wrap-up

The students work in pairs to design a unique ambulance. Ask the students to think about two things: *What does it look like? What does it do?*

Lesson 6

5

Lesson 6

I can ask for, give and respond to advice.

Objectives and materials

Speaking: to ask, give and respond to advice

Listening: to find specific information

Warm-up

Play a memory game. The students give advice to someone who feels ill. The first student gives one piece of advice, beginning with *You should/shouldn't...* The next student repeats what they heard and adds another piece of advice. Each subsequent student must repeat what was said before and add one new element. Continue until all of the students have had a chance to speak.

- 1  (01:00) Students do exercise 1.

Speaking video

You can use the video *What else should I do?* instead of the audio recording from exercise 1. Turn the subtitles on if needed. Ask the students to say what advice Amelia gives Rosie at the end. (get a good night's sleep)

- 2  (01:00) Students do exercise 2.
- 3 Students do exercise 3.
- 4 Students do exercise 4.

Extra idea

In pairs, the students write one more mini-dialogue using their own ideas. Then ask the volunteers to role-play the mini-dialogues.

- 1  Look at the photo. What's wrong with Rosie? What does her friend say? Listen and check. Rosie's got a cold. Her friend says she shouldn't come to school tomorrow.



- 2  Read the dialogue and complete it with the words in the box. Then listen again and check.

ideas important should think

Amelia: Hey! What's wrong, Rosie?
Rosie: I think I've got a cold.
Amelia: I don't¹ think you should come to school tomorrow.
Rosie: But I have to come! I'm doing a presentation in history tomorrow.
Amelia: I don't think you will get better *that* quickly.
Rosie: Have you got any² ideas?
Amelia: I think you should tell the teacher that you don't feel well.
Rosie: That's a good idea. She'll take my temperature. What else should I do?
Amelia: It's³ important to drink a lot of water. And don't forget to go to bed early.
Rosie: But I have to finish my presentation for tomorrow.
Amelia: I don't think it's a good idea to work this evening. You⁴ should try to get a good night's sleep. I'm sure the teacher will understand.
Rosie: I think you're right. I'll do that. Are you OK, Amelia?
Amelia: I think I've got your cold, too!

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- 5  (00:54) Extra idea

As a class, brainstorm possible statements that can be said before the sentences and question a–e. Students do exercise 5.

- 6 Students do exercise 6.

 **SUPPORT:** The students choose two situations and write a sentence with advice for each of them.

- 3 Match the phrases in the box with topics 1–3. Write the answers in your notebook.

2 Don't forget to ... 1 Have you got any ideas?
3 I'll do that.

- 1 **Asking for advice** What do you think I should do? What should I do?
- 2 **Giving advice** I think / don't think you should ..., It's a good idea to ..., I don't think it's a good idea to ...,
- 3 **Responding to advice** That's a good idea. I think you're right.

- 4 In your notebooks, complete the dialogues with the correct forms of the words in brackets.

- 1 **A:** I feel dizzy. What do you think I should do (should / I / do)?
B: It's a good idea (idea / good / a / it's) to sit down and close your eyes.
A: OK. I'll do that (do / that / I'll).
 2 **A:** I've got a fever, and I don't know what to do. Have you got any ideas?
B: I think you should (think / I / should / you) take some medicine.
A: That's a good idea (a / idea / that's / good).

- 5   Usłyszysz dwukrotnie cztery wypowiedzi. Do każdej z nich dobierz właściwą odpowiedź a–e. Jedna odpowiedź została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- a I think you're right. I'll do that.
 b Don't forget to brush your teeth.
 c It's a good idea to put on a plaster.
 d I think you should see a doctor.
 e I know. What do you think I should do?

Speaker 1	Speaker 2	Speaker 3	Speaker 4
d	b	a	e

- 6  Take turns to ask for and give advice.

Students' own answers

- 1 'I'd like a pet, but I've got an allergy.'
 2 'I've got earache, and I can't hear anything.'
 3 'I'm always late for school.'
 4 'My teeth hurt when I eat ice cream.'

 **CHALLENGE:** The students need to suggest at least two pieces of advice for each situation.

Wrap-up

Have a class discussion on the following topic: *Imagine you have an important presentation at school tomorrow, but you have a cold. What do you do?*

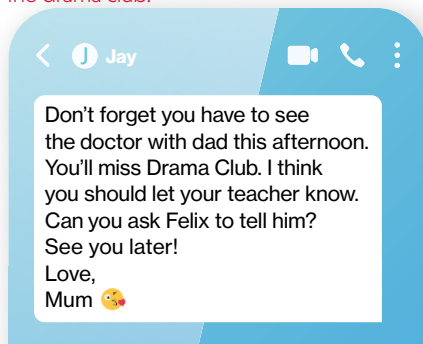
I can write an informal message.

1 In pairs, talk about the messages that you write. *Students' own answers*

- How often do you write messages?
- How do you write messages?
(on paper, on your phone, by email)
- Who do you write messages to?
(family, friends, classmates)

2 Read the messages. Who is each message from and to? What is Jay's problem?

Message 1 is from Mum to Jay (her son).
Message 2 is from Jay to a friend.
Jay has got a sore throat, and he can't go to the drama club.



Hi Felix,

- This is a quick note to tell you that I can't go to Drama Club today. I've got a sore throat, and I have to go to the doctor after school.
- Can you do me a favour? Can you tell Mr Cohen for me? I didn't see you at breaktime to ask you. Please tell him I'm sorry. I know we're preparing for the end of term play, but I can't speak at the moment!
- Hopefully, it will be better soon. I'm sure I'll be there next week.

Thanks a lot!

Jay

3 Read Jay's message again. Match ideas a–c with paragraphs 1–3.

- | | |
|----------------------------------|----------|
| a He talks about the future. | <u>3</u> |
| b He explains why he is writing. | <u>1</u> |
| c He asks his friend for help. | <u>2</u> |

4 Which of these things are true about messages?

- | | |
|--|----------|
| 1 They're usually short. | <u>✓</u> |
| 2 The language is simple and friendly. | <u>✓</u> |
| 3 The sentences are usually very long.
(The sentences are usually short.) | <u>X</u> |
| 4 They include exclamation marks (!). | <u>✓</u> |
| 5 They can include emojis. | <u>✓</u> |

5 In your notebook, put the words in the correct order to make sentences or phrases from the messages.

- note a is This you ... tell to quick .
- me do favour Can a you ?
- it Hopefully, will better soon be .

6 Writing project

In your notebook, write a message to a friend. Say that you can't go to an event because you've got a health problem.
Students' own answers



Think

- What is the event?
- What is the illness or injury?



Write

Write your message. Write three paragraphs.

- Give your reason for writing.
- Explain your illness or injury, and what you have to do.
- Ask your friend to do something for you, e.g. tell a teacher, ask for homework.

Hi ...

This is just a quick note to ...

I've got (toothache / the flu) ..., I have to ...



Look again!

Check your message.

- Did you write three paragraphs?
- Did you use expressions to start, end and say thank you?
- Did you write in the style of a message?

1 Students do exercise 1.

2 Students do exercise 2.

Extra idea

Ask the students to close their books. Read aloud Jay's mum's message twice if necessary, and ask the students what Jay should do now (*write a message to Felix*) and what he should tell/ask him (*tell Felix he can't come and ask him to tell the teacher*). After that, students open their books and check their ideas.

3 Students do exercise 3.

4 Students do exercise 4.

5 Students do exercise 5.

Answers

- This is a quick note to tell you ...
- Can you do me a favour?
- Hopefully, it will be better soon.

6 Students do exercise 6.



SUPPORT: The students write one short paragraph, including all of the information.



CHALLENGE: In pairs, the students swap their messages and write a response.

Extra idea

The students work in pairs, swap their messages and review each other's work, following the instructions in the *Look again!* box.

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Lesson 7

Objectives and materials

Writing: to write an informal message

Vocabulary: illnesses, injuries, symptoms

Optional materials: a piece of paper / post-it note for each student

Warm-up

Play *Chinese Whispers*. Put the students in a line or circle. Whisper a secret word to one student, whose task is to whisper it to the ear of the second person in the line (or circle). The second student repeats the message to the third one, and so on. The last player announces the message they have just heard to the class. Make sure the message is related to the topic of the lesson, e.g. *text messages, a message from a friend, text your mum*.

Wrap-up

Distribute pieces of paper / post-it notes. Ask the students to write a short message (1–2 sentences) without specifying the addressee. Collect the messages and then give them out randomly. Tell the students to respond to the message they have received.

Objectives
and materialsVocabulary and grammar:
to revise lessons 1–7Optional materials:
a piece of paper for each
student

Warm-up

Tell the students to choose any photo or picture from Unit 5. Ask them to describe the photo to their partners, whose task is to find that visual in the book.

- Students do exercise 1.

Extra idea

Divide the class into two groups: vocabulary experts and grammar experts. Instruct the first group to do exercises 1 and 2, and the second group to do exercises 3 and 4. Then, have the students go around the class to pair up with a student from the other group. Finally, ask the students to present their answers to their partners.

- Students do exercise 2.
- Students do exercise 3.
- Students do exercise 4.
- Students do exercise 5.

Extra idea

As a class, brainstorm some health problems that students may have. Write the list on the board. Then, tell the students to work in pairs to suggest some advice for each situation. When the students are ready, ask them to give their advice without saying which problem it refers to, and have the rest of the class guess.

Vocabulary

- Choose the correct option.



- She **cut** / **hurt** her back yesterday.
- He's got a/an **stomach ache** / **earache**.
- She's got a **fever** / **cough**.
- He **felt** / **broke** his leg last month.
- He's got a **cough** / **headache**.

/5 points

- Complete the information with the words in the box. There are two extra words.

a plaster a fever an ambulance
an X-ray dizzy in bed
some medicine

HEALTH PROBLEMS
WHAT SHOULD YOU DO?

Accident:
 call ¹**an ambulance**, have
²**an X-ray**

Cold:
 stay ³**in bed**, take
⁴**some medicine**

Cut:
 put on ⁵**a plaster**

/5 points

Grammar

- Complete the sentences. Use one word.

- Do you have to get up early every day?
- My brother doesn't have to wear a uniform to school.
- How often do you have to take these tablets?
- Does your teacher have to correct tests?
Yes, she does.
- We don't have to write an essay this week.

/5 points

- Complete the sentences with *should/shouldn't* and the phrases in the box.

go to school play video games
see take wash your knee

- Kaia has got a headache. She shouldn't play video games all the time.
- I've got allergies. What medicine should I take?
- They've got the flu. They shouldn't go to school today.
- You should wash your knee before you put on a bandage.
- My brother has got earache. Should he see a doctor?

/5 points

Speaking

- Choose the correct option.

- A: I love running, but my legs hurt. What do you think
¹**I should** / **should I** do?
- B: It's a good idea ²**do** / **to do** some exercises before you start.
- A: Have you got ³**idea** / **any ideas** how?
- B: Move your arms and legs a little first.
- A: ⁴**Is it** / **That's** a good idea. ⁵**I do** / **I'll do** that.

/5 points

Check your score!

- 2.10** Listen, check and count your points.

20–25 points – Well done!

14–19 points – Good score!

0–13 points – Keep calm and revise more.

For vocabulary revision, go to **My words**, p. 78.
 For extra grammar explanations, go to **My grammar**, p. 79.

Check your score!



2.10 (01:23) Give the students enough time to check their answers and to count their points. Then ask them to say their score in English and make sure that they know what to do.

Wrap-up

Ask the students what they would like to be included in the upcoming test. The students should write their suggestions on separate pieces of paper: 6 vocabulary items and 6 sentences with *have to* and *should*. Then, collect the papers and try to include the most common suggestions in the test tasks.

Language functions

- 1  Usłyszysz dwukrotnie cztery wypowiedzi. Do każdej z nich dobierz właściwą odpowiedź a–e. Jedna odpowiedź została podana dodatkowo i nie pasuje do żadnej wypowiedzi.
- I'm not sure. She has to have an X-ray.
 - I think you're right. I'll do that.
 - He's lucky. He doesn't have to do the test today.
 - Have you got any ideas?
 - You should wash it and put on a plaster.

Speaker 1

e

Speaker 2

c

Speaker 3

a

Speaker 4

b

Reading

- 2 Przeczytaj tekst i wybierz właściwą odpowiedź.

What is the best title for this text?

- History of hiking
- Advice for hikers**
- How to phone for help

Hiking is a popular hobby in many countries. Children usually go hiking with their parents, but injuries can happen. It's important to know what to do in these situations.

Before you go hiking, put some medical supplies in your bag. You should take some bandages, plasters, and painkillers with you. People sometimes fall and hurt an arm or a leg.

In busy places, you can ask other hikers for help. When there aren't any other people, you should use your phone. Make sure you know the telephone number to call.

When you call for an ambulance or helicopter, you should say where you are. Explain what happened and describe the symptoms of the injured person. Then, while you are waiting, try to stay calm. Wave your arms to show where you are when help arrives.

- 3 Przeczytaj tekst ponownie. Odpowiedz na pytania 1–3 zgodnie z treścią tekstu.

- What medical supplies should you take when you go hiking?
You should take some bandages, plasters, and painkillers (with you).
- How can you ask for help?
You can ask other hikers (for help) or call an ambulance or helicopter.
- What should you do when you see an ambulance or a helicopter?
You should wave your arms (to show where you are).

Use of English

- 4 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, którymi poprawnie uzupełnisz luki 1–3. Trzy wyrazy nie pasują do żadnej luki.

allergies has have injuries
should surgery

All students in state schools in the UK learn about health problems and how to treat them. They learn about common ¹ injuries, for example when a person cuts their finger or hurts their head.

They ² have to know how to call an ambulance in emergency situations. They also have lessons about ³ allergies, and what to do when someone can't breathe. It's important to know how to be safe and healthy!

Writing

- 5 Źle się dziś czujesz. Napisz do kolegi lub koleżanki z klasy wiadomość, w której:
- Students' own answers*
- wyjaśnisz, że piszesz do niego/niej, bo nie możesz dziś pójść do szkoły,
 - opisziesz, co Ci dolega i jak się leczysz,
 - poprosisz, żeby zadzwonił/zadzwoniła do Ciebie po lekcjach i powiedział/powiedziała Ci, co jest zadane.

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1 (00:54) Extra idea

In pairs, the students guess the sentences or questions that could precede the responses (a–e) in a conversation. Students do exercise 1.

2 Extra idea

Before reading the text, ask the students to predict what potential problems people could have while hiking or trekking and what advice someone could give. If necessary, give some examples, e.g. *When you hurt your knee, you should put a plaster on it.* Students do exercise 2.

3 Students do exercise 3.

4 Extra idea

Ask the students in which gaps they need nouns (1, 3) and in which they need a verb (2). Students do exercise 4.

Wrap-up

Tell the students to imagine they are going on a school trip to a forest and need to prepare a first aid kit. What medical supplies do they need?

Objectives and materials

Language functions, Reading, Use of English, Writing: to practise exam skills

Warm-up

Walk around the classroom, telling the students about various health problems (e.g. *I've got a headache, I'm very tired, I hurt my back at the gym yesterday*). Ask the students to give you some advice or say what you have to do.

My words



Extra idea 1

The students work in pairs and take turns quizzing each other on the vocabulary from Unit 5. They can ask each other about the English words (*How do you say ... in English?*) or their meanings in the students' first language (*What does ... mean?*). Tell the students to set their own scoring rules before they begin.

Extra idea 2

In pairs, the students create a matching activity with the collocations on page 78. In column A, they write 8–10 verbs, and their objects in column B. Once they are ready, they swap activities with another pair.

Extra idea 2

Students read the useful phrases in the orange box and write down, in their notebooks, all the phrases and expressions they find difficult to remember. Then, they swap their lists in pairs. Ask the students to draw a simple comic strip with empty speech bubbles. The drawings should present a situation where the phrases from their partner's list could be used. Then, the students swap notebooks with the drawings and try to complete the speech bubbles.

Symptoms and illnesses



Injuries and other health problems



Treatments



Symptoms and illnesses



a cold	przeziębienie
a cough	kaszel
a fever	gorączka
a headache	ból głowy
a runny nose	katar
a sore throat	ból gardła
a stomach ache	ból brzucha
earache	ból ucha
the flu	grypa
toothache	ból zęba

Injuries and other health problems



break an arm	złamać rękę
break a leg	złamać nogę
cut a finger	skaleczyć się w palec
cut a knee	skaleczyć się w kolano
feel ill	czuć się chorym
feel dizzy	odczuwać zawroty głowy
have got an allergy	mieć alergię / uczulenie
hurt a shoulder	zranić się w / uszkodzić ramię

Treatments



call an ambulance	weszać pogotowie
have an X-ray	mieć prześwietlenie
have surgery	mieć operację
put on a bandage	założyć bandaż
put on a plaster	przykleić plaster
see a doctor	pójść do lekarza
stay in bed	zostać w łóżku
take (some) medicine	przyjmować lekarstwo / lekarstwa
take (some) tablets	brać tabletki
take your temperature	mierzyć temperaturę

Real English



That's terrible!	To straszne!
It isn't too bad.	Nie jest tak złe.
Do you need any help with that?	Czy potrzebujesz przy tym pomocy?
The good thing is that ...	Pozytywnym jest to, że...
Lucky you!	Masz szczęście!

Asking for, giving and responding to advice



I don't think you should come to school tomorrow.	Uważam, że nie powinieneś/powinnaś iść jutro do szkoły.
Have you got any ideas?	Masz jakieś pomysły?
I think you should tell the teacher that you don't feel well.	Powinieneś/Powinnaś powiedzieć nauczycielowi, że się źle czujesz.
That's a good idea.	Dobry pomysł.
What else should I do?	Co jeszcze powinienem/powinnam zrobić?
It's important to drink a lot of water.	Ważne, żeby pić dużo wody.
Don't forget to go to bed early.	Nie zapomnij pójść wcześniej spać.
I don't think it's a good idea to work this evening.	To nie jest dobry pomysł, żeby pracować dziś wieczór.
You should try to get a good night's sleep.	Powinieneś/Powinnaś dobrze się wyspać.
I think you're right. I'll do that.	Myszę, że masz rację. Tak zrobię.

Reading and culture



deliver	dostarczać
emergency	nagły wypadek
medical supplies	lekarstwa
patient	pacjent/pacjentka
siren	syrena
vaccine	szczepionka

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Real English



Asking for, giving and responding to advice



Reading and culture



HAVE TO

Have to z bezokolicznikiem stosuj:

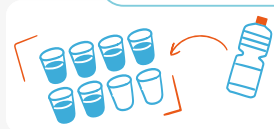
- kiedy mówisz o tym, co jest konieczne do zrobienia,
- kiedy mówisz o zasadach, regulaminach, nakazach i zakazach.

I/You/We/They **have to change** shoes at school.
He/She/It **has to help** me with my chores.

You have to drink a lot of water to be healthy.

Stosuj **don't/doesn't have to**, kiedy chcesz powiedzieć, że coś nie jest konieczne, że czegoś nie trzeba robić.

I/You/We/They **don't have to call** an ambulance.
He/She/It **doesn't have to stay** in bed.



Jeśli chcesz zapytać, czy coś jest konieczne lub czy należy coś zrobić, postaw **do/does** na początku pytania. W krótkich odpowiedziach użyj **do/does** lub **don't/doesn't**.

Jeśli chcesz zadać pytanie o szczegóły, dodaj słówko pytające na początku pytania, np. **Where**, **How long** lub **How often**.

Do I/you/we/they have to wear a cast?	Yes, I/you/we/they do . / No, I/you/we/they don't .
Does he/she/it have to see a doctor?	Yes, he/she/it does . / No, he/she/it doesn't .
How often do you have to take these tablets?	



Pamiętaj, że **have to** nie jest czasownikiem modalnym jak **must**, więc ma różne formy dla różnych osób, a do tworzenia pytań w czasie teraźniejszym potrzebujemy słowa **do** lub **does**.

SHOULD

Should z bezokolicznikiem stosuj, aby wyrazić radę lub zalecenie.

I/You/He/She/It/We/You/They **should see** a dentist.

I/You/He/She/It/We/You/They **shouldn't drink** fizzy drinks.



Czasownik **should** jest czasownikiem modalnym, ma tę samą formę dla wszystkich osób.

Aby utworzyć pytanie, postaw **should** na początku zdania. Jeśli chcesz zadać pytanie o szczegóły, dodaj słówko pytające na początku pytania, np. **Where**, **How long** lub **How often**.

Should I/you/he/she/it/we/you/they eat vitamins?	Yes, I/you/he/she/it/we/you/they should . No, I/you/he/she/it/we/you/they shouldn't .
How long should he stay in bed?	

For the teacher→ **Teacher's Resource File**

The set of materials for each unit includes the following worksheets (with teaching notes and answer keys):

- Vocabulary
- Graded Grammar 1, Graded Grammar 2
- Extra Vocabulary
- Culture Video
- SEN (Special Educational Needs) – *Reading and Culture*, *Writing*, *My words* and *My grammar* pages of the Student's Book which were adapted for neurodivergent students' needs.
- Additionally, there are two Revision Games which include fun pair work or groupwork activities and board games helping revise language covered in four units.

Extra practice**For students**

→ **On-the-Go Practice** – 64 extra interactive exercises in total, available through *Macmillan Education Everywhere* student app.

For each unit, there are 8 exercises:

- 2 grammar exercises,
- 2 vocabulary exercises,
- 1 exercise practising communicative content,
- 3 exercises revising the unit's content.

The exercises are also available on three levels of difficulty: **Practice**, **Challenge 1** and **Challenge 2**.

→ **Quizlet** and **Kahoot!** – extra vocabulary exercises and quizzes.

Unit 6 Extra resources

Workbook: pages 60–69

Videos:

- Grammar animations (Lesson 2 and 4)
- Culture video: *An Adventure Park in Miami* (Lesson 5)
- Speaking video: *Do you prefer indoor or outdoor sports?* (Lesson 6)

Tests:

- Short tests (Vocabulary and listening, Vocabulary 2, Grammar 1, Grammar 2, Speaking)
- Unit test (Support, Standard, Challenge, Test for dyslexic students)

Teacher's Resource File:

Grammar and vocabulary practice

On-the-Go Practice: Unit 6

Kahoot!: Unit 6

Quizlet: Unit 6

Lesson 1

Objectives and materials

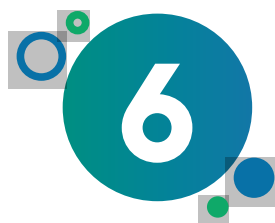
Vocabulary: sport equipment, sports places

Listening: to find specific information, to define the main idea

Speaking: to talk about sports equipment and places

Warm-up

Conduct a class survey about the sports that students participate in. Start by asking the students the following question: *What questions can you ask to find out if people are sporty?* Gather some ideas from the students and write them on the board. Then, ask the students to answer the questions on the board and evaluate how sporty their class is on a scale of 1 to 5.



Sport for all!

Lesson 1

I can talk about sports equipment and places. I can understand a news story about sports equipment.



1 Let's start!

Answer the questions in pairs. Think of three or more sports for each question.
Suggested answers

- 1 What sports need a helmet?
cycling, ice-skating, roller skating, skiing
- 2 What sports do you play with a ball?
basketball, football, table tennis, volleyball
- 3 What sports do you do in a swimming pool?
swimming, underwater hockey, diving

2

Read the *Sports Swap* poster. What can you get at the Community Centre? Do you think it is a good idea? *Suggested answers*
You can get used sports equipment. It's a good idea because new sports equipment is sometimes expensive, and it's a form of recycling, which is good for the planet.

80 eighty

1 Students do exercise 1.

Extra idea

In pairs, the students make more questions, e.g. *Which sports can you play alone? In which sports do players run a lot?*

3

In your notebook, match sports equipment 1–10 with the words in the box. Then listen, check and repeat. What sport can you use it for?

Sports equipment

6 bat • 5 boots • 9 goggles • 10 ice skates •
2 racket • 7 rollerblades • 1 skis •
4 swimming costume • 3 tracksuit • 8 trunks

Sports: 1, 5, 9 – skiing, 2 – tennis, 3 – athletics/PE, 4, 8 – swimming, 6 – table tennis, 7 – rollerblading, 10 – ice skating

4

In your notebook, choose the correct option.

1 I need some *boots* / *goggles* to go swimming.

2 I want a *bat* / *racket* to play tennis.

3 My sister needs some *ice skates* / *skis* for skiing camp.

4 I'm looking for a *tracksuit* / *swimming costume* to go running in.

GUESS WHAT?!



Sports equipment is always changing. Before the 1920s, women wore long, heavy skirts to go skiing. They also used only one long pole.

5

Pronunciation: tongue twisters

Listen and repeat the tongue twisters. Then practise saying the sentences.

Students' own answers

- 1 Ben bought a big black ball for basketball.
- 2 Vera often watches volleyball videos.

2 Students do exercise 2.

3 (01:04) Students do exercise 3.

4 Students do exercise 4.

5 (00:19) Students do exercise 5.

- 6  2.20 Match the photos of the sports places a–e with the words in the box. Then listen, check and repeat.

Sports places

- c football/hockey pitch • a ice rink •
d running track • e ski slope •
b tennis/basketball court



- 7 In your notebook, complete the table. Add other sports. Suggested answers

Sport	Equipment	Place
football	boots, shorts, shirt, ball	pitch
ice-skating	ice skates	ice rink
swimming	trunks, goggles, swimming costume	swimming pool
tennis	shorts, T-shirt, trainers, racket, ball	tennis court

- 8  Work in pairs. Say the equipment and place for your partner to guess the sport. Students' own answers

You wear shoes, shorts and a T-shirt. You need a racket and a ball, and you play this on a court.

That's easy. It's tennis!

- 9  2.21 Listen to a news story. What is the story about? In your notebook, choose the correct answer.

- a the cost of sports equipment
b a type of sports equipment library
c a way to swap sports equipment

Skills zone

Kiedy będziesz czytać pytania z ćwiczenia 10, zwróć uwagę na słowa, od których pytania się zaczynają. Czy pytanie dotyczy, np. miejsca (where?), osoby (who?), przedmiotu (what?), liczby (how many?), czy ceny (how much?)

- 10  2.21  Posłuchaj audycji ponownie. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–5. Zapisz odpowiedzi w zeszytach.

- Where in the city can you find the boxes? in parks
- What types of equipment can you find in them? balls, rackets, bats
- What do you use to open the boxes? an app (on your phone)
- What do you do when you put the equipment back? take a photo of the equipment (and upload it to the app)
- How much does it cost to use the equipment? nothing, it's free

- 11  In your notebook, complete questions 1–5. Then in pairs ask and answer them.

- Is there a football pitch in your nearest park?
- Is there a basketball court at your school?
- Where is the nearest ski slope?
- Is there an ice rink in your town?
- Where can you find a track to go running?

Is there a football pitch in your nearest park?

No, there isn't.

Fast finishers

Which of the balls in the box is the smallest, the biggest, and the heaviest?

The smallest is a table tennis ball. A basketball ball is both the biggest and heaviest.

a basketball ball
a football a hockey ball
a table tennis ball
a tennis ball



eighty-one 81

- 9  2.21 (01:20) Extra idea

Ask the students what kind of words and phrases they might hear if the story is about:

- the cost of equipment (it costs, it's expensive, it's 200 pounds, buy, pay),
 - a type of sports equipment library (borrow, rent, can't buy),
 - ways to swap equipment (online ad, app, school sale, friends).
- If needed, write the prompts on the board and ask the students to match them with topics 1–3. Students do exercise 9.

Skills zone

Draw the students' attention to the tip in the box. Then ask them to work in pairs and go over the sentences in exercise 10 to see if they can recall any answers from the first listening.

- 10  2.21 (01:20) Students do exercise 10.

- 11 Students do exercise 11.

Fast finishers

Any students who finish the exercises early, can do the task in the book.

EXTRA ACTIVITY



Wrap-up

The students work in pairs and create a crossword puzzle for another pair, using the mystery word **SPORT** and drawing the hints.

- 6  2.20 (00:33) Students do exercise 6.

Extra idea

Students work in pairs. They take turns spelling the target vocabulary to each other. Alternatively, instruct the students to close their books, spell the words for them to write, and then ask them to open their books to see if their spelling is correct.

- 7 Students do exercise 7.

- 8 Students do exercise 8.

Objectives
and materials

Grammar: present perfect: affirmative and negative, past participles

Listening and reading: to find specific information

Optional materials: 3x3 bingo cards filled with base forms of irregular verbs from exercise 7 (one per student), lists of irregular verbs from this lesson (one per student)

Warm-up

Explain the term *lucky charm* and then discuss the following questions with the students: *Do you have a lucky charm? If so, what is it? If not, do you know someone who does?*

1 Students do exercise 1.

2  (01:43) Students do exercise 2.

Extra idea

Ask the students: *Why does Sophia need her lucky T-shirt? (She thinks she will lose the match without it.)*

3 Students do exercise 3.

4  (00:20) Students do exercise 4.

Extra idea

Tell the students to cover the comic and recall who says the phrases and sentences in the box.

LOST AND FOUND



FREYA: Hey! What's wrong?
SOPHIA: I've lost my lucky T-shirt. I can't find it anywhere!
FREYA: Why do you need it?
SOPHIA: Because I'm playing in a volleyball tournament at school this afternoon.



SOPHIA: I've looked everywhere! I don't know what to do.
FREYA: Why don't you ask your mum and dad?
SOPHIA: I can't. They've gone shopping with my little brother.
FREYA: And Lucas?
SOPHIA: I've asked him. He hasn't seen it.



FREYA: You haven't checked under the bed. Maybe it's there?
SOPHIA: I'll have a look.
FREYA: Can you see it?
SOPHIA: No, I haven't found it. I bet mum's given it to charity.



Two hours later ...
FREYA: Guess what! I've found your lucky T-shirt. I think I took it home by mistake after our last PE lesson.
SOPHIA: That's great news!
FREYA: I'll meet you at the volleyball court in ten minutes.
SOPHIA: Thanks a million! We'll definitely win the tournament now.

1  Look at the first picture in the story. What sports equipment can you see?
a tennis racket

2  Read the story and listen to it. Complete the sentences.

- 1 Sophia is looking for her (lucky) T-shirt.
- 2 In the end, Freya finds it at home.

3 Decide if the sentences are True (T) or False (F). Correct the false sentences. Write the answers in your notebook.

- 1 Sophia is playing in a hockey tournament this afternoon. F
(a volleyball tournament)
- 2 She can't ask her parents because they're at work. F
(they're at the shops / they've gone shopping)

Real English

4  Listen to the phrases and repeat. Practise them in pairs. *Students' own answers*
I don't know what to do. I took it by mistake.
I'll have a look. Thanks a million!
I bet ...

- 3 Freya took the T-shirt after the last volleyball match. F
(after the last PE lesson)
- 4 Sophia thinks she will win the tournament. T

82 eighty-two

Grammar

Use a timeline activity to help the students understand the present perfect tense with a focus on the visible effects of actions. Draw a few events (e.g. *visit Paris*) on a timeline and mark the present moment. Then ask the students to make sentences using the present perfect tense, such as *I have visited Paris and now, I have photos to show*.

Grammar 1 video

Play the animation video and ask the students:

Who:

- 1 *has cleaned the footballs?* (Olivia)
- 2 *has found his/her cloth?* (Jay)
- 3 *has seen a pump?* (Olivia)
- 4 *has tested the skateboards?* (Ada and Jay)

Grammar 1

Present perfect

Affirmative

I/You/We/They **'ve found** my T-shirt.

He/She/It **'s found** my T-shirt.

I've = have 's = has

Negative

I/You/We/They **haven't found** my T-shirt.

He/She/It **hasn't found** my T-shirt.

Past participles

Regular verbs: look → looked

Irregular verbs: find → found

- 5 Read the Grammar 1 table. In your notebook, choose the correct option.

- Sophia **has** / **hasn't** lost her T-shirt.
- She's looked everywhere, and she **has** / **hasn't** found it.
- Her parents **have** / **haven't** gone shopping.
- She's asked Lucas, but he **has** / **hasn't** seen it.

- 6 In your notebook, match the past participles in the box with verbs 1–8.

been done eaten found given
gone had lost

- | | | | |
|--------|-------------|--------|--------------|
| 1 do | <u>done</u> | 5 find | <u>found</u> |
| 2 lose | <u>lost</u> | 6 eat | <u>eaten</u> |
| 3 have | <u>had</u> | 7 give | <u>given</u> |
| 4 be | <u>been</u> | 8 go | <u>gone</u> |

- 7  Listen to the rap. Then listen again, repeat and remember the past participles. Students' own answers

1 been, seen, eaten, given

2 met, slept, sent, meant

3 bought, brought, known, shown

- 8 In your notebook, complete the sentences with the present perfect forms of the verbs in brackets.

- My parents **have gone** (go) to work, so they aren't at home.
- Mick **hasn't done** (not do) his homework, so he can't go out.
- I **'ve lost** (lose) my key, so I can't open the door.
- Ellen **has passed** (pass) her biology exam, so she's very happy.
- We **haven't seen** (not see) the new Disney film, so we're going to watch it.
- Rowan **has bought** (buy) some goggles, so he can go swimming.

- 9  Work in pairs. Give a reason for situations 1–4. Use the present perfect.

- 'I'm hungry.'
- 'I can't go swimming today.'
- 'My dad is tired.'
- 'I'm feeling happy.'

I'm hungry.

I haven't had breakfast.

Why?

Fast finishers

How many reasons can you give for the boy's expression? Students' own answers

He's seen something scary.



8 Students do exercise 8.

9 Extra idea

To help the students with the activity, write the phrases they might need on the board: *eat lunch, work a lot, pass a test, catch a cold, twist an ankle, have little sleep, bring lunch from home, receive a good grade.* Students do exercise 9.

Suggested answers

- I've lost my swimming costume / trunks.
- He's worked a lot today.
- I've passed my exam.

Fast finishers

Any students who finish the exercises early, can do the task in the book.

EXTRA ACTIVITY



Wrap-up

Distribute the lists of irregular verbs. In pairs, the students quiz each other on the forms.

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5 Students do exercise 5.

6 Students do exercise 6.

7  (00:40) Students do exercise 7.

Extra idea

Play *Verb Bingo* game. Provide each student with a bingo card. Call out the past participle forms, and students mark the corresponding base verb on their cards. For example, if you call out *eaten*, the students mark *eat*. The first student to get a line (horizontal, vertical, or diagonal) shouts *Bingo!* and reads out their answers.

Lesson 3

6

Lesson 3

I can talk about sports competitions.

Objectives and materials

Vocabulary: sports competitions

Listening: to find specific information

Optional materials: recordings of sounds of various sports disciplines (i.e. commentators, sounds of the ball hitting the racket, etc.)

Warm-up

Play the sounds of various sports disciplines and ask the students to guess what they are.

1 Students do exercise 1.

2  (01:16) Students do exercise 2.

3  (00:42) Students do exercise 3.

Extra idea

Tell the students to close their books. Whisper the words in the box for the students to lip-read and say aloud.

4 Students do exercise 4.

5 Students do exercise 5.

Extra idea

Tell the students to do an online search for interesting facts about the Olympics or other sporting events. Ask them to write three sentences using the words in the box based on their research and make one of them false, e.g. *Aleksandra Mirosław set a record at the London Olympics in 2024. (false) In the 2024 Euros, Poland didn't win any matches. (true)*

The students read out their sentences for the class to guess which one is false.

SPORTS QUIZ

1 How many countries take part in the Olympic Games?

- a 50
- b about 100
- c more than 200

2 What does the Wimbledon winner get?

- a a trophy
- b a new car
- c a medal

3 Who set a record as the fastest man in the world in 2009?

- a Leo Messi
- b Usain Bolt
- c Michael Jordan

4 What do you call a person who trains a sports team?

- a a referee
- b a president
- c a coach

5 How many points does a football team get in a match?

- a 3 points when they win
- b 0 points when they lose
- c 1 point when the match ends in a draw

1 Let's start!

  Complete the description of a sport. Then describe another sport for your partner to guess.

ball captain competition team

There are 11 players in each ¹ team. One player is the ² captain. Players kick a ³ ball and try to score a goal. The most important ⁴ competition is the FIFA World Cup.



The sport is football.

2  Listen to Mel and Jack doing the Sports Quiz. Write Jack's answers for questions 1–5 in your notebook. 1 c, 2 a, 3 b, 4 c, 5 a

3  Find the words in the box in the Sports Quiz. Then listen and repeat. *Students' own answers*

Sports competitions

coach • end in a draw • lose • medal • referee • set a record • take part in • train • trophy • win

4 In your notebook, complete the sentences with the words in the box in exercise 3.

- 1 The winner at the Olympic Games gets a gold medal.
- 2 In football competitions, the best team usually gets a trophy.
- 3 A referee makes sure that players follow the rules.
- 4 A coach helps a team or player to play well.

5 In your notebook, complete the sports news.

SPORTS NEWS

Twenty teams take ¹ part in a local hockey tournament.
Kenya runner sets a ² record in the London marathon.
Polish tennis player wins a ³ trophy for the fourth time.
Local football match ends ⁴ in a draw. 'My team played well,' says the ⁵ coach.

6  Read the statements. Discuss them in groups. *Students' own answers*

It isn't important to win a medal or trophy.

Referees have a difficult job.

All students should take part in sports at school.

The best teams have the best coach.

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6 Students do exercise 6.

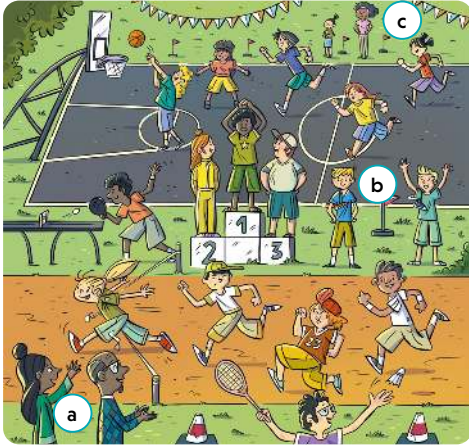
Extra idea

Divide the class into four groups, each assigned a different topic to discuss. Then rearrange the students, putting them into new groups of four so that each student in the new group has discussed a different topic in the first step. Ask the students to make a short speech on the topic they've previously discussed.

Wrap-up

Ask the students the following question: *Would you like to be the coach of a team that wins all the time, or a player on a team that wins only once in an important game?*

I can use the present perfect to ask and answer questions about past events with present results.



Grammar 2

Present perfect

Questions

Have I/you/we/they **won** the race?

Has he/she/it **won** the race?

Short answers

Yes, I/you/we/they **have**.

No, I/you/we/they **haven't**.

Yes, he/she/it **has**. / No, he/she/it **hasn't**.

Wh- questions

How many medals **has** she **won**?

- 1 Look at the picture. Match people a–c in the picture with the sentences.

- 'Have they scored a point?' c
- 'Have you brought your running shoes?' b
- 'Has she won the race?' a

- 2 Read the Grammar 2 table. In your notebook, put the words in the correct order to make questions. Then write the short answers about the picture.

- the sports day started has ?
- run the boys have in a race ?
- finished has the basketball match ?
- the players scored have a point ?

- 3 2.27 Listen to two teachers talking about their preparations for the sports day. In your notebook, tick (✓) the things they have done.

- | | |
|--------------------------------|---|
| 1 get bats and balls | ✓ |
| 2 buy water and snacks | ✓ |
| 3 bring plasters and medicines | X |
| 4 find a photographer | ✓ |
| 5 put on sports clothes | X |

- 4 In your notebook, complete questions 1–5. Then write the short answers. Use your answers in exercise 3.

- Has the coach taken (take) the sports equipment to the playing field? **Yes, he has.**
- Has the teacher bought (buy) water and snacks? **Yes, she has.**
- Has the school nurse brought (bring) plasters and medicines? **No, she hasn't.**
- Have they found (find) a photographer? **Yes, they have.**
- Have the students put on (put on) their sports clothes? **No, they haven't.**

- 5 Imagine you are on your way to the sports day. In pairs, ask and answer questions about what you have done.

Student checklist

- | | |
|--|---|
| ☐ have breakfast | ☐ sleep 8 hours |
| ☐ train this week | ☐ invite your parents |
| ☐ bring trainers | ☐ bring a water bottle |

Have you had breakfast?

Students' own answers

Fast finishers

What is he saying? In your notebook, write another question in the present perfect.

Have you seen my new boots?



Students' own answers

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Lesson 4

Objectives and materials

Grammar: present perfect: Yes/No questions, short answers, Wh- questions

Speaking: to talk about past events with present results

Grammar

Read aloud the contents of the table. Then draw two stick figures on the board. One is frowning, and the other one is smiling and has a medal. Ask about the first figure: *Has he/she won a medal?* (No, he/she hasn't). Then ask about the figure with the medal: *Has he/she won the medal?* (Yes, he/she has.)

Grammar 2 video

Play the animation video and ask the students to answer the following questions:

- Has Will brought the tablet? (Yes, he has.)
- Has Ada counted how many medals are in the museum? (No, she hasn't.)
- Have Ada and Jay won any trophies? (Yes, they have.)

- 2 Students do exercise 2.

Answers

- Has the sports day started? Yes, it has.
- Have the boys run in a race? Yes, they have.
- Has the basketball match finished? No, it hasn't.
- Have the players scored a point? Yes, they have.

- 3 2.27 (00:53) Students do exercise 3.

- 4 Students do exercise 4.

- 5 Students do exercise 5.

Fast finishers

Any students who finish the exercises early, can do the task in the book.

EXTRA ACTIVITY



Wrap-up

Each student asks one question in the present perfect tense that they'd like to ask their favorite sportsperson.

Lesson 5

6

Lesson 5

I can understand texts about sports stadiums in different countries.

Objectives and materials

Reading: to find specific information

Speaking: to talk about sports stadiums

Optional materials:
Teacher's Resource File –
Video worksheet Unit 6

Warm-up

Discuss the following questions: *Have you been to a sports stadium? Where? What's the name of the stadium? What did you do there?*

1 Students do exercise 1.

Culture video

Write the following names of activities on the board: *kayaking, swimming, mountain biking, snorkelling, paddle boarding*. Play the video and ask the students which of the activities listed on the board does not appear in the video. (snorkelling)

2 Students do exercise 2.

3  (02:01) Students do exercise 3.

Skills zone

Draw the students' attention to the box and read the instructions. Give the students about five minutes to complete tasks 1–2. Then ask them to work in pairs to compare their answers. Finally, check the answers as a class.

1  Look at the photo. Where are they?

What equipment are they wearing?
Suggested answers: They're in a park, forest, or on a nature trail. They're wearing shorts, T-shirts and helmets.



2  Look at the photos in the text and describe the sports stadiums. Which do you think is the most unusual?
Students' own answers

The second stadium is grey.
I think it looks like a tortoise.

3  Read the texts and listen to it. What can people see at these stadiums?

- a) football and rugby matches
- b) hockey tournaments
- c) concerts

Skills zone



Zanim dopasujesz stwierdzenia z ćwiczenia 4 do tekstów, wykonaj następujące kroki:

- 1 znajdź w stwierdzeniach najważniejsze wyrazy, np. *cold weather*;
- 2 pomyśl, jakimi słowami można je zastąpić, np. *snow, winter, freezing*;
- 3 poszukaj ich, czytając teksty – mogą Cię naprowadzić na właściwą odpowiedź.

86 eighty-six

4 Students do exercise 4.

SEN tip

Some students find it difficult to follow lines in a text, which can lead to distraction. Encourage these students to use a reading ruler to block out surrounding text and highlight only one line at a time.

4  Przeczytaj ponownie teksty A–C na temat stadionów oraz zdania 1–4. Do każdego zdania dopasuj właściwy tekst. Jeden tekst pasuje do dwóch zdań. Zapisz odpowiedzi w zeszycie.

- 1 This stadium is good for matches in cold weather. C
- 2 All of the fans can see the match well here. B
- 3 It looks like something that is typical in the country. A
- 4 This stadium is beautiful at night. B

5 In your notebook, complete the sentences.

- 1 The National Stadium is white and red because they are the country's national colours.
- 2 The World Cup final in 2010 was at (the) FNB Stadium.
- 3 At AAMI Park, they use rainwater to keep the pitch in good condition.
- 4 During the Covid pandemic, the National Stadium was a hospital.

6 Find out 

 Work in pairs. Find out about another unusual stadium. Then tell the class.
Students' own answers

There's an unusual stadium in Mexico.
It looks like a volcano!

7  Read the opinion. Then tell your partner what you think. Use the words in the box to help. Students' own answers

“It's better to watch live sports in a stadium than on TV.”

clear comfortable exciting
expensive relaxing

It's clearer to watch sports on TV. You can see the players.

That's true. In a stadium, they're very small. You can't see who they are.

5 Students do exercise 5.

Extra idea

In pairs, the students write two more gapped sentences based on the text. Then, they swap sentences with another pair and complete them.

AMAZING SPORTS STADIUMS

There are some amazing sports stadiums all over the world. Here are my top three.



FNB Stadium, South Africa

94,000



AAMI Park, Australia

31,000



National Stadium, Poland

58,000

A

FNB Stadium, Johannesburg, South Africa

Sports are popular in South Africa, and the country has built some fantastic stadiums. This is the biggest. It looks like the shell of a fruit that people use as a container and a musical instrument. It has been the **venue** for important football matches, including the final of the 2010 World Cup. Rock bands like U2 and Coldplay have given concerts here.

B

AAMI Park, Melbourne, Australia

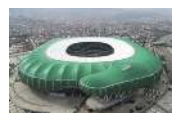
Rugby teams from all over Australia have played in this stadium. It's covered with "shells", which protect the fans when it rains. The stadium also collects rainwater to keep the pitch in good condition. There aren't any **columns**, so everyone can see the match, and the club has installed big screens, too. The "shells" have lights, which can be different colours at night.

C

National Stadium, Warsaw, Poland

This is the stadium of the national football team. It's white and red, the country's national colours. The roof opens and closes and can carry 10 cm of snow. The pitch is also **heated**, so teams can play in snowy winters. It's a place for concerts, and both Taylor Swift and Beyoncé have sung here. It was also a hospital during the Covid **pandemic** in 2020-2021.

GUESS WHAT?!



The Timsah Arena in Türkiye has got a green roof with a crocodile's head. *Timsah* means crocodile in Turkish. Local team Bursaspor plays here. It's one of the most unusual stadiums.



Glossary

column – kolumna

heated – ogrzewany

pandemic – pandemia

venue – miejsce, lokalizacja

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Wrap-up

Ask the students which of the stadiums discussed in this lesson is their favourite and why.

6 Students do exercise 6.

SUPPORT: Suggest prompts for students' research, such as *Henningsvær Stadion (Norway)*, *Pancho Stadium (Hungary)* and *The Float at Marina Bay (Singapore)*. Instruct the students to find out what is unique about each of them.

CHALLENGE: The students create digital presentations about three stadiums of their choice, with one slide dedicated to each stadium.

7 Students do exercise 7.

Extra idea

Ask the students to read the *Guess what?!* feature and identify the connection between the shape and the name of the stadium described there (*the name of the stadium, Timsah, means crocodile, and the stadium is shaped like a crocodile*). Then, ask the students to work in pairs or groups of four to design an unusual sports stadium and come up with a name.

Lesson 6

6

Lesson 6

I can talk about preferences, make suggestions and negotiate.

Objectives and materials

Speaking: to talk about preferences, make suggestions and negotiate

Listening: to find specific information

Warm-up

Ask the students which sports discipline they would like to try and have them justify their choice.

- 1  (01:22) Students do exercise 1.

Speaking video

You can use the video *Do you prefer indoor or outdoor sports?* instead of the audio recording from exercise 1. Play the video with the subtitles off and ask the students to note down the names of all sports disciplines the children mention (swimming, basketball, volleyball, table tennis).

- 2  (01:22) Students do exercise 2.
- 3 Students do exercise 3.
- 4 Students do exercise 4.

Extra idea

Ask the students to add a few sentences about their preferences on other topics, such as food, school subjects, music, etc.

- 5 Students do exercise 5.

Extra idea

Tell the students to work in pairs, choose two reactions they haven't chosen in points 1 and 2, and describe a situation in which they could be used.

- 1  Look at the photo. What are the friends talking about? Listen and check. They're talking about doing a sport (to spend less time online).



- 2  Read the dialogue and complete the words in your notebook. Then listen again and check.

Ella: What's up, Rosie? You look upset.
Rosie: Oh, it's my parents. They want me to do a sport. They say I spend too much time online.
Theo: Well, why ¹don't we do something together?
Ella: Good idea! I play tennis on Saturdays, maybe you could join me?
Rosie: I'm not ²sure. I haven't got a racket, and it's expensive to join a club.
Ella: Oh, I see. Do you prefer indoor or outdoor sports?
Rosie: I definitely prefer indoor sports.
Theo: What ³about swimming then? I've bought some new trunks.
Rosie: I don't really like swimming. I prefer playing games.
Ella: OK then. Basketball, volleyball ...?
Rosie: I prefer basketball to volleyball, but I'm not really a fan.
Ella: I know! ⁴Let's play table tennis! They've put a table in the school gym, and we can borrow some bats.
Rosie: Table tennis sounds good. We can play it online, too. I'm kidding!

- 3 Look at the phrases in bold in the dialogue. In your notebook, complete the sentences.

- 1 I prefer basketball to volleyball.
- 2 I prefer playing games to swimming.
- 3 Do you prefer indoor or outdoor sports?
- 4 Which game do you prefer?

Remember

Do you prefer basketball **or** volleyball?
 I prefer playing basketball.

- 4  In pairs, talk about your preferences. Students' own answers

- 1 swimming football
- 2 go running go cycling
- 3 do sports watch sports on TV
- 4 go ice-skating go rollerblading
- 5 go shopping tidy your room

I prefer swimming to football.

I love football. I prefer playing football.

- 5  Do opisanych sytuacji 1–2 wybierz właściwą reakcję: a, b lub c.

- 1 Kolega proponuje, żebyś przyłączył/ przyłączyła się do gry w koszykówkę. Jak wyrazisz chęć gry?
 a That sounds good! b I'm not sure.
 c I prefer basketball.
- 2 Koleżanka proponuje, żebyście zapisali/ zapisały się do klubu pływackiego. Nie lubisz pływać. Co jej odpowiesz?
 a Let's go swimming. b Great idea!
 c I prefer playing games.

- 6  Your parents want you to do more sports. In pairs, discuss the options and choose a new sport to do together. Students' own answers

basketball ice-skating running
 table tennis tennis volleyball

88 eighty-eight

- 6 Students do exercise 6.

 **SUPPORT:** Before the students start working in pairs, help them write down a few questions/statements and reactions to ask for and express preferences. Then model a dialogue with one of the students.

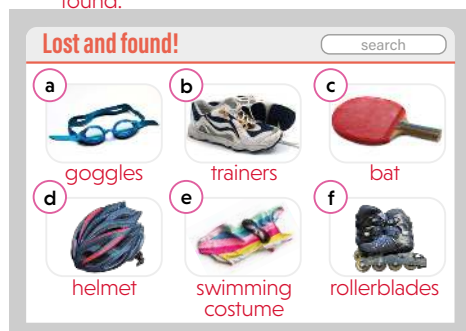
 **CHALLENGE:** Ask the students to discuss the options in groups of three and choose a sport that will be interesting for everyone.

Wrap-up

To recap the phrases from this lesson, write the following on the board and ask the students to correct the mistakes:
How don't we play outside? (Why don't we play outside?)
Let choose the captain! (Let's choose the captain!)
He prefers swim. (He prefers swimming.)

I can write a post about lost sports equipment.

- 1 Look at the website. What does it show? What sports equipment can you see?
It shows things that people have lost and found.



- 2 Read the post. What has Ethan lost? Can you see it in the photos in exercise 1? He's lost his trainers. Yes, they're in picture b.



Lost!

Posted 11 hours ago

Hi, everyone!

a Can you help me? I've lost my trainers. I think I left them at the track when we had sports day last week, or I left them in the gym. Have you seen them?

b They're SpeedStar X12 trainers. They're leather, and they're a size 36. They're white, with black at the front, and some grey and black on the sides. There's a bit of orange on them, too. They're nearly new – I've only worn them three times.

c Have you found them and given them to the Lost and Found office? Or have you taken them home by mistake? Please let me know. I'm in Class 3A in room 17.

Thanks a lot!

Ethan Monroe

- 3 Read the post again. Match topics 1–3 with paragraphs a–c.

- 1 how someone can contact him c
- 2 what he has lost, and where a
- 3 a description of what he's lost b

- 4 In your notebook, complete the table with the adjectives in the box. Add other adjectives you know.

big blue green old plastic

Size	Age	Colour	Material
small, ... big	(nearly) new, ... old	white, ... blue, green	leather, ... plastic

- 5 Look at the photo and complete the post.

Hi, everyone! I've lost my ¹ racket. I think I left it on the tennis ² court on Saturday after a match. It's plastic, and it's black, ³ white and blue. Have you seen it? Lula, Class 2A.

- 6 Writing project

In your notebook, write a post for a school website about sports equipment that you have lost. *Students' own answers*



Find

- Find a photo of the sports equipment.



Think

- Where did you leave it? When?
- What adjectives can you use to describe it?
- How can people contact you?



Write

Write your post. Write three paragraphs.
Hi, everyone! Can you help me?



Look again!

Check your post.

- Did you use the present perfect to say what you've lost?
- Did you use adjectives to describe the equipment?

- 3 Students do exercise 3.

Extra idea

Ask the students to read out parts of the text that helped them match paragraphs with the topics.
(1 I'm in Class 3A in room 17.
2 I've lost my trainers. I think I left them at the track (...) or I left them in the gym.
3 Any of the first four sentences of paragraph c.)

- 4 Students do exercise 4.

Extra idea

Ask the students to choose three items they have with them today (clothes or school things) and describe them using at least three adjectives in the correct order.

- 5 Students do exercise 5.

- 6 Students do exercise 6.

SUPPORT: Allow the students to write the notice in pairs.

CHALLENGE: Tell the students to imagine they've lost two items and ask them to describe both.

Wrap-up

Ask the students to imagine that from now on their class will be responsible for running 'Lost and Found'. Ask them how they can improve it and what changes they would like to make.

Lesson 7

Objectives and materials

Writing: to write a notice about lost sports equipment

Reading: to define the main idea of parts of the text

Warm-up

Discuss the following questions with the students: *Is there a 'Lost and Found' in your school? Have you used it? Do you often lose your sports clothes?*

- 1 Students do exercise 1.
- 2 Students do exercise 2.

Lesson 8

Objectives and materials

Vocabulary and grammar: to revise lessons 1–7

Warm-up

Ask the students to make a list of five things they haven't done but would really like to try. Tell them they can talk about sports or hobbies. Give some personal examples to the students, e.g. *I've never done snowboarding. I'd really like to try that.*

1 Students do exercise 1.

Extra idea

In pairs, the students write two more 'odd one out' items and swap with another pair.

2 Students do exercise 2.

3 Students do exercise 3.

4 Students do exercise 4.

Extra idea

Review irregular past participle forms with a relay race. Divide the class into groups and have them line up. Write 10–12 infinitives on the board. The students take turns running to the board to write the past participles. The fastest group with all correct answers wins.

5 Students do exercise 5.



Lesson 8

Revision of lessons 1–7.

Odpowiedzi do zadań zapisz w zeszyty!

Vocabulary

1 Find the word in each set that does not match the others.

- | | | | |
|----------|------------|--------------|----------|
| 1 racket | slope | bat | ball |
| 2 skis | boots | ice skates | ice rink |
| 3 track | tracksuit | trunks | boots |
| 4 pitch | court | goggles | slope |
| 5 boots | ice skates | rollerblades | helmet |

/5 points

2 Choose the correct option.

Oakland School

Two teams took ¹part place in a football tournament last weekend. The girls' team ²lost / won their match and brought a beautiful trophy to school. The boys' match ended ³in / with a draw. 'For many, this was their first important tournament,' said ⁴coach / referee Bryan Matthews. 'The players ⁵set records / trained a lot for their matches, and we are very proud of the result.'



/5 points

Grammar

3 Look at photos 1–5 and complete the sentences with the present perfect forms of the verbs in brackets.

- He 's broken (break) the window.
- They 've lost (lose) the match.
- She 's won (win) a trophy.
- He hasn't scored (not score) a goal.
- They haven't gone (not go) to the match.



/5 points

90 ninety

4 Complete the dialogue with the correct forms of the verbs in brackets. Use the present perfect.

A: Look, I've got a new swimming costume.

B: Great! ¹Have you bought (you / buy) some new goggles, too?

A: Yes, I ²have. Let's go to the pool now.

B: ³Has your mum said (your mum / say) you can go?

A: No, she ⁴hasn't, but I'll ask her.

⁵Have your parents agreed (your parents / agree)?

B: Yes, I'm ready to go.

/5 points

Speaking

5 Match the endings of the sentences a–e with their beginnings 1–5.

- | | |
|--------------------------------|---|
| 1 Do you prefer | c |
| 2 I prefer playing | a |
| 3 Which sport do you | b |
| 4 I prefer basketball | e |
| 5 Which do you prefer, skating | d |
- a football to hockey.
b prefer, running or swimming?
c cycling or horse-riding?
d or rollerblading?
e to tennis.

/5 points

Check your score!

2.30 Listen, check and count your points.

20–25 points – Well done!

14–19 points – Good score!

0–13 points – Keep calm and revise more.

For vocabulary revision, go to **My words**, p. 92.
For extra grammar explanations, go to **My grammar**, p. 93.

Check your score!



01:47

Give the students enough time to check their answers and to count their points. Then ask them to say their score in English and make sure that they know what to do.

Wrap-up

The students work in pairs and discuss which of the activities was the most difficult for them. Based on their discussion, ask them to plan two things they need to do before the test.

Listening

- 1  Usłyszysz dwukrotnie podkast o historii koszykówki. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–4.

- 1 What was James Naismith's job in 1891?
a PE teacher
- 2 Where did his students do PE in winter?
in the gym
- 3 What type of baskets did the students use?
fruit baskets
- 4 When did basketball become an Olympic sport? 1936

Language functions

- 2 Do każdej z opisanych sytuacji 1–3 wybierz właściwą reakcję: a, b lub c.

- 1 Źle się czujesz. Mama proponuje, żebyś został/została w łóżku. Co jej odpowiesz?
a Thanks! I'd love to.
b I think you're right.
c Have you got any ideas?
- 2 Kolega mówi, że lubi grać w piłkę nożną. Jak powiesz, że wolisz tenis?
a I think you should try tennis!
b What about playing tennis?
c I prefer playing tennis.
- 3 Kolega żegna się z Tobą po Twoich urodzinach. Co mu powiesz?
a I had a great time!
b Thanks for coming.
c You're welcome.

Reading

- 3 Przeczytaj tekst o nietypowych miejscach, w których odbywają się zawody sportowe. Do każdego zdania 1–4 dopasuj tekst A–C. Jeden tekst pasuje do dwóch zdań.
- 1 The time of year of the event is important. B
 - 2 The weather makes the game difficult for players. A
 - 3 The venue of the event has changed. C
 - 4 The equipment is different from usual. A

SPORTS IN UNUSUAL PLACES

Many matches are in stadiums, but people also do sports in unusual places.

A Every year, there's a golf championship in Greenland. It's on an island called Uummannaq, and the game is on ice! The balls are red, so players can see them. It's also difficult to hit the ball because players wear thick clothes!

B From ice to water. Have you heard of river football? Two local teams play a match once a year in the river Windrush, in the UK. It has started at different times, but it is usually at 4 pm. The game happens in August, which is good because the players get soaked, and the fans, too!

C Grand Central is a train station in New York. It's also the venue for a squash tournament. The Tournament of Champions is the oldest in the world. It has taken place in different cities, but in recent years, it has been in the station. There is a court with glass walls, so fans and passengers can see the match.

Use of English

- 4 Uzupełnij zdania 1–3. Wykorzystaj wyrazy podane w nawiasach w odpowiedniej formie.

- 1 Have you seen (you / see) our team captain at school today?
- 2 Our best runner hasn't set (not set) a new record, but she's won two gold medals.
- 3 Eight teams have taken (take) part in this year's Junior Hockey Tournament.

Writing

- 5 Znalazłeś/Znalazłaś czyjeś ubranie sportowe. Napisz ogłoszenie na stronę internetową szkoły. *Students' own answers*
- Poinformuj, co znalazłeś/znalazłaś, gdzie i kiedy.
 - Opisz znalezione przez Ciebie ubranie.
 - Napisz, jak się z Tobą skontaktować.

- 1  (02:10) Students do exercise 1.

Extra idea

Engage the students in an online search and ask them to look for information about the history of another sports discipline. Recommend one or two websites where the students can find reliable information.

- 2 Students do exercise 2.

Extra idea

Ask the students to guess what someone said in each situation described in items 1–3. (Possible answers: 1 I think you should stay in bed. 2 I really like playing football. 3 Bye now! It was a great party.)

- 3 Students do exercise 3.

Extra idea

Ask the students to do an online search for photos showing the sports described in the text. Then, ask the students which sports they would most like to see and why.

- 4 Students do exercise 4.

- 5 Students do exercise 5.

Extra idea

Ask the students to swap their texts in pairs and correct them. Tell them to go back to page 89 and use the tips in the Look again! section to help.

Objectives and materials

Listening, Language functions, Reading, Use of English, Writing: to practise exam skills

Warm-up

Ask the students to define the following words in English: *helmet, referee, coach, trunks, bat*. (Possible answers: *helmet – you wear it to protect your head; referee – a person who makes sure the players follow the rules; coach – a person who trains sportspeople; trunks – shorts for swimming; bat – a long stick that players use to hit the ball in baseball or cricket.*)

Wrap-up

Ask the students which lesson in Unit 6 they liked the most and why.

My words



Extra idea 1

The students work in pairs and create a vocabulary quiz for another pair. They write one or two activities, with a total of eight sentences. To help the students do the task, give them ideas for instructions, e.g. *Match the parts of the sentences. Complete the gap in each sentence with one word. Correct one mistake in each sentence. Name the equipment in the pictures.*

Extra idea 2

Students work in pairs. One student turns around while the other 'writes' a word on their back, letter by letter, with their finger. The task is to guess the word. The student may either guess the whole word or say what letters they feel are written on their back.

Extra idea 3

The students play a memory game. The first student finishes the sentence: *I've lost ...* The next student repeats what they have heard and adds one item. The activity continues until someone can't recall all the items or until everyone has said the sentence.

Sports equipment

bat	rakietka (do tenisa stołowego)
boots	buty (np. do jazdy na nartach)
goggles	okulary (np. do pływania)
ice skates	łyżwy
racket	rakieta (do tenisa)
rollerblades	rolki
skis	narty
swimming costume	kostium/strój pływacki
tracksuit	dres
trunks	kąpielówki

Sports places

football/hockey pitch	boisko do piłki nożnej / do hokeja na trawie
ice rink	lodowisko
running track	bieżnia
ski slope	stok narciarski
tennis/basketball court	kort tenisowy / boisko do koszykówki

Sports competitions

coach	trener/trenerka
end in a draw	zakończyć się remisem
lose	przegrać
medal	medal
referee	sędzia sportowy
set a record	ustanowić rekord
take part in	wziąć udział w
train	trenować
trophy	trofeum, puchar
win	wygrać

Real English

I don't know what to do.	Nie wiem, co robić.
I'll have a look.	Rzucę okiem.
I bet ...	Założę się, że ...
I took it by mistake.	Wziąłem/Wzięłam to przez pomyłkę.
Thanks a million!	Wielkie dzięki!

Talking about preferences, suggesting and negotiating

Why don't we do something together?	A może zrobimy coś wspólnie?
I play tennis on Saturdays, maybe you could join me?	W soboty gram w tenisa, może się przyłączyysz?
I'm not sure.	Nie jestem przekonany/przekonana.
Do you prefer indoor or outdoor sports?	Czy wolisz sporty halowe czy na świeżym powietrzu?
I definitely prefer indoor sports.	Zdecydowanie wolę sporty halowe.
What about swimming then?	A co powiesz na pływanie?
I prefer basketball to volleyball, but I'm not really a fan.	Wolę koszykówkę od siatkówki, ale nie jestem jej wielkim fanem / wielką fanką.
I know! Let's play table tennis!	Już wiem! Zacznijmy grać w ping-ponga!

Reading and culture

column	kolumna
heated	ogrzewany
pandemic	pandemia
venue	miejsce, lokalizacja

92 ninety-two

Sports equipment

2.32 (00:47)

Sports places

2.33 (00:31)

Sports competitions

2.34 (00:47)

Real English

2.35 (00:29)

Talking about preferences, suggesting and negotiating

2.36 (01:08)

Reading and culture

2.37 (00:22)

PRESENT PERFECT

Czasu *present perfect* używaj:

- kiedy mówisz o tym, co wydarzyło się niedawno, ale nie określasz dokładnie, kiedy;
- kiedy mówisz o wydarzeniach z przeszłości, które mają wpływ na obecną sytuację.

W zdaniach twierdzących, pytaniach i przeczeniach użyj **have/has** oraz 3. formy czasownika.



Czas *present perfect* z **czasownikami regularnymi**:

have/has + bezokolicznik + **ed**, np. *played, checked*.

Czas *present perfect* z **czasownikami nieregularnymi**:

have/has + 3. forma czasownika, np. *found, given*.

Tych form trzeba nauczyć się na pamięć. Znajdziesz je na końcu podręcznika.



have = 've
has = 's

I **'ve trained** really hard. → (skutek) I feel tired now.

You **'ve won** a trophy! → You feel proud now.

He/She/It **'s had** a big dinner. → He/She/It isn't hungry now.

We/You/They **'ve lost** the match. → We/You/They are upset now.

I **haven't been** to school today. → I don't know what the homework is.

You **haven't watched** the ending of the match. → You don't know what the result is.

He/She/It **hasn't scored** a goal. → He/She/It feels unhappy now.

We/You/They **haven't brought** our/your/their trackuits. → We/You/They can't run outside today.

They've taken dancing classes.



Jeśli chcesz zapytać, czy coś się wydarzyło, postaw **have/has** na początku pytania.

W krótkich odpowiedziach użyj **have/has** lub **haven't/hasn't**.

Jeśli chcesz zadać pytanie o szczegóły, dodaj słówko pytające na początku pytania, np. **Where**, **How many** lub **Why**.

Have I **heard** the news?

Yes, I **have**. / No, I **haven't**.

Have you **found** your goggles?

Yes, I **have**. / No, I **haven't**.

Has he/she/it **bought** new boots?

Yes, he/she/it **has**. / No, he/she/it **hasn't**.

Have we/you/they **taken** part in the finals?

Yes, we/you/they **have**.

No, we/you/they **haven't**.

Where have you **left** your tennis racket?

Why have they **lost** the match?

For the teacher

→ **Teacher's Resource File**

The set of materials for each unit includes the following worksheets (with teaching notes and answer keys):

- Vocabulary
- Graded Grammar 1, Graded Grammar 2
- Extra Vocabulary
- Culture Video
- SEN (Special Educational Needs) – *Reading and Culture*, *Writing*, *My words* and *My grammar* pages of the Student's Book which were adapted for neurodivergent students' needs.
- Additionally, there are two Revision Games which include fun pair work or groupwork activities and board games helping revise language covered in four units.

Extra practice

For students

→ **On-the-Go Practice** – 64 extra interactive exercises in total, available through *Macmillan Education Everywhere* student app.

For each unit, there are 8 exercises:

- 2 grammar exercises,
- 2 vocabulary exercises,
- 1 exercise practising communicative content,
- 3 exercises revising the unit's content.

The exercises are also available on three levels of difficulty: **Practice**, **Challenge 1** and **Challenge 2**.

→ **Quizlet** and **Kahoot!** – extra vocabulary exercises and quizzes.

Unit 7 Extra resources

Workbook: pages 70–79

Videos:

- Grammar animations (Lesson 2 and 4)
- Culture video: *Maiku's vlog – Reusing to Help the Environment* (Lesson 5)
- Speaking video: *Can I try it on?* (Lesson 6)

Tests:

- Short tests (Vocabulary and listening, Vocabulary 2, Grammar 1, Grammar 2, Speaking)
- Unit test (Support, Standard, Challenge, Test for dyslexic students)

Teacher's Resource File:

Grammar and vocabulary practice

On-the-Go Practice: Unit 7

Kahoot!: Unit 7

Quizlet: Unit 7

Lesson 1

Objectives and materials

Vocabulary: types of shops: the shopping centre, local shops

Listening: to define the main idea, to find specific information

Speaking: to talk about shops

Optional materials:

a post-it note for each student

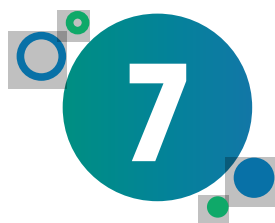
Warm-up

Ask the students:

On a scale of 1 to 5, how much do you like shopping?

Have each student provide a value and calculate the average score for the entire class. Then, ask a few volunteers (ideally with differing opinions) to explain why they like or dislike shopping.

1 Students do exercise 1.



Let's go shopping

Lesson 1

I can talk about shopping. I can understand a podcast about shopping habits.



1 Let's start!

Match words a–c with words 1–3 to make types of shops. Which one do you write as one word? (*supermarket*) What can you buy in each shop?

1 tuck **c** a centre

2 shopping **a** b market

3 super **b** c shop

1 tuck shop – sandwiches, fruit, crisps, sweets,

2 shopping centre – clothes, gifts, shoes, etc.,

3 supermarket – food and drinks

2

In your notebook, match shops 1–9 in the map with the words in the box. Then listen, check and repeat.

Types of shops: the shopping centre

9 bookshop • 6 clothes shop •

3 department store • 8 electronics shop •

5 gift shop • 4 shoe shop • 1 sports shop •

2 stationery shop • 7 toy shop

3

Look at Freddie's shopping list.

What shops should he go to? Make your shopping list in your notebooks. In pairs, say which shops you should go to.

clothes shop, stationery shop, electronics shop, sports shop, toy shop

a hoodie
a pencil case
a charger

tennis balls
action figures

4

Pronunciation: joining words

Listen and repeat the phrases.

Then practise saying the sentences below.

Students' own answers

I want to buy a red dress at the clothes shop.

I want to buy a black coat at the sports shop.

I want to buy a big gift at the gift shop.

94 ninety-four

2



(01:08) Students do exercise 2.

Extra idea

List the items on the board (numbered 1–9). Read the names of the shops together. Then, erase the first item, leaving the number, and have the class recite all the items, including the missing one. Repeat by erasing the second item, and so on, until all items are erased, and students can recall all items from memory.

3

Students do exercise 3.

4



(00:17) Students do exercise 4.

Extra idea

Ask the students to repeat the sentences a few times, each time in a different way (e.g. rapping, whispering, speaking in a deep voice, high-pitched voice, using a robot voice).

- 5  2.40 (00:45) Look at the words in the box and photos 1–6. Listen and repeat. What can you buy in each shop?

Local shops

baker's • chemist's • corner shop •
florist's • greengrocer's • newsagent's



Remember

baker's = the shop of the baker
chemist's = the shop of the chemist

What can you buy at a baker's?

You can buy bread and cakes.

GUESS WHAT?!

The most popular day to go shopping is Wednesday. In the UK, 4 pm on Wednesday is the time that most people go online to buy things. When do you usually buy things?

- 6  2.41 Listen to a podcast about teenagers and shopping. Which of the questions do the speakers answer?

- 1 What type of clothes do many teenagers buy?
- 2 What are their favourite clothes shops?
- 3 How do they buy clothes?

Skills zone



- 1 Przeczytaj uważnie zdania z ćwiczenia 7. Zwróć uwagę na wyrazy znajdujące się przed luką.
- 2 Zastanów się, jaka część mowy będzie pasować do każdej luki, np. przymiotnik, rzeczownik, a może przymiotnik z rzeczownikiem.

- 7  2.41  **Posłuchaj nagrania ponownie. Na podstawie informacji zawartych w nagraniu uzupełnij luki w poniższej notatce. Zapisz odpowiedzi w zeszycie.**

- 1 Used clothes are better for the environment, and they're cheaper.
- 2 Teenagers can wear more unusual clothes and look different from their friends.
- 3 Many teens buy clothes at markets or on an app.
- 4 Adults are starting to buy things this way too, so teens are changing shopping habits.

- 8  **Talk about shops in your town.**
Students' own answers

- 1 What's your favourite clothes shop? Why?
- 2 Are there any shops that you don't like?
- 3 Where do you buy snacks and drinks?
- 4 What was the last shop you visited? Why?

Fast finishers

What shops did this person visit?

Suggested answers: a clothes shop, a shoe shop, an electronics shop, a sports shop, possibly a department store



ninety-five 95

- 6  2.41 (01:36) Students do exercise 6.

Skills zone

Draw the students' attention to the table. If necessary, review the names of the parts of speech. Then, go over the sentences and decide, as a class, what is missing (1 adjective, 2 noun, 3 noun, 4 noun). Additionally, you may ask the students to predict the missing words.

- 7  2.41 (01:36) Students do exercise 7.

- 8 Students do exercise 8.

Extra idea

Ask the students to report the discussion to the class. If necessary, provide the students with the following sentence starters: *His/Her/Ben's favourite clothes shop is ... He/She doesn't like ... He/She buys snacks at ... and The last shop he/she visited was ...*

Fast finishers

Any students who finish the exercises early, can do the task in the book.

EXTRA ACTIVITY



- 5  2.40 (00:45) Students do exercise 5.

Suggested answers

- 2 You can buy medicines, vitamins, plasters at the chemist's.
- 3 You can buy food and drinks at the corner shop.
- 4 You can buy flowers at the florist's.
- 5 You can buy fruit and vegetables at the greengrocer's.
- 6 You can buy newspapers, magazines, books, greeting cards and pens at the newsagent's.

Extra idea

Distribute the post-it notes and ask the students to make a shopping list (up to 4 items) and stick it on the board. Then, have the students come to the front of the class one by one, choose a shopping list, read aloud the products to buy, and say which shops they need to go to.

Wrap-up

Tell the students to imagine they are opening a shop. Ask them to work in pairs to discuss the name, location, and types of products they would sell.

Lesson 2

7

Lesson 2

I can use *ever* and *never* to talk about experiences.

Objectives and materials

Grammar: present perfect with *ever* and *never*

Listening and reading: to find specific information

Optional materials: a slip of paper for each student
Warm-up

Warm-up

Conduct a brief review of the present perfect tense. Write the following sentences on the board and ask the students to fill in the gaps:

- 1 Becky has bought a lot of food.
- 2 We have/haven't been to the clothes shop.
- 3 Has mum gone shopping?
- 4 Have you been busy?

- 1 Students do exercise 1.
- 2  (01:42) Students do exercise 2.

Extra idea

Tell the students to close their books. Then, ask them to summarize the plot of the story without looking at it. Remind the students about the sequencer they could use, e.g. *first, then, after that, in the end*.

3 Extra idea

Tell the students to read the questions carefully and then to close their books. On the board, write the answers to the questions and ask the student to come up with the questions. Students do exercise 3.

MAKE UP YOUR MIND!



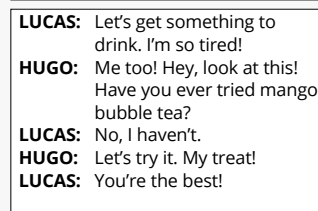
HUGO: So, why are we here?
LUCAS: I want to buy something with my birthday money.
HUGO: How about a model spaceship kit?
LUCAS: I've made lots of models before, but I've never built a spaceship. ... Oops, no. That's too expensive!



HUGO: Have you ever played spike ball?
LUCAS: No, I haven't, but I've heard about it from Sophia.
HUGO: Has she ever tried it?
LUCAS: Yes, she has. She says it's great!



LUCAS: What about these sunglasses?
HUGO: I love them. They suit you, but you've never worn sunglasses in your life.
LUCAS: That's true, but summer is coming. I don't know. I can't make up my mind.



LUCAS: Let's get something to drink. I'm so tired!
HUGO: Me too! Hey, look at this! Have you ever tried mango bubble tea?
LUCAS: No, I haven't.
HUGO: Let's try it. My treat!
LUCAS: You're the best!



- 1 Look at the story. What shops can you see? What can you see in each shop?
a toy shop (spaceship kits), a sports shop (balls, bats, rackets), a clothes shop (T-shirts, sunglasses, shoes), a café (drinks)
- 2  Read the story and listen to it. Choose the correct option.
1 Lucas goes / doesn't go to different shops.
2 He can / can't decide what to buy.
- 3 In your notebook, answer the questions.
1 Why has Lucas got some money?
2 Why doesn't he buy the spaceship kit?
3 Who has played spike ball?
4 How often does Lucas wear sunglasses?
5 What does Hugo suggest in the end?
- 4  Listen to the phrases and repeat. Practise them in pairs. Students' own answers
That's too expensive!
They suit you.
I can't make up my mind.
My treat!
You're the best!

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Answers

- 1 He's got some birthday money.
- 2 Because it's too expensive.
- 3 Sophia has played it.
- 4 He never wears sunglasses.
- 5 (He suggests they try some) mango bubble tea.

- 4  (00:25) Students do exercise 4.

Grammar

Draw the students' attention to the grammar table. Tell them to study the sentences individually and identify where to place *ever* and *never* in present perfect sentences and questions (*before the past participle*). Then, ask the class a few questions beginning with *Have you ever ...?*

Grammar 1

Present perfect with ever and never

Affirmative + never

I/You/We/They **have never played** spike ball.
He/She/It **has never played** spike ball.

Questions + ever

Have I/you/we/they **ever played** spike ball?
Has he/she/it **ever played** spike ball?

Short answers

Yes, I/you/we/they **have**.
No, I/you/we/they **haven't**.
Yes, he/she/it **has**.
No, he/she/it **hasn't**.

- 5 Read the Grammar 1 table. In your notebook, complete the dialogues with **ever** or **never**.

A: Has Lucas ¹ ever worn sunglasses?
B: No, he hasn't. He's ² never bought sunglasses before.
A: Hugo has ³ never drunk mango bubble tea.
B: Has he ⁴ ever heard of it?

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

1 never Lucas has a spaceship built .
2 read I never a fantasy book have .
3 have mango ice cream tried never We .
4 shoes online has bought never She .

- 7 In your notebook, write questions with **Have you ever ...?** and phrases 1–5. Then ask and answer the questions in pairs.

1 lose any money
2 buy clothes at a street market **Have you ever bought clothes at a street market?**
3 make a cake **Have you ever made a cake?**
4 eat sushi **Have you ever eaten sushi?**
5 meet a famous YouTuber **Have you ever met a famous YouTuber?**

Have you ever lost any money?

No, I haven't. Have you?

- 8 Ask your partner questions. Then in your notebook, write four sentences about their answers.
Students' own answers

eat tacos

travel by underground

meet a famous person

HAVE YOU EVER ...?

give flowers

ride a horse

play spike ball

sleep in a tent

Have you ever eaten tacos?

No, I haven't.

Clara has never eaten tacos.

Fast finishers

Choose a famous person. In your notebook, write three **Have you ever ...?** questions you would like to ask.
Students' own answers



Have you ever sung karaoke, Taylor?

ninety-seven 97

- 6 Students do exercise 6.

Answers

- 1 Lucas has never built a spaceship.
- 2 I have never read a fantasy book.
- 3 We have never tried mango ice cream.
- 4 She has never bought shoes online.

- 7 Students do exercise 7.

- 8 Students do exercise 8.

Extra idea

Students work in pairs to brainstorm 3–4 more ideas for various activities. Then, they ask their classmates if they have ever done those activities.

Fast finishers

Any students who finish the exercises early, can do the task in the book.

EXTRA ACTIVITY



Wrap-up

Ask the students to imagine they are interviewing their idol. Have them create three **Have you ever...?** questions. Students should write the idol's name and questions on slips of paper. Collect the papers in a box. Walk around the classroom, have students draw a slip, and answer the question as the person named.

Grammar 1 video

Play the video and ask the students to write the missing names.

- 1 **Ada** has never made bread at home.
- 2 **Olivia** has never received flowers as a gift.
- 3 **Will** has never given anyone flowers.
- 4 **Will's and Ada's** parents have never bought a magazine for the free gifts.

- 5 Students do exercise 5.

Extra idea

Ask the students to finish the sentences beginning with **I have never ...**. Elicit answers from several volunteers.

Lesson 3

7

Lesson 3

I can talk about how I spend money.

Objectives and materials

Vocabulary: shopping, paying

Speaking: to talk about shopping habits

Warm-up

Discuss the following questions with the students:
Do you get pocket money?
What do you spend it on?

- Students do exercise 1.
- Students do exercise 2.
-  (00:47) Students do exercise 3.

Extra idea

Ask the students to create a sentence about themselves using each item in the box, e.g. *I never buy clothes online. I want to go window shopping this weekend.*

-  (00:27) Students do exercise 4.

SEN tip

Some students benefit from color-coding the vocabulary in their notebooks. Ask the students to write down the target phrases, highlighting the prepositions in different colours.

- Students do exercise 5.

Extra idea

Ask the students to circulate and interview at least three people. After that, have them write 1–2 sentences about some of the most interesting, common or surprising answers.

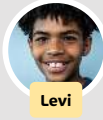
How do you spend your pocket money?

Class survey



Amelia

I don't **spend money** on silly things. I save it, and then I **buy second-hand**. Used clothes **cost** less, and they're better for the environment.



Levi

I often **go window-shopping** with my friends, but I usually **buy online**. I buy books and games and ask mum to **pay for** them with her credit card.



Isla

I always buy clothes in a shop, and I **pay in cash**. It's easier to **take back** things when I don't want them.

1 Let's start!

  In your notebook, complete the sentences with **often**, **sometimes** and **never** so that they are true for you. Then compare your answers in pairs.

Students' own answers

- I buy expensive trainers.
- Comfortable trainers are expensive.
- I save some of my pocket money.

I sometimes buy snacks at the tuck shop.

2 Read what Amelia, Levi and Isla say about pocket money. Answer the questions.

- Who buys things on the Internet? **Levi**
- Who doesn't buy new things? **Amelia**
- Who buys clothes in shops? **Isla**

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-  (2.44) Look at the **underlined** expressions in each sentence. In your notebook, match them with the phrases in the box. Then listen, check and repeat.

Shopping

buy online • buy second-hand • cost • go window-shopping • spend money (on something) • take (something back)

- Used clothes are less money. **cost**
- I look in shops, but I don't buy anything. **go window shopping**
- I buy things on the Internet. **buy online**
- I use money to buy books. **spend money on**
- I buy used things. **buy second-hand**
- It's easier to return something to a shop. **take something back**

-  (2.45) Look at the phrases in the box. In your notebook, complete sentences 1–4 with the prepositions. Then listen, check and repeat.

Paying

pay by credit card • pay for (something) • pay in cash • pay with my phone

- How do you pay for something?
- Levi's mum pays by credit card.
- Isla pays in cash.
- I usually pay with my phone.

-  Ask and answer the questions in pairs. Students' own answers

How do you shop?

- What do you spend money on?
- How do you buy things?
- Have you ever taken something back? What happened?
- Have you ever bought something second-hand?

What do you spend money on?

I spend money on snacks in the tuck shop.

Wrap-up

Ask the students to imagine they've received a significant amount of cash as a gift. Specify the exact amount, for example, €300. Then ask:
What would you like to buy?

I can use **must** and **can't** to make deductions.

GUESS THE PRICE!

1

?

2

?

3

?

4

?

a £700
b £3,000
c £11
d £250
e £49

Grammar 2

Must and can't

It/They **must** be expensive.

It/They **can't** be expensive.

It/They **must** cost a lot.

It/They **can't** cost a lot.

- 1 Look at the four objects in the *Guess the price!* game and the prices. How much do you think each object costs?

Students' own answers

How much is this phone?

I think it's forty-nine pounds.

How much are these trainers?

I think they're two hundred and fifty pounds.

- 2 Listen to two friends playing the game. Check your answers to exercise 1. How much does each object cost?

1 a (£700), 2 c (£11), 3 e (£49), 4 b (£3,000)

- 3 Read the Grammar 2 table. Then, in your notebook, match sentences a–d with 1–4.

- 1 The trainers are gold.
- 2 The sunglasses are plastic.
- 3 The phone is very big.
- 4 This is a professional guitar.

b
a
d
c

- a They can't cost a lot.
- b They must be expensive.
- c This one can't be cheap.
- d It must be very old.

- 4 In your notebook, write sentences with **must** or **can't** and the ideas in the box.

be / his jacket have / a lot of photos
live / near school speak / good French
study / a lot

- 1 Izzy always gets good marks in tests.
She must study a lot.
- 2 Victor walks to school every day.
- 3 Julia has only had one French lesson.
- 4 Elena takes selfies all the time.
- 5 This jacket is blue, but Ben's jacket is green.

- 5 In pairs, ask and answer the questions in the quiz. Use **can't** and **must** for each answer.

What is it?

- 1 It's small and plastic and you use it to buy things.
- 2 It's a shop where you can buy flowers. *florist's*
- 3 It's an item of clothing that you wear on your head. *hat/cap*
- 4 It's a place at school where you buy snacks and drinks. *tuck shop*
- 5 It's money that your parents give you every week or month. *pocket money*
- 6 It's a shop where you can buy notebooks and pens. *stationery shop*

Number one. It's small, so it can't be a phone. It must be a credit card.

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logical deductions based on evidence or information. Create a list of scenarios and ask the students to make deductions using **must** and **can't**, e.g. *The shop is closed, and the lights are off. (The owner can't be inside.) There are a lot of shoes inside this building. (It must be a shoe shop.)*

Grammar 2 video

Play the animation video and ask the following questions:

What is the task? (to build a plane and make it fly)
Do the children manage to do it? (yes)

- 2 (2.46) (01:15) Students do exercise 2.

- 3 Students do exercise 3.

Extra idea

Encourage the students to make more deductions about the objects in the pictures, e.g.
The trainers can't be comfortable. The guitar must be loud.
The sunglasses must be new.

- 4 Students do exercise 4.

Answers

- 2 He must live near school.
- 3 She can't speak good French.
- 4 She must have a lot of photos.
- 5 This can't be his jacket.

- 5 Students do exercise 5.

Lesson 4

Objectives and materials

Grammar: *must* and *can't* for deductions

Speaking: to make deductions

Optional materials: parts of the pictures in exercise 1; various small objects with familiar shapes, e.g. apple, banana, ruler, rubber, paper clip, a glove

Warm-up

On the board, display parts of the objects shown in exercise 1. Ask the students: *What do you think it is?* Elicit ideas. Then, tell the students to open their books to find out what the objects are.

- 1 Students do exercise 1.

Grammar

Draw the students' attention to the grammar box. Explain to the students that **must** and **can't** are used to make

Wrap-up

Put a variety of small objects into a box. Ask the students to close their eyes, draw one object, and make deductions about what it might be. Each time, the students should make two sentences: one beginning with *It can't be ...* and one with *It must be ...*

Lesson 5

7

Lesson 5

I can understand texts about zero-waste cities.

Objectives and materials

Reading: to find specific information

Speaking: to talk about reducing waste

Optional materials:
Teacher's Resource File –
Video worksheet Unit 7

Warm-up

Have a class discussion about zero waste. Ask the students if they know the concept. Then, ask them what they can reduce, reuse, or recycle.

1 Students do exercise 1.

Culture video

While the students are watching the video, ask them to note down four things Maiku does to help the environment.

(He uses reusable bags. He recycles and reuses jars and bottles. He uses a metal water bottle. He never buys toothpaste in a box.)

2 Students do exercise 2.

3  (01:59) Students do exercise 3.

Extra idea

Ask the students if they would like to live in one of the cities described in the text and have them justify their opinions.

Skills zone

Draw the students' attention to the box and read the instructions. Ask the students to do tasks 1–3 on their own and then compare their answers in pairs.

- 1  Look at the photo. Where do you think he is? What can you buy there?

Suggested answers: He's in a supermarket. You can buy all kinds of fresh and frozen food, cosmetics and household products there.



- 2  Look at the title and photos in the text. What do you think a zero-waste city is?

- a a city where people recycle everything
b a city where people don't use plastic

- 3  Read the text and listen to it. Check your answer to exercise 2. Where are the two zero-waste cities?

in Japan (Kamikatsu)
and Germany (Kiel)

Skills zone



- Zanim wybierzesz odpowiedzi na pytania z ćwiczenia 4, przeczytaj pytanie i znajdź na nie odpowiedź w tekście.
- Następnie przeczytaj podane propozycje i zdecyduj, która z nich jest najbliższa odpowiedzi znalezionej przez Ciebie w tekście.
- Zastanów się, dlaczego pozostałe dwie propozycje są niewłaściwe.

- 4  Przeczytaj tekst jeszcze raz i wybierz właściwe odpowiedzi. Zapisz odpowiedzi w zeszytce.

- Who sorts the waste into groups in Kamikatsu?
 - workers at a recycling centre
 - people at home
 - volunteers
- What do people do with their old furniture in Kamikatsu?
 - they sell it
 - they make new furniture
 - they give it to a shop
- Why is there less waste in landfills in Kiel?
 - there's a recycling station
 - there are many rules
 - people pay to use them
- Why are people happy to buy food with no packaging?
 - the food is cheaper
 - it's a rule in the city
 - the food tastes better

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4 Students do exercise 4.

Extra idea

To make the task easier for the students, limit the options to two in each item. (1 – a or b?; 2 – b or c?; 3 – a or c?; 4 – a or b?)

5 Students do exercise 5.

6 Students do exercise 6.

- 5  What do you think is the best idea to stop waste? What isn't a good idea? Choose ideas from the text. Then compare your ideas with a partner. Students' own answers

I think people should pay when they send waste to a landfill.

I agree, because then people throw away less.

GUESS WHAT?!

In Sweden, there's a shopping centre that only sells second-hand things. There are 14 shops, including clothes shops, sports shops and a toy shop.

Find out

- 6  Work in pairs. Find out about other zero-waste cities. Is there one in your country? Students' own answers

- 7  What can you do to make less waste at home or at school? Discuss in groups. Then tell the class. Students' own answers
I can bring water to school in my water bottle.

 **SUPPORT:** Ask the students to search for information about Ljubljana as the first zero-waste capital city in Europe.

 **CHALLENGE:** Have the students make a presentation about the zero-waste city they have researched, including information about the 3R policy – reduce, reuse, recycle.

Zero-waste cities

Have you ever thought about what happens to our waste? It often goes into **landfills**, and that's bad for nature. Now, many cities in the world are working to stop this problem.



Kamikatsu, a small town in Japan, is one of the first zero-waste cities. It recycles 80% of its waste and hopes to reach 100% in the future.

People **sort** their rubbish into 45 different types! Then they take it to a recycling centre. Volunteers visit the homes of older people to collect their waste bags.



Furniture, clothes, and things **in good condition** go to the town's second-hand shop. People can go there and take what they want. There's also a place where workers make new clothes, bags and toys from old materials.

Kiel in Germany has over a hundred rules to stop waste. Here, people have to pay to send rubbish to landfills – so they're very careful about what they **throw away**! There are also recycling stations all over the city, where they can take old things.



When there is a special event in the city, restaurants can't use plastic cups and plates. And Kiel has one of the first shops in the country that sells food with no **packaging**. People take containers from home to put the food in – and then they pay less!

Recycling is a way for people to help each other.

Children learn about recycling at school.

Glossary

in good condition – w dobrym stanie
landfill – wysypisko śmieci

packaging – opakowanie
sort – sortować

throw away – wyrzucać

one hundred and one **101**

7 Students do exercise 7.

Extra idea

Ask the groups to prepare a poster with the ideas they have discussed on how to reduce waste. The students could then present their work and have a class vote for their favourite poster.

Wrap-up

Tell the students that the place where they live wants to become a zero-waste city. Ask the students to design a banner with its name, advertising it as a zero-waste city.

Lesson 6

7

Lesson 6

I can use expressions for buying and swapping clothes.

Objectives and materials

Speaking: to use expressions for buying and swapping clothes

Listening and reading: to find specific information

Warm-up

Discuss the following questions with the class:
Have you ever borrowed clothes from your friends or siblings? On what occasion? Why?

- 1  (01:15) Students do exercise 1.

Speaking video

You can use the video *Can I try it on?* instead of the audio recording from exercise 1. Play the video with the subtitles off and ask the students the following questions:
What does Amelia choose? (a skirt) What does Theo try on? (his jumper)

- 2  (01:15) Students do exercise 2.

Extra idea

To practise pronunciation, assign roles to three students and ask them to read the dialogue aloud. Repeat the activity 2–3 times with different students.

- 3 Students do exercise 3.

- 4 Students do exercise 4.

Extra idea

In pairs, students write a similar dialogue, then mix the statements and swap with another pair to put them in the correct order.

- 1  Look at the photo. Guess where Amelia and Theo are. Listen and check.
They're at a clothes swap.



- 2  Read the dialogue and choose the correct option. Then listen again and check.

Amelia: Have you ever been to a clothes swap?
Theo: No, I haven't. This is the first time. I've brought some old clothes.
Amelia: Me too! Let's put them over there.
Helper: Can I ¹tell / help you?
Theo: I'm just looking, thanks.
Amelia: Yes, please. I'm looking ²at / for a cool skirt.
Helper: What about this one?
Amelia: Oh, I like it. Can I ³put / try it on?
Helper: Sure. The changing rooms are over there.

Amelia: What do you think?
Theo: It suits you.
Amelia: Thanks! I'll ⁴have / take it.
Theo: I really like this hoodie, but I think it's too big.
Amelia: Have you got a smaller ⁵size / number?
Helper: No, sorry, we've only got that one.
Amelia: Why don't you try it on? It looks great!
Theo: It's very comfortable, and I like the colour. Hey! That's my jumper!

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- 5 Students do exercise 5.

- 6 Students do exercise 6.

 **SUPPORT:** The students first write the dialogue, with a limit of four lines. Then they role-play it in pairs.

 **CHALLENGE:** Ask the students to include size and price in the conversation.

- 3 Read sentences 1–6. Who says them? In your notebook, write H (Helper) or A/T (Amelia/Theo).

- 1 Can I help you? H
2 Can I try it on? A/T
3 I'll take it. A/T
4 The changing rooms are over there. H
5 I'm just looking, thanks. A/T
6 We've only got that one. H

- 4 In your notebook, put the sentences in the correct order to make a conversation in a shop.

- 2 a Yes, here you are.
5 b In cash, please.
3 c I'll take them.
1 d Have you got these jeans in a bigger size?
4 e How would you like to pay?

- 5  **Uzupełnij dialogi. Wstaw w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst.**

- 1 **A:** Can I ¹help you?
B: Yes, I'm ²looking for a blue T-shirt.
2 **A:** How ³would you like to pay?
B: ⁴By credit card, please.

- 6  **Work in pairs. Student A: you work in a shoe shop. Student B: you want to buy trainers. Use the dialogues in exercises 2 and 4 to help. Students' own answers**

Can I help you?

Yes, I'm looking for ...

Fast finishers

Solve the puzzle. £58.50

Noah bought a pair of jeans and two T-shirts. The jeans cost £42, and the T-shirts cost £16.50 each. He took one T-shirt back. How much did he spend?



Fast finishers

Any students who finish the exercises early, can do the task in the book.

EXTRA ACTIVITY



Wrap-up

In pairs, the students discuss the following question: *What clothes would you like to bring to school for a clothes swap and why?*

I can write an invitation.

- 1 Look at the poster. What do you think a shopping centre treasure hunt is?

Students' own answers



- 2 Read the invitation and check your answer to exercise 1.

Hi, Marcus!

Have you ever been to a shopping centre treasure hunt? Don't worry, you don't have to buy anything 😊! It's like a normal treasure hunt, but you have to find things. For example, a green tracksuit in a sports shop, or a toy that costs less than £10. You sometimes have to take photos or answer questions.

I've never done a treasure hunt before, but I'd really like to try one. There's one at the Weston Shopping Centre on Saturday 15th June. It starts at four o'clock. Are you free? Would you like to come with me? I hope you can make it. We can meet there at quarter to four. Bring a pen and your phone. Let me know!

Ede

- 3 Read the invitation again. In your notebook, answer the questions.

- 1 What is the event? 3 What day is it?
2 Where is it? 4 What time is it?

Remember

We use the present simple for future events that are scheduled:

The treasure hunt starts at four o'clock on Saturday.

- 4 In your notebook, complete the sentences with the present simple forms of the verbs in brackets.

- 1 The treasure hunt starts (start) at four o'clock.
2 It finishes (finish) at six o'clock.
3 It doesn't cost (not cost) any money.
4 The winners get (get) a prize.

- 5 In your notebook, complete the sentences with the words in the box, to invite a friend. Use the words in the box.

doing free let make would

- 1 Are you free on Saturday?
2 Are you doing anything on Saturday?
3 Would you like to come with me?
4 I hope you can make it.
5 Let me know.

- 6 Writing project

In your notebook, write an invitation to a friend to go to a clothes swap with you.
Students' own answers



Think

- What is a clothes swap?
- Who can you invite?
- What should your friend bring?



Write

- Write your invitation. Write three paragraphs.
- 1 Explain what a clothes swap is.
2 Say where and when it is. Invite your friend.
3 Suggest where and when to meet. Tell your friend what to bring.

Hi ...,
Have you ever been to a ...



Look again!

Check your invitation.

- Did you use the present simple to talk about the time and place?
- Did you use expressions to invite a friend?
- Did you write three paragraphs?

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Extra idea

Discuss the following questions with the class: *Would you like to take part in this treasure hunt? If so, who would you invite to go with you? If not, why not?*

- 3 Students do exercise 3.

Answers

- 1 a shopping centre treasure hunt
2 Weston Shopping Centre
3 Saturday, 15th June
4 4–6 pm

- 4 Students do exercise 4.

Extra idea

Ask the students to create more present simple sentences about an upcoming school event of their choice. If necessary, provide them with prompts such as: *have to / don't have to, bring, prepare, dress up (as), play, start, finish*, etc.

- 5 Students do exercise 5.

- 6 Students do exercise 6.

SUPPORT: Display the model text on the board and highlight the parts that can be used unchanged in the students' emails.

CHALLENGE: Have the students add an extra paragraph with a suggestion about what they can do after the event.

Lesson 8

Objectives and materials

Writing: to write an invitation

Reading: to define the main idea, to find specific information

Warm-up

Discuss the following questions with the class: *Do you often/ever hang out in a shopping centre? What can you do there?*

- 1 Students do exercise 1.

- 2 Students do exercise 2.

Answers

It's like a normal treasure hunt, but you have to find things in shops. You sometimes take photos, and you sometimes answer questions too.

Wrap-up

Ask the students to imagine that their school is organising a clothes upcycling workshop where they can learn how to transform old and unwanted items into something cool and stylish. Ask the students what they would like to upcycle.

Objectives
and materialsVocabulary and grammar:
to revise lessons 1–7

Warm-up

Ask the students what vocabulary and grammar they studied in Unit 7. Tell them to name five vocabulary items and create three sentences using the target structures. Alternatively, the students could create a wordsearch in pairs for other students to find the target words/phrases.

1 Students do exercise 1.

Extra idea

Ask the students to write sentences and questions they might hear at a florist's, a sports shop or a bookshop.

2 Students do exercise 2.

Extra idea

Brainstorm the vocabulary before the students do the exercise. There are eleven target items altogether; ask the students to recall at least nine of them.

3 Students do exercise 3.

Extra idea

Use the ideas in the exercise to ask the students questions about their experiences, e.g. *Have you ever bought second-hand clothes? Have you ever looked for shoes online? Have you ever paid with your phone? Have you ever taken something back? Have you ever used an app to sell things?*

Vocabulary

1 Write the names of the shops where you can hear these sentences.

- 'Can I have two bananas, please?' greengrocer's
- 'I'd like some vitamin C and a bandage, please.' chemist's
- 'How much is this ruler?' stationery shop
- 'I'll take this comic and a can of soda, please.' newsagent's
- 'What type of bread would you like?' baker's

/5 points

2 Complete the text with the verbs for buying and paying.

Mike • you replied 8:40 am
I often ¹ spend money on snacks when I go out with my friends. I always ² pay in cash. I'm not keen on shopping, so I never ³ go window-shopping. I sometimes ⁴ buy clothes online because they ⁵ cost less.

/5 points

Grammar

3 Use the words to write sentences. Use **ever** and **never** and the present perfect forms of the verbs.

- you / buy / second-hand clothes?
Have you ever bought second-hand clothes?
- They / look / for shoes online.
They've never looked for shoes online.
- My mum / use / her phone to pay.
My mum has never used her phone to pay.
- your brother / take / something back?
Has your brother ever taken something back?
- I / use / an app / to sell things.
I've never used an app to sell things.

/5 points

4 Choose the correct option.

- Everyone is wearing a coat. It must / can't be cold.
- That man is about 18 years old. He must / can't be our new teacher.
- Ellie isn't at school today. She must / can't be ill.
- My brother hates sports. That must / can't be his trophy.
- William's parents aren't at home. They must / can't be at work.

/5 points

Speaking

5 Read the dialogue in a shop and complete it.



A: Hello. Can I help you?
B: Yes, please. I'm ¹ looking for these shorts in blue.

A: Here you are.

B: Can I ² try them on?A: Of course. The ³ changing rooms are over there.

B: They look great! I'll ⁴ take them.

A: How would you like to pay?

B: ⁵ With my phone, please.

/5 points

Check your score!

2.49 Listen, check and count your points.

20–25 points – Well done!

14–19 points – Good score!

0–13 points – Keep calm and revise more.

For vocabulary revision, go to **My words**, p. 106.
For extra grammar explanations, go to **My grammar**, p. 107.

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4 Students do exercise 4.

5 Students do exercise 5.

Check your score!

2.49 (01:22) Give the students enough time to check their answers and to count their points. Then ask them to say their score in English and make sure that they know what to do.

Wrap-up

The students work in pairs. One of them closes their book, and the other asks questions about the information from Unit 7, for example: *Has Lucas bought anything with his birthday money? What are the names of the zero waste cities? Where does the scene in the speaking lesson take place?* Then, the students switch roles.

Listening

- 1  2.50 Posłuchaj nauczyciela, który jest z grupą uczniów w centrum handlowym. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższej notatce. Zapisz odpowiedzi w zeszytce.

Visit to the Weston Shopping Centre

- Students can get a free map at the newsagent's.
- One of the best shops is the gift shop.
- There's a nice café next to the bookshop.
- Students will have three hours to visit the shopping centre.

Use of English

- 2 Przetłumacz na język angielski fragmenty zdań podane w nawiasach, tak aby otrzymać zdania logiczne i poprawne gramatycznie. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- I 've never bought (nigdy nie kupiłem) anything with a credit card.
- I want to buy some notebooks at the stationary shop (w sklepie papierniczym).
- This jacket is leather. It must be expensive (musi być droga).

Reading

- 3 Przeczytaj tekst i wybierz właściwe odpowiedzi.

- What can children do at The Toy Project?
 a They sell their toys.
☒ b They buy used toys.
 c They give toys to schools and hospitals.
- What do the two friends do with money from the shop?
☒ a They organise events for children.
 b They teach children about recycling.
 c They buy books for children in other countries.

- 3 How does the The Toy Project charity help the planet?

- They make children happy.
- They collect toys.
- ☒ c They reduce waste.

The Toy Project

Have you ever thrown away your old toys? Many of these toys go to landfills, and that's bad for the planet. Now, a shop in London recycles them and also helps children in the community.

The Toy Project started in 2013. A teacher saw that some children had a lot of toys, and others didn't have any. She started to collect toys to give to poor children, and later opened a shop with her friend.

Families can take used toys to the shop and buy different ones. The Toy Project team give some toys to children in schools and hospitals. With the money they get when they sell other toys, they organise activities, like making things with building blocks, and story-telling workshops for local children. They also send toys to children in other countries.

The Toy Project makes many children happy, and that must be amazing! The shop is a great way to stop 'toy wast'. The charity has bought an electric bicycle to travel around London and collect used toys in an eco-friendly way. They teach children about recycling, too.

Writing

- 4 Kolega z Wielkiej Brytanii przyjeżdża niedługo do Ciebie na ferie wiosenne. Chcesz go zaprosić na wydarzenie organizowane w centrum handlowym (np. koncert, warsztaty taneczne). Napisz do niego e-mail, w którym:

Students' own answers

- opiszysz wydarzenie i zaprosisz kolegę, abyście w nim razem wzięli udział,
- poinformujesz, gdzie i kiedy ma się odbyć wydarzenie,
- zapytasz, czy kolega ma ochotę wybrać się z Tobą.

Hi, Max,

Have you ever been to a ...?

- 3 Students do exercise 3.

Extra idea

Ask the students to write 3–4 sentences summarising the text and then compare in pairs.

- 4 Students do exercise 4.

Extra idea

For each bullet point, ask the students to write 2–3 vocabulary items they might need while writing the email. Elicit their ideas and write them on the board for the students to note down.

Wrap-up

Discuss the following question with the class:

What should a perfect tuck shop sell? Why?

Objectives and materials

Listening, Use of English, Reading, Writing: to practise exam skills

Warm-up

Ask the students to write a sentence in their first language using the words or phrases they learned in this unit. Then, have the students swap sentences in pairs and translate them.

- 1 Students do exercise 1.

Extra idea

Ask the students to predict the parts of speech to be used in each gap. If needed, translate sentences 1–4 before the students listen to the recording.

- 2 Students do exercise 2.

My words



Extra idea 1

The students arrange the vocabulary in Unit 7 into mind maps. They can come up with their own categories, such as *shops I like, shops I don't like, shops in my town, what I always do and what I never do*. If needed, demonstrate this activity, eliciting ideas from the students to add to the mind map on the board.

Extra idea 2

Divide the class into three or four groups and play *Word Masters*. The game is divided into three rounds. In round one, the students brainstorm and note down as many words from Unit 7 as possible within 90 seconds. Then, they take turns to define the words on their lists within 2 minutes – they can either explain the meaning in English or act them out, like in charades. In round three, the students create sentences with the words (time limit: 3–4 minutes, depending on the level of the class). The scoring is as follows:

- 0.5 points for each item in the "word hunt" part
- 1 point for each definition or performance
- 1 point for each sentence

Types of shops: the shopping centre

bookshop	księgarnia
clothes shop	sklep z ubraniami
department store	dom handlowy
electronics shop	sklep z elektroniką
gift shop	sklep z prezentami
shoe shop	sklep obuwniczy
sports shop	sklep sportowy
stationery shop	sklep papierniczy
toy shop	sklep z zabawkami

Local shops

baker's	piekarnia
chemist's	apteka, drogeria
corner shop	sklep osiedlowy
florist's	kwiaciarnia
greengrocer's	sklep z owocami i warzywami
newsagent's	kiosk z gazetami

Shopping

buy online	kupować przez internet
buy second-hand	kupować używane produkty
cost	kosztować
go window-shopping	oglądać wystawy
spend money on (something)	wydawać pieniądze na (coś)
take (something) back	zwrócić (coś)

Paying

pay by credit card	płacić kartą kredytową
pay for (something)	płacić za (coś)
pay in cash	płacić gotówką
pay with my phone	płacić telefonem

Real English

That's too expensive!	To za drogo!
They suit you.	Pasują do ciebie. / Dobrze w nich wyglądasz.
I can't make up my mind.	Nie mogę się zdecydować.
My treat!	Ja stawiam!
You're the best!	Jesteś super!

Buying, selling and swapping clothes

Can I help you?	W czym mogę pomóc?
I'm just looking, thanks.	Dziękuję, tylko oglądam.
I'm looking for (a cool skirt).	Szukam (fajnej spódnicy).
Can I try it on?	Czy mogę to przymierzyć?
The changing rooms are over there.	Przymierzalnie są tam.
I'll take it/them.	Wezmę to/je.
I really like it, but I think it's too big.	Bardzo mi się podoba, ale jest za duży / za duża.
Have you got a smaller size?	Czy jest mniejszy rozmiar?
We've only got that one.	Mamy tylko ten.
How would you like to pay?	Jak chciałby Pan / chciałaby Pani zapłacić?

Reading and culture

in good condition	w dobrym stanie
landfill	wysypisko śmieci
packaging	opakowanie
sort	sortować
throw away	wyrzucać

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Types of shops: the shopping centre



Local shops



Shopping



Paying



Real English



Buying, selling and swapping clothes



Reading and culture



PRESENT PERFECT WITH EVER AND NEVER

Czasu *present perfect* z określeniami **ever** i **never** użyj:

- kiedy mówisz o tym, czego nie robiłeś/robiłaś kiedykolwiek w przeszłości,
- kiedy chcesz zapytać kogoś o jego doświadczenia.



ever = kiedykolwiek (w życiu)
never = nigdy (w życiu / dotąd)

I **have never paid** with my phone.

You **have never been** to the local shopping centre.

He/She/It **has never watched** a fantasy film.

We/You/They **have never lost** money.

Have you ever danced with your dog?



Have I **ever watched** a film in English?

Yes, I **have**. / No, I **haven't**.

Have you **ever bought** second-hand sports equipment?

Yes, I **have**. / No, I **haven't**.

Has he/she/it **ever drunk** bubble tea?

Yes, he/she/it **has**. / No, he/she/it **hasn't**.

Have we/you/they **ever been** to a recycling centre?

Yes, we/you/they **have**.

No, we/you/they **haven't**.

MUST, CAN'T

Czasownika **must** z bezokolicznikiem użyj, kiedy chcesz powiedzieć, że jakaś sytuacja na pewno jest prawdziwa.

Czasownika **can't** z bezokolicznikiem użyj, kiedy chcesz powiedzieć, że coś nie może być prawdą.

You **must be** very happy on your wedding day!

He/She/It **must be** old.

They **must be** very good friends.

You **can't be** my cousin.

He/She/It **can't be** the famous YouTuber!

They **can't be** very expensive.



The music must be very loud

For the teacher

→ Teacher's Resource File

The set of materials for each unit includes the following worksheets (with teaching notes and answer keys):

- Vocabulary
- Graded Grammar 1, Graded Grammar 2
- Extra Vocabulary
- Culture Video
- SEN (Special Educational Needs) – *Reading and Culture, Writing, My words and My grammar* pages of the Student's Book which were adapted for neurodivergent students' needs.
- Additionally, there are two Revision Games which include fun pair work or groupwork activities and board games helping revise language covered in four units.

Extra practice

For students

→ **On-the-Go Practice** – 64 extra interactive exercises in total, available through *Macmillan Education Everywhere* student app.

For each unit, there are 8 exercises:

- 2 grammar exercises,
- 2 vocabulary exercises,
- 1 exercise practising communicative content,
- 3 exercises revising the unit's content.

The exercises are also available on three levels of difficulty: **Practice, Challenge 1** and **Challenge 2**.

→ **Quizlet** and **Kahoot!** – extra vocabulary exercises and quizzes.

Unit 8 Extra resources

Workbook: pages 80–89

Videos:

- Grammar animations (Lesson 2 and 4)
- Culture video: *Steve's vlog – Exploring the island of East Java* (Lesson 5)
- Speaking video: *I'd like some information about places to visit* (Lesson 6)

Tests:

- Short tests (Vocabulary and listening, Vocabulary 2, Grammar 1, Grammar 2, Speaking)
- Unit test (Support, Standard, Challenge, Test for dyslexic students)

Teacher's Resource File:

Grammar and vocabulary practice

On-the-Go Practice: Unit 8

Kahoot!: Unit 8

Quizlet: Unit 8

Lesson 1

Objectives and materials

Vocabulary: types of holidays, places to stay on holiday, adjectives to describe holidays

Listening: to find specific information

Speaking: to describe an ideal holiday

Optional materials: photos of three different holiday destinations (e.g. hiking in the mountains, beach holiday, sightseeing in a city)

Warm-up

Tell the students to imagine they are going on holiday together as a class. Display photos of three different holiday destinations and have a class vote for their favourite one. Then ask a few volunteers to justify their vote.

Holiday time!

Lesson 1

I can describe holidays. I can understand people talking about their ideal holiday.



2 Look at the website. What things in exercise 1 can you see?

Students' own answers

3 2.58 In your notebook, match photos a–d with the types of holiday in the box. Then match photos 1–5 with the places to stay on holiday in the box. Listen, check and repeat.

Types of holiday

b adventure holiday • a caravan holiday
d farm holiday • c package holiday

Places to stay on holiday

3 apartment • 4 bed and breakfast •
5 campsite • 2 cottage • 1 hostel

4 Choose a type of holiday and a place to stay from exercise 3. Make a list of things to put in your suitcase. Tell your partner. Can they guess what type of holiday it is?

Students' own answers

Boots, a helmet, a tent.

Is it an adventure holiday at a campsite?

1 **Let's start!**

What type of holiday do you like?

Compare your answers in pairs.

Students' own answers

1 Best type of holiday:

a camping b beach c city

2 Best place to stay:

a a tent b a hotel c a house

3 Best holiday activity:

a hiking b sunbathing c sightseeing

I like camping holidays.

I prefer going to the beach.

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GUESS WHAT?!

In the UK, school summer holidays are only six weeks long. In Spain and the USA, they're 10 weeks. In Ukraine and Bulgaria, students have a 12-week break.

5 **Pronunciation: word stress**

2.59 Which syllable is stressed in each word? Listen, check and repeat.

1 <u>h</u> ostel	hotel
2 <u>c</u> ampsite	apartment
3 <u>c</u> aravan	adventure

1 Students do exercise 1.

2 Students do exercise 2.

3 2.58 (01:06) Students do exercise 3.

4 Students do exercise 4.

5 2.59 (00:21) Students do exercise 5.

Extra idea

Ask the students to choose one type of holiday and one place to stay and write their definitions. Then, in pairs, have the students read the definitions for their partner to guess the words.

- 6 Read messages 1–3 and match them with photos a–c. Who isn't having a good time on holiday?
1 b, 2 c, 3 a; Greg

- 1 Oliver
Hey, this is the most relaxing holiday I've ever had. 😊 It's wonderful here!
- 2 Lucy
I'm having an active holiday. We go canoeing every day. It's really exciting! 😊
- 3 Greg
How's it going? My holiday is really boring. The weather is awful!



- 7 Look at the words in the box. In your notebook, write the positive and negative adjectives. Then listen and repeat.

Adjectives to describe holidays

active • awful • boring • exciting • relaxing • wonderful

Positive: active, exciting, relaxing, wonderful Negative: awful, boring

- 8 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, którymi poprawnie uzupełnisz luki 1–3. Trzy wyrazy nie pasują do żadnej luki.

apartment boring campsite
excited exciting friendly



Last summer, we went on a package holiday to Greece. We travelled by plane and stayed on an island. I like trying different activities, and there were a lot of ¹ exciting things to do there, like surfing and horse-riding. Our ² apartment was next to the beach, and it had a kitchen, a living room, and two bedrooms. The food in Greece was delicious, and the people were really ³ friendly and helpful. It was a wonderful holiday!

Skills zone



Słuchając nagrania z ćwiczenia 9, skoncentruj się na kluczowych słowach związanych z wakacjami. Pojawia się w nim np. określenia miejsc noclegowych i różne sposoby spędzania czasu.

- 9 Listen to three students talking about their ideal holiday. What type of holiday is it?

Speaker 1

adventure
holiday

Speaker 2

caravan
holiday

Speaker 3

farm
holiday

- 10 Posłuchaj nagrania ponownie. Na podstawie informacji zawartych w nagraniu dopasuj zdania a–d do osób 1–3. Jedno zdanie nie pasuje do żadnej osoby.

- a This speaker wants to learn new things.
b This speaker does a hobby on holiday.
c This speaker doesn't like family holidays.
d This speaker likes being active on holiday.

Speaker 1

d

Speaker 2

b

Speaker 3

a

- 11 Tell your partner about your ideal holiday. *Students' own answers*

My ideal holiday is a camping holiday.

Really? I'd like to stay in an expensive hotel.

Fast finishers

Solve the riddle. *Sunday*

What is the best day to go to the beach?



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Skills zone

Draw the students' attention to the box and ask them to read the tip. Then, ask the students which type of accommodation they associate with different types of holidays.

- 9 (01:34) Students do exercise 9.

- 10 (01:34) Students do exercise 10.

Extra idea

Ask the students additional questions about each speaker:

- 1 What activities would he/she like to do? (ziplining, canoeing, hiking)
2 What is his/her hobby? (taking photos)
3 What does he/she want to learn? (things about animals and farm life)

- 11 Students do exercise 11.

Fast finishers

Any students who finish the exercises early, can do the task in the book.

EXTRA ACTIVITY



Wrap-up

Give the students the names of three types of crazy holidays: *Roller Coaster Madness*, *Mystery Adventure Camp* and *Rockstar Bootcamp*. Ask them to come up with some ideas on what they can do during such holidays.

- 6 Students do exercise 6.

Extra idea

Display the photos that were used in the warm-up activity. Ask the students to choose one destination and write a message from that place. Then, ask a few students to read their messages aloud for the rest of the class to guess which place they are describing.

- 7 (00:14) Students do exercise 7.

8 Extra idea

Tell the students to first read the text for meaning. Then, ask them which part of speech is missing in each gap (1 – adjective, 2 – singular noun, 3 – adjective). Students do exercise 8.

Lesson 2

8

Lesson 2

I can compare things using comparatives, superlatives and (not) as ... as.

Objectives and materials

Grammar: comparatives and superlatives, (not) as ... as

Listening and reading: to find specific information

Warm-up

Ask the students to recall four types of holidays from Lesson 1. Then, ask a few students which adjectives they would like to use to describe those holidays.

1  (01:37) Students do exercise 1.

Extra idea

Ask the students what each family needs to pack for the type of holiday they choose.

2  (01:37) Students do exercise 2.

SEN tip

Pair the students with reading buddies or read together as a group. Encourage the students to take turns reading and discussing each part of the story.

3 Students do exercise 3.

Answers

- 1 T, It's got the best activities.
- 2 F, A tent isn't as comfortable as a hotel.
- 3 F, It isn't as relaxing as a camping holiday.
- 4 F, June isn't as hot as August.

4  (00:19) Students do exercise 4.

HOLIDAY PLANS

LUCAS: Look, we've found an amazing place for our holiday. It's got the best activities!

SOPHIA: A forest adventure in the Lake District.

DAD: It's cheaper than other places. We can stay at a campsite.

MUM: But a tent isn't as comfortable as a hotel!



FREYA: How about a farm holiday this year, dad?

SISTER: I like that idea! We can feed the animals and collect eggs.

FREYA: It's as good as a camping holiday.

SISTER: No, it's better. It's more interesting!

DAD: I guess so, but it isn't as relaxing.



MUM: I'm fed up with this weather. Let's plan a holiday!

DAD: Why don't we go on a package holiday this year? It's the easiest way to travel.

HUGO: I fancy a beautiful beach in August.

DAD: Or June. June isn't as hot as August.

HUGO: That sounds perfect.

- 1  Read the story and listen to it. What type of holiday would each family like?
1 adventure holiday (camping), 2 farm holiday, 3 package holiday (beach)
- 2  Read the story and listen to it again. Which holiday do sentences 1–3 describe?
1 It's an easy way to travel. package holiday
2 It isn't expensive. adventure holiday
3 It's an interesting type of holiday. farm holiday

3 Decide if the sentences are True (T) or False (F). Give reasons. Write the answers in your notebook.

- 1 There are some good activities on the adventure holiday.
- 2 The twins' mum is happy about camping.
- 3 Freya's father thinks a farm holiday is relaxing.
- 4 Hugo's dad thinks that August is the best month to travel.

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Real English

- 4  Listen to the phrases and repeat. Practise them in pairs. Students' own answers
I guess so.
I'm fed up with the weather.
I fancy a beautiful beach in August.
That sounds perfect.

Grammar

Draw the students' attention to the grammar table. After the students complete the missing words, review the rules of making comparisons. Then, ask the students to give at least one more example for each category.

Grammar 1

Comparatives and superlatives, (not) as ... as

Adjective	Comparative adjective	Superlative adjective
cheap	¹ <u>cheaper</u>	the cheapest
big	bigger	the biggest
easy	eas ier	the ² <u>easiest</u>
interesting	³ <u>more interesting</u>	the most interesting
good	better	the ⁴ <u>best</u>
bad	worse	the worst

It's cheap**er** ⁵ than other holidays.

It's **the** cheap**est** holiday.

It's / It isn't **as** cheap **as** a package holiday.

- 5 Complete the Grammar 1 table. Then read the story again and check.

- 6 In your notebook, complete the sentences with the comparative or superlative of the adjectives in brackets.

- A caravan is usually smaller (small) than a cottage.
- July is often the hottest (hot) month of the year.
- An adventure holiday is more active (active) than other holidays.
- It was the worst (bad) hotel I've stayed at.
- A package holiday is easier (easy) to plan than other holidays.

- 7 In pairs, compare the places to stay 1–3. Use the words in the box. Which place do you think is the best? *Students' own answers*

big cheap comfortable expensive interesting relaxing small



A castle is more comfortable than a houseboat.

Maybe, but it's the most expensive.

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- 8 Uzupełnij zdania 1–4 tak, aby zachować sens zdania wyjściowego. Wykorzystaj wyrazy podane drukowanymi literami. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyraz już podany.

- A hotel is more comfortable than a tent. **AS**
A tent isn't as comfortable as a hotel.
- A bed and breakfast isn't as big as a hotel. **SMALLER**
A bed and breakfast is smaller than a hotel.
- A hotel is more expensive than a hostel. **CHEAP**
A hotel isn't as cheap as a hostel.
- A beach holiday is better than other types of holiday. **THE**
A beach holiday is the best type of holiday.

Fast finishers

In your notebook, write four or more sentences to compare the holidays in the box using comparatives, superlatives and (not) as ... as.

Students' own answers

a computer camp
an adventure camp
an English camp



- 1 An English camp isn't as exciting as an adventure camp.

8 Extra idea

Add some adjectives to the list to be used in the activity, e.g. *exciting, tiring, good, bad, safe, unusual*.

Students do exercise 8.

Fast finishers

Any students who finish the exercises early, can do the task in the book.

EXTRA ACTIVITY



Wrap-up

Discuss the following question with the class:
What is worse, rain during the holidays on the beach or in the mountains?

Grammar 1 video

Play the video and ask the students to note down at least five adjectives describing holidays and activities that appear in the animation (possible answers: *exciting, thrilling, relaxing, easy, safe, cool, adventurous, fun, popular, crowded, interesting, close, comfortable, expensive, fancy, cheap*). Then, ask the students to say the comparative and superlative forms of each adjective.

- 5 Students do exercise 5.

6 Extra idea

Before the students do the gap-filling activity, ask them for the comparative and superlative forms of the adjectives in brackets.
Students do exercise 6.

Lesson 3

8

Lesson 3

I can talk about famous places.

Objectives and materials

Vocabulary: landmarks

Listening: to find specific information

Speaking: to talk about famous places

Warm-up

Ask the students: *Have you ever visited a famous place? Where did you go?*

- 1 Students do exercise 1.
- 2 Students do exercise 2.

Extra idea

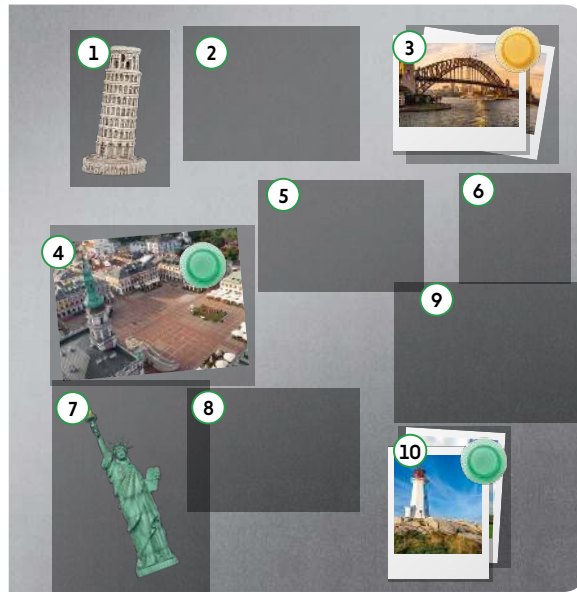
Encourage the students to make comparisons about the landmarks. Brainstorm some of the adjectives that might be useful for this activity (e.g. *close, far, old, big, tall*), and ask the students to make one sentence with a comparative adjective and one with a superlative adjective, e.g. *Stonehenge is the oldest. The Statue of Liberty is taller than the Tower of Pisa.*

- 3  (01:04) Students do exercise 3.

Extra idea

Play *Charades*. Ask volunteers to come to the front of the classroom and draw one of the landmarks on the board for the rest of the class to guess.

- 4 Students do exercise 4.
- 5 Students do exercise 5.



1 Let's start!

 Match icons 1–5 with the words in the box. What other places can you remember?

3 aqua park 5 castle 2 museum
1 stadium 4 theme park



2 Work in pairs. Look at the photos 1–10. How many places can you name?

6 the Great Pyramid of Giza
10 Peggy's Point Lighthouse 5 Stonehenge
3 Sydney Harbour Bridge 8 the Louvre
2 the ruins of Pergamon
7 the Statue of Liberty 1 the Tower of Pisa
4 Zamość Market Square 9 Xi'an city walls

Number 1 is the Tower of Pisa.

And number 2 must be ...

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6 Students do exercise 6.

Extra idea

Allow the students to go online to search for information. Divide the class into a few groups, each looking for information about different types of landmarks, e.g. group 1 – bridges, group 2 – monuments, group 3 – towers.

- 3  In your notebook, match photos 1–10 with the words in the box. Then listen, check and repeat.

Landmarks

8 art gallery • 3 bridge • 9 city walls •
10 lighthouse • 4 main square •
5 monument • 6 pyramid • 2 ruins •
7 statue • 1 tower

- 4  Complete the sentences. Then do the quiz in pairs.

THE GEOGRAPHY QUIZ

- 1 The Great Pyramid of Giza is in ?.
☐ a Egypt ☐ b Mexico
- 2 Sydney Harbour Bridge is in ?.
☐ a Canada ☐ b Australia
- 3 The ruins of Pergamon are in ?.
☐ a Turkey ☐ b Greece
- 4 Stonehenge is an ancient monument in ?.
☐ a Scotland ☐ b England
- 5 The Statue of Liberty is in ?.
☐ a London ☐ b New York
- 6 The Tower of Pisa is in ?.
☐ a Italy ☐ b Spain

- 5  Tell your partner which three places you would like to visit and say why. *Students' own answers*

I'd like to visit the Statue of Liberty. We often see it in films.

- 6  Talk about famous places in your country. Use the words in exercise 3 and name the places. *Students' own answers*

There are some lighthouses.

Yes, there's the lighthouse in Rozewie.

Wrap-up

The students work in pairs and add three extra questions to the geography quiz. They should only include questions for which they know the answers without looking them up. Then, they swap the questions with another pair and do the quiz.

I can use tenses to talk about the past, present and future.



1 Read Angie's postcard. Use adjectives to describe her holiday, e.g. **active**, **boring**. Give reasons. *Students' own answers*

2 Read the postcard again. Which of the verbs in bold talk about the past, and which ones talk about the present?

- two ways to talk about the present: *We're having ... , We do ...*
- two ways to talk about the past: *we went ... / We saw ... / They were ..., we were going ...*

3 Choose the correct option.

- I **visit** / **'m visiting** Dubrovnik at the moment.
- We **go** / **'re going** sightseeing every day.
- When I woke up this morning, the sun **shone** / **was shining**.
- I **went** / **was going** for a walk while my parents were having breakfast.
- I **took** / **was taking** some great photos yesterday!

4 Find two examples of the present perfect in the postcard. Then, in your notebook, use the words to write sentences in the present perfect.

Examples: *We've seen (so many landmarks), I've taken (lots of photos!)*

- we / eat / some local food
We've eaten some local food.
- I / not try / the black rice
I haven't tried the black rice.
- Lucy / not buy / anything
Lucy hasn't bought anything.
- you / ever / visit / Croatia?
Have you ever visited Croatia?

5 Find three ways to talk about the future in the postcard. Decide which verb describes:

- a prediction about the future, *it'll be amazing*
- a future arrangement, *we're meeting (some friends)*
- a plan or intention, *we're going to see a dance show*

6 In your notebook, complete the postcard with the verbs in the box.

'm coming 'm going to climb
'm visiting 've seen saw was walking

Hi, Dan,
I **'m visiting** my uncle in New York at the moment! I **'ve seen** some amazing places. Tomorrow, I **'m going to climb** the Statue of Liberty (it isn't as big as I thought!) Guess what! I **was walking** in Central Park yesterday when I **saw** Zendaya! I **'m coming** home on Saturday. See you soon!
Victor

Fast finishers

Look at the photo. Imagine you are on holiday here. In your notebook, write four sentences to include in a postcard. *Students' own answers*



Hi, ...,
I'm having a relaxing time here.

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- Students do exercise 1.
- Students do exercise 2.
- Students do exercise 3.

Extra idea

Ask the students to write 3–4 similar sentences where they have two verb forms to choose from. Tell them they can go back to the relevant grammar lesson in the book if necessary. The students swap the sentences in pairs and choose the correct answers.

- Students do exercise 4.
- Students do exercise 5.
- Students do exercise 6.

Extra idea

Display the photos of various holiday destinations on the board, and ask the students to write a postcard from one of these places. Collect the postcards and read them, leaving out the name of the place. Ask the rest of the class which place the postcard is from.

Fast finishers

Any students who finish the exercises early, can do the task in the book.

EXTRA ACTIVITY



Lesson 4

Objectives and materials

Grammar: tenses revision

Writing: to write a postcard

Optional materials: 4–5 photos of various holiday destinations to be displayed on the board

Warm-up

Ask the students: *Do you ever send holiday postcards? If yes, who do you write to? If not, why not?*

Grammar 2 video

Play the video and ask the students to make a list of landmarks which the children want to show to the visitors. (*main square, lighthouse, theme park, stadium*)

Wrap-up

Play *Tic-tac-toe*. Draw a 3x3 grid on the board and write the name of a tense in each square. Divide the class into two groups – one to draw noughts, the other to draw crosses. To draw a nought or a cross, the team has to make a grammatically correct sentence using the tense in the given square.

Lesson 5

8

Lesson 5

I can understand texts about adventure holidays.

Objectives and materials

Reading and listening: to find specific information

Speaking: to talk about adventure holidays

Optional materials:
Teacher's Resource File –
Video worksheet Unit 8

Warm-up

Ask the students: *Which exotic place in the world would you like to visit? Where is it? What attractions are there?*
Explain the meaning of *exotic* if necessary.

Culture note

Java, the world's 13th largest island and the 5th largest in Indonesia, is situated between Sumatra and Bali.

Jakarta, the capital of Indonesia, is located on Java.

Over half of Indonesia's population lives on Java.

1 Students do exercise 1.

Culture video

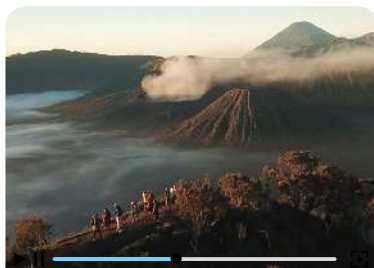
Play the video and ask the students: *How many waterfalls and how many volcanoes does Steve visit in the video?* (two waterfalls, two volcanoes)

Suggested answers

It's a cloudy mountain landscape with some volcanoes. One volcano is active. Tourists can go hiking there, admire the landscape and take photos.

2 Students do exercise 2.

- 1 Look at the photo. Describe this place. What do you think tourists can do there?



- 2 Look at the photos in the text. Which photo shows a place to stay (2, 3), an activity (1) and a castle (2)?

- 3 Read the text and listen to it. Decide if the sentences are True (T) or False (F). Correct the false sentences. Write the answers in your notebook.

- You have to walk in the park in Canada. ☐
- There aren't many castles in Scotland. ☐
- You can do a lot of sports activities in Thailand. ☐

Skills zone



Jeśli trafisz w tekście z ćwiczenia 3 na wyraz, którego nie rozumiesz, przeczytaj uważnie wyrazy przed nim i za nim. Mogą Ci one pomóc odgadnąć znaczenie niezrozumianego wyrazu.

- 4 Przeczytaj ponownie teksty A–C na temat atrakcji turystycznych oraz zdania 1–4. Do każdego zdania dopasuj właściwy tekst. Jeden tekst pasuje do dwóch zdań. Zapisz odpowiedzi w zeszycie.

- This place is for people who love being close to nature. C
- This place is for people who want to stay in a tent. A
- This place is for someone who is interested in how people lived in the past. B
- This place is for people who like cycling. C

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Skills zone

Draw the students' attention to the box. Explain to them that it's not necessary to understand every word in a text to grasp its overall meaning and complete the reading activity. Instruct the students to underline two words in the text that they don't understand and work together as a class to infer their meanings.

- 5 Which place do you think is the most interesting? Why? *Students' own answers*

I like the dinosaur park.

I think a park in Thailand is more interesting.

GUESS WHAT?!



Glamping is a new type of camping. People stay in unusual types of houses, for example in treehouses, hobbit houses, tipi tents, igloos or eco-pods. It's very popular now!

- 6 Find out

Find out about unusual places to stay in your country. Then tell the class about it. *Students' own answers*

You can stay in an American Indian tipi tent.

- 7 In pairs, design an adventure holiday. Use questions 1–3 to help you. Then tell the class about it. *Students' own answers*

- Where is it?
- Where do you stay?
- What activities can you do?

Our adventure holiday is in the mountains. We're going to stay in ...

GUESS WHAT?!

UNESCO World Heritage Sites are places that are protected because they are important for our history, culture or nature. The Dinosaur Provincial Park in Canada, Edinburgh Castle and some of the national parks in Thailand are all World Heritage Sites.

ADVENTURES AROUND THE WORLD

A

SEE DINOSAUR FOSSILS IN CANADA

The Dinosaur Provincial Park is a great place for dinosaur fans. Scientists have more than 35 types of dinosaur **fossils** here. Some of them are more than 75 million years old!

You can go hiking or take one of the bus tours. A guide will show you the fossils and explain how the dinosaurs lived.

There are two campsites, so you can stay as long as you want.

Don't forget your camera!



1

B

VISIT CASTLES AND RUINS IN SCOTLAND

Castles are everywhere in Scotland! There are more than 1,500 of them! Some are ruins now, but you can visit them and imagine life hundreds of years ago.

Most of the castles are from the 11th and 12th **centuries**.

They helped to **defend** the Scottish people from the Vikings, the Romans, and others. The most famous castle is Edinburgh Castle. It's on the top of a volcano!

Take an umbrella!



2

C

STAY IN A TREEHOUSE IN THAILAND

With more than 100 national parks, Thailand is a great place for adventure! You can **borrow** a bike and explore the forests. You can swim in a waterfall, go hiking to a **bat cave** and, sometimes, see elephants, too!

Part of the adventure is to stay in a treehouse while you're there. They aren't as comfortable as a hotel, but it's like living in the trees with the birds and animals!



3

Glossary

bat cave – jaskinia nietoperzy

borrow – pożyczyć

century – stulecie, wiek

defend – bronić

fossil – skamielina

guide – przewodnik/przewodniczka

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Extra idea

Ask the students to read the *Guess what?! box* and come up with two pros and two cons of glamping. For example, a pro could be that it's good for people who want to go camping but don't like sleeping on the ground, while a con could be that it's expensive.

6 Students do exercise 6.

SUPPORT: Provide the students with the names of places in their country that you'd like them to research. Ask them to find out what types of accommodation are available and what interesting activities you can do in these places. Then, have the students choose one place where they would like to stay.

CHALLENGE: The students research three places and identify one advantage and one disadvantage of staying in each place.

7 Students do exercise 7.

Extra idea

The students create a poster advertising the adventure holiday they have designed.

3 2.65 (01:57) Students do exercise 3.

Extra idea

Engage the students in reading aloud by taking turns reading parts of the text. Ask one student to start reading, and then, at a given signal (e.g. a clap of hands), the student stops and the next one takes over. If the class is large, you may go over the text twice to ensure everyone has a chance to participate in the activity.

Answers

1 F, You can take a bus tour.

2 F, There are more than 1,500 castles.

3 T

4 Students do exercise 4.

5 Students do exercise 5.

Wrap-up

Have a memory quiz based on the information in the text. Divide the class into two groups and instruct the students to close their books. Ask them questions about the text, such as *How many types of fossils are there in Dinosaur Provincial Park?* or *How many national parks are there in Thailand?* The group that gives more correct answers wins.

Lesson 6

8

Lesson 6

I can ask for tourist information.

Objectives and materials

Speaking: to ask for tourist information

Listening: to find specific information

Warm-up

Discuss the following questions with the students: *Have you ever been to a tourist information office? What kind of information can you get there?*

- 1  (01:11) Students do exercise 1.

Speaking video

You can use the video *I'd like some information about places to visit* instead of the audio recording from exercise 1. Turn on the subtitles if needed. Play the video and ask the students: *Does Ella get the information she wants? (yes)*

- 2  (01:11) Students do exercise 2.

Extra idea

Practise the pronunciation of the target phrases. Divide the class into two groups: one group to repeat Ella's parts, and the other group to repeat the tourist officer's parts. Stop the recording after each utterance and ask one of the groups to repeat it in chorus.

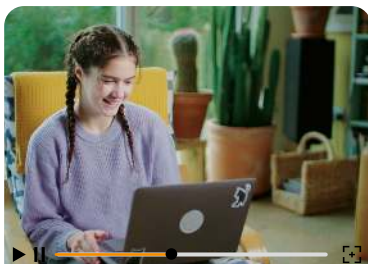
- 3 Students do exercise 3.

Extra idea

As a class, brainstorm possible statements that can follow the sentences and questions 1–5.

- 4 Students do exercise 4.

- 1  Look at the photo. Ella is calling the Tourist Information Office. What does she ask about? Listen and check. *She asks about places to see in Oxford.*



- 2  Read the dialogue and complete the words in your notebook. Then listen again and check.

Ti: Good morning. Oxford Tourist Office. ¹Can I help you?
Ella: Hello. I'd like some information about places to visit in Oxford.
Ti: Of course. What would you like to see?
Ella: I'm interested in seeing all the important sites.
Ti: Then I suggest a tour. The bus tour isn't as cheap as the walking tour, but it's ²more comfortable.
Ella: How much does it cost?
Ti: It's £26. You can get on and off the bus, and it ³stops at the Carfax Tower. You can climb it to see a view of the city.
Ella: That sounds good. What time does the bus leave?
Ti: It ⁴leaves at 9.30 from the High Street.
Ella: How can I get there?
Ti: Go to Castle Museum. Go straight on, and the bus stop is on your ⁵left.
Ella: That's great. Thanks very much!

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- 5 Students do exercise 5.

Extra idea

Choose a few volunteer pairs to read the dialogue. Ask each pair to replace the name of the place and the opening time with different ideas.

- 6 Students do exercise 6.

 **SUPPORT:** Provide the students with the names of places that may be included in the dialogue.

- 3 Look at the phrases in bold in the dialogue. In your notebook, match the endings of sentences a–e with their beginnings 1–5.

- | | |
|------------------------------|----------|
| 1 I'd like some information | <u>d</u> |
| 2 I'm interested in visiting | <u>b</u> |
| 3 What time does | <u>e</u> |
| 4 How much does | <u>a</u> |
| 5 How can I | <u>c</u> |
- a it cost?
b the Castle Museum.
c get there?
d about museums in Oxford.
e it open?

- 4 In your notebook, use the words to write sentences. Use the correct forms of the verbs.

- 1 I / like / information / shops in Oxford. *I'd like some information about shops in Oxford.*
- 2 I / interested / go / to the shopping centre. *I'm interested in going to the shopping centre.*
- 3 What time / it / open and close? *What time does it open and close?*
- 4 How / I / get there? *How can I get there?*

- 5  **Uzupełnij dialog. Wstaw w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy.**

A: Hello. Can I help you?
B: Hello. Can you give me ¹some information about (information) places to see?
A: Of course. The most popular place is Oxford Castle.
B: What time ²does it open (open)?
A: It opens at ten o'clock, and it's free.
B: How ³can I get (get) there?
A: It's opposite the hotel. It isn't far from here.
B: Thanks very much.

- 6  **Work in pairs. Student A: you work in a tourist information office. Think about the three best places to see in your town. Student B: you are a tourist in your town. Think about what you would like to see. Students' own answers**

 **CHALLENGE:** Students should include four places in the dialogue and mention some interesting information about at least two of them.

Wrap-up

Students work in groups of three to plan a tour around your city, town or neighbourhood that could take tourists to the most important local attractions. Then, the groups compare their tour routes.

I can write an email about places to visit in my town.

- 1 What are the best places to visit in your town, or in a town you know? Are there any monuments? *Students' own answers*

- 2 Read the emails. Complete the sentences with the correct names.

- 1 Ryan is visiting Liverpool in July.
2 Mikey gives suggestions about things to do there.

Hi, Mikey!

I'm coming to Liverpool in July with my family. What should we see and do there? Write and tell me!
Ryan

Send

Hi, Ryan!

It's great news that you're coming to Liverpool. It's my favourite city! There are lots of things to do! You should definitely go to Albert Dock. The most important museums and art galleries are there. For the best view of the city, I suggest you go for a ride on the Liverpool Wheel. It isn't as big as the wheel in London, but you'll love it! You can see a football match at Anfield, one of the biggest stadiums in England. You really must try typical fish and chips, too! It's a good idea to walk around the old town, but you shouldn't go to the main square at night. It's very busy and noisy. I can't wait to see you!
Mikey

Send

- 3 What does Mikey write about in his email?

art galleries food shopping
museums parks the best view

- 4 In your notebook, complete sentences 1–5. Then match suggestions 1–5 with reasons a–e.

definitely go really shouldn't suggest

- 1 You should definitely climb the tower. d
2 I suggest you visit the World Museum. e
3 You can go shopping in the main square. c
4 You really must try the local food. a
5 You shouldn't forget an umbrella. b
a It's delicious!
b It's often rainy.
c The best shops are there.
d It's got the best view.
e You'll love the Ancient Egypt Gallery!

- 5 Writing project

In your notebook, write an email to a friend giving suggestions about where to go in your town, or a town you know. *Students' own answers*



Find

- Find a photo or picture of the town.



Think

- Make notes about the best places to visit.
- Think about adjectives to describe the town and places.
- Think about what NOT to see or do.



Write

Write your email. Write three paragraphs.
Hi, ...,
It's great news that you're coming to ...



Look again!

- Check your email.
- Did you use phrases to give suggestions?
 - Did you use comparatives, superlatives, (not) as ... as?
 - Did you write three paragraphs?

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- 1 Students do exercise 1.

Extra idea

Elicit the ideas and ask the students which place is the most beautiful, the smallest, the most unusual, the closest to the school, etc.

- 2 Students do exercise 2.

- 3 Students do exercise 3.

- 4 Students do exercise 4.

Extra idea

The students write four suggestions for a person visiting their town or city, adding one reason for each suggestion.

- 5 Students do exercise 5.

- 6 Students do exercise 6.



SUPPORT: The students write two paragraphs and omit information about what not to see.



CHALLENGE:

The students swap their messages in pairs and write a response.

Wrap-up

Organise a competition for the best idea for a new tourist attraction in town or city. The students should work in groups of 3 or 4 to come up with a new place for tourists. After the brainstorming session, gather all the ideas on the board and have a class vote.

Lesson 7

Objectives and materials

Writing: to write an informal email

Vocabulary: places in town, tourist attractions

Warm-up

Play *Chinese Whispers*. Arrange the students in a line or circle. Whisper the message *Let's go on holiday* to one student, who will then whisper it to the next person, and so on. The last player announces the message to the class. If you repeat the activity, use a full sentence related to Unit 8's topic.

Lesson 8

8

Lesson 8

Revision of lessons 1–7.

Odpowiedzi do zadań zapisz w zeszytach!

Objectives and materials

Vocabulary and grammar: to revise lessons 1–7

Optional materials:

a copy of answer key – answers for one task for each student in a group

Warm-up

Have a vocabulary race. Set a time limit and ask the students to write as many words from Unit 8 as they can remember. The winner writes their words on the board. All words must be spelled correctly to keep the winner's title. If not, the next person with the most words tries to take over. Continue until someone spells all their words correctly.

Extra idea

Divide the class into groups of five to work on the exercises together. Then, appoint each student in a group as an expert on a particular task by giving them the answer key for that task. As the students check the answers together, each activity will have a different student responsible.

- 1 Students do exercise 1.
- 2 Students do exercise 2.
- 3 Students do exercise 3.

Extra idea

Ask the students to compare the following things in two different ways: using comparative adjectives or (not) as ... as: Saturday and Monday, maths and history, ice-skating and running.

- 4 Students do exercise 4.

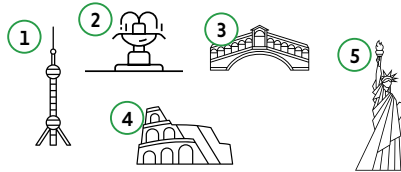
Vocabulary

1 Complete the missing letters.

- 1 A holiday with transport and a place to stay is a pa c k a g e holiday.
- 2 A holiday that is very bad is a wf u l.
- 3 A place with tents is a ca m p s i t e.
- 4 A holiday when you don't feel stressed is re l a x i n g.
- 5 A place to stay, with many beds in a room, is a ho s t e l.

/5 points

2 Complete the text about famous places.



The tallest ¹ tower is the Tokyo Skytree in Japan. It's 634 m tall. Brussels in Belgium has a beautiful ² main square called the Grand-Place. There are old buildings all around it. The longest ³ bridge is in China. It's 165.8 m long. Some people say that the oldest ⁴ ruins are in Thessaly, in Greece. The most famous ⁵ statue is in New York, and you know the name!

/5 points

Grammar

3 Complete the second sentence so that it means the same as the first one. Use the words in capital letters. Use no more than three words in each gap.

- 1 A cottage isn't as big as a house. **SMALL**
A cottage is smaller than a house.
- 2 A farm holiday is active, and an adventure holiday is active. **AS**
A farm holiday is as active as an adventure holiday.

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5 Students do exercise 5.

Answers

- 1 I'd like some information about places to see.
- 2 I'm interested in going to the castle.
- 3 What time does it open?
- 4 How much does it cost?
- 5 How can I get there?

Extra idea

The students choose three statements/questions and use them to create mini-dialogues. They could add either a preceding or a following line.

- 3 A bed and breakfast is often cheaper than other places. **THE**

A bed and breakfast is often the cheapest place to stay.

- 4 A hotel is more expensive than a caravan. **NOT**

A caravan is not as expensive as a hotel.

- 5 An apartment can be more comfortable than other places. **MOST**

An apartment can be the most comfortable place to stay.

/5 points

4 Choose the correct option.

Hi, there! I'm having a wonderful holiday! We ¹ stay / 're staying in an apartment with a pool. I ² make / 've made some new friends here. Yesterday, we ³ had / were having a barbecue! I took a photo of dad while he ⁴ cooked / was cooking. Tomorrow, we're going on an excursion. I hope it ⁵ can't / won't be boring! See you soon, Jack

/5 points

Speaking

5 Put the words in the correct order to make sentences.

- 1 I'd about some like places to see information .
- 2 interested I'm going in to the castle .
- 3 time it what does open ?
- 4 cost it much how does ?
- 5 get how I can there ?

/5 points

Check your score!

2.67 Listen, check and count your points.

20–25 points – Well done!

14–19 points – Good score!

0–13 points – Keep calm and revise more.

For vocabulary revision, go to **My words**, p. 120.
For extra grammar explanations, go to **My grammar**, p. 121.

Check your score!

2.67 (02:07) Give the students enough time to check their answers and to count their points. Then ask them to say their score in English and make sure that they know what to do.

Wrap-up

Instruct the students to work in pairs and develop a revision plan before the upcoming test.

Listening

- 1  Usłyszysz dwukrotnie trzy osoby, które opowiadają o problemach wynikłych podczas wakacji. Dopasuj zdania a–d do osób 1–3. Jedno zdanie nie pasuje do żadnej osoby.

- a This speaker tried new things.
b This speaker didn't enjoy the holiday.
c This speaker didn't feel well on holiday.
d This speaker changed their holiday plans.

Speaker 1

Speaker 2

Speaker 3

d

c

a

Reading

- 2 Przeczytaj teksty o miastach. Do każdego zdania 1–4 dopasuj tekst A–C. Jeden tekst pasuje do dwóch zdań.

Best Cities in Europe for Teens!

A Copenhagen in Denmark is one of our favourite cities. There are castles, the Round Tower, and the famous statue of the Little Mermaid to see. You can also visit the theme park, the largest aquarium in the country, and see pandas at the zoo. It's relaxing because you can cycle around, and it isn't as hot as many cities in summer.

B Budapest in Hungary has important monuments. There's a castle, and the famous bridge over the river Danube. There are some great street markets, where you can buy clothes and souvenirs. There's art and music in the streets, and Budapest is also famous for its delicious food.

C Lisbon has beautiful buildings of different colours. You can walk around the streets to see them, but there are hills, so it's better to get around by tram. There's a castle and the famous Belen Tower, and you can spend a day at a beach near the city, too.

This is the best city for a teenager who

- 1 likes sunbathing and swimming. C
2 enjoys shopping. B
3 wants to use public transport. C
4 is interested in animals. A

Language functions

- 3 Uzupełnij dialog. Wstaw w każdą lukę brakujący fragment wypowiedzi. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy.

A: Hello. Can I help you?

B: We ¹ 'd like (like) to go shopping for second-hand clothes. What's the best market?

A: There's a market on North Street.

B: What time ² does it start (start)?

A: At about ten o'clock.

B: ³ Is it far (far)?

A: No, it isn't. It's about five minutes from here.

Use of English

- 4 Uzupełnij zdania 1–4 tak, aby zachować sens zdania wyjściowego. Wykorzystaj wyrazy podane drukowanymi literami. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy, wliczając w to wyraz już podany.

1 New York isn't as big as London.

London is bigger than New York. **THAN**

2 Paris is very popular. I'm sure it's amazing.

Paris must be amazing! **MUST**

3 Duncan hasn't visited Brazil at any time.

Duncan has never visited Brazil. **NEVER**

4 It isn't necessary to go hiking in the park.

You don't have to go hiking in the park.

HAVE

Writing

- 5 Kolega z Wielkiej Brytanii chce spędzić tydzień w Twoim kraju. W e-mailu do kolegi:

Students' own answers

- opisz krótko trzy miejsca warte odwiedzenia,
- zaproponuj, gdzie kolega może się zatrzymać,
- poinformuj go, jaka pora roku będzie najlepsza do odwiedzin.

Hi!

It's great news that you want to come to ...

one hundred and nineteen **119**

2 Students do exercise 2.

Extra idea

Ask the students to read the parts of the text where they found relevant information that helped them answer the questions.

3 Students do exercise 3.

4 Students do exercise 4.

Extra idea

Give the students a hint by revealing the number of words they need in each gap: sentence 1 – 2 words, sentence 2 – 2 words, sentence 3 – 3 words, sentence 4 – 3 words.

5 Students do exercise 5.

Wrap-up

Ask the students what the best holiday destination described in Unit 8 is.

Objectives and materials

Listening, Reading, Language functions, Use of English, Writing: to practise exam skills

Warm-up

Ask the students to recall some of the tips in the *Skills zone* sections of the coursebook. What advice do they give for listening and reading activities?

- 1  (02:49) **Extra idea**

Brainstorm various problems people could encounter during holidays. Ask the students if they have experienced any of them.
Students do exercise 1.

My words



Extra idea 1

The students create a crazy holiday story using as many words from the wordlist as possible.

Extra idea 2

One student in a pair says a word or phrase from page 120, and the other student has to say which category the word belongs to (e.g. *types of holiday*, *places to stay on holiday*). Then the students swap roles.

Extra idea 3

The students work in pairs and take turns quizzing each other on the vocabulary from the entire book. They can ask each other about the source of various words and phrases (e.g. *In which unit did we learn how to say ...?* or *In which unit did we learn the word/phrase ...?*). Tell the students to set their own scoring rules before they begin.

Types of holiday



Places to stay on holiday



Adjectives to describe holidays



Landmarks



Real English



Asking for tourist information



Reading and culture



Types of holiday



adventure holiday	aktywny wypoczynek
caravan holiday	podróżowanie z przyczepą kempingową, karawaning
farm holiday	agroturystyka
package holiday	zorganizowany wypoczynek

Places to stay on holiday



apartment	apartament, mieszkanie do wynajęcia
bed and breakfast	pensjonat oferujący nocleg i śniadanie
campsite	kemping
cottage	dom na wsi
hostel	hostel

Adjectives to describe holidays



active	aktywny
awful	okropny
boring	nudny
exciting	ekscytujący
relaxing	odprężający
wonderful	cudowny

Landmarks



art gallery	galeria sztuki
bridge	most
city walls	mury miejskie
lighthouse	latarnia morska
main square	plac główny
monument	pomnik
pyramid	piramida
ruins	ruiny
statue	posąg
tower	wieża

Real English



I guess so.	Chyba tak.
I'm fed up with the weather.	Mam dosyć tej pogody.
I fancy a beautiful beach in August.	Marzy mi się piękna plaża w sierpniu.
That sounds perfect.	Brzmi wspaniale. / Brzmi idealnie.

Asking for tourist information



I'd like some information about places to visit in (Oxford).	Chciałbym/Chciałabym dowiedzieć się, które miejsca warto odwiedzić w (Oksfordzie).
Can you give me some information about places to see?	Czy może mi Pan/ Pani powiedzieć, co warto zobaczyć?
I'm interested in seeing all the important sites.	Chciałbym/Chciałabym zobaczyć wszystkie ważne miejsca.
How much does it cost?	Ile to kosztuje?
What time does (the bus) leave?	O której godzinie odjeżdża (autobus)?
What time does it open?	O której godzinie się otwiera?
How can I get there?	Jak się tam dostać?

Reading and culture



bat cave	jaskinia nietoperzy
borrow	pożyczać
century	stulecie, wiek
defend	bronić
fossil	skamielina
guide	przewodnik/ przewodniczka

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COMPARATIVES AND SUPERLATIVES

Użyj stopnia wyższego przymiotnika oraz słowa **than**, aby porównać dwie osoby, rzeczy lub dwoje zwierząt.

- A campsite is usually cheaper **than** a bed and breakfast.

Jeśli chcesz wyróżnić osobę, rzecz lub zwierzę na tle innych, podkreślić jakąś cechę, użyj stopnia najwyższego przymiotników.

- It's **the most** beautiful beach in Croatia.

Do większości przymiotników w stopniu wyższym dodajemy końcówkę **er**, a w stopniu najwyższym końcówkę **est**.

Jeśli chcemy utworzyć stopień wyższy lub najwyższy od przymiotników składających się z trzech lub więcej sylab, np. *expensive*, poprzedzamy je słowem **more** (bardziej) lub **the most** (najbardziej).

Niektóre przymiotniki, np. *good* i *bad*, stopniujemy nieregularnie. Ich form trzeba nauczyć się na pamięć.

Adjective	Comparative adjective	Superlative adjective
small	small er	the small est
hot	hot ter	the hot test
pretty	prett ier	the prett iest
expensive	more expensive	the most expensive
good	better	the best
bad	worse	the worst



Przed przymiotnikiem w stopniu najwyższym zwykle stawiamy **the**.



Niektóre przymiotniki w stopniu wyższym i najwyższym wymagają drobnych zmian w pisowni.

Do porównywania przydaje się też konstrukcja **as ... as** (tak ... jak) lub **not as ... as** (nie tak ... jak).

- Farm holidays can be **as** relaxing **as** package holidays.
- April **isn't as** sunny and dry **as** August.

Used books are as good as new books.



For the teacher

→ **Teacher's Resource File**

The set of materials for each unit includes the following worksheets (with teaching notes and answer keys):

- Vocabulary
- Graded Grammar 1, Graded Grammar 2
- Extra Vocabulary
- Culture Video
- SEN (Special Educational Needs) – *Reading and Culture*, *Writing*, *My words* and *My grammar* pages of the Student's Book which were adapted for neurodivergent students' needs.
- Additionally, there are two Revision Games which include fun pair work or groupwork activities and board games helping revise language covered in four units.

Extra practice

For students

→ **On-the-Go Practice** – 64 extra interactive exercises in total, available through *Macmillan Education Everywhere* student app.

For each unit, there are 8 exercises:

- 2 grammar exercises,
- 2 vocabulary exercises,
- 1 exercise practising communicative content,
- 3 exercises revising the unit's content.

The exercises are also available on three levels of difficulty: **Practice**, **Challenge 1** and **Challenge 2**.

→ **Quizlet** and **Kahoot!** – extra vocabulary exercises and quizzes.

Objectives and materials

Vocabulary, Grammar, Use of English, Language functions: to revise Units 5-8

Listening: to define the main idea, to find specific information

Writing: to write an email about shopping

Optional materials: a dice

Warm-up

Divide the class into two teams, A and B, to play a grammar game. To score a point, the students need to make a grammatically correct sentence.

The sentences to be made are determined by two rolls of the dice.

Roll 1: 1 – present perfect, 2 – present perfect with *ever/never*, 3 – *have to*, 4 – *should*, 5 – superlative, 6 – comparative.

Roll 2: 1, 2 – affirmative, 3, 4 – negative, 5, 6 – question.

For example, if a student from Team A rolls a 2 and then a 6, they have to make a question in the present perfect tense. The team gets a point for each correct sentence.

1 Students do exercise 1.

2 Extra idea

As a class, go over the words in the box and ask the students for possible collocations, e.g. *put on/take off a bandage, feel dizzy, meet people/someone, put on rollerblades, see a doctor, ski slope, have surgery, sore throat*. Students do exercise 2.

Vocabulary

1 Complete the words.

- 1 An allergy gives you a cough and runny nose.
- 2 A caravan is a small house that you pull with a car.
- 3 A department store is a shop that sells different things.
- 4 A monument is a famous place, like Stonehenge.
- 5 A pitch is a place where you play hockey.
- 6 A tracksuit is a jacket and trousers you wear for sports.
- 7 Wonderful is an adjective to describe a very good holiday.

2 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, którymi poprawnie uzupełnisz luki 1-6. Trzy wyrazy nie pasują do żadnej luki.

bandage dizzy fever meet rollerblades see slope surgery throat

SPORTS HEALTH

- Use good sports equipment. Wear a helmet on a ski ¹ slope. Make sure your boots or ² rollerblades aren't too big or small.
- Don't do sports when you feel ill, for example, when you've got a ³ fever or the flu. When you've got a sore ⁴ throat or cold, listen to your body.
- Put on a plaster or ⁵ bandage when you cut your knee. For more serious injuries, ⁶ see your doctor for an X-ray.

3 Find the word in each set that does not match the others.

- | | | | |
|-----------|--------------------|-------------|-----------------|
| 1 baker's | newsagent's | chemist's | <u>doctor's</u> |
| 2 cash | <u>second-hand</u> | credit card | phone |
| 3 active | exciting | boring | <u>dizzy</u> |
| 4 statue | lighthouse | pyramid | <u>farm</u> |

Grammar

4 Complete the sentences with the verbs in the box.

can't doesn't have to have to
must should shouldn't

- 1 Kara has got toothache. I think she should go to the dentist.
- 2 This hostel is awful. It can't be expensive.
- 3 We're going on holiday in July because dad doesn't have to work then.
- 4 Louis isn't at school today. He must be ill.
- 5 The shopping centre is busy at the weekend, so you shouldn't go there on Saturday.
- 6 The team players have to wear the club T-shirts for all matches.

5 Choose the correct option.

To Scott

Hi, Scott,
I'm staying at a summer camp with my brother this month. Ethan has ¹ ever / never been to a camp, and he didn't like it at first. Our room isn't as comfortable ² as / than a hotel room, and we can't use phones! Now, he's ³ happier / happiest than he was. He loves the activities, and he ⁴ makes / 's made new friends. I'm having a great time, too. I ⁵ climb / 've climbed a mountain and have swum in a lake! What about you? Have you ⁶ ever / never been to a summer camp?
Jason

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3 Students do exercise 3.

Extra idea

Students write two more odd-one-out examples – one with sports vocabulary and one with holiday vocabulary.

4 Students do exercise 4.

5 Students do exercise 5.

Extra idea

Ask the students to answer the question in Jason's letter. Have they been to a summer camp? Elicit more details. Also, ask the students who have never been to a camp if they would like to go.

Use of English

- 6 Przetłumacz na język angielski fragmenty zdań podane w nawiasach, tak aby otrzymać zdania logiczne i poprawne gramatycznie.
- Oh, no, where's my credit card?! I think I 've lost (zgubiłem) it.
 - A supermarket isn't as expensive as (nie jest tak drogi jak) a corner shop.
 - Have you ever seen (Czy kiedykolwiek widziałeś) a lighthouse?
 - The art gallery is free. You don't have to pay (nie musisz płacić).

Language functions

- 7 Dla każdej z opisanych sytuacji 1-3 wybierz właściwą reakcję. Wybierz odpowiedź: a, b lub c.
- Boli Cię ucho. Kolega mówi, że powinieneś/ powinnas pójść do lekarza. Co mu odpowiesz?
☒ a I'll do that. b Sounds good to me.
 c Should I see a doctor?
 - Jak poinformujesz sprzedawcę, że decydujesz się kupić kurtkę, którą wybrałeś/wybrałaś?
 a Can I try it on? b I'll pay for it.
☒ c I'll take it.
 - Koleżanka mówi Ci, że wygrała konkurs. Jak wyrazisz radość?
 a That's a good idea! b That's terrible!
☒ c That's great news!
- 8 Uzupełnij dialog. Wstaw w każdą lukę 1-3 brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy.
- A: I'd like to go on a camping holiday this year.
 B: I prefer staying in an apartment ¹ to sleeping (sleeping) in a tent.
 A: OK, there's an apartment at this website.
 B: How much ² does it cost (cost)?
 A: It isn't too expensive.
 B: I think we should tell mum and dad about it.
 A: I think you ³ 're right (right).

Listening

- 9 Usłyszysz dwukrotnie dialog o wakacjach. Na podstawie informacji zawartych w nagraniu odpowiedź na pytania. Wybierz właściwą odpowiedź: a, b lub c.
- What was Rose's favourite place in the city?
 - Where did she stay?
 - What did she buy for her grandparents?
 - Rose and the boy are talking about
 a going to Ljubljana together next year.
☒ b places to visit in Ljubljana.
 c food to try in Ljubljana.

Writing

- 10 Uczestniczysz w wymianie uczniowskiej ze szkołą z Wielkiej Brytanii. Kolega/Koleżanka, który/która się u Ciebie zatrzyma, zapytał/zapytała Cię o sklepy w Twojej lub pobliskiej miejscowości. Napisz do niego/niej e-mail, w którym: **Students' own answers**
- poinformujesz, jakie sklepy są w Twojej lub w pobliskiej miejscowości, i gdzie się znajdują,
 - opiszesz swój ulubiony sklep,
 - poradysz, co warto kupić.

Wrap-up

Tell the students to look through their books and find: a photo they liked a lot; two words they find difficult to pronounce; a picture of something they would like to have; the name of a place they would like to visit; a grammar table they found the most difficult to understand.

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6 Extra idea

To help the students with the translations, write the following words on the board: *expensive, pay, lose, see*. Students do exercise 6.

7 Extra idea

Ask the students to cover the options and suggest what could be said in each situation. Then, ask them what the response could be. Students do exercise 7.

8 Students do exercise 8.

9 (02:38) Students do exercise 9.

10 Students do exercise 10.

Extra idea

Ask the students to create an email as a class. Write the opening sentence on the board and ask a volunteer to suggest the next sentence. The class decides if it's okay. Once accepted, the student writes it on the board. Continue until the email is finished.

Objectives and materials

Vocabulary: school friends, cybersecurity

Listening: to find specific information

Speaking: to talk about friendship and cybersecurity

Optional materials: big sheets of paper (A3 format), one per pair

Unit 1 School friends

Warm-up

Have a class vote to determine how many students have friends in their class, school, or outside of school.

- 1  (01:29) Students do exercise 1.
- 2 Students do exercise 2.

Extra idea

The students suggest an additional question that could be added to the quiz.

- 3 Students do exercise 3.

Extra idea

In pairs, the students discuss the statements with which they agree and disagree.

Wrap-up

Ask the students: *Do you keep in touch with the people you met last summer? If yes, how? If not, why not?*

Unit 2 Cybersecurity

Warm-up

Ask the students: *How many people know the passwords to your mobile and your laptop?* Elicit the answers. Then check if the students understand the word *cybersecurity*.

Unit 1 School friends

- 1  (2:77) Read the quiz. Then listen to two teens answering it. Does George have true friends at school?
George doesn't have real friends at school, but he gets on well with them.

ARE YOUR CLASSMATES YOUR TRUE FRIENDS?

Teenagers spend over six hours a day at school. That's a lot of time with your class, but are they your true friends? Do the quiz and find out!

- 1 Do you **keep in touch** with your classmates after school?
A Only when I miss school and need notes.
B We have a group chat that never sleeps!
- 2 Do they **give you support** when you have a problem?
A Some of them help me with my homework.
B They always cheer me up when I get a low mark.
- 3 How often do you **hang out** outside school?
A We sometimes revise for tests together.
B We go out together almost every weekend.
- 4 Your classmates are **loyal**. True or false?
A False. They can never keep a secret.
B True! I can tell them everything.
- 5 Do you **forgive** them when they say sorry?
A They hardly ever say sorry.
B I always forgive them.

Check your answers: Mostly As – Your classmates are just classmates. Mostly Bs – You're lucky! You've got some true friends at school.

- 2  Do the quiz in pairs. *Students' own answers*

- 3 Complete sentences 1–3 with the words from exercise 1. Do you agree with them?

- 1 It isn't easy to forgive someone, but we should do so when people say sorry.
- 2 A real friend should hang out only with you at school.
- 3 You can't be friends with someone who isn't loyal and tells your secrets.
- 4 True friends keep in touch every day all year round.
- 5 I'm a good friend so I always give my friends support when they need help.

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- 4  (01:36) Extra idea

Play the recording before the students open their books. Ask them about the subject of the podcast and have them suggest a title. Students do exercise 4.

- 5 Students do exercise 5.

Extra idea

Ask a few volunteers to role-play the dialogues for the whole class.

Unit 2 Cybersecurity

- 4  (2:78) Listen to a podcast about cybersecurity. Complete tips 1–7 with the verbs in the box.

avoid click install limit protect use



CYBERSECURITY TIPS

- 1 Protect your personal information
- 2 Avoid scams
- 3 Never click on links in messages or emails from people you don't know
- 4 Change your passwords regularly
- 5 Use strong passwords
- 6 Install an antivirus program
- 7 Limit your screentime

- 5  Work in pairs. Student A: read the problem. Student B: give advice. Use the ideas in exercise 4 or your own ideas. Then swap roles. *Suggested answers*

- 1 Someone calls me every day to sell some kitchen items. I'm so annoyed!
protect your personal information
- 2 I've got a message that says I can win a lot of money. I just need to click here.
avoid scams, don't click on links from people you don't know
- 3 Something's wrong with my computer. It's slow and I can't open any program.
install an antivirus program
- 4 My eyes are red. I'm tired but I can't sleep.
limit your screentime

- 6  In pairs, talk about cybersecurity. What do you do to be safe online? Do you think you should do more? *Students' own answers*

I think I'm safe online. I change my passwords once a month and ...

I avoid scammers, but I think I should use stronger passwords.

- 6 Students do exercise 6.

Wrap-up

Distribute sheets of paper. Ask the students to create posters raising awareness of cybersecurity to be displayed in the school corridor.

Unit 3 New Year's Eve celebrations

- 1  2.79 Look at photos 1–6 and match them with the words in the box. Then listen, check and repeat.

5 count down from 10 to 0 2 eat lucky food
6 have street parties
4 make New Year's resolutions
1 stay up until midnight
3 watch fireworks displays



- 2  2.80 Listen to Emma and Diego talking about their last New Year's Eve. Where are they from?
Emma is from the UK and Diego is from Spain.

- 3  2.80 Listen again and complete the sentences with the correct phrases from exercise 1. Use the past simple.

- Diego stayed up until 3 am and he ate (twelve) lucky grapes.
- Emma counted down from ten to zero and she made some New Year's resolutions.
- Diego watched the fireworks and he had a street party.
- Emma watched fireworks displays on TV.

- 4  In pairs, talk about your last New Year's Eve. What did you do? *Students' own answers*

How was your last New Year's Eve?

Objectives and materials

Vocabulary: New Year's Eve celebrations, working in film

Listening: to find specific information

Speaking: to talk about New Year's Eve celebrations and working in the film industry

Unit 4 Working in film

- 5  2.81 Complete the poster with the words in the box. Then listen, check and repeat.

camera operator costume designer extra
makeup artist music composer scriptwriter

WORKING
IN FILM

There are a lot of other jobs than an actor or a director in film. See what matches your skills or interests and find the best job for you.

You're interested in acting but you're a beginner → ¹ extra

You're really into clothes or making jewellery → ² costume designer

You love painting or doing makeup → ³ makeup artist

You're creative and you're very good at writing → ⁴ scriptwriter

You've got a lot of videos on your phone and you're keen on making more → ⁵ camera operator

You can write songs and play an instrument → ⁶ music composer



- 6  2.82 Listen to three people. What are their jobs? How did they start working in film?

- 7  Work in pairs. Tell your partner which jobs in exercise 5 you would like to do and why. Talk about your skills and interests.
Students' own answers

I'm terrible at writing, so I don't think the job of a scriptwriter is for me.

I like writing, but I'm really keen on painting. Working as a makeup artist is an interesting job.

Extra idea

Write all the words that are needed to complete the sentences on the board.

- 4 Students do exercise 4.

Wrap-up

Have the students work in groups of 3 or 4 to plan their ideal New Year's Eve party. They include information about the location, guests, snacks and activities.

Unit 4 Working in film

Warm-up

The students discuss the question: *Which job related to filmmaking is better – actor or director? Why?*

- 5  2.81 (00:40) Students do exercise 5.

Extra idea

In pairs, the students mime the jobs for their partners to guess.

- 6  2.82 (01:17) Students do exercise 6.

Answers

- makeup artist; He was at a face painting workshop when he decided it was a job for him.
- extra; She was looking for a summer job, when a friend sent her a job offer.
- music composer; She was making music for a radio show when she met a film director.

7 Extra idea

The students write down one skill and one interest necessary for each job. Students do exercise 7.

Wrap-up

In small groups, the students come up with an idea for a film. They invent a type of film and give it a title. Then they decide which jobs they would like to do to make this film.

Unit 3 New Year's Eve celebrations

Warm-up

Write the date on the board: 31.12 and ask the students what day it is. Then ask these questions: *Who do you usually spend this day with? How do you spend it?*

-  2.79 (01:02) Students do exercise 1.
-  2.80 (01:23) Students do exercise 2.
-  2.80 (01:23) Students do exercise 3.

Objectives and materials

Vocabulary: health problems, health and safety in sport

Listening: to define the main idea

Speaking: to talk about health problems and symptoms and to give advice, to talk about safety rules in sport

Unit 5 Health problems

Warm-up

Elicit answers to this question: *Why do students go to the school nurse?*

- 1  (00:47) Students do exercise 1.

Extra idea

Ask the students to close their books. Volunteers come to the front of the classroom and mime or draw health problems for the class to guess.

- 2  (01:01) Students do exercise 2.
- 3 Students do exercise 3.
- 4 Students do exercise 4.

Extra idea

Ask the students to use their own ideas to give advice, e.g. *I have back pain.* – *Do some yoga; I have food poisoning.* – *Don't go to that restaurant again.*

Wrap-up

Ask the students to finish the sentence: *The last time I had/got ... was ...*

Unit 6 Health and safety in sport

Warm-up

Ask the students: *Have you ever had an injury while doing sport?*

Unit 5 Health problems

- 1  (2.83) Look at the pictures. Complete phrases 1–6 with the words in the box. Then listen, check and repeat.

back pain food poisoning nosebleed
rash spots sunburn

HEALTH PROBLEMS



1 have a rash



2 have back pain



3 have spots



4 have food poisoning



5 get a sunburn



6 have a nosebleed

- 2  (2.84) Listen to six people talking about symptoms and match them with the health problems in exercise 1. 1 get a sunburn, 2 have food poisoning, 3 have back pain, 4 have a nosebleed, 5 have a rash, 6 have spots

- 3 Read advice 1–6 and say what the health problem is.

- See your doctor and ask for an allergy test. have a rash
- Stay calm and sit up straight. have a nosebleed
- Take a cool shower and use aftersun cream. get a sunburn
- Drink a lot of water and go to bed. have food poisoning
- Try to stay active and do some stretching exercise. have back pain
- Don't wash your face more than twice a day, use a special cream. have spots

- 4  Work in pairs. Student A: talk about your health problem and symptoms and ask for advice. Student B: give advice. Students' own answers

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- 5  (00:43) Students do exercise 5.

Extra idea

Allow the students to study the phrases in the box for a minute. Then, ask them to close their books. Say one word from each phrase. The students respond with the entire phrases.

- 6 Students do exercise 6.

Possible answers

- 1 She should wear appropriate clothes and shoes / protective pads / knee pads.

Unit 6 Health and safety in sport

- 5  (2.85) Complete the sports safety advice with the phrases in the box. Then listen, check and repeat.

avoid overtraining cool down
follow the sports rules
warm up wear appropriate clothes
wear protective pads

SPORTY AND SAFE

Sport is great to keep your body and mind healthy, but remember these six safety rules to avoid injuries:

- Warm up!** Before you go for a long run or play a match, do some exercises for each part of your body.
- Wear appropriate clothes!** Shorts are good for running, but not for playing hockey.
- Follow the sports rules!** They're not for making the game difficult. They're for making all players safe.
- Wear protective pads!** There are different ones to protect your knees, elbows and shoulders.
- Cool down!** After doing sport, remember to do some stretching or easy exercises. This way your body won't hurt the next day.
- Avoid overtraining!** Take breaks and don't exercise for too long.

- 6 Look at photos 1–3. What health and safety advice should the people follow?



- 7  Which health and safety advice in exercise 5 do you follow? What should/shouldn't you do? Discuss in pairs. Students' own answers

I always wear knee and elbow pads when I go roller skating, but I should warm up more.

- 2 They should follow the sports rules.
3 She should avoid overtraining. / She should warm up before doing sport. / She should cool down after doing sport.

- 7 Students do exercise 7.

Wrap-up

The students work in pairs to interview a famous sportsperson, with one as the interviewer and the other as the sportsperson. They must include one question about sports safety.

Unit 7 Services

- 1  2.86 Read the adverts and match them with the words in the box. Then listen, check and repeat.

1 bike shop 4 dry cleaners 3 garage
5 hairdresser's 6 optician 2 vet

1  2.86

MARCO'S PLACE

Prepare for safe ride this spring!

23 Cycle Road

2  2.87

PAWS AND WHISKERS

11 Furry Street

3  2.88

Oil change
50% off this week!

4  2.89

Better than clean

Washing and ironing
Free delivery
Leather cleaning
Open Mon-Sat

5  2.90

Annie's Salon

No. 1 in town
Free style advice!

6  2.91

Jason's Glasses

See better, look better

12 Clear Street

- 2  2.87 Listen to three short conversations. Which services in exercise 1 are these people using?

1 dry cleaners, 2 vet, 3 hairdresser's

- 3  2.88 Work in pairs. Student A: describe a problem. Student B: suggest the service. Students' own answers

My bag is all wet and red. I think the carton of tomato juice I put in it was open.

You should take it to the dry cleaners.

Unit 8 Holiday checklist

- 4  2.88 Match the photos with the words in the box. Then listen, check and repeat.

2 beach towel 5 first aid kit 4 flip-flops
1 insect repellent 6 raincoat 3 sunscreen



- 5  2.89 Listen to three dialogues. What did they forget to pack?

1 first aid kit, 2 raincoat, 3 flip-flops

- 6 Complete the sentences with the words in exercise 4.

- I always pack my sunscreen even when I go skiing. It's sometimes so sunny in the mountains, that you can get a sunburn.
- When you go camping near the forest, you have to take an insect repellent. Mosquitoes won't let you sleep!
- I haven't taken a beach towel and now I have to sit on the beach and wait until I'm dry.

- 7  2.90 Write a packing checklist for your dream holiday. Then compare your checklists in pairs. Students' own answers

I'm going on an adventure holiday so I'm going to pack a map, a first aid kit ...

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Extra idea

Display the photos of people, animals or objects that need some kind of service. Ask the students where they need to go.

- 3 Students do exercise 3.

Wrap-up

Ask the students to imagine opening a service place in the school, choose a type of service (e.g. peer tutoring, homework assistance), name the place, and create a poster to advertise it.

Unit 8 Holiday checklist

Warm-up

Ask the students: *Do you pack your own bag when you go on holidays?*

- 4  2.88 (00:40) Students do exercise 4.

Extra idea

Ask the students to put the items in the box in order of importance: 1 – you can live without it; 6 – you can't survive without it.

Extra idea

Allow the students to study the photos for a minute to remember as many details as possible. Then, ask them to close their books and ask questions such as: *What colour are the flip-flops?*

- 5  2.89 (00:44) Students do exercise 5.

- 6 Students do exercise 6.

- 7 Students do exercise 7.

Wrap-up

Divide the class into small groups and tell them their holiday destination. In 2 minutes, the students create a holiday checklist with as many items as possible.

Objectives and materials

Vocabulary: services, holiday checklist

Listening: to define the main idea, to find specific information

Speaking: to talk about services and packing for a holiday

Optional materials: photos: a man with long, messy hair, a person who can't read a sign, a pile of dirty laundry, a broken bicycle, a car with a flat tyre, a sick animal

Unit 7 Services

Warm-up

The students elicit the English names of services from their town or that they have seen.

- 1  2.86 (00:39) Students do exercise 1.

Extra idea

Ask the students: *How often do you go to these places?*

- 2  2.87 (01:01) Students do exercise 2.

Workbook Answer key

Welcome unit

Lesson 1

ex. 1 (page 4)

1 e, 2 drawing, c, 3 meerkat, a, 4 skiing, b, 5 herb, d

ex. 2 (page 4)

a 3, b 1, c 2

ex. 3 (page 4)

1 painting, 2 doesn't like, 3 loves, 4 hates, 5 likes, 6 eating

ex. 4 (page 4)

Students' own answers

ex. 5 (page 4)

1 get up, 2 have breakfast, 3 have lessons, 4 tidy/clean, 5 have lunch, 6 play volleyball

ex. 6 (page 4)

1 gets up, 2 goes, 3 has, 4 doesn't tidy/clean, 5 does, 6 have, 7 don't play

ex. 7 (page 4)

1 do you start, 2 get, 3 Does your cat go, 4 doesn't, 5 makes, 6 vacuums, 7 Do your parents do, 8 do

Lesson 2

ex. 1 (page 5)

2 strawberry – C, 3 hummus – U, 4 chickpea – C, 5 chicken – U, 6 sandwich – C, 7 tuna – U, 8 biscuit – C, 9 apple – C, 10 bread – U, 11 cheese – U, 12 grape – C

ex. 2 (page 5)

1 There's, 2 There aren't, 3 Is there, there is, 4 There's, 5 Are there, there aren't, 6 There isn't

ex. 3 (page 5)

2 Is there a jar of hummus? No, there isn't.
3 Is there any fruit? Yes, there is. 4 Are there any biscuits? Yes, there are. 5 Are there five apples? No, there aren't.

ex. 4 (page 5)

1 some, 2 some, 3 much, 4 many, 5 any, 6 a lot of, 7 many, 8 a lot of

ex. 5 (page 5)

1 three pounds twenty-five, 2 ninety-nine pence, 3 eleven pounds fifty

ex. 6 (page 5)

1 £3.50, 2 Avocado salad, 3 50p, 4 water, 5 £6.99

ex. 7 (page 5)

Students' own answers

Lesson 3

ex. 1 (page 6)

Possible answers

on screen: play an online game, watch series, make a video

art/music: play an instrument, draw, paint, listen to music

sport: play volleyball, ride a scooter/bike, run, swim

at home: cook, play board games, do puzzles, play with a pet

ex. 2 (page 6)

1 c, 2 d, 3 a, 4 b

ex. 3 (page 6)

1 'm spending, 2 Are you sitting, 3 'm not, 4 're riding, 5 Is she doing, 6 is, 7 's spending, 8 're watching, 9 isn't doing, 10 're waiting

ex. 4 (page 6)

Students' own answers

ex. 5 (page 6)

1 They can ride a scooter/scooters. 2 She can climb. 3 He can play chess. 4 She can play basketball. 5 They can cook. 6 He can draw.

ex. 6 (page 6)

1 Can Ashley paint; Yes, she can. 2 can play, 3 Can Ashley and Mila make; No, they can't.

4 Can Mila ski?; Yes, she can. 5 can't paint

Lesson 4

ex. 1 (page 7)

1 art, 2 maths, 3 geography, 4 PE, 5 computing, 6 science, 7 history, 8 foreign language

ex. 2 (page 7)

1 canteen, 2 staffroom, 3 cloakroom, 4 laboratory, 5 playground, 6 library

ex. 3 (page 7)

1 mustn't arrive, 2 must put, 3 must help, 4 mustn't use, 5 must listen, 6 mustn't eat

ex. 4 (page 7)

1 J, 2 J, R, 3 R, 4 R, 5 J, R

ex. 5 (page 7)

1 Are you going to join; am; 'm going to learn, 2 isn't going to eat, 3 Are you going to have; aren't; is going to teach, 4 isn't going to do; 's going to tidy, 5 Are your friends going to play; are

ex. 6 (page 7)

Students' own answers

Unit 1

Vocabulary and listening

ex. 1 (page 8)

Stationery: notebook

School place: cloakroom

School subject: foreign language

ex. 2 (page 8)

1 miss school, 2 revise for a test, 3 get a good mark, 4 write an essay, 5 do a presentation

ex. 3 (page 8)

1 wear a uniform, 2 fail a test, 3 take notes, 4 pass a test

ex. 4 (page 8)

2 uniform, 3 school year, 4 school terms, 5 breaktimes, 6 private

ex. 5 (page 8)

a

ex. 6 (page 8)

1 F, 2 F, 3 T, 4 T, 5 F

Grammar 1

ex. 1 (page 9)

1 's, 2 'm not, 3 're, 4 Is, 5 isn't

ex. 2 (page 9)

1 Are you going, 2 isn't having, 3 are practising, 4 'm playing, 5 is he meeting

ex. 3 (page 9)

2 Are you watching the football match next weekend? 3 Greg is helping at the pet shelter this month. 4 We aren't studying Spanish this term. 5 When is your brother meeting his friends at the park?

ex. 4 (page 9)

1 are, 2 am/'m, 3 on, 4 is/'s, 5 work, 6 are, 7 for, 8 not

ex. 5 (page 9)

Example answer

Hi, Brad!

How are you? Are you revising for your test this week? I'm listening to music at the moment. Next

weekend, I'm meeting my friends on Saturday and then doing some voluntary work on Sunday. What are you doing at the weekend? Are you learning any new sports or languages at the moment?
See you soon!

Vocabulary 2

ex. 1 (page 10)

1 c, 2 a, 3 d, 4 b

ex. 2 (page 10)

1 have an argument, 2 cheer someone up, 3 feel lonely, 4 have a lot in common

ex. 3 (page 10)

1 tell the truth, 2 get to know, 3 feeling lonely, cheer you up, 4 a lot in common

ex. 4 (page 10)

1 common, 2 get, 3 cheers, 4 lonely, 5 keep, 6 arguments, 7 sorry

ex. 5 (page 10)

Students' own answers

Grammar 2

ex. 1 (page 11)

1 likes, 2 don't think, 3 haven't got, 4 understand

ex. 2 (page 11)

1 don't understand, 2 thinks, don't agree, hate, 3 've got, Do you want, love

ex. 3 (page 11)

1 like, thinks, 2 know, remember, 3 want, have got

ex. 4 (page 11)

1 What are you doing, 2 are listening, 3 love, 4 doesn't agree, 5 thinks, 6 likes, 7 hate, 8 're meeting, 9 Do you want

ex. 5 (page 11)

1 Stella loves cats / loves her cat. 2 I think maths is very interesting. 3 My friends like football. 4 You don't like chocolate/sweets.

Half-unit revision

ex. 1 (page 12)

2 c I am taking a test. 3 a The students are having an argument. 4 e Roma is feeling lonely. 5 b Jade and Bobby are doing a presentation.

ex. 2 (page 12)

get to know, make friends, keep a secret, say sorry, have a lot in common, get on well

ex. 3 (page 12)

1 Isaac is playing volleyball at the weekend. 2 Jack is going swimming at the weekend. 3 Hazel is making a video at the weekend. 4 Rosie is helping at the dog shelter at the weekend.

ex. 4 (page 12)

2 Sue & Tim are having a party next Saturday. 3 Tessa doesn't understand the teacher's instructions. 4 You've got a lot of friends. 5 My brother wants to pass the test.

Reading and culture

ex. 1 (page 13)

B

ex. 2 (page 13)

1 FS, 2 FS, 3 LWS, 4 FS, 5 LWS

ex. 3 (page 13)

1 outside, 2 health, 3 Friday, 4 rules, 5 homework, 6 meeting

ex. 4 (page 13)

1 F, 2 F, 3 T, 4 F

Speaking

ex. 1 (page 14)

1 information, good point, 2 distracting, bad point, 3 useful, good point, 4 cheat, bad point, 5 better, bad point

ex. 2 (page 14)

1 c, 2 a, 3 d, 4 f, 5 b, 6 e

ex. 3 (page 14)

1 sure, 2 good, 3 don't, 4 true

ex. 4 (page 14)

Possible answers

1 I disagree / I don't think so / I'm not sure about that, 2 That's true, / That's a good point, 3 I agree / You're right / I think so, too / I see what you mean, 4 I agree / You're right / That's true

ex. 5 (page 14)

Students' own answers

Writing

ex. 1 (page 15)

2 He's having guitar lessons because he wants to play in a band. 3 He's going to a zoo on his school trip. 4 He wants to see the meerkats there.

ex. 2 (page 15)

1 At the moment, we're learning about deserts. 2 I'm going to a judo class after school. 3 It's my favourite subject. 4 That's all for now!

ex. 3 (page 15)

1 We're doing a project on healthy eating at the moment. 2 I'm learning about inventions this term. 3 My class is visiting the science museum next month.

ex. 4 (page 15)

1 C, 2 E, 3 B, 4 F, 5 A, 6 D

ex. 5 (page 15)

Students' own answers

Language revision

ex. 1 (page 16)

1 'm writing, 2 's revising, 3 're doing, 4 'm not wearing, 5 're not taking

ex. 2 (page 16)

1 tell the truth, 2 have in common, 3 cheer someone up, 4 have an argument, 5 feel lonely

ex. 3 (page 16)

1 I'm doing my homework at the moment. 2 Rafael and Marcus are meeting their cousins next weekend. 3 Sonia isn't telling the truth about the party. 4 You're singing in a competition next week.

ex. 4 (page 16)

1 love, 2 am reading, 3 don't understand, 4 knows, 5 is starting

ex. 5 (page 16)

1 good, 2 see, 3 disagree

Catch-up and Extra Challenge

ex. 1 (page 17)

1 test, 2 uniform, 3 take, 4 truth, 5 secret, 6 feel, 7 have, 8 miss

ex. 2 (page 17)

1 c, 2 a, 3 d, 4 b

ex. 3 (page 17)

1 a, 2 b, 3 b, 4 a, 5 a, 6 b

ex. 4 (page 17)

Students' own answers

ex. 5 (page 17)

1 I know how to speak English, German and Japanese. 2 My friend is feeling sad and I want to cheer her up. 3 Can you keep a secret? I'm moving to a new school next term. 4 I like this bag, but my brother doesn't agree with me. 5 We're doing some voluntary work at the pet shelter next week.

Unit 2

Vocabulary and listening

ex. 1 (page 18)

1 earphones, 2 games console, 3 smartwatch

ex. 2 (page 18)

1 c, 2 f, 3 b, 4 e, 5 a, 6 d

ex. 3 (page 18)

1 touchpad, 2 wireless headphones, 3 mouse, 4 screen

ex. 4 (page 18)

1 send, 2 connect, 3 print, 4 save, 5 type

ex. 5 (page 18)

Suggested answers

1 a wireless headphones, b 3D printer, c portable speaker, 2 a mouse, b screen, c keyboard

ex. 6 (page 18)

1 c, 2 a

Grammar 1

ex. 1 (page 19)

1 won't, 2 will, 3 will, 4 won't, 5 will

ex. 2 (page 19)

1 will buy, 2 won't send, 3 won't drive, 4 will move, 5 will be

ex. 3 (page 19)

1 won't go, will learn, 2 will be, 3 will travel, 4 won't watch, 5 will invent

ex. 4 (page 19)

1 in, 2 won't, 3 you're, 4 have, 5 so, 6 Just, 7 will be, 8 believe

ex. 5 (page 19)

Example answers

I won't/will go on holiday under the sea.

People will/won't live on the Moon.

My teacher will/won't become a famous actor.

My family will/won't use a robot cleaner.

My friend will/won't write a book about aliens.

Vocabulary 2

ex. 1 (page 20)

1 save, 2 type, 3 send, 4 connect

ex. 2 (page 20)

1 c, 2 e, 3 b, 4 a, 5 d

ex. 3 (page 20)

1 a, 2 c, 3 c, 4 b, 5 a, 6 c

ex. 4 (page 20)

1 enter, 2 log in, 3 search, 4 click, 5 download, 6 Post

ex. 5 (page 20)

1 log, 2 password, 3 Enter, 4 send, 5 link, 6 upload, 7 tap/click, 8 search

Grammar 2

ex. 1 (page 21)

1 c, 2 a, 3 d, 4 b

ex. 2 (page 21)

1 will they meet, 2 Will you have, 3 Will there be, 4 will we send, 5 will Sandra be, 6 will the students study

ex. 3 (page 21)

1 c, 2 f, 3 b, 4 a, 5 d, 6 e

ex. 4 (page 21)

2 Will you visit your cousins this weekend? No, I won't. 3 Will doctors use robot assistants in the future? Yes, they will. 4 Will we ride flying skateboards in the year 2040? No, we won't. 5 Will we eat insects in the future? Yes, we will. 6 Will you learn another language next year? No, I won't.

ex. 5 (page 21)

Students' own answers

Half-unit revision

ex. 1 (page 22)

verbs: print, save, send, type, connect

nouns: memory stick, chatbot, screen, touchpad

ex. 2 (page 22)

1 log out of, 2 enter, 3 share, 4 tap, 5 search, 6 upload, 7 post, 8 log in
The password is download.

ex. 3 (page 22)

1 c You will marry a robot and will live on the Moon. 2 b You won't use any technology in your life and you will grow all your own food. 3 d You will become a famous writer and will move to Paris. 4 a You will invent a time machine and will meet a dinosaur.

Reading and culture

ex. 1 (page 23)

a 3, b 1, c 2

ex. 1 (page 23)

1 inhabitants, 2 car-free, 3 architect

ex. 2 (page 23)

a

ex. 3 (page 23)

1 F, 2 F, 3 T, 4 T

ex. 4 (page 23)

1 40,000, 2 The trees and plants in the city will be homes for them, 3 24 hours, 4 with a special (AI architect) app

Speaking

ex. 1 (page 24)

play guitar in a band, play in concerts, study science at university, be an inventor

ex. 2 (page 24)

1 b, 2 c, 3 a, 4 a, 5 b, 6 c

ex. 3 (page 24)

1 I don't think I'll have a robot in the future. 2 I hope to be an architect. 3 I'd like to buy a 3D printer. 4 I think people will live on the Moon. 5 Do you think you'll learn another language?

ex. 4 (page 24)

1 hope, 2 like, 3 think, 4 so, 5 don't, 6 'll, 7 not

ex. 5 (page 24)

Students' own answers

Writing

ex. 1 (page 25)

1 cities, 2 print, 3 small, 4 London, 5 online, 6 Robots

ex. 2 (page 25)

1 so, 2 because, 3 so, 4 because, 5 so, 6 because

ex. 3 (page 25)

1 People won't eat food because it will be very expensive. They will eat special plants. 2 We will live in special houses. They will be under the water. 3 People won't buy clothes. They will use apps to design them and 3D printers to make them. 4 We will all live in cities. Our houses there will be small, but they will be comfortable.

ex. 4 (page 25)

1 c, 2 d, 3 a, 4 b

ex. 5 (page 25)

Students' own answers

Language revision

ex. 1 (page 26)

1 mouse, 2 screen, 3 touchpad, 4 memory stick, 5 virtual keyboard

ex. 2 (page 26)

1 save, 2 post, 3 connect, 4 share, 5 Click, 6 download

ex. 3 (page 26)

1 won't travel by plane, 2 will eat insects, 3 will become an explorer, 4 will have a robot friend, 5 won't use smartphones

ex. 4 (page 26)

1 Will you be a famous writer? Yes, I will. 2 Will your friends go on holiday to Mars? No, they won't. 3 Will people have robot pets? Yes, they will. 4 Will you live in this country? No, I won't. 5 Will you travel to work in a flying car? Yes, I will.

ex. 5 (page 26)

1 hope so, 2 I'd like to, 3 I don't think I'll, 4 I hope to, 5 Do you think, 6 I think

Catch-up and Extra Challenge**ex. 1 (page 27)**

1 memory stick, 2 virtual keyboard, 3 wireless headphones, 4 portable speaker

ex. 2 (page 27)

1 c, 2 d, 3 e, 4 a, 5 f, 6 b

ex. 3 (page 27)

1 'I'll visit, 2 won't be, 3 won't have, 4 'I'll move, 5 'I'll live, 6 won't rain

ex. 4 (page 27)

1 I won't cycle/ride my bike to school, I'll ride on a flying scooter / I'll travel by flying scooter. 2 Stefan won't be a singer / musician. He'll be an actor. 3 She won't live in Paris / France. She'll live in London / England / the UK. 4 They won't eat meat. They'll eat vegetables.

ex. 5 (page 27)

Students' own answers

Unit 3**Vocabulary and listening****ex. 1 (page 28)**

1 go to primary school, 2 go to secondary school, 3 start work

ex. 2 (page 28)

1 finish, 2 get, 3 get, 4 leave, 5 be, 6 go to

ex. 3 (page 28)

1 start school, 2 retire, 3 have children, 4 go to university

ex. 4 (page 28)

1 baby, 2 nursery, 3 children, 4 pre-teens, 5 leave, 6 teenagers, 7 university, 8 adults, 9 retire

ex. 5 (page 28)

Questions 1 and 2

ex. 6 (page 28)

1 about forty, 2 eighteen, 3 funny clothes, 4 sweets, 5 second-year students, 6 a dance party

Grammar 1**ex. 1 (page 29)**

1 studied, 2 was born, 3 opened, 4 were, 5 finished, didn't go

ex. 2 (page 29)

1 was, 2 got up, 3 didn't have, 4 went, 5 ate, 6 walked, 7 wanted, 8 got, 9 took, 10 didn't walk

ex. 3 (page 29)

1 We saw a film last night. 2 He didn't finish his homework. 3 My brother started school when he was six. 4 You friends didn't come to the party.

ex. 4 (page 29)

1 b, 2 a, 3 b, 4 c, 5 c, 6 a, 7 b, 8 a

ex. 5 (page 29)

Example answer

Frida Kahlo was a famous artist. She was born in 1907 in Mexico City. She married Diego Rivera in 1929. She didn't have any children. She painted

many self-portraits. She lived in Mexico and in the USA.

Vocabulary 2**ex. 1 (page 30)**

1 d, 2 c, 3 a, 4 b

ex. 2 (page 30)

1 have a barbecue, 2 give a card, 3 blow out candles, 4 dress up, 5 have a family meal, 6 give a present

ex. 3 (page 30)

1 invite, 2 have, 3 have, 4 gives, 5 have, 6 dress up

ex. 4 (page 30)

1 fancy, 2 dress, 3 has, 4 out, 5 give, 6 presents, 7 barbecue, 8 family

ex. 5 (page 30)

1 giving a card, 2 dressing up, 3 giving a present, 4 having a barbecue, 5 having a cake

Grammar 2**ex. 1 (page 31)**

1 Did you, 2 What did you, 3 What did, 4 Did you

ex. 2 (page 31)

1 were, 2 you go, 3 did, 4 watch, 5 did they come, 6 was

ex. 3 (page 31)

a 6, b 4, c 2, d 5, e 1, f 3

ex. 4 (page 31)

1 did, live, 2 did, come, 3 Did, go, 4 did, study, 5 Did, get, 6 did, do

ex. 5 (page 31)

Possible answers

1 What did you/your brother/she do yesterday? 2 When did she/you/your brother walk to the library? When did she/you/your brother start school? 3 Did she/you/your brother walk to the library (yesterday)? Did she/you/your brother start school yesterday?

Half-unit revision**ex. 1 (page 32)**

leave school, invite guests, give presents, get married, blow out candles

ex. 2 (page 32)

nursery – Ferdi, school – Joe, university – Raquel, job – Saira

ex. 3 (page 32)

2 She didn't eat a sausage. She ate a cake. 3 He didn't give my cousins a card. He gave them a present. 4 They didn't read a book. They danced.

ex. 4 (page 32)

1 c Did you blow out the candles on your cake?; birthday cake emoji, 2 a Where did they have the party?; party hat emoji, 3 d Did your sister dress up as a tiger?; tiger emoji, 4 b What present did your friend give you?; gift emoji

Reading and culture**ex. 1 (page 33)**

Students' own answers

ex. 2 (page 33)

1 B Seijin-no-hi, 2 A Quinceañera, 3 C Sweet Sixteen

ex. 3 (page 33)

1 A, C, 2 B, 3 C, 4 A

ex. 4 (page 33)

1 church, 2 her father, 3 at the town hall, 4 because it's when they can learn to drive and get a job

Speaking**ex. 1 (page 34)**

1 Oscar, 2 Ella, 3 Oscar, 4 Theo, 5 Oscar, 6 Ella, Oscar

ex. 2 (page 34)

1 you, 2 enjoyed, 3 time, 4 welcome, 5 great, 6 everything

ex. 3 (page 34)

1 party, 2 coming, 3 Glad, 4 thank, 5 welcome, 6 everything

ex. 4 (page 34)

1 c, 2 a, 3 d, 4 b

ex. 5 (page 34)

1 c, 2 b

Writing**ex. 1 (page 35)**

2 in their garden, 3 a white dress, 4 they had a delicious meal, 5 in the evening

ex. 2 (page 35)

1 b, 2 c, 3 a, 4 d

ex. 3 (page 35)

Suggested answers

1 We had some delicious cake after the amazing ceremony. 2 He wore a lovely suit and a fantastic hat. 3 There were lots of pink and yellow flowers in the hall. 4 A wonderful band played after the meal.

ex. 4 (page 35)

The correct order is:

1 C, 2 E, 3 G, 4 A, 5 F, 6 H, 7 B, 8 D

ex. 5 (page 35)

Students' own answers

Language revision**ex. 1 (page 36)**

1 Babies, school, 2 Children, 3 Preteens, start, 4 Teenagers, leave, university, 5 adult, job

ex. 2 (page 36)

1 D, 2 F, 3 E, 4 C, 5 B, 6 A

ex. 3 (page 36)

1 I gave a present to my sister. 2 They didn't understand the teacher. 3 He didn't leave school when he was 16.

ex. 4 (page 36)

1 did you do, 2 did you give, 3 Did he like, 4 he did, 5 Did you go, 6 I didn't

ex. 5 (page 36)

The correct order is:

A: I'm leaving now. Thanks for a great party.

B: You're welcome! Thanks for coming.

A: I had a really good time.

B: And thanks for the present. Have you got everything?

A: Oh, I think my bag's in the kitchen.

B: Here you are.

A: Thanks! Bye!

Catch-up and Extra Challenge**ex. 1 (page 37)**

1 born, 2 nursery, 3 university, 4 married

ex. 2 (page 37)

1 c, 2 d, 3 e, 4 b, 5 a

ex. 3 (page 37)

2 She didn't leave school when she was 16.

3 They didn't have a fancy dress party.

4 He didn't invite 20 guests. 5 My uncle didn't retire last year.

ex. 4 (page 37)

Example answer

Hi, Bridget

How are you? I'm writing to tell you about my little sister's birthday last weekend. We had a barbecue in the garden. My sister dressed up as an explorer, but I didn't dress up! She had

a big cake with five candles on it. She blew out all the candles and then we gave her some presents. It was a great day!

ex. 5 (page 37)

2 Did you meet your friends last night? No, I/we didn't. 3 What time did you get up this morning? I got up at seven o'clock. 4 Did Adam go to bed early? Yes, he did. 5 What sports did your dad play at school? He played football and tennis.

Unit 4

Vocabulary and listening

ex. 1 (page 38)

1 chess, 2 roller skating, 3 cycling, 4 skiing

ex. 2 (page 38)

1 dancing, 2 action figures, 3 keyboards, 4 in a band, 5 comics, 6 dancing

ex. 3 (page 38)

1 b, 2 d, 3 c, 4 a

ex. 4 (page 38)

1 play, 2 do, 3 go, 4 go, 5 go

ex. 5 (page 38)

1 Poppy goes to pottery club on Wednesday afternoons. 2 She doesn't play keyboards in her band. 3 She doesn't like table tennis. 4 Connor loves table tennis. 5 Poppy doesn't want to make jewellery with Connor and his sister. Sentences 2, 3 and 5 are negative.

ex. 6 (page 38)

1 F, 2 T, 3 F, 4 T, 5 F

Grammar 1

ex. 1 (page 39)

1 d, 2 a, 3 e, 4 b, 5 c

ex. 2 (page 39)

1 weren't sleeping, 2 was she wearing, 3 wasn't playing, 4 Were you reading, 5 was doing

ex. 3 (page 39)

2 She wasn't playing chess. 3 Brandon was making comics. 4 He wasn't watching TV. 5 Jerry and his brother were playing the drums. 6 They weren't doing karate.

ex. 4 (page 39)

1 was, 2 soaked, 3 pouring, 4 were, 5 were, 6 wasn't, 7 believe, 8 terrified

ex. 5 (page 39)

2 They weren't making comics. They were doing their homework. 3 She wasn't doing karate. She was listening to music. 4 They weren't playing chess. They were dancing.

Vocabulary 2

ex. 1 (page 40)

1 playing, 2 hip hop, 3 collecting, 4 making

ex. 2 (page 40)

1 romantic, 2 fantasy, 3 horror, 4 musical, 5 comedy, 6 science fiction

ex. 3 (page 40)

1 action film, 2 comedy, 3 horror, 4 musicals, 5 animated, 6 romantic

ex. 4 (page 40)

1 main character, 2 director, 3 plot, 4 special effects

ex. 5 (page 40)

1 b, 2 a, 3 b, 4 c, 5 a, 6 c, 7 b

Grammar 2

ex. 1 (page 41)

1 were running, 2 realised, 3 was crossing, 4 started

ex. 2 (page 41)

1 c, 2 d, 3 a, 4 e, 5 b

ex. 3 (page 41)

1 were the students doing, came, were drawing, 2 saw, was waiting, 3 woke up, were having, 4 was raining, arrived, 5 was tidying, found

ex. 4 (page 41)

1 was sleeping, 2 fell, 3 had, 4 was having, 5 arrived, 6 was playing

ex. 5 (page 41)

Suggested answers

1 While Zoe was getting on the bus, she lost her keys. 2 When my mum came home / opened the door, we were eating pizza / having dinner. 3 We broke a window while we were playing football.

ex. 6 (page 41)

Students' own answers

Half-unit revision

ex. 1 (page 42)

a 4 horror, b 1 romantic, c 5 musical, d 3 science fiction, e 2 fantasy

ex. 2 (page 42)

1 collecting, 2 going, 3 making, 4 playing, 5 dancing, 6 singing
comics

Students' own answers

ex. 3 (page 42)

1 Bob wasn't doing karate. 2 Otto was playing football. 3 Eve wasn't going snowboarding. 4 Anna and Bob weren't making comics. Otto – playing football, Anna – doing karate, Bob – going snowboarding, Eve – making comics

ex. 4 (page 42)

When I left the party, it was raining. We were having lunch when our aunt called. While they were playing table tennis, the dog ate their sandwiches. He ate an apple while he was walking to the train station.

1 The dog. 2 He was walking to the train station. 3 When I left the party. 4 They were having lunch.

Reading and culture

ex. 1 (page 43)

a hobby horse, b knit, c post box, 1 post box, 2 knit, 3 hobby horse

ex. 2 (page 43)

1 Katy, 2 Yuma, 3 Elina

ex. 3 (page 43)

1 c, 2 a, 3 c

ex. 4 (page 43)

1 hobbies, 2 trees, 3 yarn, 4 knitting, 5 Finland, 6 competition

Speaking

ex. 1 (page 44)

1 T, 2 T, 3 F, 4 F, 5 T, 6 F

ex. 2 (page 44)

1 a, 2 b, 3 a, 4 b, 5 b

ex. 3 (page 44)

1 into, 2 of, 3 at, 4 in, 5 on

ex. 4 (page 44)

Possible answers

1 interested, 2 terrible, 3 good, 4 into, 5 keen, 6 fan

ex. 5 (page 44)

Students' own answers

Writing

ex. 1 (page 45)

1 snowboarding, 2 waiting for a bus, 3 volunteer, 4 snowboarding lesson

ex. 2 (page 45)

1 d, 2 a, 3 c, 4 e, 5 b

ex. 3 (page 45)

1 Last year I joined a karate club. 2 I was searching for information about winter sports when I read a blog about snowboarding. 3 Two years ago, my brother gave me an action figure. 4 While I was walking to school, I saw a poster about horse-riding classes. 5 A day later I bought some keyboards.

ex. 4 (page 45)

1 keen on, 2 six months ago, 3 was cycling, 4 one day, 5 visited their website, 6 A week later, 7 go to the club, 8 because it's fun

ex. 5 (page 45)

Students' own answers

Language revision

ex. 1 (page 46)

1 hip hop dancing, 2 animation, 3 playing the drums, 4 singing in a band, 5 pottery

ex. 2 (page 46)

1 main character, 2 director, 3 horror, 4 science fiction, 5 comedy, 6 fantasy

ex. 3 (page 46)

1 were, doing, 2 was helping, 3 were making, 4 Were, using, 5 were drawing, 6 was watching, 7 wasn't laughing

ex. 4 (page 46)

1 when, 2 were watching, 3 opened, 4 was running, 5 started

ex. 5 (page 46)

1 fan, into, 2 keen, terrible, 3 interested, good

Catch-up and Extra Challenge

ex. 1 (page 47)

Type of film: action, comedy

Sport: horse-riding, karate

Arts and crafts: pottery, making comics

ex. 2 (page 47)

1 go, 2 do, 3 make, 4 go, 5 play, 6 play

ex. 3 (page 47)

1 a, 2 b, 3 a, 4 b, 5 b

ex. 4 (page 47)

1 ~~romantic~~ science fiction, 2 ~~pottery~~ the drums, 3 ~~hip hop~~ action figures, 4 ~~horse-riding~~ karate, 5 ~~skateboarding~~ table tennis

ex. 5 (page 47)

Students' own answers

Revision Units 1–4

ex. 1 (page 48)

1 retire, 2 chatbot, 3 adult, 4 private, 5 comedy, 6 essay, 7 touchpad, 8 director

ex. 2 (page 48)

1 e, 2 d, 3 a, 4 b, 5 c

ex. 3 (page 48)

1 pottery, 2 university, 3 job, 4 leave, 5 effects

ex. 4 (page 48)

1 Are you revising, 2 I'll live, 3 wants, 4 Are they taking, 5 won't be, 6 don't understand

ex. 5 (page 48)

1 was born, 2 celebrated, 3 thought, 4 decided, 5 were singing, 6 arrived, 7 was blowing, 8 was playing, 9 were, 10 took

ex. 6 (page 48)

1 got, 2 common, 3 cheered

ex. 7 (page 49)

1 D, 2 E, 3 A, 4 C

ex. 8 (page 49)

1 c, 2 b, 3 a

ex. 9 (page 49)

1 C, 2 A, 3 B, 4 A

ex. 10 (page 49)

Students' own answers

Unit 5

Vocabulary and listening

ex. 1 (page 50)

1 feet, 2 neck, 3 head

ex. 2 (page 50)

1 a cold, 2 a sore throat, 3 a fever

ex. 3 (page 50)

1 earache, d, 2 headache, a, 3 toothache b, 4 stomach ache c

ex. 4 (page 50)

1 broke, 2 allergy, 3 ill, 4 knee

ex. 5 (page 50)

Suggested answers

A didn't visit, family, ill, B allergy, pet, C fell, tree, D flu, staying, cousins, E injury, exercise

ex. 6 (page 50)

1 B, 2 E, 3 A, 4 C

Grammar 1

ex. 1 (page 51)

1 has, 2 don't, 3 Do, 4 have, 5 do

ex. 2 (page 51)

1 has to make, 2 have to buy, 3 don't have to take, 4 Do you have to feed, I do, 5 doesn't have to go, 6 do we have to wait

ex. 3 (page 51)

1 have, 2 terrible, 3 to, 4 has, 5 don't, 6 No, 7 Lucky

ex. 4 (page 51)

2 Milly has to arrive at school before 8.30. Jack and Sam have to arrive at school before 8.30.
3 Milly doesn't have to do homework every night. Jack and Sam have to do homework every night.
4 Milly has to listen to the teacher. Jack and Sam have to listen to the teacher. 5 Milly has to eat lunch in the school canteen. Jack and Sam don't have to eat lunch in the school canteen.

ex. 5 (page 51)

Example answers

I have to / don't have to wear a uniform.

I have to / don't have to arrive at school before 8.30.

I have to / don't have to do homework every night.

I have to / don't have to listen to the teacher.

I have to / don't have to eat lunch in the school canteen.

Vocabulary 2

ex. 1 (page 52)

1 runny, 2 hurt, 3 sore, 4 dizzy

ex. 2 (page 52)

1 thermometer, 2 plaster, 3 ambulance, 4 tablets, 5 X-ray, 6 bandage

ex. 3 (page 52)

1 c, 2 a, 3 b, 4 e, 5 d

ex. 4 (page 52)

1 some tablets, 2 a plaster, 3 an X-ray, 4 an ambulance

ex. 5 (page 52)

1 put a plaster, 2 called an ambulance, 3 had an X-ray, 4 have surgery, 5 saw the doctor, 6 took my temperature, 7 take some medicine, 8 stay in bed

Grammar 2

ex. 1 (page 53)

1 should, 2 shouldn't, 3 Should, 4 should

ex. 2 (page 53)

1 shouldn't, 2 should, 3 shouldn't, 4 should, 5 should, 6 shouldn't

ex. 3 (page 53)

1 c, 2 f, 3 d, 4 a, 5 b, 6 e

ex. 4 (page 53)

1 shouldn't go, 2 Should she eat, shouldn't, 3 should see, 4 should talk, 5 Should we send, should, should buy

ex. 5 (page 53)

Suggested answers

1 c You shouldn't get a cat. 2 b You shouldn't eat a lot of sweet food. 3 e You should put on a plaster. 4 f You should join a (table tennis) club. 5 a You should buy (her) a (birthday) card. 6 d You shouldn't go to bed late.

Half-unit revision

ex. 1 (page 54)

1 fever, 2 headache, 3 cough, 4 cold, 5 flu

ex. 2 (page 54)

1 see a doctor, 2 put on a bandage, 3 take your temperature, 4 stay in bed, 5 take some tablets. The mystery phrase is: have an X-ray.

ex. 3 (page 54)

Jake has to feed the cat.

Maria has to water the plants in the garden.

Tania has to walk the dog.

Isaac has to wash the car.

ex. 4 (page 54)

2 Should she put on a plaster? Yes, she should.
3 Should he go to school? No, he shouldn't.
4 Should he buy an ice cream? No, he shouldn't.
5 Should she take some tablets? Yes, she should.

Reading and culture

ex. 1 (page 55)

1 c, 2 e, 3 d, 4 b, 5 a

Suggested answer: People use these kinds of food when they have a cold.

ex. 2 (page 55)

b

ex. 3 (page 55)

1 F, 2 F, 3 T, 4 F, 5 T

ex. 4 (page 55)

1 ill, 2 garlic, 3 honey, 4 sleep

Speaking

ex. 1 (page 56)

1 shouldn't, 2 should, 3 should, 4 shouldn't, 5 shouldn't

ex. 2 (page 56)

1 forget G, 2 should A, 3 idea R, 4 think G, 5 right R, 6 ideas A

ex. 3 (page 56)

1 should, don't, idea, right, 2 think, good, should, do

ex. 4 (page 56)

1 think I should, 2 don't think it's, 3 think you should, 4 think you're right, 5 don't forget to, 6 a good idea

ex. 5 (page 56)

Suggested answers

1 I think you should go to bed. I don't think it's a good idea to go to school. 2 I don't think you should eat a lot of food. It's a good idea to take some medicine. 3 Don't forget to ask your friend to put the cat in another room. I don't think you should touch the cat.

Writing

ex. 1 (page 57)

1 Jay, 2 mum, 3 Felix, 4 dad, 5 Mr Cohen

ex. 2 (page 57)

1 a, 2 b, 3 b, 4 a, 5 b

ex. 3 (page 57)

1 Hi, 2 Sorry, but, 3 Please find, 4 Thanks

ex. 4 (page 57)

1 forget, 2 let, 3 do, 4 I'm, 5 later

ex. 5 (page 57)

1 b, 2 d, 3 a, 4 e, 5 c

ex. 6 (page 57)

Students' own answers

Language revision

ex. 1 (page 58)

runny nose, sore throat, allergy to eggs, the flu, feel dizzy, stomach ache

ex. 2 (page 58)

1 b, 2 a, 3 a, 4 b

ex. 3 (page 58)

1 Do you have to take, 2 don't have to feed, 3 has to do, 4 have to clean, 5 Does he have to help

ex. 4 (page 58)

1 should buy, 2 shouldn't ride, 3 shouldn't eat, 4 should stay, 5 should brush, 6 shouldn't use

ex. 5 (page 58)

1 I should do, 2 it's a good idea, 3 think you should, 4 I'll do that, 5 forget to, 6 a good idea

Catch-up and Extra Challenge

ex. 1 (page 59)

1 sore throat, 2 earache, 3 runny nose, 4 cough, 5 fever, 6 stomach ache

ex. 2 (page 59)

1 see, 2 take, 3 put on, 4 have, 5 stay, 6 have

ex. 3 (page 59)

1 shouldn't, 2 don't have to, 3 has to, 4 should, 5 shouldn't, 6 doesn't have to

ex. 4 (page 59)

1 cold, 2 runny, 3 should, 4 take, 5 have, 6 don't, 7 good, 8 right

ex. 5 (page 59)

Students' own answers

Unit 6

Vocabulary and listening

ex. 1 (page 60)

1 basketball, 2 swimming, 3 judo, 4 cycling

ex. 2 (page 60)

1 rollerblades, 2 skis, 3 goggles, 4 tracksuit, 5 racket, 6 bat

ex. 3 (page 60)

1 boots, 2 costume, 3 goggles, 4 trunks, 5 tracksuit, 6 skates

ex. 4 (page 60)

1 slope, 2 rink, 3 track, 4 pitch, 5 court

ex. 5 (page 60)

1 Leo b, 2 ice rink c, 3 Hannah a

ex. 6 (page 60)

1 At the indoor ski centre. 2 In November. 3 His uncle's. 4 They're very expensive.

Grammar 1

ex. 1 (page 61)

1 has, 2 haven't, 3 hasn't, 4 've, 5 have

ex. 2 (page 61)

1 bought, 2 seen, 3 given, 4 known, 5 brought, 6 lost, 7 eaten, 8 met, 9 sent, 10 slept

ex. 3 (page 61)

1 have given, 2 hasn't brought, 3 have lost, 4 has seen, 5 haven't written, 6 haven't understood

ex. 4 (page 61)

1 haven't, 2 's, 3 what, 4 hasn't, 5 brought, 6 've, 7 news, 8 mistake, 9 bet

ex. 5 (page 61)

Students' own answers

Vocabulary 2

ex. 1 (page 62)

1 c, 2 d, 3 a, 4 b

ex. 2 (page 62)

1 coach, 2 referee, 3 medal, 4 trophy

ex. 3 (page 62)

1 win, ended, 2 lost, trained, trophy, 3 taking, 4 medal, win, set

ex. 4 (page 62)

1 train, 2 coach, 3 medal, 4 part, 5 lost, 6 won, 7 trophy

ex. 5 (page 62)

1 c, 2 a, 3 e, 4 b, 5 d

Grammar 2

ex. 1 (page 63)

1 c, 2 a, 3 d, 4 b

ex. 2 (page 63)

1 Have, 2 Have, 3 Has, 4 Has, 5 Have, 6 Has

ex. 3 (page 63)

2 we have, 3 he has, 4 she hasn't, 5 they haven't, 6 it has

ex. 4 (page 63)

2 Have Mia and Ray taken the dog for a walk? Yes, they have. 3 Has Mia cleaned her football boots? Yes, she has. 4 Has Mia found her goggles? No, she hasn't. 5 Has Ray bought a new tennis racket? No, he hasn't. 6 Has Ray done the washing-up? Yes, he has.

ex. 5 (page 63)

1 Who has broken the window? 2 How many books have you read? 3 Have you eaten your breakfast?

Half-unit revision

ex. 1 (page 64)

1 e boots, 2 a skis, 3 d goggles, 4 b tennis racket, 5 c rollerblades

ex. 2 (page 64)

1 medal, 2 ended, 3 took part, 4 record, 5 lost, 6 coach

Mystery word: trophy

ex. 3 (page 64)

1 Has he done his homework? 2 Have they lost their goggles? 3 I haven't brought my ice skates. 4 She hasn't won the gold medal.

ex. 4 (page 64)

2 Have they lost the race? b 3 Where have you left your (table tennis) bat? a 4 Have you found your ice skates? d 5 Has she won the trophy? e

Reading and culture

ex. 1 (page 65)

a 2, b 1, c 3

ex. 2 (page 65)

1 C, 2 B, 3 A

ex. 3 (page 65)

1 d, 2 e, 3 a, 4 b

ex. 4 (page 65)

1 road, 2 Bolivia, 3 under, 4 caves, 5 tradition, 6 bridge

Speaking

ex. 1 (page 66)

1 Rosie, 2 Theo, 3 Rosie, 4 Ella, 5 Rosie, 6 Ella

ex. 2 (page 66)

1 running, 2 swimming, 3 swimming, 4 Which, 5 to

ex. 3 (page 66)

1 Which, 2 prefer, 3 Do, 4 watching, 5 definitely, 6 to

ex. 4 (page 66)

Possible answers

1 playing, 2 playing, 3 prefer playing basketball, 4 Do you prefer making, 5 making, 6 prefer making comics, 7 making jewellery, 8 Which (films) do you prefer / Do you prefer action films, action films, 9 science fiction films, 10 prefer (watching) science fiction films

ex. 5 (page 66)

Students' own answers

Writing

ex. 1 (page 67)

1 trainers, 2 track, gym, 3 36, 4 leather, 5 three, 6 3A, 17, 7 Monroe

ex. 2 (page 67)

1 I've lost my table tennis bat. 2 I think I left it in the cloakroom. 3 It's plastic and it's red. / It's red and it's plastic. 4 I've only used it four times.

ex. 3 (page 67)

1 small red, 2 lovely new leather, 3 new blue, 4 old green plastic

ex. 4 (page 67)

1 help, 2 left, 3 playing fields, 4 plastic, 5 blue, 6 worn, 7 seen, 8 given

ex. 5 (page 67)

Students' own answers

ex. 6 (page 67)

Students' own answers

Language revision

ex. 1 (page 68)

1 tracksuit, 2 ice skates, 3 football boots, 4 tennis racket, 5 table tennis bat, 6 swimming trunks

ex. 2 (page 68)

1 goggles, 2 set, 3 win, ended, 4 coach, 5 part, 6 trains / trained

ex. 3 (page 68)

1 The students have lost their homework. 2 I haven't met my new English teacher. 3 We've eaten breakfast. 4 Bella hasn't found her phone. 5 You've left your tennis racket at school. 6 Harry and Adam have gone to the ice rink.

ex. 4 (page 68)

1 Have you seen, 2 I haven't, 3 Have you looked, 4 I have, 5 Has she borrowed, 6 she hasn't

ex. 5 (page 68)

1 Which, 2 to, 3 or, 4 do, 5 playing

Catch-up and Extra Challenge

ex. 1 (page 69)

1 P, 2 E, 3 E, 4 P, 5 E, 6 P, 7 P, 8 E

ex. 2 (page 69)

1 competition, 2 record, 3 draw, 4 medal, 5 race, 6 coach

ex. 3 (page 69)

1 a, 2 b, 3 a, 4 b, 5 b, 6 b, 7 a, 8 b

ex. 4 (page 69)

2 She's played tennis. 3 She hasn't slept well. 4 They haven't eaten lunch. 5 They haven't gone swimming. 6 They've won the golf championship.

ex. 5 (page 69)

1 I haven't brought my swimming trunks to the pool. 2 Have you heard Olivia Rodrigo's new song? 3 She's left her sports bag at the tennis court. 4 He's running very fast. I think he'll set a new record. 5 What have you done today? 6 They're taking part in a sports competition in Rome.

Unit 7

Vocabulary and listening

ex. 1 (page 70)

1 tuck, 2 supermarket, 3 shopping centre

ex. 2 (page 70)

1 department store, 2 corner shop, 3 newsagent's, 4 sports shop, 5 greengrocer's

ex. 3 (page 70)

1 gift shop, 2 chemist's, 3 florist's, 4 baker's, 5 stationery shop

ex. 4 (page 70)

Suggested answers

a last year, birthday present, b didn't like them, c I love it!

The correct answer is C.

ex. 5 (page 70)

1 c, 2 b, 3 a

Grammar 1

ex. 1 (page 71)

1 never, 2 ever, 3 ever, 4 never, 5 never

ex. 2 (page 71)

1 ever won, 2 never told, 3 never eaten, 4 ever arrived, 5 ever given, 6 never gone/been

ex. 3 (page 71)

1 Has Mia ever met her favourite singer? 2 Ted and Dan have never ridden an elephant. 3 I've never had an operation. 4 Have you ever played golf? 5 She's never made a cake. 6 Have they ever missed a class?

ex. 4 (page 71)

1 ever, 2 haven't, 3 never, 4 Has, 5 Yes, 6 mind, 7 treat, 8 best

ex. 5 (page 71)

Suggested questions and answers

1 Have you ever broken your nose / broken your arm? Yes, I have. / No, I haven't. 2 Have you ever played the guitar / played for your school team? Yes, I have. / No, I haven't. 3 Have you ever written a blog / written a story / written a letter to a celebrity? Yes, I have. / No, I haven't. 4 Have you ever lost your phone / lost a race? Yes, I have. / No, I haven't. 5 Have you ever won a competition / won some money? Yes, I have. / No, I haven't. 6 Have you ever seen a ghost / seen a horror film? Yes, I have. / No, I haven't.

Vocabulary 2

ex. 1 (page 72)

1 florist's, 2 bookshop, 3 greengrocer's, 4 newsagent's, 5 chemist's

ex. 2 (page 72)

1 online, 2 cost, 3 window, 4 back, 5 spend, 6 second-hand

ex. 3 (page 72)

a 2, b 3, c 1

ex. 4 (page 72)

1 second-hand, 2 with my phone, 3 take them back

ex. 5 (page 72)

1 A, 2 C, 3 C, 4 B, 5 C, 6 A, 7 A, 8 B

Grammar 2

ex. 1 (page 73)

1 must, 2 can't, 3 must, 4 can't

ex. 2 (page 73)

1 d, 2 b, 3 a, 4 e, 5 c

ex. 3 (page 73)

1 must, 2 must, 3 can't, 4 can't, 5 can't, 6 must

ex. 4 (page 73)

1 They must be sisters. 2 He can't be 30 years old. 3 He must have a lot of dogs. 4 She must love reading. 5 This can't be his jacket. 6 It can't be healthy.

ex. 5 (page 73)

1 You must be tired. 2 This can't be your helmet.
3 He can't be a student at our school. 4 Dan must be on the football team. 5 This answer must be correct. 6 Stella can't be very happy. / Stella must be very unhappy.

Half-unit revision**ex. 1 (page 74)**

1 florist's, chemist's, greengrocer's, 2 sports shop, stationery shop, newsagent's, 3 electronics shop, clothes shop, book shop, 4 shoe shop, toy shop, baker's

ex. 2 (page 74)

1 take, 2 for, 3 cost, 4 credit, 5 go, 6 spend, 7 second, 8 cash
She's gone to the gift shop.

ex. 3 (page 74)

Has he ever cheated in a test?
My grandmother has never flown in a plane.
They have never played the drums.
Have you ever written a song?

ex. 4 (page 74)

Suggested answers
It can't be Anya because she was staying with Aunt Flora.
It can't be Bob because he was at his karate class.
It can't be Sadie because her train was late.
It must be Harry because there is chocolate on his T-shirt.

Reading and culture**ex. 1 (page 75)**

a fix, b queue, c hole
1 queue, 2 hole, 3 fix

ex. 2 (page 75)

C

ex. 3 (page 75)

1 T, 2 F, 3 DS, 4 F, 5 DS, 6 T, 7 T

ex. 4 (page 75)

1 broken, 2 volunteers, 3 queue, 4 friends, 5 cost, 6 fix

Speaking**ex. 1 (page 76)**

1 hasn't, 2 bring some, 3 skirt, 4 big, 5 aren't any, 6 finds

ex. 2 (page 76)

1 a, 2 b, 3 a, 4 a, 5 b

ex. 3 (page 76)

1 help, 2 looking, 3 about, 4 too, 5 size, 6 take, 7 would, 8 cash

ex. 4 (page 76)

Possible answers
1 Can I help you?, 2 just looking, 3 Can I try it on?, 4 changing rooms are over there, 5 too big, 6 'I'll take it, 7 would you like to pay

ex. 5 (page 76)

Suggested answers
Yes, please. I'm looking for a green jacket.
I like it. Can I try it on?
It's too big. Have you got it in a smaller size?
OK, I'll take it.
In cash / By credit card, please.

Writing**ex. 1 (page 77)**

1 F, 2 T, 3 F, 4 T

ex. 2 (page 77)

1 a, 2 b, 3 a, 4 a

ex. 3 (page 77)

1 Have you ever gone/been to a second-hand fashion show? 2 It's like a normal fashion show, but the clothes are (all) second-hand. 3 Are you doing anything on Tuesday evening? 4 Would you like to come with me? 5 It starts at 4 o'clock.

ex. 4 (page 77)

1 e, 2 b, 3 a, 4 c, 5 d

ex. 5 (page 77)

Students' own answers

Language revision**ex. 1 (page 78)**

1 florist's, 2 baker's, 3 greengrocer's, 4 chemist's, 5 newsagent's, 6 sports shop

ex. 2 (page 78)

1 cost, 2 online, 3 back, 4 spend, 5 window-shopping, 6 second-hand

ex. 3 (page 78)

1 Have you ever seen a horror film? 2 Has your brother ever gone to school on a motorbike?
3 They have never climbed a mountain. 4 I have never listened to hip hop music. 5 Have they ever slept on a train?

ex. 4 (page 78)

1 can't, 2 must, 3 must, 4 must, 5 can't

ex. 5 (page 78)

1 e, 2 c, 3 g, 4 a, 5 h, 6 f, 7 b, 8 d

Catch-up and Extra Challenge**ex. 1 (page 79)**

1 gift shop, 2 stationery shop, 3 clothes shop, 4 electronics shop, 5 toy shop, 6 book shop

ex. 2 (page 79)

1 pay, 2 buy, 3 go, 4 buy, 5 spend, 6 take

ex. 3 (page 79)

1 b, 2 a, 3 b, 4 b, 5 a

ex. 4 (page 79)

Suggested answers
1 It must be Megan's skateboard. 2 It must be Beatrix. It can't be Vikki. 3 He can't be at football practice. He must be at his piano lesson.

ex. 5 (page 79)

He's been to the greengrocer's.
He's been to the electronics shop.
He hasn't been to the stationery shop.
He hasn't been to the chemist's.

Unit 8**Vocabulary and listening****ex. 1 (page 80)**

Type of holiday: camping
Place to stay: house, tent
Holiday activity: sunbathing, sightseeing, hiking

ex. 2 (page 80)

1 caravan, 2 package, 3 farm, 4 adventure

ex. 3 (page 80)

1 apartment, 2 bed and breakfast, 3 hostel, 4 campsite, 5 cottage

ex. 4 (page 80)

1 c, 2 a, 3 c, 4 b

ex. 5 (page 80)

1 first, 2 another thing, 3 next, 4 finally

ex. 6 (page 80)

1 He sits outside his tent and talks to other people. 2 it's really expensive, 3 birds, animals, trees, 4 Because he's very active / he goes hiking and swimming every day.

Grammar 1**ex. 1 (page 81)**

1 d, 2 a, 3 b, 4 c

ex. 2 (page 81)

2 more expensive than, 3 the best, 4 the worst

ex. 3 (page 81)

2 isn't as comfortable as, 3 is as good at maths as, 4 is bigger than

ex. 4 (page 81)

1 more, 2 fancy, 3 guess, 4 as, 5 than, 6 most, 7 sounds, 8 the

ex. 5 (page 81)

Suggested answers
The holiday in Austria is more expensive than the holiday in Rome.
The holiday in Rome isn't as interesting as the holiday in Austria.
The holiday in Austria is as active as the holiday in Rome.
The holiday in Rome is more boring than the holiday in Austria.

Vocabulary 2**ex. 1 (page 82)**

1 awful, 2 boring, 3 relaxing

ex. 2 (page 82)

1 pyramid, 2 statue, 3 bridge, 4 tower, 5 lighthouse, 6 ruins

ex. 3 (page 82)

1 main square, 2 ruins, 3 monument, 4 city walls, 5 art gallery

ex. 4 (page 82)

1 bridge, 2 ruins, 3 city walls, 4 lighthouse, 5 tower, 6 art gallery

ex. 5 (page 82)

1 main square, 2 city walls, 3 art gallery, 4 bridge, 5 statue, 6 ruins

Grammar 2**ex. 1 (page 83)**

1 been, 2 going to, 3 will, 4 went, 5 were, 6 could

ex. 2 (page 83)

1 a, 2 c, 3 a, 4 a, 5 c

ex. 3 (page 83)

1 b, 2 e, 3 a, 4 d, 5 c

ex. 4 (page 83)

1 'm sitting, 2 live, 3 're going to visit, 4 've never seen, 5 will be, 6 went, 7 was climbing, 8 met

ex. 5 (page 83)

Suggested answers
1 What were you doing at three o'clock yesterday afternoon?

At three o'clock yesterday afternoon I was sitting in my classroom.

2 What did you eat for lunch yesterday?

I ate pizza for my lunch yesterday.

3 What are you going to do / are you doing after school tomorrow?

I'm going to meet / I'm meeting my friends after school tomorrow.

4 Have you ever made a birthday cake for a friend?

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

Half-unit revision**ex. 1 (page 84)**

2 is staying at a hostel, 3 is staying at/in an apartment, 4 is staying at a bed and breakfast, 5 is staying at/in a cottage

ex. 2 (page 84)

1 art gallery, 2 lighthouse, 3 statue, 4 tower, 5 bridge, 6 pyramid

ex. 3 (page 84)

1 Ahmed, 2 Jim, 3 Saskia, 4 Ruth

ex. 4 (page 84)

1 b - f, 2 d - j, 3 f - g, 4 c - i, 5 a - k, 6 e - h

Reading and culture**ex. 1 (page 85)**

feeding animals, cycling, camping, swimming

ex. 2 (page 85)

1 B, 2 C, 3 B, 4 A

ex. 3 (page 85)

1 Elsa was looking for mushrooms in the forest.
2 Leo was on a farm holiday in the North of

England. 3 Leo helped to collect eggs. 4 Kai's favourite activity on the farm was feeding the lambs.

Speaking

ex. 1 (page 86)

1 Oxford, 2 expensive, 3 26£, 4 Fairfax Tower, 5 9.30

ex. 2 (page 86)

1 d, 2 e, 3 a, 4 c, 5 b

ex. 3 (page 86)

1 help, 2 information, 3 like, 4 in, 5 suggest, 6 cost, 7 time, 8 get

ex. 4 (page 86)

1 can I help you, 2 I'd like some, 3 I'm interested in, 4 does it leave, 5 How can I get, 6 How much does it

ex. 5 (page 86)

Suggested answers

1 Yes please. I'd like some information about places to visit in London. 2 I'm interested in (learning about) fashion and history. 3 How much does it cost? 4 When does it open? 5 How can I get there? 6 Thanks very much.

Writing

ex. 1 (page 87)

1 c, 2 b, 3 a, 4 d

ex. 2 (page 87)

1 most, 2 suggest, 3 one of the, 4 see

ex. 3 (page 87)

1 It's great news that you're coming to my city. 2 You should definitely visit the Toy Museum. 3 I suggest you go to a street market. 4 You can buy some tickets for the ballet. 5 You shouldn't take a taxi because they're very expensive.

ex. 4 (page 87)

1 wonderful views, 2 great for shopping, 3 paintings and sculptures, 4 see a play, 5 climb to the top

ex. 5 (page 87)

Students' own answers

ex. 6 (page 87)

Students' own answers

Language revision

ex. 1 (page 88)

1 cottage, 2 campsite, 3 bed and breakfast, 4 apartment, 5 hostel

ex. 2 (page 88)

1 ruins, 2 relaxing, 3 awful, 4 tower, 5 main square

ex. 3 (page 88)

1 A, 2 C, 3 A, 4 C, 5 B, 6 B

ex. 4 (page 88)

1 Have you ever spoken, 2 met, 3 was walking, 4 are watching, 5 will be, 6 does it start

ex. 5 (page 88)

1 I'd like some information about places to visit in Dublin. 2 I'm interested in seeing some old buildings. 3 How much does it cost? 4 What time does it open? 5 How can I get there?

Catch-up and Extra Challenge

ex. 1 (page 89)

1 d, 2 b, 3 c, 4 a

ex. 2 (page 89)

1 statue, 2 bridge, 3 main square, 4 art gallery, 5 lighthouse, 6 ruins

ex. 3 (page 89)

1 the tallest, 2 more exciting, 3 healthier, 4 the best, 5 as expensive, 6 the most beautiful

ex. 4 (page 89)

1 El Castillo is one of the most famous pyramids in Mexico. 2 While we were swimming in the ocean, I saw a dolphin. 3 The Golden Gate Bridge in San Francisco isn't as old as Tower Bridge in London. 4 The museum opens at 9 o'clock. 5 Frank is better at singing than his father. 6 She's visited many countries, but she's never been to Poland.

ex. 5 (page 89)

1 city walls → bed and breakfast, 2 camping → active, 3 cottage → ruins, 4 exciting → camping

Revision Units 5–8

ex. 1 (page 90)

1 stomach ache, 2 stationery, 3 temperature, 4 greengrocer's, 5 flu

ex. 2 (page 90)

1 basketball court, 2 ice rink, 3 campsite, 4 cottage

ex. 3 (page 90)

1 breakfast, 2 active, 3 gallery, 4 ruins, 5 tower, 6 relaxing, 7 costumes

ex. 4 (page 90)

1 doesn't have to, 2 must, 3 should, 4 can't, 5 Should, 6 have to

ex. 5 (page 90)

1 Have you ever bought shoes online? 2 Vasco da Gama Bridge is the longest bridge in Europe. 3 Jessica has never paid with her phone. 4 Farm holiday isn't as interesting as caravan holiday. 5 A football pitch is bigger than a tennis court.

ex. 6 (page 90)

1 've broken, 2 was walking, 3 fell, 4 'm taking, 5 doesn't hurt, 6 'll feel

ex. 7 (page 91)

1 b, 2 a, 3 c, 4 b, 5 c

ex. 8 (page 91)

1 shouldn't take, 2 must be open, 3 more relaxing than, 4 have to bring

ex. 9 (page 91)

1 b, 2 a, 3 c

ex. 10 (page 91)

1 She spent all her pocket money on snacks. 2 Tennis racket. 3 You should pay in cash. 4 You won't buy food/snacks later.

ex. 11 (page 91)

Students' own answers

Get ready for the exam 5–8

ex. 1 (page 94)

1 ice hockey, 2 be safe, 3 ice skates, 4 (school) ice rink, 5 three times a week, 6 winning the/her first trophy

ex. 2 (page 94)

1 you should stay, 2 would you like to pay

ex. 3 (page 94)

1 c, 2 e, 3 a, 4 d

ex. 4 (page 94)

1 caught, 2 have, 3 tablets

ex. 5 (page 94)

1 It can't be, 2 isn't as comfortable, 3 should take, 4 have never visited

ex. 6 (page 95)

1 c, 2 a, 3 d

ex. 7 (page 95)

1 every day / seven days a week, 2 find some shops, 3 music, art and yoga / music and art

ex. 8 (page 95)

Students' own answers

Get ready for the exam 1–4

ex. 1 (page 92)

1 b, 2 b, 3 a, 4 c

ex. 2 (page 92)

1 I hope, 2 Thanks for, 3 That's a good

ex. 3 (page 92)

1 c, 2 c, 3 b

ex. 4 (page 92)

1 Are you doing, 2 there won't be, 3 Was he born, 4 I was uploading

ex. 5 (page 92)

1 hopes to make, 2 I will get, 3 Were you walking

ex. 6 (page 93)

1 b, 2 a, 3 c

ex. 7 (page 93)

Students' own answers

Student's book Audioscript

Welcome unit



1

Freya: Hello, everyone! I'm twelve years old. I've got dark hair. I've got a younger sister. I love animals. And I like karate – I have karate classes twice a week!

2

Lucas: Hi, I'm Sophia's twin brother. We're twelve. We've got a little brother, so there are three of us. I've got short blonde hair and I wear glasses. I love robots and basketball, but I hate shopping. I play the drums.

3

Hugo: Hello. I'm thirteen years old. I haven't got any brothers or sisters. I've got red hair and I'm quite tall. I love reading comics. My favourite thing is my skateboard.

4

Sophia: Hi there! I'm a twin. Lucas is my brother. I've got long blonde hair. I can sing well and I love playing volleyball. My favourite subject is history, but I don't like maths.



Boy: Hi. I'm hungry today. How much is a sandwich?

Adult: A cheese and tomato sandwich is two pounds fifty.

Boy: Hmm. What about a chicken sandwich?

Adult: That's three pounds twenty-five.

Boy: OK, and how much are the salads?

Adult: They're four pounds. All the salads are four pounds.

Boy: And how much are drinks?

Adult: The fruit juices are one pound twenty-five and a bottle of water is 75p.

Boy: Can I have a cheese and tomato sandwich, and a bottle of water, please?

Adult: Sure. That's three pounds twenty-five, please.



Maya: Hi, Grandma. How are you?

Grandma: I'm fine Maya, and you? Is your mum busy? She isn't answering her phone.

Maya: One moment ... Yes, she's chopping some vegetables. She's making a stir fry. Smells delicious.

Grandma: OK. And your dad, what's he doing? Is he talking to friends?

Maya: No, he isn't. That's the sound of the TV.

Grandma: Oh, I see. And your sister? Is she doing her homework?

Maya: Hold on. No, she isn't. She's with her friends. They're playing on the computer. They aren't studying!

Grandma: Oh. And what about you, Maya. What are you doing?

Maya: I'm on the phone, Grandma. I'm talking to you!



I've got a lot of plans for the new school year. I'm going to study hard at school and I'm going to do my homework every day. I'd like to join a school club, maybe a book club or film club. I want to be healthy, too. I'm not going to eat fatty food, and I'm going to do sports. I'm not going to spend a lot of time online.

At home, I'd like to help my parents more. I'm going to make my bed and tidy my room every day.

Unit 1



1

A: Would you like to play a video game this evening?

B: Sorry, I can't. I need to revise for a test. I'm not very good at French, and I really want to get a good mark.

2

A: Is this a picture of you and your classmates?

B: Yes, it is. I'm at secondary school now, and we wear a uniform. I think it's cool!

3

A: Can I use your ruler, please?

B: Sure. Why do you need it?

A: Because I always draw a line under important words when I take notes.

4

A: What subjects have we got this morning?

B: Let's see. We've got maths and history, and then it's breaktime at eleven! Yeh!



1 revise for a test 2 write an essay 3 wear a uniform 4 take notes 5 pass a test 6 miss school 7 do a presentation 8 take a test 9 fail a test 10 get a good mark, get a low mark



1 state school 2 private school 3 school year 4 terms 5 breaktime



Our class is large, but it isn't hard. To pass a test and get a good mark. It's a happy day, so let's start. Let's start, let's start.



Boy: Hello, and welcome. Today, Annika is here to tell us about a school she visited in the Netherlands.

Annika: Hi, that's right. It's a secondary school, but there are no lessons and no homework!

Boy: Wow! So, how do students learn?

Annika: Well, each student decides what they want to study, for example, a country, or a time in history. They find out about it using books or the internet. Then they do a presentation, a painting, or write an essay about it. They don't take tests.

Boy: Can you describe the school day?

Annika: Yes, school starts at nine o'clock. Each student talks to their teacher about what they want to learn that day, and the teacher helps them to organise their learning. After lunch, there's a quiet time when everyone reads. School finishes at three o'clock, and some students stay to do PE.

Boy: Are there classrooms?

Annika: No, but each student has a desk, and there are rooms for art and robotics. Students aren't in classes, they're in teams, with students from 12 to 18 years old in one group. They all help each other.

Boy: Interesting! Thanks, Annika.



When are you free?

1

Lucas: So, when can we meet to make a video for film club? I'm free on Saturday.

Freya: Hmm, Saturday morning doesn't work for me. I'm helping at the pet shelter this month!

Sophia: And I've got choir practice. We're preparing an end-of-term concert. I'm singing a solo.

Hugo: That's so cool!

2

Hugo: I'm meeting Ji on Saturday afternoon. He's teaching me Korean.

Lucas: Wow, you're learning Korean! Isn't it hard?

Hugo: I enjoy it! And now I can read Korean comics.

Freya: What about meeting on Sunday?

3

Sophia: I'm playing volleyball in the morning, but I'm not doing anything in the afternoon.

Hugo: I'm revising for a geography test before lunch, but I'm free later.

Lucas: So we're all free on Sunday afternoon then?

4

Lucas: Oops! It's our grandad's birthday on Sunday. We're having a party for him at three o'clock.

Hugo: I give up!



Saturday morning doesn't work for me.

That's so cool!

Oops!

I give up!



Girl: So, what are you reading at the moment?

Boy: I'm reading a book about trains. I love trains!

Girl: OK. And are you going to a school club this year?

Boy: No, not this year. I'm trying to study more. I really want to get good marks.

Girl: What are you watching on TV these days?

Boy: I'm watching a series about a group of friends in space!

Girl: Cool! Are you doing any voluntary work?

Boy: No, but I'm helping my parents more at home.

Girl: What games are you playing?

Boy: I'm not playing video games these days. I'm doing a lot of sports.



Forever Friends

Next episode: watch what happens!

Abie and Jade are friends. They get on well, but one day, they have an argument. Abie is sad, and her mum makes a chocolate cake to cheer her up. Jade decides to make friends with other people in her school. She gets to know Luke. They have a lot in common – they both like hip hop music and computer games. Abie sees them together and feels lonely. Should she say sorry? What should she do?



cheer someone up

feel lonely

get on (well)

get to know

have (a lot) in common

have an argument

keep a secret

make friends

say sorry

tell the truth



1
Girl: I don't get on well with my older brother.
Boy: Why don't you talk to your parents about it?
2
Boy: The maths teacher wants to talk to me. What should I do?
Girl: I think you should tell the truth.
3
Girl: I feel bored.
Boy: Let's watch a film.



Uniforms around the world

Uniforms are an important part of school life in many countries. They tell us about the history and culture of each country.

A
 These students from Bhutan are wearing the country's national costume. It's also their school uniform. Boys wear trousers with a robe, and girls wear a long skirt and a jacket. There's a space in their clothes to carry things, like books, stationery or a water bottle. Each school chooses a different colour for the uniform, but it's usually dark blue or green.

B
 At state schools in Argentina, students wear a white smock over their clothes. It's like a lab coat and is the same for boys and girls. The smock shows that all students in the country are equal. Private schools have their own uniform. This includes gym clothes for when students do sports activities. They wear these clothes one day a week.

C
 In Ghana, the school uniform at primary school is usually brown and yellow.

At secondary school, the colours vary. The uniform can be expensive, so charities often help families to buy them. Without the uniform, some children don't go to school. These days, more and more students are wearing uniforms with African prints, so they feel proud of their African culture.



Rosie: Is there a new rule that we can't use our phones at school?
Theo: Yes, it's starting next week. Teachers say they're distracting.
Rosie: I disagree! We often use our phones to find information online.
Oscar: That's true. Some apps are useful, too. There's a great one for learning French.
Rosie: Exactly! I use it to revise for tests.
Theo: They say that students get better marks without phones.
Rosie: I'm not sure about that.
Theo: And some students use them to cheat in tests.
Oscar: That's a good point, Theo!
Theo: Anyway, they're trying it for a week. I think it's OK to use phones during the lunch break.
Rosie: I think so, too.
Theo: But in lessons ... you see, this is the problem.



Check your score!

Exercise 1

1 miss school **2** write an essay **3** school year
4 get a good mark **5** fail a test

Exercise 2

1 b – Playing team sports is a great way to make friends and have fun.
2 a – Beth failed the maths test. Let's cheer her up with a kind message.
3 d – Don't tell Frank. He can't keep a secret and always tells everyone.

4 e – Alex and I have a lot in common. We like the same things.

5 c – I invited Kai to my party because I want to get to know him.

Exercise 3

1 Julia usually listens to music on her way to school. Next week, she's going to a concert.

2 My friends usually relax after school, but these days they're revising for a test.

3 Max usually studies a lot. Next week, he's doing a presentation.

4 My family and I usually spend time at home, but these days we're spending time outdoors.

5 I usually do sport after school. Next week, I'm running a mini marathon.

Exercise 4

1 Do you like **2** are you wearing **3** 's watching

4 Does Peter know **5** is Alice reading

Exercise 5

1 too **2** that **3** point **4** true **5** disagree



Adult: Hello and welcome. Do you ever feel lonely? Today, Morgan is here to tell us about how to make friends at school.

Boy: Hi, that's right. First of all, remember that other students want to make friends, too. So, when you see a boy or a girl sitting alone, don't be afraid to speak to them. You can ask questions, like "What are you reading these days?" or "What type of music do you like?" This is a good way to get to know them.

Adult: That's a good idea. What else can you do?

Boy: Well, show people that it's OK for them to talk to you, too. For example, don't wear sunglasses, or headphones. This sends a message that you want to be alone. And don't spend all your time looking at your phone. It's better to look around you and smile.

Adult: Great! What about school clubs?

Boy: Yes, they're a great way to meet people! It's a good idea to do something you love, for example, join a sports team or a film club. You'll find you have a lot in common with people at these places.

Adult: Thanks, Morgan.



1
 What are you doing this evening?

2
 I think our school uniform is smart.

3
 Are you going to a school club this year?

4
 I really like these trainers. They're cool!



School life 1

do a presentation – przygotować prezentację
 fail a test – nie zaliczyć testu/klasówki
 get a good/low mark – dostać dobrą/słabą ocenę

miss school – opuszczać zajęcia w szkole

pass a test – zaliczyć test/klasówkę

revise for a test – powtarzać materiał przed

testem/klasówką

take a test – pisać test/klasówkę

take notes – notować

wear a uniform – nosić mundurkę

write an essay – pisać wypracowanie



School life 2

breaktime – przerwa

private school – szkoła prywatna

school year – rok szkolny

state school – szkoła publiczna

term/terms – semestr/semestry



Friendship

cheer someone up – pocieszyć kogoś
 feel lonely – czuć się samotnym/samotną

get on (well) – (dobrze) się dogadywać

get to know – poznać

have (a lot) in common – mieć (dużo) wspólnego

have an argument – pokłócić się

keep a secret – dochowywać tajemnicy

make friends – zaprzyjaźnić się

say sorry – przeprosić

tell the truth – mówić prawdę



Real English

Saturday morning doesn't work for me. – Sobota rano mi nie pasuje.

That's so cool! – Świetnie!

Oops! – Ojej!

I give up! – Poddaję się!



Agreeing and disagreeing

I disagree! – Nie zgadzam się!

That's true. – To prawda.

Exactly! – No właśnie!

I'm not sure about that. – Nie jestem tego pewny/pewna.

That's a good point! – Stuszná uwaga!

I think so, too. – Też tak sądzę.



Reading and culture

equal – równy

national costume – strój narodowy

print – nadruk, wzór

robe – szata

smock – fartuch, kitel

vary – różnić się

Unit 2



1

Do you like listening to music? Now, you can listen to your favourite songs anywhere. Connect a portable speaker to your tablet or phone, and you can take it to different rooms at home. Or carry your portable speaker to the park and listen to music with your friends.

2

Imagine you're writing an essay. There's a problem with your computer, and you lose everything! Well, with a memory stick, you can keep your work safe. Just put the stick into your computer and save your essay. You can use it to move documents to other computers, too.

3

Who doesn't want a 3D printer? With this exciting new invention, you can make a copy of anything you want. You simply choose a picture of an object on your computer, and the 3D printer makes a real-life copy. You can use it to make clothes, houses, and food!



1 portable speaker **2** touchpad **3** virtual keyboard **4** AI (Artificial Intelligence) **5** chatbot
6 screen **7** mouse **8** 3D printer **9** wireless headphones **10** memory stick



- 1 Touch the screen of a smartwatch.
- 2 Teach me to chat with a chatbot.
- 3 Artificial intelligence is the future.



- 1 You can connect to the Internet in a lot of places.
- 2 It's a good idea to save your essay on a memory stick.
- 3 With a 3D printer, you can print an object.
- 4 It's easy to type a text on a virtual keyboard.
- 5 You can use your phone to send messages.



- 1 I think most kids like sending messages more than talking to someone on the phone. That's why this is a great invention. You can use one to order food from a restaurant or buy things online. I use one when I'm looking for clothes. I type the clothes and colours I like, and it gives me ideas about what to buy.
- 2 This is my favourite invention because you can get information twenty-four hours a day. My parents and I like visiting different cities and we always use one. It tells us when museums are open and how much tickets cost. It gives us advice about places to see and it knows the things we love.
- 3 I like this invention because I'm a shy person. I can type a question on my phone and find out everything. It's faster and easier than speaking to a person. I often use one when I want to go to the cinema or to a concert. I ask questions and it always has the answers. I sometimes have fun conversations, too!



Life in the future

- 1 **Sophia:** Where is the bus? I'm tired of waiting.
Lucas: Just imagine! In the future, we'll go home on a flying skateboard. We won't travel by bus.
Sophia: That's hard to believe.
- 2 **Sophia:** I'm so hungry I could eat a horse! Let's make some sandwiches. Oh, we haven't got any cheese ... or tomatoes.
Lucas: That won't be a problem in the future. We'll use a 3D printer to print our favourite food.
Sophia: Pity we can't do it now!
- 3 **Sophia:** It's your turn to clear the table. I'll do the washing up.
Lucas: You know, we won't do all these chores in the future. Scientists will invent a robot to do all the housework.
Sophia: I hope they will hurry up with it.
- 4 **Lucas:** Kids in the future won't do homework either. They'll upload information to their brain.
Sophia: Maybe you're right, but it isn't the future now. So, what page is the maths exercise?



- I'm tired of waiting.
Just imagine!
That's hard to believe.

I'm so hungry I could eat a horse!
Pity we can't do it now!
Maybe you're right.



- 1 We'll travel by flying skateboard in the future.
- 2 You won't cook food. You'll use a 3D printer.
- 3 They'll invent robots to do all our chores.
- 4 I won't study. I'll upload information to my brain.



I think this is true. There are flying cars now, and I think in the future, there will be more. We won't drive our cars. We'll use Artificial Intelligence. I think in 2050, we'll all have a flying car. I don't think so. There is too cold on Mars, so scientists won't find life there. But I think they'll find life on other planets, not tomorrow or next year, but soon. Maybe we'll meet aliens and talk to them.
I agree. I think we'll read everything on a computer. It'll be better for the environment because we won't use trees to make paper. In 2050, students won't have books. They'll all have a tablet to use in school.



- A:** I want to download a film to my computer. Do you know how to do it?
- B:** Yes, of course. First, type the address of the website you want, and go to the website. There are some websites where you can download films for free.
- A:** That's good. What's next?
- B:** Next, log in to your account with your name and password. You need to create an account first.
- A:** OK, I can do that.
- B:** Then you'll see all the films on the screen. Search for a film that you want to see.
- A:** Got it!
- B:** Finally, you'll see an icon that says "download". Click that, and you'll download the film.
- A:** That's great. Thanks!



- click
- download
- enter (a password)
- log in
- log out
- post
- search (for)
- share
- tap
- upload



- A:** Will school be different in the future?
- B:** Yes, it will. Students will learn different subjects.
- A:** Will teachers use Virtual Reality?
- B:** Yes, they will. Students will walk with dinosaurs and swim with fish.
- A:** Will students take notes in their notebooks?
- B:** No, they won't. They'll type them on their laptops.



Technology in Cities

In the year 2050, about 70% of people in the world will live in cities. How can technology make their lives better?

A
In Amsterdam, people use an app to connect to their neighbours. They can send a message when they need help to do repairs at home, to

find a pet, or to organise local events. Technology makes the city greener, too. There's a cycle lane near Amsterdam with solar panels to create clean energy. There will be more cycle lanes like this in the future.

B
Singapore is a small country with six million people. Technology helps to make public transport there easy to use. There's an app that tells people when buses and trains are busy, and the best way to travel. This means there are fewer cars on the roads. The country also uses robots to transport things. In the future, robots will take people's shopping to their homes.

C
Marburg has a lot of blind people. Students from all over Germany go there to study. Technology helps to make their lives easier. For example, the traffic lights make a noise when it's safe to cross the road. This noise is louder when there are more cars. The bus stops 'speak' and give information about buses. Of course, people can connect to the Internet everywhere, too.



- Ella:** What are you doing, Rosie?
- Rosie:** I'm looking for a picture to put on my jar. These are my hopes and dreams for the future.
- Ella:** Wow! That's cool! What does this say? Musician?
- Rosie:** Yes, I'd like to play the guitar in a band one day.
- Ella:** Really? Do you think you'll play in concerts?
- Rosie:** I hope so! I don't think I'll be rich and famous, but you never know.
- Rosie:** What about you, Ella? What are your hopes for the future?
- Ella:** Well, my favourite subject is science, so I think I'll study it at university.
- Rosie:** Will you be a science teacher?
- Ella:** I don't think so. I hope to be an inventor or to work in AI.
- Rosie:** Maybe you'll invent a robot that will clean my room one day.
- Ella:** Who knows?



Check your score!

Exercise 1

- 1 chatbot 2 touchpad 3 portable speaker
- 4 virtual keyboard 5 Artificial Intelligence

Exercise 2

- 1 upload 2 share 3 search 4 post 5 save

Exercise 3

- 1 robots will do the household chores 2 people won't use plastic 3 there will be cities under water 4 we won't go to work every day 5 I'll speak ten languages!

Exercise 4

- 1 Will we drive cars in the future? No, we won't.
- 2 Will I go to the Moon? Yes, you will.
- 3 Will there be dinosaurs? No, there won't.
- 4 Will students write in notebooks? No, they won't.
- 5 Will it be cold tomorrow? Yes, it will.

Exercise 5

- 1 think 2 so 3 like 4 don't 5 hope



Speaker 1

This year, I'm going to a club to learn coding. I'd like to make apps in the future. I think there will be apps for everything. We'll use them to do our shopping and look after our health. I hope to make one that will make it easier to recycle. I think young people can do a lot to change the world. In my free time, I hope to do sports and play e-sports.

Speaker 2

I think the future is a bit scary. I'm worried about

the environment, and I think we need to protect animals and plants. I'm worried about changes in the climate, too. But we don't know what will happen. Right now, I love cooking. I often download recipes, so I think I'll work in a restaurant in the future. Other than that, I hope to be happy, and spend time with my family and friends.

Speaker 3

I'd like to be an artist one day. I love painting and taking photos, and I often post my pictures on social media. I know that AI can do everything these days. It can create paintings with just one click. But I think that people will always love real art. I hope to travel in the future and get to know people from other countries. I'd like to take photos of other countries, too.



Technology nouns

AI (Artificial Intelligence) – sztuczna inteligencja
chatbot – chatbot
memory stick – przenośna pamięć
mouse – mysz (do komputera)
portable speaker – przenośny głośnik
screen – ekran
3D printer – drukarka 3D
touchpad – panel dotykowy
virtual keyboard – klawiatura wirtualna
wireless headphones – słuchawki bezprzewodowe



Technology verbs 1

connect – podłączyć
print – drukować
save – zapisywać
send – wysyłać
type – pisać na klawiaturze



Technology verbs 2

click – klikać
download – pobierać
enter (a password) – wprowadzać (hasło)
log in – logować się
log out – wylogować się
post – zamieszczać
search (for) – szukać (czegoś)
share – udostępniać
tap – dotknąć
upload – ładować



Real English

I'm tired of waiting. – Mam już dość tego czekania.
Just imagine! – Tylko sobie wyobraź!
Pity we can't have one now! – Szkoda, że teraz tego nie mamy.
I'm so hungry I could eat a horse! – Jestem tak głodny/głodna, że zjadłbym/zjadałabym konia z kopytami!
Pity we can't do it now! – Szkoda, że teraz nie możemy tego zrobić!
Maybe you're right. – Może masz rację!



Expressing hopes for the future

I'd like to (play the guitar in a band one day). – Chciałbym/Chciałabym kiedyś (grać na gitarze w zespole).
Do you think you'll (play in concerts)? – Myślisz, że będziesz (grać na koncertach)?
I hope so! – Mam nadzieję, że tak!
I hope not. – Mam nadzieję, że nie.
I don't think I'll (be rich). – Nie sądzę, że (będę bogaty/bogata).
I think I'll (study it at university). – Myślę, że to właśnie (będę studiować na uniwersytecie).

I hope to be (an inventor). – Mam nadzieję, że zostanę (wynalazcą/wynalazczynią).



Reading and culture

blind – niewidomy
cycle lane – ścieżka rowerowa
fewer – mniej
repair – naprawa
solar panel – panel słoneczny
traffic lights – światła drogowe

Unit 3



1 be born **2** go to nursery **3** start school **4** leave school **5** go to university **6** finish university **7** get a job **8** get married **9** have children **10** retire



a work, school, term
b learn, girl, born
c married, nursery, university



adult
baby
child (children)
pre-teen
teenager



People all over the world celebrate important life events.

For example, in many countries people have a party when a baby is born. There's a cake, and people bring presents. In the USA, the party is about six weeks before the baby is born. In China, mothers think this is bad luck, and the party is after the baby's birth.

Another important day is when a child starts school. In some countries, children take flowers for their teacher. In Japan, parents give their child a new school bag. This is often black for boys and red for girls. In Germany, children receive a big paper cone full of chocolates, sweets and crayons. Finally, people everywhere celebrate when a person retires. There's usually a cake, and a special present. In the UK, the traditional present is a watch, but this is less popular these days because people use their phone to tell the time. In Mexico, there's a party with music, dancing and food.



The fancy dress party

1

Sophia: Great party! Let's guess who everyone is.
Hugo: Well, I was born in the USA. I was a pilot, an engineer and an astronaut. I was the first man to walk on the Moon.

Sophia: That's easy! I know who you are! You are Neil Armstrong!

2

Sophia: Look at Freya!
Hugo: Who is she? I have no idea! Give me a clue!
Sophia: Let's see. She was Polish. She travelled to Paris and studied maths and physics at university. She got married to a French scientist and they discovered radioactivity.

Hugo: Now I know! Marie Skłodowska-Curie! She won two Nobel Prizes!

3

Sophia: Lucas, why aren't you dressed up as someone famous?

Hugo: Perhaps he didn't know about it.

Freya: That's strange! Lucas isn't wearing fancy dress.

Lucas: I am! I was born on another planet and I came to Earth as a baby. I worked as a journalist.

4

Lucas: I'm ...!

Hugo, Freya, Sophia: Ahhh!



Great party!
That's easy!
I have no idea!
Give me a clue.
That's strange!



Neil Armstrong was born in the USA in 1930. He studied flight engineering at two universities. He finished university in 1955. Armstrong got married in 1956 and had three children. He got a job as a test pilot. A few years later, he started to work for NASA. In July 1969, Neil Armstrong and two other astronauts travelled to the Moon in the Apollo 11 spaceship. After landing, he left the spaceship and walked on the Moon.



1 birthday **2** New Year's Eve **3** Mother's Day
4 wedding



1

On this day, some people in my country have a party with music and dancing, and some go to the beach. It's common to have a barbecue because it's summer in Australia.

At twelve o'clock, we celebrate the start of the new year.

2

The date of this special day changes in the UK, but it's always on a Sunday in March. Children give a card and a present or flowers to their mum. Then they have a family meal.

3

People dress up in smart clothes, and here in the USA, like in many other countries, a woman usually wears a white dress. The day starts with a formal event, and then there is meal and a party. The man and woman dance the first dance together.



blow out candles
dress up
give cards/presents
have a barbecue
have a cake
have a family meal
have a fancy dress party
invite guests



Boy: Grandad, tell me, where were you born?

Man: I was born in a small town near London.

Boy: What games did you play when you were a child?

Man: Well, we didn't have computer games when I was young. I played a lot outdoors.

Boy: When did you start school?

Man: I started school when I was six, and I left when I was 18.

Boy: Did you go to university?

Man: No, I didn't. I got a job in a bank.

Boy: And when did you get married?

Man: I got married when I was 29. We had two children and now we've got six beautiful grandchildren!



How do you celebrate when you leave school?

Caleb: A year ago, I visited a friend in the USA, and went to her last day of school. How do you celebrate this day in your country?

Jan: In Sweden, students wear a sea captain's hat on their last day of secondary school. There's a ceremony, when they get their diploma. Then they meet their families outside. The families carry big photos of them as a baby! Parents usually give their children a present. We gave my brother a watch. After that, the students drive around town in a truck, playing music and dancing!

Izumi: We celebrate this day in March in Japan. When I left school, we wore our uniforms. There was a ceremony, which was one hour long, and it was very strict! We sang our song. Each year, students choose a song for their celebration. In some schools, students sing and march, too. Then, boys give a button from their uniform to the girl they like. I got three buttons!

Bea: We also have a big ceremony in the USA when we leave middle school. That's when we're 13 and start high school. It's funny, because we often stay in the same building! The school year ends in May or June. When I left middle school, we got a diploma. Then I had a party, but some students go on holiday, or receive money as a present.



Ella: Hey, Theo. It's time for me to go. Thanks for a great party!

Theo: You're welcome. Glad you enjoyed it, Ella.

Ella: I had a really good time.

Theo: And thanks for the present. I can't wait to read it. I love that comic book series.

Ella: Me too!

Theo: Come on. Let's get your things.

Oscar: Theo, I'm leaving now, too. I really enjoyed the party. The music was great! Thanks for everything, Theo!

Theo: That's alright. Thanks for coming, Oscar. Have you got everything?

Oscar: I think I left my jacket in the bedroom. It's a black jacket, with a hood.

Theo: I'll get it for you.

Theo: Here you are.

Oscar: Thanks. Wait a minute. This feels a bit small and there's something in the pocket. You know what, this isn't my jacket!



Check your score!

Exercise 1

1 nursery **2** leave **3** university **4** get **5** retire

Exercise 2

1 You blow out candles on your cake for your birthday.

2 In Australia, people have a barbecue or a party on New Year's Eve.

3 Children give a card and a present to their mum on Mother's Day.

4 People dress up in smart clothes and invite guests for a wedding.

Exercise 3

1 Marie Skłodowska-Curie lived in France.

2 J.R.R. Tolkien spoke foreign languages.

3 Thomas Edison didn't go to university.

4 Amelia Earhart didn't have children.

5 Neil Armstrong walked on the Moon.

6 Einstein wrote books about physics.

Exercise 4

1 Where were you **2** Did you have **3** Who was

4 Did you like **5** When did you leave

Exercise 5

1 Glad **2** welcome **3** time **4** coming

5 everything



People all over the world celebrate birthdays, in many different ways.

In Australia, people often have a barbecue because the weather is warm. The best part of

the celebration is bread with lots of little sweets on it. The guests give presents, but they also receive a present when they go home. This way, everyone is happy.

Birthdays in Jamaica are a lot of fun. When it's your birthday, your friends and family throw flour at you. They do this many times during the day, so your face is always white. It's also common to have a party with music and games.

In Brazil, when it's your birthday, your friends and family pull your ears. They do this once for every year of your life. When you're thirteen, they pull your ears thirteen times! The most important food is *brigadeiros*. These are small chocolate balls. They're delicious!



Life events

be born – urodzić się

finish university – skończyć uniwersytet/studia

get a job – dostać pracę

get married – wziąć ślub

go to nursery – iść do przedszkola

go to university – iść na uniwersytet/studia

have children – mieć dzieci

leave school – skończyć szkołę

retire – przejść na emeryturę

start school – zacząć szkołę



Life stages

adult – dorosły

baby – niemowlę, dziecko

child (children) – dziecko (dzieci)

pre-teen – dziecko w wieku 9–12 lat

teenager – nastolatek/nastolatka



Special days

birthday – urodziny

Father's Day – Dzień Ojca

Mother's Day – Dzień Matki

New Year's Eve – sylwester

wedding – ślub



Celebrations

blow out candles – zdmuchnąć świeczki

dress up – przebierać się, stroić

give cards/presents – wręczać kartki/prezenty

have a barbecue – urządzać przyjęcie z grillem

have a cake – jeść ciasto/tort

have a family meal – jeść rodzinny posiłek

have a (fancy dress) party – urządzać (bal przebierańców)

invite guests – zapraszać gości



Real English

Great party! – Wspaniałe przyjęcie!

That's easy! – To łatwe!

I have no idea! – Nie mam pojęcia!

Give me a clue. – Podpowiedz mi. / Naprowadź mnie.

That's strange! – To dziwne!



Leaving a party

Thanks for a great party! – Dziękuję za wspaniałe przyjęcie / świetną imprezę!

You're welcome. – Proszę.

Glad you enjoyed it. – Cieszę się, że Ci się

podobało.

I had a really good time. – Świetnie się bawiłem/bawiłam.

Thanks for the present. – Dziękuję za prezent.

I really enjoyed the party. – Bardzo mi się podobało.

Thanks for everything! – Dziękuję za wszystko!

That's all right. – Nie ma za co.

Thanks for coming. – Dziękuję, że przyszedłeś/przyszłaś.

Have you got everything? – Masz wszystko?



Reading and culture

button – guzik

diploma – dyplom

march – maszerować

middle school – gimnazjum

truck – ciężarówka

Unit 4



1 making jewellery **2** animation **3** collecting action figures **4** singing in a band **5** hip hop dancing **6** playing the drums **7** playing keyboards **8** ballet dancing **9** pottery **10** making comics



Rosy: Well, I think I'm a creative person. I like making things. My main interest at the moment is making jewellery. It helps me to relax when I feel stressed. I make things to wear, and also as presents to give my family and friends.

Martin: I'm a fan of science-fiction and fantasy films. I read comics, too. That's why I like collecting action figures. I talk to other kids who collect them on social media, so it's a good way to make friends. We often exchange figures, too.

Alex: I love all kinds of music. I play the guitar, but my favourite hobby is playing keyboards. I love the sounds you can make. I play every day after school. It's different from studying because it's all about emotions. I just feel the music.



1 play, May, band, ballet

2 love, music, drums, fun

I dance ballet in the month of May.

I love the drums. The drums are fun.



1 go horse-riding **2** do karate **3** go snowboarding

4 play table tennis **5** go ice-skating



Interviewer: Oscar, your hobby is ice-skating. When did you start?

Oscar: My parents gave me lessons for my 5th birthday. Some people start when they're younger, at three or four years old.

Interviewer: Why do you like it?

Oscar: I love the feeling when I'm on the ice.

I love jumping. It's like I'm flying!

Interviewer: How often do you go ice-skating?

Oscar: I spend about two hours on the ice before school. I also do dance classes and go to the gym. I usually skate six days a week.

Interviewer: What are the good and bad things about ice-skating?

Oscar: I do a lot of competitions, and that's stressful. It's difficult to study and train, too. But I travel a lot and get to know people. I love that. And there are always new things to learn.

Interviewer: What skills do you learn from ice-skating?

Oscar: I think I learn to have a healthy lifestyle. I also learn that when I get a low mark in a competition, I need to work harder the next time.

Interviewer: Thanks, Oscar.



A stormy night

1

Sophia: Did you hear the storm last night?

Freja: Yes, I did. I was walking home after my karate class at seven o'clock. It was pouring with rain. I got soaked!

2

Freja: What were you doing?

Sophia: I was at home.

Freja: Were you doing your homework?

Sophia: No, I wasn't. I was making jewellery. I heard the thunder, and I was terrified!

3

Freja: Were your parents at home?

Sophia: Yes, they were. They were watching a film. They went to my little brother's room. He wasn't sleeping. He was hiding under his bed!

4

Freja: What about Lucas? Where was he?

Sophia: He was in the garage. Believe it or not, he didn't hear a thing! He was playing the drums.

Freja: No way!



It was pouring with rain.
I got soaked!
I was terrified!
Believe it or not.



1 science-fiction film 2 comedy 3 animated film
4 horror film 5 musical 6 fantasy film 7 action film
8 romantic film



1
a romantic film score
2
an animated film / cartoon score
3
a science-fiction film score
4
a musical, with people singing



1
I don't like serious films. My favourite films are funny films, films that make me laugh.
2
I know it's crazy, but I like scary films. I like watching them with friends, but not when I'm alone!
3
I like films that are like magic, with strange animals and people. You can imagine you're living in a different world.
4
I don't like films about love. I think they're boring. I prefer films that are exciting, with fast cars and things like that.
5
I like films about the future, about space travel. I think it's interesting to see all the new inventions.



director
main character
plot
special effects



I was sitting at school,
My brother was swimming in the pool,
The dog was playing with a bone,
When my mum came home.
The twins were playing a game
My brother was doing the same,
My mum was talking on the phone,

When my dad came home.

While my sisters were learning French,

My dad cooked the family lunch.

While my mum was watching a film alone,

I finally came home!



My Travel Blog, by Edwin

On my travels with my family, I see a lot of interesting hobbies.

While we were visiting India, we saw some amazing rock art. People make these sculptures by putting one rock on top of another. They say it's a great way to relax!

Underwater hockey is also becoming popular there. You play this in a swimming pool with a short stick. It's difficult because you can't breathe under water!

Another unusual hobby is butterfly-watching. You see some beautiful butterflies in this country! People help scientists to protect these butterflies, too.

Mollie's Adventures

Last year, I went to Lithuania, and we saw how people spend their free time there.

We were driving past some playing fields one day when we saw a sports match. It was an ancient game called *Ritinis*. It's like hockey, but you hit a piece of wood, not a ball!

We saw mushroom-hunting, too. In autumn, families and friends go to the forests to find mushrooms. It's fun!

Another favourite hobby is making pottery. The pots in Lithuania are black from smoke. You can buy them in the markets.



Amelia: Here we are. Let's see if we can find a new hobby. How about chess, Oscar?

Oscar: I'm not really into board games.

Amelia: You love reading comics. What about making them, too?

Oscar: I'm not sure. I'm not very good at drawing.

Amelia: Look over there. There's a table for animation.

Oscar: Ah yes! I like animated films and I'm interested in learning how to do it. Let's go and talk to them.

Oscar: OK, now let's find a hobby for you, Amelia. How about karate?

Amelia: I like team sports, but I'm not keen on individual sports.

Oscar: Singing in a band?

Amelia: I enjoy listening to music, but I'm terrible at singing!

Oscar: Maybe dancing then. What type of music do you like?

Amelia: I'm a fan of hip hop music and I like dancing.

Oscar: Come on then. Let's find out more about hip hop dancing.



Check your score!

Exercise 1

ballet dancing, collecting action figures, horse-riding, making jewellery, playing keyboards

Exercise 2

1 plot 2 comedy 3 musical 4 romantic

5 character

Exercise 3

1 when 2 When/While 3 when 4 when/while

5 when

Exercise 4

1 were you doing 2 was painting 3 Was he using

4 he wasn't 5 were chatting

Picture d

Exercise 5

1 Ellen is interested in animation. 2 I'm into

playing the drums. 3 My friends aren't keen on karate. 4 Max is a fan of fantasy films. 5 I'm good at making comics.



Interviewer: Gemma, thank you for talking to us today about table tennis. When did you start playing?

Gemma: When I was four years old. I was watching my dad play when I first picked up a bat.

Interviewer: How often do you play?

Gemma: I play every day. I usually play for an hour or two after school, and I always play on Saturday mornings.

Interviewer: What do you like most about the game?

Gemma: I like it because it's easy to learn. The rules are simple, and you can play anywhere. I often play in the park with my friends.

Interviewer: What do you need to be good at table tennis?

Gemma: I think the most important thing is to be fast. Table tennis is a fast game.

Interviewer: What skills do you learn from table tennis?

Gemma: I think it's different for different people. I like table tennis because I'm good at it, and it helps me to feel confident.

Interviewer: Thanks, Gemma.



Skills and interests

animation – tworzenie filmów animowanych

ballet dancing – taniec baletowy

collecting action figures – kolekcjonowanie figurek

hip hop dancing – taniec hip-hopowy

making jewellery – tworzenie biżuterii

making comics – rysowanie komiksów

playing the drums – gra na perkusji

playing keyboards – gra na keyboardzie

pottery – ceramika

singing in a band – śpiewanie w zespole



Sports

horse-riding – jazda konna

ice-skating – jazda na łyżwach

karate – karate

snowboarding – jazda na snowboardzie

table tennis – tenis stołowy



Types of films

action film – film akcji

animated film – film animowany

comedy – komedia

fantasy film – film fantasy

horror film – horror

musical – musical

romantic film – romans

science-fiction film – film science fiction



Film words

director – reżyser/reżyserka

main character – główny bohater / główna bohaterka

plot – akcja, wątek

special effects – efekty specjalne



Real English

It was pouring with rain. – Łał deszcz.

I got soaked! – Cały zmokłem! / Cała zmokłam!

I was terrified! – Byłem przerażony! / Byłam przerażona!

Believe it or not. – Możesz mi wierzyć lub nie.



1.92

Talking about skills and interests

I'm not really into (board games). – Nie przepadam za grami planszowymi.

You love (reading comics). – Uwielbiasz czytać komiksy.

I'm not very good at (drawing). – Nie jestem zbyt dobry/dobra w (rysowaniu).

I like (animated films). – Lubię (filmy animowane).

I'm interested in (learning how to do it). – Chętnie się dowiem, (jak to się robi).

I'm not keen on (individual sports). –

Nie przepadam za (sportami indywidualnymi).

I enjoy (listening to music). – Lubię (słuchać muzyki).

I'm terrible at (singing)! – (Śpiewam) okropnie!

I'm a fan of (hip hop music). – Jestem fanem/fanką (muzyki hip-hopowej).

I like (dancing). – Lubię (tańczyć).



1.93

Reading and culture

ancient – starodawny

breathe – oddychać

butterfly – motyl

protect – chronić

sculpture – rzeźba

smoke – dym

Language Revision Units 1–4

1.94

Speaker 1

I think we should have cooking lessons at school.

Speaker 2

Do you think you'll go to university?

Speaker 3

Why don't we have a fancy-dress party for your birthday?

Speaker 4

Thanks for a great party!



1.95

Speaker 1

I think school will be like something out of a science-fiction film. There won't be any teachers because we'll use computers, and they'll tell us what to do. I think we'll still do homework and take tests, but we won't have to wait to know our marks. The computer will tell us in 5 seconds.

Speaker 2

I don't think that school will change much. We already use a lot of technology in lessons. I think we'll have teachers, and they'll stand at the front and teach the class. I think we'll go to school because it's a good way to get to know people and to make friends.

Speaker 3

I think children will study at home in the future. I think we'll learn using AI. We'll have lessons to do every week, but we'll study when we want. And we won't learn the same things as now, like history or geography. We'll learn things that we can use in real life.

Unit 5

1.96

Doctor: Hello. How can I help you?

Patient: I've got a runny nose and a sore throat. I can't eat anything.

Doctor: Have you got a cough?

Patient: Yes, I have. It's difficult to speak!

Doctor: Have you got a fever?

Patient: Yes, my temperature is 39°.

Doctor: Have you got a stomach ache?

Patient: No, I haven't, but I've got a headache.

Doctor: I don't think you've got a cold. I think you've got the flu.



1.97

a cold

a cough

a fever

a headache

a runny nose

a sore throat

a stomach ache

earache

the flu

toothache



1.98

I've got a cough and a cold.

I've got toothache, and stomach ache.

My back is bad, my knee is, too.

I don't know what to do.



1.99

break an arm

break a leg

cut a finger

cut a knee

feel ill

feel dizzy

have got an allergy

hurt a shoulder



2.1

1

Teen 1: Oh, I feel terrible. I think I've got the flu.

Teen 2: You should drink some hot lemon with honey. It's great when you've got a sore throat. My aunt's a nurse and she told me about it. I tried it the last time I had the flu, and it really helped.

Teen 1: That's a good idea. I'll try it.

2

Teen 3: What do you do when you've got the flu, Kyle?

Teen 4: I drink lots of water. It's good with ice when you've got a fever because it helps to bring your temperature down. But my grandmother says that the best thing for the flu is chicken soup. And she's right. It really works!

Teen 3: Grandmothers always know best!

3

Teen 5: Do you know what's the best thing for the flu, Magda?

Teen 6: My dad told me that you should drink lots of orange juice. It's best when you make it with fresh oranges. They've got vitamin C, and they help you to feel better more quickly.

Teen 5: Interesting. I think I read about that in a book, too.



2.2

A broken arm

1

On Saturday

Freya: What happened to you?

Hugo: I was skateboarding on Saturday when I fell and broke my arm.

Freya: That's terrible!

2

Lucas: Does it hurt a lot?

Hugo: It isn't too bad now, but I have to wear a cast.

Lucas: How long do you have to wear it?

Hugo: For about six weeks!

3

Freya: Do you need any help with that?

Hugo: It's OK, thanks. I can use my left hand, but my dad has to cut my meat for me when I have dinner at home.

Lucas: Does he have to help you to get dressed in the morning?

Hugo: Yes, he does. I feel like a baby!

4

Hugo: The good thing is that I don't have to do any chores at home.

Lucas: And he doesn't have to take notes in class!

Freya: Lucky you!



2.3

That's terrible!

It isn't too bad.

Do you need any help with that?

The good thing is that ...

Lucky you!



2.4

1

Hugo has to wear a cast.

2

His parents have to help him.

3

His father has to cut his meat.

4

He has to help him get dressed.



2.5

1

Teenager: Ouch!

Adult: What's the matter?

Teenager: I cut my finger when I was opening this jar of jam.

Adult: Let's see. Oh, it isn't serious. We'll put on a plaster, and it'll be fine.

2

Adult: How's your sore throat? Is it any better?

Teenager: No, not really. It hurts when I eat.

Adult: Oh dear. Here, have some water, and take these tablets. You don't have to go to school today.

3

Adult: Are you alright?

Teenager: Oh, my hand. I think it's broken.

Adult: Are you sure? Let's call you dad. He'll take you to the hospital. You should have an X-ray.



2.6

a stay in bed **b** call an ambulance **c** see a doctor
d take your temperature **e** put on a bandage
f take (some) tablets **g** have an X-ray **h** take (some) medicine **i** have surgery **j** put on a plaster



2.7

Transport for medicines

For most of us, it's easy to see a doctor and to get medicines. In some countries in the world, this is more difficult. How do they solve the problem?

1

Technology saves lives

Rwanda in Africa uses drones to carry medical supplies to remote places. Drones are faster than other types of transport. A car has to travel for many hours to deliver medicines, but a drone can arrive in thirty minutes. These drones help to save lives.

2

Riding around Paris

There are a lot of cars in Paris, and it's difficult for ambulances to get around. Their solution is to use electric bikes. These bikes take doctors and medicines to emergency situations. They have lights and a siren, too, so people know that they're coming.

3

On an animal's back

In Kenya, camels are the best way to travel to some places. Camels carry medicines, doctors, and nurses to remote villages. They also take vaccines for children. The doctors and nurses give treatment, and they teach people how to look after their health.

4

Clinics on water

In the islands of Sundarbans in India, people have to go by boat to see a doctor. Some people can't travel, so boats visit the islands instead. They carry doctors and medical supplies. Patients can have an X-ray on these boats, and surgery, too!



Amelia: Hey! What's wrong, Rosie?

Rosie: I think I've got a cold.

Amelia: I don't think you should come to school tomorrow.

Rosie: But I have to come. I'm doing a presentation in history tomorrow.

Amelia: I don't think you will get better *that* quickly.

Rosie: Have you got any ideas?

Amelia: I think you should tell the teacher that you don't feel well.

Rosie: That's a good idea. She'll take my temperature. What else should I do?

Amelia: It's important to drink a lot of water. And don't forget to go to bed early.

Rosie: But I have to finish my presentation for tomorrow.

Amelia: I don't think it's a good idea to work this evening. You should try to get a good night's sleep. I'm sure the teacher will understand.

Rosie: I think you're right. I'll do that. Are you OK, Amelia?

Amelia: I think I've got your cold, too!



1 I've got a stomach ache.

2 I have to go to the dentist later.

3 You should take some medicine for your cough.

4 You're very stressed at the moment.



Check your score!

Exercise 1

1 hurt **2** stomach ache **3** fever **4** broke **5** cough

Exercise 2

1 an ambulance **2** an X-ray **3** in bed **4** some medicine **5** a plaster

Exercise 3

1 to **2** doesn't **3** do **4** does **5** don't

Exercise 4

1 shouldn't play video games **2** should I take **3** shouldn't go to school **4** should wash your knee **5** Should he see

Exercise 5

1 I should **2** to do **3** any ideas **4** That's **5** I'll do



1 I cut my finger. What should I do?

2 Abe isn't feeling well.

3 Is Fabia's leg broken?

4 You should take your temperature.



Symptoms and illnesses

a cold – przeziębienie

a cough – kaszel

a fever – gorączka

a headache – ból głowy

a runny nose – katar

a sore throat – ból gardła

a stomach ache – ból brzucha

earache – ból ucha

the flu – grypa

toothache – ból zęba



Injuries and other health problems

break an arm – złamać rękę

break a leg – złamać nogę

cut a finger – skaleczyć się w palec

cut a knee – skaleczyć się w kolano

feel ill – czuć się chorym

feel dizzy – odczuwać zawroty głowy

have got an allergy – mieć alergię/uczulenie

hurt a shoulder – zranić się w / uszkodzić ramię



Treatments

call an ambulance – wezwać pogotowie

have an X-ray – mieć prześwietlenie

have surgery – mieć operację

put on a bandage – założyć bandaż

put on a plaster – przykleić plaster

see a doctor – pójść do lekarza

stay in bed – zostać w łóżku

take (some) medicine – przyjmować lekarstwo/lekarstwa

take (some) tablets – brać tabletki

take your temperature – mierzyć temperaturę



Real English

That's terrible! – To straszne!

It isn't too bad. – Nie jest tak źle.

Do you need any help with that? –

Czy potrzebujesz przy tym pomocy?

The good thing is that ... – Pozytywnym jest to, że ...

Lucky you! – Masz szczęście!



Asking for, giving and responding to advice

I don't think you should come to school

tomorrow. – Uważam, że nie powinieneś/

powinnaś iść jutro do szkoły.

Have you got any ideas? – Masz jakieś pomysły?

I think you should tell the teacher that you don't feel well. – Powinieneś/Powinnaś powiedzieć

nauczycielowi, że się źle czujesz.

That's a good idea. – Dobry pomysł.

What else should I do? – Co jeszcze

powinieneś/powinnam zrobić?

It's important to drink a lot of water. – Ważne,

żeby pić dużo wody.

Don't forget to go to bed early. – Nie zapomnij

pójść wcześniej spać.

I don't think it's a good idea to work this evening.

– To nie jest dobry pomysł, żeby pracować dziś

wieczór.

You should try to get a good night's sleep. –

Powinieneś/Powinnaś dobrze się wyspać.

I think you're right. I'll do that. – Myślę, że masz

rację. Tak zrobię.



Reading and culture

deliver – dostarczać

emergency – nagły wypadek

medical supplies – lekarstwa

patient – pacjent/pacjentka

siren – syrena

vaccine – szczepionka

Unit 6



1 skis **2** racket **3** tracksuit **4** swimming costume

5 boots **6** bat **7** rollerblades **8** trunks **9** goggles

10 ice skates



1 Ben bought a big black ball for basketball.

2 Vera often watches volleyball videos.



a ice rink **b** tennis court **c** football pitch
d running track **e** ski slope



Sports equipment can be expensive, and that means that some people don't do sports. Now there's an idea that can solve this problem. The idea is to put boxes with sports equipment in parks all over the city. In each box, there's a different type of equipment. There are balls for playing basketball, rackets for tennis, and bats for table tennis, too. When people go there to do sport, on the courts or on the football pitches, they can use this equipment. So, how does it work? Well, all you do is download an app to your phone and use it to open one of the boxes. You take the equipment and after your game, you put it back. You take a photo of the equipment and upload it to the app. It's easy to use, and the best thing is that it's free. This means that everyone, teenagers and adults, can have a healthy lifestyle. At the moment, you can find these boxes in countries like the UK, the USA and France. Let's hope there are more in the future!



Lost and found

1 **Freya:** Hey! What's wrong?

Sophia: I've lost my lucky T-shirt. I can't find it anywhere!

Freya: Why do you need it?

Sophia: Because I'm playing in a volleyball tournament at school this afternoon.

2 **Sophia:** I've looked everywhere! I don't know what to do.

Freya: Why don't you ask your mum and dad?

Sophia: I can't. They've gone shopping with my little brother.

Freya: And Lucas?

Sophia: I've asked him. He hasn't seen it.

3 **Freya:** You haven't checked under the bed. Maybe it's there?

Sophia: I'll have a look.

Freya: Can you see it?

Sophia: No, I haven't found it. I bet mum's given it to charity.

4 Two hours later

Freya: Guess what! I've found your lucky T-shirt. I think I took it home by mistake after our last PE lesson.

Sophia: That's great news!

Freya: I'll meet you at the volleyball court in ten minutes.

Sophia: Thanks a million! We'll definitely win the tournament now.



I don't know what to do.
I'll have a look.

I bet ...

I took it by mistake.

Thanks a million!



2.24

Rap the words to learn the verbs.
 Rap the words to learn the verbs.
 be, been, see, seen
 eat, eaten, give, given
 Rap the words to learn the verbs.
 Rap the words to learn the verbs.
 meet, met, sleep, slept
 send, sent, mean, meant
 Rap the words to learn the verbs.
 Rap the words to learn the verbs.
 buy, bought, bring, brought
 know, known, show, shown
 Rap the words to learn the verbs.
 Rap the words to learn the verbs.



2.25

Mel: I've found a Sports Quiz online. Do you want to do it?
Jack: Sure. Ask me the first question.
Mel: OK. How many countries take part in the Olympic Games?
Jack: A lot. More than 200, I think.
Mel: That's correct. What does the Wimbledon winner get?
Jack: Well, winners at the Olympics get a medal, but at Wimbledon they get a trophy.
Mel: Correct. Who set a record as the fastest man in the world in 2009?
Jack: That's easy. Usain Bolt.
Mel: Well done! What do you call a person who trains a sports team?
Jack: Well, it isn't a referee. A referee makes sure that players follow the rules. It's a coach.
Mel: Correct. Now, last question. How many points does a football team get in a match?
Jack: I don't know much about football. I think they get one point when they win.
Mel: No, sorry. They get three points when they win, no points when they lose, and one point when the score is the same. So, wrong answer!



2.26

coach
 end in a draw
 lose
 medal
 referee
 set a record
 take part in
 train
 trophy
 win



2.27

Teacher 1: So, is everything ready for sports day?
Teacher 2: I think so.
Teacher 1: Has the coach got all the equipment ready, the bats and balls?
Teacher 2: Yes, he has. They're out on the playing field.
Teacher 1: Have you bought some water and snacks?
Teacher 2: Yes, I have.
Teacher 1: What about medical supplies? Has the school nurse brought plasters and medicines?
Teacher 2: No, she hasn't, but she'll bring them later.
Teacher 1: OK. Have we found a photographer? We want to have lots of nice photos.
Teacher 2: Yes, we have. One of the students is good at photography, and he's going to take some photos.
Teacher 1: And the students? Have they put on their sports clothes?
Teacher 2: No, they haven't. It's only nine o'clock!



2.28

Amazing Sports Stadiums

There are some amazing sports stadiums all over the world. Here are my top three.

A

FNB Stadium, Johannesburg, South Africa
 Sports are popular in South Africa, and the country has built some fantastic stadiums. This is the biggest. It looks like the shell of a fruit that people use as a container and a musical instrument. It has been the venue for important football matches, including the final of the 2010 World Cup. Rock bands like U2 and Coldplay have given concerts here.

B

AAMI Park, Melbourne, Australia
 Rugby teams from all over Australia have played in this stadium. It's covered with "shells", which protect the fans when it rains. The stadium also collects rainwater to keep the pitch in good condition. There aren't any columns, so everyone can see the match, and the club has installed big screens, too. The "shells" have lights, which can be different colours at night.

C

National Stadium, Warsaw, Poland
 This is the stadium of the national football team. It's white and red, the country's national colours. The roof opens and closes and can carry 10 cm of snow. The pitch is also heated, so teams can play in snowy winters. It's a place for concerts, and both Taylor Swift and Beyoncé have sung here. It was also a hospital during the Covid pandemic in 2020–2021.



2.29

Ella: What's up, Rosie? You look upset.
Rosie: Oh, it's my parents. They want me to do a sport. They say I spend too much time online.
Theo: Well, why don't we do something together?
Ella: Good idea! I play tennis on Saturdays, maybe you could join me?
Rosie: I'm not sure. I haven't got a racket, and it's expensive to join a club.
Ella: Oh, I see. Do you prefer indoor or outdoor sports?
Rosie: I definitely prefer indoor sports.
Theo: What about swimming then? I've bought some new trunks.
Rosie: I don't really like swimming. I prefer playing games.
Ella: OK then. Basketball, volleyball ...?
Rosie: I prefer basketball to volleyball, but I'm not really a fan.
Ella: I know! Let's play table tennis! They've put a table in the school gym, and we can borrow some bats.
Rosie: Table tennis sounds good.
Rosie: We can play it online, too. I'm kidding!



2.30

Check your score!
 Exercise 1
1 slope **2** ice rink **3** track **4** goggles **5** helmet
 Exercise 2
1 part **2** won **3** in **4** coach **5** trained
 Exercise 3
1 He's broken the window. **2** They've lost the match. **3** She's won a trophy. **4** He hasn't scored a goal. **5** They haven't gone to the match.
 Exercise 4
1 Have you bought **2** have **3** Has your mum said **4** hasn't **5** Have your parents agreed
 Exercise 5
1 c – Do you prefer cycling or horse-riding?
2 a – I prefer playing football to hockey. **3** b – Which sport do you prefer, running or swimming?

4 e – I prefer basketball to tennis. **5** d – Which do you prefer, skating or rollerblading?



2.31

Many people have played basketball, but do you know how it started?
 Well, the inventor of the game was James Naismith. In 1891, Naismith was a PE teacher at a school in Massachusetts in the USA. The weather is cold and stormy there in winter, and he wanted to find a way for students to do physical exercise in the gym.
 Naismith asked the man who looked after the school to bring him two boxes. The man brought him fruit baskets instead, baskets that people used to carry fruit. The teacher put these in the gym, and students threw a ball into them. This was the start of this amazing game.
 Soon, other schools were playing basketball, and there were tournaments between the best teams. Basketball became an Olympic sport in 1936, and a simple game at a school in a PE lesson has become one of the most important sports in the world.



2.32

Sports equipment

bat – rakietka (do tenisa stołowego)
 boots – buty (np. do jazdy na nartach)
 goggles – okulary (np. do pływania)
 ice skates – łyżwy
 racket – rakieta (do tenisa)
 rollerblades – rolki
 skis – narty
 swimming costume – kostium/strój pływacki
 tracksuit – dres
 trunks – kąpielówki



2.33

Sports places

football/hockey pitch – boisko do piłki nożnej / do hokeja na trawie
 ice rink – lodowisko
 running track – bieżnia
 ski slope – stok narciarski
 tennis/basketball court – kort tenisowy / boisko do koszykówki



2.34

Sports competitions

coach – trener/trenerka
 end in a draw – zakończyć się remisem
 lose – przegrać
 medal – medal
 referee – sędzia sportowy
 set a record – ustanowić rekord
 take part in – wziąć udział w
 train – trenować
 trophy – trofeum, puchar
 win – wygrać



2.35

Real English

I don't know what to do. – Nie wiem, co robić.
 I'll have a look. – Rzucę okiem.
 I bet ... – Założę się, że ...
 I took it by mistake. – Wziąłem/Wzięłam to przez pomyłkę.
 Thanks a million! – Wielkie dzięki!



2.36

Talking about preferences, suggesting and negotiating

Why don't we do something together? – A może zrobimy coś wspólnie?
 I play tennis on Saturdays, maybe you could join me? – W soboty gram w tenisa, może się przyłączyć?

I'm not sure. – Nie jestem przekonany/
przekonana.
Do you prefer indoor or outdoor sports? – Czy
wolisz sporty halowe czy na świeżym powietrzu?
I definitely prefer indoor sports. – Zdecydowanie
wolę sporty halowe.
What about swimming then? – A co powiesz na
pływanie?
I prefer basketball to volleyball, but I'm not really
a fan. – Wolę koszykówkę od siatkówki, ale nie
jestem jej wielkim fanem / wielką fanką.
I know! Let's play table tennis! – Już wiem!
Zacznijmy grać w ping-ponga!



Reading and culture

column – kolumna
heated – ogrzewany
pandemic – pandemia
venue – miejsce, lokalizacja

Unit 7



1 sports shop 2 stationery shop 3 department
store 4 shoe shop 5 gift shop 6 clothes shop
7 toy shop 8 electronics shop 9 bookshop



I want to buy a red dress at the clothes shop.
I want to buy a black coat at the sports shop.
I want to buy a big gift at the gift shop.



1 baker's 2 chemist's 3 corner shop 4 florist's
5 greengrocer's 6 newsagent's



Rishi: Hi, and welcome to our podcast. With me
in the studio today is Talia, to tell us about
shopping habits of teenagers. Talia, over to you.
Talia: Hi there! So, did you know that many teens
buy used clothes these days? That's because
used clothes are cheaper and they're better for
the environment.

Rishi: You mean it's better for the planet that we
don't throw away the old clothes, right?

Talia: Exactly, and it means we can wear more
unusual clothes and look different from our
friends.

Rishi: What about where teens go shopping?

Talia: Well, many teens buy things at markets
or on an app. These apps are like social media.
You can buy and sell things, and chat with
people from all over the world.

Rishi: Right!

Talia: And, you know, it's fun. You can buy
something, wear it, take a selfie, and then sell it
again. I've got a friend who buys all her holiday
clothes on an app and sells them again when
she gets home!

Rishi: Ha ha!

Talia: And adults are starting to do this now, too,
so teenagers are changing shopping habits.

Rishi: That's good news! Well, that's all we have
time for. Thanks, Talia. Next week, ...



Make up your mind!

1

Hugo: So, why are we here?

Lucas: I want to buy something with my birthday
money.

Hugo: How about a model spaceship kit?

Lucas: I've made lots of models before, but I've
never built a spaceship. ... Oops, no. That's too
expensive!

2

Hugo: Have you ever played spike ball?

Lucas: No, I haven't, but I've heard about it from
Sophia.

Hugo: Has she ever tried it?

Lucas: Yes, she has. She says it's great!

3

Lucas: What about these sunglasses?

Hugo: I love them. They suit you, but you've
never worn sunglasses in your life.

Lucas: That's true, but summer is coming. I don't
know. I can't make up my mind.

4

Lucas: Let's get something to drink. I'm so tired!

Hugo: Me too! Hey, look at this! Have you ever
tried mango bubble tea?

Lucas: No, I haven't.

Hugo: Let's try it. My treat!

Lucas: You're the best!



That's too expensive!
They suit you.

I can't make up my mind.

My treat!

You're the best!



1 cost 2 go window-shopping 3 buy online
4 spend money on something 5 buy second-
hand 6 take something back



1
How do you pay for something?

2

Levi's mum pays by credit card.

3

Isla pays in cash.

4

I usually pay with my phone.



Speaker 1: So, are you ready?

Speaker 2: Let's go. How much are the trainers?

Speaker 1: Wow, they're silver or gold. They must
be expensive.

Speaker 2: I agree, so what do you think, £3,000?

Speaker 1: OK. What? They must be £700 then.

Speaker 2: Next question. How much is
the phone?

Speaker 1: It's enormous. It must be very old.

Speaker 2: I think so, too, but who wants an old
phone? It can't cost a lot.

Speaker 1: Eleven pounds. Correct. Next
question. How much are the sunglasses?

Speaker 2: They're cool, but they're plastic. They
can't be very expensive. Forty-nine pounds?

Speaker 1: OK. Well done! Last question. How
much is the guitar?

Speaker 2: Oh, guitars are expensive. It can't be
two hundred and fifty pounds, so it must be
three thousand pounds.

Speaker 1: Three out of four!



Zero-waste cities

Have you ever thought about what happens to
our waste? It often goes into landfills, and that's
bad for nature. Now, many cities in the world are
working to stop this problem.
Kamikatsu, a small town in Japan, is one of the first
zero-waste cities. It recycles 80% of its waste and
hopes to reach 100% in the future.
People sort their rubbish into 45 different types!
Then they take it to a recycling centre. Volunteers
visit the homes of older people to collect their
waste bags.

Furniture, clothes, and things in good condition
go to the town's second-hand shop. People can
go there and take what they want. There's also
a place where workers make new clothes, bags
and toys from old materials.

"Recycling is a way for people to help each other."
Kiel in Germany has over a hundred rules to stop
waste. Here, people have to pay to send rubbish
to landfills – so they're very careful about what
they throw away! There are also recycling stations
all over the city, where they can take old things.
When there is a special event in the city, restaurants
can't use plastic cups and plates. And Kiel has one
of the first shops in the country that sells food with
no packaging. People take containers from home
to put the food in – and then they pay less!
"Children learn about recycling at school."



Amelia: Have you ever been to a clothes swap?

Theo: No, I haven't. This is the first time. I've
brought some old clothes.

Amelia: Me too! Let's put them over there.

Helper: Can I help you?

Theo: I'm just looking, thanks.

Amelia: Yes, please. I'm looking for a cool skirt.

Helper: What about this one?

Amelia: Oh, I like it. Can I try it on?

Helper: Sure. The changing rooms are over there.
(...)

Amelia: What do you think?

Theo: It suits you.

Amelia: Thanks! I'll take it.

Theo: I really like this hoodie, but I think it's too big.

Amelia: Have you got a smaller 5 size / number?

Helper: No, sorry, we've only got that one.

Amelia: Why don't you try it on? It looks great!

Theo: It's very comfortable, and I like the colour.
Hey! That's my jumper!



Check your score!

Exercise 1

1 greengrocer's 2 chemist's 3 stationery shop
4 newsagent's 5 baker's

Exercise 2

1 spend 2 pay 3 go 4 buy 5 cost

Exercise 3

1 Have you ever bought second-hand clothes?

2 They've never looked for shoes online.

3 My mum has never used her phone to pay.

4 Has your brother ever taken something back?

5 I've never used an app to sell things.

Exercise 4

1 must 2 can't 3 must 4 can't 5 must

Exercise 5

1 looking 2 try 3 changing 4 take 5 With



Can you all hear me? Good. So, here we are
at the Weston shopping centre. It's a very big
shopping centre, but there's a map here. It shows
you where all the shops are. You can also get
a free map in the newsagent's over there.

You'll find a lot of different types of shop here.

There's a big department store, clothes shops
and shoe shops. My favourite is the gift shop. You
can find some interesting presents for your family
and friends there.

You can buy things in cash or pay with your
phone. But you can also go window-shopping,
and then have a snack in one of the cafés. There's
a lovely café where you can get a sandwich
or soda next to the bookshop.

So, it's twelve o'clock now. We'll meet here again
at three o'clock. I hope you have a good time.
Don't spend all your pocket money!



2.51

Types of shops: the shopping centre

bookshop – księgarnia
clothes shop – sklep z ubraniami
department store – dom handlowy
electronics shop – sklep z elektroniką
gift shop – sklep z prezentami
shoe shop – sklep obuwniczy
sports shop – sklep sportowy
stationery shop – sklep papirniczy
toy shop – sklep z zabawkami



2.52

Local shops

baker's – piekarnia
chemist's – apteka, drogeria
corner shop – sklep osiedlowy
florist's – kwiaciarnia
greengrocer's – sklep z owocami i warzywami
newsagent's – kiosk z gazetami



2.53

Shopping

buy online – kupować przez internet
buy second-hand – kupować używane produkty
cost – kosztować
go window-shopping – oglądać wystawy
spend money on (something) – wydawać pieniądze na (coś)
take (something) back – zwrócić (coś)



2.54

Paying

pay by credit card – płacić kartą kredytową
pay for (something) – płacić za (coś)
pay in cash – płacić gotówką
pay with my phone – płacić telefonem



2.55

Real English

That's too expensive! – To za drogo!
They suit you. – Pasują do Ciebie. / Dobrze w nich wyglądasz.
I can't make up my mind. – Nie mogę się zdecydować.
My treat! – Ja stawiam!
You're the best! – Jesteś super!



2.56

Buying, selling and swapping clothes

Can I help you? – W czym mogę pomóc?
I'm just looking, thanks. – Dziękuję, tylko oglądam.
I'm looking for (a cool skirt). – Szukam (fajnej spódnicy).
Can I try it on? – Czy mogę to przymierzyć?
The changing rooms are over there. – Przymierzalnie są tam.
I'll take it/them. – Wezmę to/je.
I really like it, but I think it's too big. – Bardzo mi się podoba, ale jest za duży / za duża.
Have you got a smaller size? – Czy jest mniejszy rozmiar?
We've only got that one. – Mamy tylko ten.
How would you like to pay? – Jak chciałby Pan / chciałaby Pani zapłacić?



2.57

Reading and culture

in good condition – w dobrym stanie
landfill – wysypisko śmieci
packaging – opakowanie
sort – sortować
throw away – wyrzucać

Unit 8

2.58

a caravan holiday **b** adventure holiday **c** package holiday **d** farm holiday

1 hostel **2** cottage **3** apartment **4** bed and breakfast **5** campsite



2.59

1 Hostel, hotel **2** Campsite, apartment
3 Caravan, adventure



2.60

active, exciting, relaxing, wonderful
awful, boring



2.61

1
We usually stay in an apartment near the beach because my parents like relaxing holidays. I go swimming every day, and I like it, but it isn't very exciting. I prefer more active holidays. I've never been on an adventure holiday, but I'd love to try it. I'd like to stay at a campsite, and do different activities, like ziplining, canoeing and hiking.

2
My family likes travelling, so every year, we drive around the country in our car. We visit different places and go sightseeing. One of my favourite interests is taking photos, so I really enjoy it. I've seen some wonderful places! We usually stay in a bed and breakfast, but my ideal holiday is to travel in a caravan. I think it sounds like fun!

3
We live in a city, and my parents always want to spend the holidays in the countryside. We stay in a cottage, and we go walking and play board games in the evening. I love nature, but it's a bit boring. Right now, my idea of a perfect holiday is to stay on a farm and learn about the animals and farm life.



2.62

Holiday plans

1
Lucas: Look, we've found an amazing place for our holiday. It's got the best activities!
Sophia: A forest adventure in the Lake District.
Sophia's dad: It's cheaper than other places. We can stay at a campsite.
Sophia's mum: Hmm ... But a tent isn't as comfortable as a hotel!

2
Freya: How about a farm holiday this year, dad?
Freya's sister: I like that idea! We can feed the animals and collect eggs.
Freya: It's as good as a camping holiday.
Freya's sister: No, it's better. It's more interesting!
Freya's dad: I guess so, but it isn't as relaxing.

3
Hugo's mum: I'm fed up with this weather. Let's plan a holiday!

Hugo's dad: Why don't we go on a package holiday this year? It's the easiest way to travel.

Hugo: I fancy a beautiful beach in August.
Hugo's dad: Or June. June isn't as hot as August.

Hugo: That sounds perfect.



2.63

I guess so.
I'm fed up with the weather.
I fancy a beautiful beach in August.
That sounds perfect.



2.64

1 tower **2** ruins **3** bridge **4** main square
5 monument **6** pyramid **7** statue **8** art gallery
9 city walls **10** lighthouse



2.65

Adventures around the world**A**

See dinosaur fossils in Canada
The Dinosaur Provincial Park is a great place for dinosaur fans. Scientists have more than 35 types of dinosaur fossils here. Some of them are more than 75 million years old!
You can go hiking or take one of the bus tours.
A guide will show you the fossils and explain how the dinosaurs lived.
There are two campsites, so you can stay as long as you want.
Don't forget your camera!

B

Visit castles and ruins in Scotland
Castles are everywhere in Scotland! There are more than 1,500 of them! Some are ruins now, but you can visit them and imagine life hundreds of years ago.
Most of the castles are from the 11th and 12th centuries. They helped to defend the Scottish people from the Vikings, the Romans, and others.
The most famous castle is Edinburgh Castle. It's on the top of a volcano!
Take an umbrella!

C

Stay in a treehouse in Thailand
With more than 100 national parks, Thailand is a great place for adventure! You can borrow a bike and explore the forests. You can swim in a waterfall, go hiking to a bat cave and, sometimes, see elephants, too!
Part of the adventure is to stay in a treehouse while you're there. They aren't as comfortable as a hotel, but it's like living in the trees with the birds and animals!



2.66

Ti: Good morning. Oxford Tourist Office. Can I help you?
Ella: Hello. I'd like some information about places to visit in Oxford.
Ti: Of course. What would you like to see?
Ella: I'm interested in seeing all the important sites.
Ti: Then I suggest a tour. The bus tour isn't as cheap as the walking tour, but it's more comfortable.
Ella: How much does it cost?
Ti: It's £26. You can get on and off the bus, and it stops at the Carfax Tower. You can climb it to see a view of the city.
Ella: That sounds good. What time does the bus leave?
Ti: It leaves at 9.30 from the High Street.
Ella: How can I get there?
Ti: Go to Castle Museum. Go straight on, and the bus stop is on your left.
Ella: That's great. Thanks very much!



2.67

Check your score!
Exercise 1
1 package **2** awful **3** campsite **4** relaxing
5 hostel
Exercise 2
1 tower **2** main square **3** bridge **4** ruins **5** statue
Exercise 3
1 smaller than **2** as active as **3** the cheapest
4 is not as expensive **5** the most comfortable
Exercise 4
Hi, there! I'm having a wonderful holiday! We're staying in an apartment with a pool. I've made some new friends here. Yesterday, we had a barbecue! I took a photo of dad while he was cooking. Here it is! Tomorrow, we're going on an excursion. I hope it won't be boring! See you soon, Jack.

Exercise 5

- 1 I'd like some information about places to see.
- 2 I'm interested in going to the castle.
- 3 What time does it open?
- 4 How much does it cost?
- 5 How can I get there?



2.68

1
Two years ago, I went on a camping holiday with my family. The first night, while we were sleeping in our tents, a storm started. We got soaked! The next day, my parents decided to go home again. We still had five days of holiday left, so we went sightseeing in our town. In the end, we had a wonderful holiday.

2
Last year, I went to a summer camp for two weeks. We did a lot of fun things, like swimming and hiking, arts and crafts. My favourite was field day when we tried different sports. Then in the second week, I had earache, and I was happy to go home. But I'm going back again this year, and I can't wait!

3
Last summer, I went to stay with my cousin on a farm. I've never lived in the countryside, and I was nervous at first. But my cousin showed me how to look after the animals. I helped with the cows, and I went horse-riding for the first time. It wasn't as relaxing as other holidays, but I had a great time!



Types of holiday

adventure holiday – aktywny wypoczynek
caravan holiday – podróżowanie z przyczepą
kempingową, karawaning
farm holiday – agroturystyka
package holiday – zorganizowany wypoczynek



Places to stay on holiday

apartment – apartament, mieszkanie do wynajęcia
bed and breakfast – pensjonat oferujący nocleg i śniadanie
campsite – kemping
cottage – dom na wsi
hostel – hostel



Adjectives to describe holidays

active – aktywny
awful – okropny
boring – nudny
exciting – ekscytujący
relaxing – odpężający
wonderful – cudowny



Landmarks

art gallery – galeria sztuki
bridge – most
city walls – mury miejskie
lighthouse – latarnia morska
main square – plac główny
monument – pomnik
pyramid – piramida
ruins – ruiny
statue – posąg
tower – wieża



Real English

I guess so. – Chyba tak.
I'm fed up with the weather. – Mam dosyć tej pogody.

I fancy a beautiful beach in August. – Marzy mi się piękna plaża w sierpniu.
That sounds perfect. – Brzmi wspaniale. / Brzmi idealnie.



Asking for tourist information

I'd like some information about places to visit in (Oxford). – Chciałbym/Chciałabym dowiedzieć się, które miejsca warto odwiedzić w (Oksfordzie). Can you give me some information about places to see? – Czy może mi Pan/Pani powiedzieć, co warto zobaczyć?

I'm interested in seeing all the important sites. – Chciałbym/Chciałabym zobaczyć wszystkie ważne miejsca.

How much does it cost? – Ile to kosztuje?
What time does (the bus) leave? – O której godzinie odjeżdża (autobus)?
What time does it open? – O której godzinie się otwiera?

How can I get there? – Jak się tam dostać?



Reading and culture

bat cave – jaskinia nietoperzy
borrow – pożyczyć
century – stulecie, wiek
defend – bronić
fossil – skamielina
guide – przewodnik/przewodniczka

Language Revision Units 5–8



Boy: Have you ever had a holiday in a city, Rose?

Girl: Yes, I have, in Ljubljana, the capital of Slovenia. It was wonderful! It's a small city, so you don't have to use public transport. You can walk everywhere.

Boy: What's there to see there?

Girl: Well, there's a castle on a hill. It's amazing because you can dress up in old costumes, and it's like you are living hundreds of years ago. There are a lot of statues of dragons because that's the symbol of the city. And there are three famous bridges next to each other over the river. I think the castle was the best.

Boy: Where did you stay?

Girl: My parents chose a bed and breakfast because it wasn't as expensive as a hotel, and we only slept there. We spent all our time outdoors, and we ate in different restaurants, so it was OK.

Boy: What was your favourite thing about the city?

Girl: I think it was the markets. They sell all sorts of souvenirs, like chocolates and jewellery. I bought some local honey for my grandparents, and some chocolates for me!

Boy: It sounds great. I've never been there.

Girl: You should go. It's more interesting than other capital cities I've visited.

Vocabulary Extension



Girl: Your turn to do the quiz, George. Question one: Do you keep in touch with your classmates after school?

Boy: Sometimes. When I need their notes or something.

Girl: So, it's answer 'A' then. OK. Do they give you support when you have a problem?

Boy: Problems with homework usually ...

Girl: OK, it's 'A' again. Three: How often do you hang out outside school?

Boy: Well, we don't have much in common, so we don't do that a lot. But this week we're revising for the maths test at my house.

Girl: What about this one: Your classmates are loyal. True or false?

Boy: Hmm, hard to say. I never tell them much, because they are very talkative!

Girl: OK, so I think it's 'A' again. And one last question: Do you forgive them when they say sorry?

Boy: Sure! We don't really have arguments that often.

Girl: Finally, answer 'B'. But it looks like you haven't got many good friends at school.

Boy: I guess not, but we get on well and anyway, you're my best friend and I've got some great friends in my volleyball team so it's cool.

Girl: High five!



Host: Hi, everyone! This is *Tech Matters* podcast. I'm Colin, and with my guest, Emily Wilson, a cybersecurity specialist, we will share some tips on how to be safer online. Welcome, Emily.

Guest: Thanks for inviting me, Colin.

Host: So, Emily, what should we start with?

Guest: The first thing is to protect your personal information. Don't share your full name, address or phone number with people you don't know.

Host: Right, some of them can be cybercriminals. How can we avoid scams?

Guest: Never click on links in messages or emails before you check they're safe.

Host: What about passwords? I know that it's important to change your password regularly. What else should we do?

Guest: Use strong passwords which include a mix of letters, numbers and special characters. Don't use your birthdate or your pet's name.

Host: Got it. What about keeping our computers safe?

Guest: Make sure to install an antivirus program. It helps protect your computer from the newest viruses.

Host: Thank you, Emily. Those are great tips. And one last from me: limit your screentime. Spending a lot of time online is bad for your eyes and will make you tired all the time. That's all for today ...



1 stay up until midnight **2** eat lucky food **3** watch fireworks displays **4** make New Year's resolutions **5** count down from 10 to 0 **6** have street parties



Diego: Hey, Emma! How was your New Year's Eve?

Emma: Hi, Diego! It was amazing. We had a nice family dinner and then my friends came over. We stayed up until midnight. How about you?

Diego: That sounds fun! We stayed up until 3 am so I'm a bit tired today. In Spain, we count down from twelve to zero at midnight and eat 12 lucky grapes. One grape a second.

Emma: Lucky grapes? That's interesting! We don't eat grapes here in the UK, but we count from 10 to 0 and make New Year's resolutions. Did you make any?

Diego: Yes, I did! I want to limit my screentime this year. What about you?

Emma: The same. And I want to get a new hobby. Did you have any street parties there?

Diego: Yes, we went to the town centre with my parents, watched the fireworks displays and then danced with other people. What about fireworks in the UK?

Emma: It was very cold and foggy, so we didn't see the displays in our town, but we watched them on TV.

Diego: Sounds like we both had a great time. Happy New Year, Emma!

Emma: Happy New Year!



1 Extra **2** costume designer **3** makeup artist
4 scriptwriter **5** camera operator **6** music composer



Speaker 1

I was really into drawing and painting when I was a teenager. Once I went to a face painting workshop. While the teacher was showing us how to use different products and face paints to make someone look older or scary, I thought that it was the perfect job for me.

Speaker 2

I was a student, and I was looking for a summer job when a friend sent me a job offer at a film set. I wasn't good at acting, but there weren't any lines to learn, so I decided to try. It's my sixth year of waiting for hours, playing very small roles, and watching great actors, and I love it!

Speaker 3

When I was a teenager, I loved playing the piano and the guitar, but I wasn't into playing on stage. I preferred writing songs and creating sounds. I decided to study this, and while I was making music for a radio show, I met a film director. That's how I started writing music for film.



1 have a rash **2** have back pain **3** have spots
4 have food poisoning **5** get a sunburn **6** have a nosebleed



1
I spent three hours sunbathing yesterday. Now my skin is red and it hurts.

2
I've got a stomach ache and I'm really tired.

3
I studied for hours yesterday. My back hurts.

4
I was playing volleyball when the ball hit me in the face. Now I feel dizzy, and there's some blood coming out of my nose.

5
I can't stop scratching.

6
I wash my face three times a day and I try to eat healthy food, but I've got two more big ones on my nose.



1 Warm up! **2** Wear appropriate clothes!
3 Follow the sports rules! **4** Wear protective pads!
5 Cool down! **6** Avoid overtraining!



1 bike shop **2** vet **3** dry cleaners **4** garage
5 hairdresser's **6** optician



1
Woman: Hello, how can I help you?
Girl: Hello. Can you wash this jumper? The label says I can't do it in the washing machine at home.

Woman: Sure, dry cleaning will do the job.

2

Man: Hi there. What can I do for you two?

Boy: Hello, doctor. Lucky hasn't eaten anything today, and he's very tired. He doesn't want to play. Something must be wrong with him.

3

Girl: Oh, wow! That's so different ...

Woman: Well, that's what you asked for. Look, it's just like the girl in the photo you showed me. And I think you look great.

Girl: Thanks. I'm just surprised. My hair has never been this short!



1 insect repellent **2** beach towel **3** sunscreen
4 flip-flops **5** first aid kit **6** raincoat



1

Girl: Oh no! I've cut my finger. Have you got a bandage?

Boy: No, I haven't ... Maybe they've got some plasters in the hotel.

2

Girl: Oh no, look at you! Why are you so wet?

Boy: I was hiking when it started to rain. I only had a hoodie with me.

3

Boy: Ouch, my feet! The sand is so hot!

Girl: Well, why don't you put on your trainers?

Boy: Because no one is wearing trainers here!

Workbook Audioscript



1

Rob: I do a lot of different things in my free time. I like listening to music and watching cooking videos. But what I like most is art. I love painting animals and nature. There's one problem, though. I make a lot of mess when I paint, and I hate cleaning!

2

Sally: I really love biology, it's my favourite subject. I like learning about nature, and I think it's important to save it. I've got two pets: a tortoise and a cat. They don't like playing together, but they both like me!

3

Alice: I'm very sporty and I like my PE lessons, but my favourite hobby is cooking. I love looking for new recipes and preparing meals. I'm vegetarian, but I don't like tofu, so I often have avocado or chickpeas.



Waiter: Hello. What can I get you?

Girl: I'd like to have something vegetarian to eat, but I don't see anything on the menu.

Waiter: There's a green apple next to vegetarian dishes. How about some hummus with some toast?

Girl: Sounds great. How much is it?

Waiter: Three pounds fifty. Would you like some salad with it?

Girl: Is there an avocado salad?

Waiter: Sure. It's two pounds ninety-nine. Do you want some extra bread for fifty pence with it?

Girl: Yes, please. How much is a bottle of sparkling water?

Waiter: It's free with your order.

Girl: Oh, thanks! How much is it in total?

Waiter: That's six pounds ninety-nine ...



Pedro: Hi, Jackie. Can you talk?

Jackie: Hi, Pedro, hang on a minute, I need my earphones ... I can now.

Pedro: What's that sound? Are you cooking?

Jackie: No, I'm in the kitchen to get some water. It's my mum – she's making a stir-fry. I'm not doing anything, just chatting on my phone with Alice. She's making a robot and she's sending me photos. What about you?

Pedro: I'm playing a new game, but it's a bit boring on my own. Why don't you come and join me?

Jackie: Cool. How about after lunch?

Pedro: Perfect!



Interviewer: Hi there. This is *Teen Matters* podcast and it's our first episode after summer holidays. I asked some friends about their plans for the new school year. Let's start with Josh.

Josh: I've got more lessons this year. I'm going to study hard, for sure. But I'm not going to stay at home all the time. I'm going to join the Sports Club and do sports three times a week.

Interviewer: Thanks Josh. I think doing more sport is a really good idea. Now, let's hear Rose.

Rose: Oh, I'm really excited. I'm going to learn Spanish this year. I'm going to be very busy, but I'm not going to stop playing basketball every Saturday. I'm also going to spend less time online and more time outdoors.

Interviewer: I think I should do the same ... What do you think, listeners?



Tom: Hey, Saskia!

Saskia: Hi, Tom!

Tom: How are you? What's your new school like?

Saskia: It's OK. The uniform isn't great, but the teachers are very friendly.

Tom: That's good! What's your favourite subject?

Saskia: Music's fun and I like PE, but I think I like geography best. It's really interesting. But we take a lot of tests.

Tom: Oh no! Do you usually pass them?

Saskia: Yes! I usually get good marks because I always revise for them.

Tom: That's good. We don't have many tests at our school, but we write lots of essays and we do a presentation in our English class every Friday morning after breakfast.

Saskia: Ooh, I hardly ever do presentations in my English class.

Tom: Oh my gosh!



How we learn

In this week's *School Focus*, we're looking at two very unusual schools in the UK and in the USA.

A school that's outside

I'm Erica, and I go to the Liberty Woodland School in London, England. Liberty Woodland School is a private school and it's got about 80 students, aged from 4 to 16. My school is different because about 70% of my lessons are outside. The school thinks that it's really good for students' health to be outside and in nature and I agree! I really like my school. I start lessons at 8.30 and finish just before 5.00, so my schoolday is long, but I don't go to school on Fridays or at the weekends. On Fridays, I do my school work at home.

A school with no Rules

My name's Rashid, and I go to The Free School in Albany, USA. We don't do homework or take tests at our school and there are no school rules. We also don't get marks for our work and we can choose our lessons. All the students at my school help to grow, plan and prepare our food. We often do voluntary work for the community. Once a week we go to a meeting with the teachers. We talk about any problems or arguments. There are about 60 students at my school. We start our schoolday at 9 in the morning and finish at 3.



1

I think that eating meat is really unhealthy.

2

I think that playing video games is bad for your health.

3

All students should do voluntary work for the community.

4

Students should help to clean their classrooms at the end of the schoolday.



1

Amy: What are you getting your brother for his birthday?

Chris: Well, he wants a 3D printer, but that's very expensive.

Amy: Yes, it is. How about a portable speaker? He loves listening to music on his phone.

Chris: Awesome! He's already got some wireless headphones, but that's a great idea.

2

Alastair: Oh no, it isn't working!

Maddy: What's the problem?

Alastair: Well, look – I'm moving it with my hand, but nothing's moving on the screen.

Maddy: So the problem is with the mouse, not the computer screen. Oh. Maybe you need to switch your computer off and then on again. But don't forget to save your work first. Just press control S on your keyboard.

Alastair: OK, thanks.



What will our cities look like in the future? Will we have flying cars and robot police officers? Or will we live in car-free green spaces, with trees and plants on all of the buildings?

Scientists and architects are already working on our cities of the future. In China, there are plans to build Liuzhou Forest City. This city will have 30,000 inhabitants, 40,000 trees and over a million plants. The trees and plants will help keep the air clean and will also be homes for many different birds, animals and insects.

At the same time, other cities are looking for ways to build cheap houses. In Nacajuca, Mexico they are using 3D printers to build houses. A 3D printer can print a small house with two bedrooms in just twenty-four hours!

But perhaps you don't want to live in a forest city, with plants on every building, or in a 3D printed house. Do you want to design your own house? That will also be possible very soon. Scientists are working on a special AI architect app. When you download the app to your phone, the AI architect can help you plan your house.



1

Do you think you'll study English in the future?

2

Will you invent a robot in the future?

3

Do you think you'll be rich and famous?

4

Tell me three things you hope to do next year.

5

Where do you think you will live in the future?



Welcome to the Culture Show. Today, we're talking about Finland. Did you know that in Finland, all new parents get a special big box when they have a baby? There are about forty special presents inside the box, like clothes, toys and books for the baby. The box is also a bed for the baby!

Finland has some interesting school celebrations as well. For example, students leave secondary school in their third year, when they are eighteen years old. But just before they leave school, they have a big celebration. The celebration is always on a Thursday in February. The students wear funny clothes. They drive through the town and they give sweets to people on the streets. The day after this celebration, on Friday, the second year students have a dance party. They wear beautiful clothes and learn old dances, like the waltz and the tango.



Coming of age around the world

A

Quinceañera

In Mexico, Puerto Rico and Central America, girls have an important celebration for their 15th birthday. First, they go to church with their family and friends and then they have a party, with food, music and dancing. The *quinceañera* (the fifteen-year-old girl) wears a beautiful dress and gets lots of presents. The girl often does a special 'first dance' with her father and there is usually a big cake.

B

Seijin-no-Hi

Seijin-no-Hi is a Japanese festival. It's on the second Monday of January and it's a celebration for young people who are eighteen years old. They go to their town hall and listen to some speeches. Then they get some small presents and souvenirs. The women usually wear traditional 'furisode' dresses in very bright colours. Some men also wear traditional clothes, but today many young men wear a suit.

C

Sweet Sixteen

In the USA and Canada, many young people celebrate their sixteenth birthday with a party and a cake with sixteen candles. Sixteen is an important number because it's the age when you can drive a car and get a job. Boys and girls both celebrate this birthday, but it's usually more popular with girls. They wear tiaras and beautiful dresses. Sometimes they arrive at their party in a big, expensive car.



1

Thanks for the present!

2

We really enjoyed the barbecue.

3

I had a fantastic time.

4

Have you got everything?



Connor: Hi, Poppy. There are lots of new after school clubs this term. Look – there's a pottery club on Wednesday afternoons. Do you want to join it?

Poppy: Sounds great, but Wednesday afternoon doesn't work for me. I've got band practice then.

Connor: You're in a band? Do you play keyboards?

Poppy: No, I don't. I sing and I play the drums.

Connor: Wow! That's cool.

Poppy: But look, there's a table tennis club after school on Friday. What about joining that? I love table tennis!

Connor: Me too! OK, that sounds like fun. Oh, and do you want to come to my house on Sunday morning? My sister and I want to make some jewellery for the school summer fair.

Poppy: Brilliant idea!



1

I will always love you!

2

Now hold the stone and say the magic words.

3

I was born on the 3rd of March, 2085.

4

I think there's someone in the house! I'm terrified!

5

music



A New Hobby?

I'm looking for a new hobby! Tell me about your hobbies. What do you do in your free time?

Yuma, Japan

I love gardens, plants and trees, and that's why I love my hobby – Bonsai. Bonsai is more than a thousand years old. It is a traditional Japanese hobby and it is the art of growing very small trees in small pots. It's quite difficult, but I think the trees look really beautiful. Some of my Bonsai trees are in our garden, and some are in my bedroom.

Katy, the UK

When I was seven years old, I visited my grandma and she taught me how to knit. Now I'm in a Yarn Bombing Club! Yarn bombing is a kind of art. It started in the USA, but now it's very popular in the UK. We knit beautiful things and then we leave these things in different places outside. For example, I made a special knitted 'hat' for the post box in our village. It looks great and it makes people feel happy.

Elina, Finland

Some people think my hobby is very strange and funny, but I love it and it's very popular in Finland. A hobby horse is a long stick, with a horse's head on one end. It's usually a toy for young children. It's also a sport for teenagers. I'm in a Hobby Horse Club and we practise running and jumping with our hobby horses. There's a big hobby horse competition every year in Finland. Last year, nearly 2000 people were in the competition.



1

What do you think about team sports?

2

Are you good at music?

3

Do you want to learn hip hop dancing?

4

What are you into?



Speaker 1

Watching sport on TV is boring.

Speaker 2

Thanks for the game! I can't wait to play it.

Speaker 3

What about ice-skating?

Speaker 4

Do you think you'll go to university?



Text 1

Mum: Julie, you're back. How was the workshop?

Julie: Amazing! We had a cool teacher. First, she asked us to do some simple exercises like drawing straight lines and circles. Then we tried changing them into everyday objects like mugs or jewellery. In the end we invented action characters and stories and made them into simple comics. Look!

Text 2

Meg: Wow, this cake is delicious! Who made it?

Peter: My sister! Mum helped a bit, but Judy is really good at making cakes.

Meg: I need a recipe. I'd like the same cake for my birthday. Where's your sister?

Peter: Not sure. She's dressed up as a doctor – she's wearing white clothes.

Meg: Oh, is it her, next to the boy in the clown costume?

Peter: Yes, let's go and talk to her!

Text 3

Boy: Hi, Mandy. This is just to let you know that I received the board game from you yesterday. I was so surprised! It's so interesting and I really hope you'll visit me this summer and we'll play it together. Thank you very much! Please take care! Bye for now.



Speaker 1

I love visiting my aunt and she's got a beautiful cat, called Trixie. The problem is that when I'm in the same room as Trixie, I get a runny nose and my eyes get really red. Now my aunt always puts the cat in the garden when I visit her.

Speaker 2

I go running in the park every weekend. Last Saturday, I was running as usual, when a cat suddenly jumped out of a tree in front of me. I fell over it and cut my knee. But don't worry, the cat's OK! It was very surprised, but it's OK.

Speaker 3

I wanted to visit my cousins last weekend, but then I started to feel ill on Friday night so I stayed at home. I think I had the flu. I had a fever and a runny nose and a bad cough. It was terrible! I'm still really tired now.

Speaker 4

I had my birthday party at my grandmother's house when I was six years old. She had a big garden, so all my friends were playing there. I was climbing a tree when I fell onto the ground! I cut my hand and broke my arm. It wasn't a great birthday!



Garlic, honey, onions or eggs?

My mum always says to me, 'An apple a day keeps the doctor away'. It's a popular saying in the UK and it means that you should try to eat healthy food every day. This will help to prevent illness. But of course, we all get ill sometimes, and good, nutritious food can also help us to get better quickly.

All around the world, people use different types of food as treatments for a cold. In Spain and some countries in Latin America, for example, people drink a special tea with lemon and a lot of garlic in it. Garlic is also popular in Morocco. People from this country make a garlic omelette when they have a cold. Honey is a favourite treatment for a sore throat and a cough in many countries. Sometimes people drink it with hot water and ginger, or with eggs, milk and sugar. In Ghana, people cut an onion and put the pieces around the bed of the person with a cold. Some people believe that the onion will make the air cleaner.

My favourite treatment is a cup of hot chocolate. It's delicious, and hot milk can help you sleep well. What do you do when you have a cold? Do you eat or drink something special?



1

I think I've got the flu. What should I do?

2

I've got a stomach ache. Have you got any ideas?

3

I've got an allergy to cats and my friend's got a new cat. What do you think I should do?



1

Leo went to the ice rink with Hannah.

2

Leo went to the ice rink with Hannah.

3

Leo went to the ice rink with Hannah.



I play lots of different sports. I'm in the basketball team at school and I do judo on Wednesday afternoons. But now there's a new sport I really want to learn – skiing. There's a big indoor ski centre in my town and my uncle bought me a skiing lesson for my birthday last April. The teacher was very friendly and I really enjoyed it. Then, two months ago, in November, I spent a week with my aunt and uncle. They live in the mountains and it's usually snowy there from November to February. It was my first time skiing on real snow and it was really exciting! I haven't got my own skis, but I used my uncle's old skis. My aunt and uncle often go skiing in the winter and they're really good at it! I want to have more skiing lessons at the indoor ski centre, but they're very expensive. Maybe my uncle can teach me.



Extreme sports

Extreme sports are very difficult and usually very dangerous. Let's find out about three popular extreme sports.

Downhill Mountain Biking

In this sport, people ride their bikes very fast down mountain roads. Downhill mountain biking has been a popular sport for fifty years. You can see some amazing places – but don't forget to look at the road when you're on your bike! The best place in the world for mountain biking is Death Road in Bolivia. It's 64 km long and thousands of tourists have visited it.

Scuba Diving

Scuba diving is the sport of swimming under the water with special equipment. You have to take lessons and learn how to use the equipment. It's an amazing way to swim with the fish and find out about life under the sea. In Mexico, you can go cave diving in the Yucatan Peninsula. The caves here are very old, and the water is clear.

Bungee Jumping

On the island of Vanuatu, bungee jumping is a very old tradition and people have done it for hundreds of years. But it's quite a new sport in other countries. People usually jump off a very tall building, a bridge or a cliff. They wear an elastic rope when they jump. The bungee jump off the Victoria Falls Bridge, in Zimbabwe, Africa is 111 metres from the top of the bridge into the river!



1 Which do you prefer, playing board games or playing video games?

2 Do you prefer comedies or musicals?

3 Which do you prefer, pizza or pasta?

4 Do you prefer listening to music or reading magazines?



Boy: What did you do yesterday?

Girl: I went to that new big department store in the shopping centre.

Boy: Oh, right! Did you buy that red bag there? It's really cool!

Girl: This bag? No, it was a birthday present from my aunt last year. I was looking for some new trainers, but I didn't like the ones in the shop. But then I got this water bottle. It's red, like my bag, and I love it!

Boy: Great!



1 Girl: Hello, can I help you?

Boy: Oh, yes please. I'm looking for some trunks.

Girl: Ah, all our clothes are on the second floor.

Boy: Great, thank you. And I also need some new trainers. Are they in the same place?

Girl: Oh no, they're actually over there. Next to the rackets.

Boy: Oh yes, I see. Thank you!

Girl: No problem.

2

Boy: Have you got a present for Amy?

Girl: No, I haven't. I looked at some books, but she doesn't really like reading.

Boy: Yes, that's true. And you bought her a book last year. I know! How about a portable speaker?

Girl: Oh, that's a great idea. She loves listening to music. I think there's a good electronics shop next to the florist's.

Boy: Yes. Let's go there now.

3

Hi, Fred. Listen, I cut my hand and I can't find any plasters here! Can you please get some on your way home? And you should also get some medicine for your cough because it's really bad! Thanks! See you later!



Repair Cafés

What do you do if you find a hole in your favourite pair of jeans? Do you try to repair it, or do you throw away your jeans and buy a new pair? We often throw away things because we don't know how to fix them, but this is bad for the environment, and it makes a lot of waste. Martine Postma is a writer from the Netherlands. She wanted to do something to help the environment, so in 2009, she started the first Repair Café in Amsterdam. At a Repair Café, people can bring their broken things and volunteers help to fix them. They also teach people how to make repairs. You don't have to pay for the repair, but you can give a donation. There are now more than 2,500 Repair Cafés around the world, in Germany, the USA, the UK, Brazil, France, Japan and many other countries. They are in libraries, school halls and community centres. They usually open once a month and people bring lots of different things including bicycles, lamps, phones, watches, toys, and clothes. There are often long queues at Repair Cafés, but you can have a drink and a snack while you are waiting. Sometimes visitors don't have anything to repair. They come to the Repair Café because it is a busy, friendly place where they can meet new people and learn a skill.



1 Can I help you?

2 What about this one?

3 Of course, the changing rooms are over there. Do you like it?

4 We have a smaller jacket in blue.

5 How would you like to pay?



I want to talk to you about my favourite kind of holiday. My family goes camping every year and we always love it. Why? Well, first, I think it's a wonderful way to make friends. People on campsites are always friendly and helpful and

often share ideas about exciting places to visit. In the evenings, we usually sit outside our tent and talk to the other people at the campsite. Another thing is that camping is cheap! I've got two brothers and one sister, so, as a family of six people, staying in a bed and breakfast is really expensive.

Next, I think that camping helps you to understand nature. When you're lying in your tent at night, you can listen to all the birds and animals. You can go outside and look at the stars in the sky. When it's windy, you can hear the trees move. It's amazing!

And finally, camping is good for you! When we stay on a campsite, we're really active. We go hiking and swimming every day and then we sleep well at night. So why don't you try camping for your next holiday?



Farm holidays around the world

Three teens tell us about their favourite farm holiday experiences.

A

We always stay on a farm for our summer holidays. Last year, we stayed in a cottage at a farm about 150km from Stockholm. We helped to look after the cows, hens and sheep and we learnt a lot about the history of the farm. We also went hiking in the forest and looked for mushrooms. On the last evening, we visited some old ruins. When we got there, we cooked our food over a campfire. It was wonderful!

Elsa, Sweden

B

We usually go camping in France, but last August we stayed at a bed and breakfast on a farm in the North of England. It wasn't as cheap as camping, but we really enjoyed it. We collected eggs from the hens and went swimming in the lake near the farm. We also spent an afternoon with the farmer and his sheepdog, Patch. He showed us how Patch helps to look after the sheep. Now I want to be a sheep farmer!

Leo, England

C

I've been to lots of different places on holiday, but my favourite holiday was just 100 km from our home in Sydney, Australia. We stayed on a campsite at a farm. There were lots of things to do there, and we were never bored. We went on a tractor ride and we helped to milk the cows. We brought our bikes with us from home, so we also went cycling around the farm. But the best thing was feeding the lambs! They were so cute!

Kai, Australia



Hello, can I help you?

Of course. What would you like to see?

Then I suggest the Victoria and Albert Museum. It's free!

It opens at ten o'clock and closes at a quarter to six.

Come out of the station and turn right. Then turn left into Exhibition Road. It's on your right.



Together podcast

Host: Hi. I'm Jack and today I'm talking to Alison, an author of a vlog about saving money.

Alison: Hello, everyone.

Host: Alison, have you ever made a shopping mistake?

Alison: Sure! For example, two years ago, I went on a school trip to Italy and I spent all my pocket money on snacks on our first day. They were very expensive because we were in a tourist town. Later, I had to borrow money from my friends to buy souvenirs for my parents.

Host: Sounds awful ...

Alison: It was! In fact, I was terrible at saving then. After that trip, I read and watched anything I could find on the topic. Soon, I saved enough pocket money to buy a new tennis racket.

Host: How can our listeners start saving?

Alison: You should start from simple things like only paying in cash. It helps because it's easier to see how much you've got. Also, you should always check the price of the product before you buy it.

Host: How can we learn to buy less things?

Alison: For example, I don't go out hungry and I always take a sandwich and a water bottle with me. This way, I don't buy snacks later. And when you need to buy some things, always make a shopping list at home.



Text 1

Alice: What do you think about these photos for our presentation?

Ben: I think they're great, especially the one of the boys from Bhutan wearing traditional blue robes. But what is this photo of 3D printer about?

Alice: Oh, that's something I wanted to discuss with you. How about adding some information about how students will make uniforms in the future? Maybe students will print their shirts using 3D printers...

Ben: That's a great idea! Or they'll use AI to design different sets of clothes for cold and warm weather ...

Text 2

Lisa: There's a hobby fair this weekend. Do you want to come?

Rob: I'm not sure ... I'm playing table tennis with Don on Saturday morning.

Lisa: It's in the afternoon. There will be a lot of activities with music. You can try playing keyboards, for example.

Rob: I'm terrible at playing musical instruments. But I'm keen on moving my body.

Lisa: You're great at all sports so I think you'll like hip-hop dancing.

Rob: Great idea. See you at the fair then.

Text 3

Girl: Hi, Melisa. Look at this phone app. We can use it to add drawings to our maths project. Just tap the link, download the app and follow the instructions on the screen. You don't need to make an account or log in. It works on my phone, I hope it will help you too. Oh, one more thing – John's surprise birthday party is at 5 pm and we're meeting at his house fifteen minutes earlier.

Text 4

Teacher: OK, who else would like to speak? Kevin? Go ahead.

Kevin: I think for me new subjects and more studying isn't the biggest change this year. It's something else. In October, my baby brother was born. We're very happy, but there's a lot of things going on at home. At first, he didn't let us sleep at night, but it's better now. Luckily, my grandma retired last year so she helps us a lot.



Host: Welcome back to *Together* podcast!

You've asked for this this guest, and here she is. Jennifer, the captain of our school's girls' ice hockey team. Hi, Jen!

Jen: Thanks for having me!

Host: After your team won the championship last month, everyone at our school is interested in ice hockey. Can you tell us more about doing this sport? Let's start with the equipment.

Jen: Sure! Clothes and equipment are expensive but very important. To be safe while doing this sport you need a helmet, shoulder and elbow pads and gloves. Then of course good ice skates and a stick to play with.

Host: Where do you usually train and play?

Jen: I train at our school ice rink. During the season, we play matches in different venues, usually at stadiums. Some of my favourite places to play are outdoor ice rinks.

Host: Tell us about your training routine.

Jen: We train with our coach on ice twice a week. But there's also gym and running three times a week. It's a lot, but it helps us win.

Host: What is your favourite thing about this sport?

Jen: Taking part in championships is the most exciting thing – like when we won our first trophy last year. I will never forget it.

Host: Amazing! Thanks for sharing, Jen.

Jen: Anytime!



Speaker 1

I have to put a plaster on my finger.

Speaker 2

Can I help you?

Speaker 3

Do you prefer staying in a hostel or a cottage?

Speaker 4

I'd like some information about the places to see here.

Together dla nauczyciela



Aplikacja dla nauczyciela

Macmillan Education Everywhere

To wielofunkcyjne rozwiązanie na komputer, tablet i smartfon umożliwiające m.in.:

- zakładanie klas,
- zadawanie prac domowych,
- wyświetlanie na tablicy interaktywnej materiałów z Książki ucznia i Zeszytu ćwiczeń,
- wykonywanie interaktywnych zadań w klasie,
- szybkie odtwarzanie nagrań audio i wideo,
- tworzenie własnych sprawdzianów oraz testowanie wiedzy uczniów online,
- dostęp do dodatkowych zadań *On-the-Go Practice*.

Teacher's Resource Centre zawiera m.in.:

- Książkę nauczyciela do wyświetlania,
- Książkę ucznia do wyświetlania,
- testy,
- nagrania wideo,
- Teacher's Resource File*.

Testy zawierają:

- 16 *Grammar Short Tests*,
- 16 *Vocabulary Short Tests*,
- 8 *Speaking Short Tests*,
- 8 *Unit Tests* na 3 poziomach,
- End-of-term Test* oraz *End-of-year Test* na 3 poziomach.

Kahoot!

www.macmillan.pl/together-kahoot

To quizy, które umożliwiają uczniom utrwalenie słów i zwrotów w formie interaktywnej zabawy, a nauczycielom – przygotowywanie interaktywnych kartówek i prac domowych.

Together dla ucznia

- Książka ucznia
- Zeszyt ćwiczeń
- Zeszyt przedmiotowy



WOW!

Zadania w rozszerzonej rzeczywistości (AR) – dostępne bezpłatnie dla uczniów w aplikacji *Together* (Macmillan), którą można pobrać na smartfon lub tablet.



Aplikacja dla ucznia

Macmillan Education Everywhere

To nowoczesne rozwiązanie na komputer, tablet i smartfon umożliwiające szybki dostęp m.in. do:

- interaktywnej wersji Książki ucznia i Zeszytu ćwiczeń,
- Książki ucznia do wyświetlania,
- dodatkowych zadań *On-the-Go Practice*.

Filmy wideo zawierają:

- 16 animacji gramatycznych,
- 8 filmów do sekcji *Speaking*,
- 8 filmów *Discover The World* do sekcji *Reading and culture*.



Quizlet

www.macmillan.pl/aplikacja-quizlet

To aplikacja ułatwiająca powtórkę słownictwa z podręcznika.

